

**“Acquiring Cultural Capital to Assess Price’s Fork Elementary School’s
Contribution to Community Sustainability”**

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February 1, 2009—June 30, 2010

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Final Report Narrative

Name of Project: Assessing Price's Fork Elementary School Contribution to Community Sustainability

Grant Period: February 1, 2009—June 30, 2010

Grantee Name: Appalachian Studies Program, Department of Religion and Culture

Project Director: Dr. Anita Puckett

Description of Project:

Price's Fork Elementary School in northwest Montgomery County, Virginia, has been functioning as a community center for the communities in this section of the county for about 50 years, in addition to being a county elementary school. It will be replaced in 2011 by a larger consolidated school located on the edge of Price's Fork itself. School personnel, including teachers and the principal, want to collect and archive cultural capital that relates to the valuation of the school within families and communities. The school principal contacted the Virginia Tech Appalachian Studies Program to develop a collaboration using Appalachian Teaching Project students to collect, archive, and document the role of the school. The students involved in this project were enrolled in a senior level class, HUM 4104 Topical Studies in the Humanities: Community Heritage Project. They collected oral historical, documentary, and participatory research data for the school that could be assembled and archived. These data are to be incorporated into exhibits, displays, teaching resources, and a book titled *My Price's Fork* at the new elementary school where they can function as cultural capital to sustain community life.

Project Activities:

Students divided themselves into four groups of two or three each. One group, who were Interdisciplinary Studies elementary education majors, volunteered to help two teachers in their collection of stories about students' narratives regarding the value of the school to them. These narratives are to appear in the book manuscript. Three other groups of two students each interviewed local residents on their elementary education experiences and collected drawings of buildings or photographs of schools or students who attended either Prices Fork Elementary or the smaller community schools that preceded it. They constructed their own interview protocol, collected consent forms, and inventoried two of their required five audio files. One student collaborated with Geography majors to produce a GIS map of where the 14 older, pre-Prices Fork grade schools were located in this section of the county.

Students networked in the area through attendance at the local Coal Minters Heritage Association meetings (2), meetings of the Northwest Montgomery Community Center meetings (2), meetings with Prices Fork Elementary teachers and principal (3), and

through their interviews with local residents. Interviewees were identified by Dr. Puckett's solicitation of interest at the Price's Fork Fair in August 2009, through requests at the Coal Miners meetings, and through networking with previously identified interviewees.

Other activities included:

- PowerPoint Presentation by Virginia Tech Students at the fall Appalachian Teaching Project Conference in Washington, DC.
- Poster display of project findings at Washington conference.
- Presentation of research findings to the staff of Prices Fork Elementary School.

Project Outcomes:

Outcomes of the project included the following:

- Collection of 13 oral history audio files. Five have been inventoried. Files are to be archived in Virginia Tech Library's Special Collections and Digital Library and Archives and with Prices Fork Elementary School.
- Approximately 250 scanned images to be archived at both repositories.
- Approximately 200 documents to be catalogued and archived according to each repository's needs and criteria for access.
- Identification of key issues surrounding elementary education in this section of the county over the last 60 years. Many of these issues surround race and segregation/desegregation policies.
- Recognition of several core variables of how "community" is valued and constructed in this section of the county.
- Determination of several core elements constituting highly valued cultural and human capital in this section of the county.
- Willingness on the part of Prices Fork Elementary School personnel to continue the project in 2010-2011.
- Enhanced community value for the Virginia Tech Appalachian Studies Program in terms of its commitment to respecting the experiences and expertise of local residents.
- Student engagement in communities that, in turn, developed their (a) awareness of the impact of elementary schools across the full range of community life; (b) understanding of basic methods in community participatory research and oral history collection; (c) recognition of the significance social, economic, educational, and historical contributions of rural Appalachian communities to American cultural life; and (d) abilities to assess what, how, and why cultural capital is significant in sustaining communities.
- Through the conference, student learning with respect to the range and importance of the other projects in which other colleges and universities were engaged, the extremely significant socio-economic and environmental problems Appalachia is currently experiencing, the richness and complexity of cultural capital in these

communities, and how the ARC is investing in and contributing to solving these problems.

- Authorship of nine individual reports detailing their engagement with the project, their successes and frustrations, and their recommendations when the course is offered again.
- Authorship of short narratives that formed the basis for their individual presentations at the Washington Conference. These narratives are included here in an appendix.
- College recognition for the value of this research through Virginia Tech Project Director, Dr. Anita Puckett, winning the College of Liberal Arts and Human Sciences Outreach award for 2010. Justification for this award came in large part from the community research supported by the Appalachian Teaching Project or for research emerging from Project activities.

Problems Encountered:

The major problem encountered was in how the client-provider relationship with the elementary school evolved over the semester. Early discussions suggested more assistance in identifying potential interviewees and direction in how they wanted the archives to be constructed than could actually be provided, given the workload of the teachers and principal. Puckett should have anticipated this problem, however, and planned for it. The result was a more disjointed research process than was anticipated. Nevertheless, the project was successful overall and will continue into the Fall 2010 semester.

Program Continuation and Sustainability:

The major factor impacting continuation of the Virginia Tech Appalachian Studies contribution to the Appalachian Teaching Project will be the degree of success of the new department, Religion and Culture, to which the Program has been assigned. Until this new department develops a critical mass of majors, enrollment in the class may be low. Otherwise, the class is secure for the foreseeable future.

Conclusions and Recommendations:

The overall merits of the Project are very strong and students always benefit from both the class and the Washington conference. The Conference organization is very professional and the venue and accommodations excellent.

This year Virginia Tech students commented on what they called “lack of professionalism” by some of the instructors at other schools, noting that they were engaged in other, off putting activities during presentations.

Dr. Herrin and project faculty continue to work on ways to broaden the project into other spheres with funding from other sources. Virginia Tech Appalachian Studies strongly supports such activities and will contribute as much as possible.

Funding to support research activities, in addition to travel funds, would be most helpful, particularly in areas related to supplies, duplication, and subvention of consulting or ancillary services in the communities researched.

Virginia Tech Appalachia Studies very much appreciates being included in the Project and strongly supports continued funding for it.

Appendix

Student Narratives to Accompany PowerPoint Presentation

- A. Brian Hanlon**
- B. Amanda Spicer & Kelly Lee**
- C. Kyle Barthelson and Colleen Doyle**
- D. Megan Follo and Jaclyn Grysko**
- E. Kellsey Lequick**

A. Group Report on School Locations and Oral History

Brian Hanlon

Over the course of the past semester, our community heritage research class has facilitated the preservation of cultural capital for individuals in the Prices Fork community. A personal goal in retrospect to the course objective was to educate the Price's Fork community so that they might possess these historic qualities and stress the importance of relationships of individuality while fostering a sense of attachment to that community. Why is this important? With the fervent encroachment of surrounding communities and the transfer of the Price's Fork Elementary School, Price's Fork is now threatened with a loss of who these people are and the truly diverse backgrounds from which they came. I would contend our project has helped harden the background of traditions, culture, and language in the community through several different collaborations inclusive of a combination of recollections, photographs, student narratives, and historical preservation of past school houses.

Our research group was able to find ways in which we could sustain a 255 year old sense of "placed based" identity by means of photographs, personal recollections, student narratives, past institutional data, along with a comparison to present student and teacher accounts. Sustainability is crucial because it created a collective sense of identity while integrating economic development, community development, and environmental protection of the region. The citizens we were able to interact with were able to experience a hands on approach in saving their community thus promoting sustainability with out the aid of VPI University interference.

Cultural assets were also an important tool that the group was able to utilize in order to promote the theme of sustainability. We were able to collect up to date GPS mapping of several historic and some forgotten educational institutes, digital oral histories, images, and documented physical structures. In collaborating with a local historian Rev. Jimmy Price and a cartography expert in the Virginia Tech Geological Sciences Department we were able to construct and accurate representation of the surrounding Price's Fork schools. In addition the team was able to put together a compilation of over 15 digital oral histories, and over 300 images from the past and present Prices Fork schools. To give the layman an idea of how much history was collected, the schools that were investigated ranged from the 1870's to present day. Although many are no longer standing, the ultimate reality is that the locations and oral histories are now available and will ultimately facilitate the preservation of cultural capital for future generations.

The veracity of degradation to small town communities throughout Appalachia is indeed a growing threat and in order to maintain a sustainable and authentic community folks need to realize the importance of preserving and restoring cultural capital.

B. Appalachian Teaching Project

Amanda Spicer

Kelly Lee

Price's Fork Elementary School is the current center of community life in North West Montgomery County, Virginia. The community life is in danger of being lost when a new consolidated elementary school is finished in 2011. The faculty and staff at the current school, of course, do not want this to happen. These individuals are now, more than ever, engaged in a number of projects to help transfer tangible cultural capital from the old school to the new school.

The purpose of our project is to assist the aforementioned individuals by collecting audio and print materials such as: new and old photos, narratives from current students and oral histories that will be give to the current Price's Fork Elementary School. These materials will be archived and displayed in the new school. The tangible cultural assets will serve as teaching aids to provide affective continuity for the community as they make the physical and emotional transfer to the new school. The assets identified by this project will constitute tangible cultural capital that represents an investment in sustaining community life for the future.

Price's Fork is located in the North West region of Montgomery County, Virginia. It includes the villages of Merrimac, McCoy, Longshop, Wake Forest, Tom's Creek, Sunnyside and Norris Run. In years past, this section of the county was predominantly a coal mining and agricultural area. Currently it is becoming a bedroom community to Blacksburg, Virginia, where Virginia Tech is located.

The memories of the community are deep and the stories from the community cover many generations. In making an effort to preserve this community, so rich in cultural capital, this project will certainly help transfer the tangible cultural capital from the current Price's Fork Elementary School to the new school.

C. MONTGOMERY COUNTY, VIRGINIA

PRICE'S FORK COMMUNITY CENTER REPORT

Submitted by:

Kyle Barthelson
Colleen Doyle

The Appalachian Teaching Project carries very much influence within the Price's Fork Community. It very well could be a strong joint between a diminishing past towards a revival in which the Price's Fork area rediscovers its once granite-hard identity. Just as a successfully operated nation uses its past as a fundamental piece to navigating the future, so it is imperative Price's Fork utilizes its' epic antiquities. One very integral area of pulling cultural capital from the past is by dissecting the nature of schooling in the Price's Fork community. Many aspects such as oral histories, photos, buildings, and maps are the highway to learning about the cultural capital. The consistencies between these various studies are the link to obtaining a positive future culture for the Price's Fork community. Moreover, we have been able to use all of these researches to formulate a complex historical account of valuable culture in order to maintain and better the next generation of Price's Fork.

When the present culture is worse than the past, the future culture escapes hope of resurgence. Throughout our gathering of research there are blatant alterations of cultural practices. Within the schools there is less cultural mutuality, larger class sizes and less emphasis on religion, to name a few. Furthermore, we realized that among variations in our studies, there were three consistencies. Our multiple forms of research continued to yield congruencies from the past and the present. These uniformities include a laud and respect for elders, a unique camaraderie within their family, kin, ancestry, community and an earnest disciplinary minded household. So what does this mean? Where does Price's Fork go from here? Fusing the oral histories and images of other previous generation's oriented research with observations from present day students enrolled at Price's Fork Elementary allows us to conceptualize and begin to materialize what lies ahead at Price's Fork Elementary and the surrounding community. The ideal community is an all-encompassing collaboration of tangible and intangible pieces. It's a perfectly blended mixing bowl of plurality, mutuality, autonomy, participation and integration displayed abstractly through historicity and identity. Each and every one of these aspects is vital towards sustaining and bettering the Price's Fork community.

**D. CREATING CULTURAL CAPITAL THROUGH
ASSESSING PRICE'S FORK ELEMENTARY COMMUNITY IMPACT**

Submitted by:

Meghan Follo and
Jaclyn Grysko

The current Price's Fork Elementary School is located in northwest Montgomery County, Virginia. Price's Fork Elementary School has served as the center of community life for the Price's Fork community for over fifty years. In 2011, Price's Fork Elementary School will be replaced by a new and expanded elementary school. This process will not be an easy one, since their sense of community will be changing; yet the teachers and students that make up the community life at Price's Fork Elementary school are very special and will be able to sustain their community.



Picture of all the students, teachers, and administrators standing outside of Price's Fork Elementary School. Shows their unique and sustainable community.

Price's Fork Elementary School is a relatively small school with only two classes per grade level PK-6, making for a total fourteen teachers. Having a smaller school provides the chance for the teachers to work closely with one another to provide the best techniques to teach their students. It is evident that each teacher truly cares about the progress each and every student makes as they engage in their

learning. Price's Fork Elementary School commits to vision of making their school a community of growing learners. The teachers and students work together to be able to make their community very unique and interactive. Being able to assess these findings at Price's Fork Elementary School shows that their school defines having a stable community life because everyone is involved.

For this Appalachian Teaching Project we were given the privilege to be able to actively participate in one of the classrooms at Price's Fork Elementary School every week. The purpose of being able to actively participate, observe, and teach in a classroom was not only to assess the school's sense community, but also to provide findings on present day schooling. We were assigned to work in Ms. Kuhn's second grade class. The class is very small, which enables Ms. Kuhn to have time to work with each child on an individual basis. There are ten girls in the classroom and seven boys, making for a total of seventeen students. Ms. Kuhn's classroom is actually located in the back of the school in one of the trailers. Even though her classroom is separated from the rest of the school, the students are still actively involved within the entire school and are trusted enough to run errands into the school for Ms. Kuhn if needed.



Picture of the entrance of the trailer to Ms. Kuhn's classroom. Ms. Kuhn has taught in this trailer for over 15 years.

The main focus for present day schooling is providing for each and every student on an individual basis, as well as making sure all the students can work together. The layout in Ms. Kuhn's classroom is very dynamic and provides the chance for students to be able to work together. Each student has an assigned seat to one of four designated tables. Ms. Kuhn relies on her students to be able to work together to share ideas and stories, which enhances the students' abilities to grow in their learning.



Picture of Ms. Kuhn's layout of tables for the students, which provides for an engaging classroom.

During my observations and teaching in Ms. Kuhn's classroom, the main lessons focused on "Storytelling and Writing". Each day the students were given a different story to read or prompt to write about which helped to influence their learning abilities. It is imperative that students understand that the best writing comes from focusing on one central story and letting one's own ideas flow. Being able to work with the students on their writing abilities provided the chance for the students to engage in writing about events in their life that they were passionate about. The most common stories told and written by the students were about how much the children loved their school and the friends that they have made. At the end of the lesson, the students were given a chance to share their stories with their classmates. The fact that Ms. Kuhn gave each student the chance to express themselves through their stories and sharing with others served as the basis of community life for her classroom.

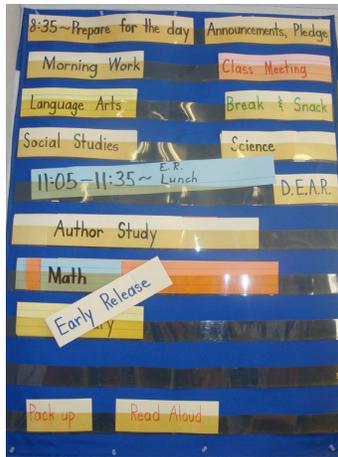


Picture of the area designated for the students to come together to learn and share their stories and ideas.

A huge difference between schooling in the past and present day at Price's Fork Elementary School is that computers are available for students to be able to use. The fact that technology is present in the classroom enables students to learn in a variety of different ways. They can learn from different educational programs, reading stories on-line, and how to type on the computer. The students at Price's Fork Elementary School are lucky to be able to have computers in their classroom to further enhance their learning skills.

The intangible cultural assets that Price's Fork Elementary School is filled with are: art work created by the students, historical maps, and pictures. These intangible cultural assets cover the walls of Price's Fork Elementary which enhances their sense of community life. Ms. Kuhn's classroom is covered with work created by her students, pictures of her students, and daily schedules and expectations. Ms. Kuhn's classroom has a very warming and welcoming atmosphere that enable her students to learn in a positive and fun environment.

The fact that the students of Price's Fork Elementary School know what they are expected to do and how to engage and interact with the teacher is truly impressive. Ms. Kuhn's classroom has a set schedule each day that the children follow. The schedule provides structure for the students, but still allows for flexibility. The fact that teachers and students can work around a schedule shows that there is a balance of learning, fun, and positive community life at Price's Fork Elementary School.



Picture of the schedule posted in Ms. Kuhn's classroom. There was an early release this day, which shows that there is room for flexibility.

Most people in today's society don't think of the impacts community life really makes. They know that community exists and that it is great for connections and having a happy life, but as far as the true impacts behind community and culture they don't realize that there is a chance communities can or cannot be sustained. This project provided for an in depth study and analysis of a community that was found to actually already be sustained because of the concrete facts of love and commitment between the teachers and students at Price's Fork Elementary School. The community life of Price's Fork Elementary School impacts anyone that walks into the beloved school. Although the community will be transferring to a new school in 2011, through the schooling procedures and communication between the students and teachers; Price's Fork Elementary School will continue to grow in their love for their community and engage in committing to an even wider variety of learners.

E. Final Group Report
Appalachian Teaching Project

Kellsey Lequick

At the start of this course, we discussed the goal we were working toward. We aimed to identify cultural assets existing within Price's Fork community and present them as cultural capital to Price's Fork Elementary School. The faculty and staff could then use our findings to devise a plan to incorporate those assets into the new elementary school. Our hope is that this will maintain the strong sense of community that Price's Fork Elementary provides for the area.

To gain a more thorough understanding of cultural assets, cultural capital, community, and community sustainability, we delved into theoretical readings. We studied the work of Bourdieu, Throsby, Selznick, and Flora and Flora. This information served as a base when we became involved in the Price's Fork community and made us more aware of the richness we found within it.

The residents of Price's Fork welcomed us into their homes, their school, their gatherings, and their lives. Trust in Dr. Anita Puckett and the name of Virginia Tech gave us credibility as student researchers, and the residents seemed eager to share their memories and stories with us. While conducting interviews and working in Price's Fork Elementary School, we grew to know some of the residents of Price's Fork personally. They accepted us and allowed us to see patterns emerge.

Price's Fork's 250-year history has created a community that is firmly rooted in the hills and valleys of Appalachia in Northwest Montgomery County, Virginia. The residents identify with this area, know the lay of the land, know the history of the people that lived on it and worked it, and have a deep respect for its past. This creates a strong place-based identity, and we saw that as people identified themselves by where they were from within the area and the references they made to different communities within the county. Historicity plays an important role in the memories and the reverence for them. Even today, children are aware of their families' heritage, of the way things used to be, and of where they come from. They come from Price's Fork.

One of the things that we came across time and time again was respect—respect for the history as just mentioned, respect for the elders, respect for the teachers, respect for one another. Each member of the community is treated as an important part of the whole. Historically, mutuality played a strong role in Price's Fork. Many interviewees recounted times when classmates would bring food to share with other classmates that had nothing to bring for lunch. Residents offered helping hands without a selfish thought. Neighbors would borrow cups of sugar, knowing that they did not need to repay it, but rather return the favor when it was needed. Mutuality and reciprocity still exist in Price's Fork. They are assets that we will encourage Price's Fork Elementary School to continually emphasize and encourage.

Studying the past by interviewing older residents of Price's Fork reminded us of the way things were. Working within Price's Fork Elementary School with the students allowed us to examine the way things are. And the comparison of the two allowed us to see the changes and what may lie ahead for Price's Fork. We concluded that while some

cultural assets are still very strong and make Price's Fork unique, the current elementary school plays a large role in that consistency. In order to preserve the sense of community beyond the move to the new elementary school, Price's Fork needs to be conscious of working to maintain its identity.

To help facilitate this, we will present our research and findings to the faculty and staff of Price's Fork Elementary School in January 2010. Parents will be encouraged to attend, and students may also be present. It will serve as a community forum to initiate discussion and preparation for the changes the new school will bring. The patterns identified in this research can be used as a resource for the community as they prepare to address that challenge.

As students of Virginia Tech, we are distant enough from Price's Fork to provide a different perspective. What is clear to us may not be clear to the residents. We will share what we have seen: what has changed, what has not, and the significance of Price's Fork Elementary School as the current center of community holding it all together. We hope that the research will inspire them to create ways to maintain the uniqueness of Price's Fork, Virginia.

This project required much collaboration and support, and we'd like to thank the following groups and individuals for their contributions.

Appalachian Regional Commission

East Tennessee State University,

especially Roberta Herrin of the Center for Appalachian Studies and Services

Price's Fork Elementary

Dollie Cottrill, principal

Ms. Kuhn, second grade teacher

Miss Walker, fourth grade teacher

The students

Coal Miner's Association

Interviewees, listed alphabetically

Trudy Albert

Kathy Bennett

Esther Cahill

Charlie Church

June DeHart

Daneese Dye

Jean Eaves

Esther Jones

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Curtis Linkous

B. Lloyd

Betty Price

Jimmy Price

Dudley Scott

Faye Scott

Rita Sullivan

Don Shepherd

Betty Wingate

Attachment 1

Attachment 1
UNIVERSITY AND COLLABORATOR CONTACTS

University Contacts	Collaborator Contacts
<p>Administrative Contact</p> <p>Name: Donna M. Szabo, J.D. Associate Director for Contract Management Address: East Tennessee State University Office of Research and Sponsored Programs Administration Box 70565 Johnson City, TN 37614</p> <p>Telephone: 423-439-6045 Fax: 423-439-6050 Email: szabo@etsu.edu</p>	<p>Administrative Contact</p> <p>Name: Sharon McElroy Title: Pre-Award Administrator Address: Virginia Polytechnic Institute and State University Sponsored Programs Office 0170 1880 Pratt Drive, Suite 2006 Blacksburg, VA 24061</p> <p>Telephone: 540-231-2069 Fax: 540-231-3599 Email: mcelroys@vt.edu</p>
<p>Project Director</p> <p>Name: Roberta Herrin Address: East Tennessee State University Center for Appalachian Studies and Services Box 70556 Johnson City, TN 37614</p> <p>Telephone: 423-439-7997 Fax: 423-439-7870 Email: herrinr@etsu.edu</p>	<p>Project Director</p> <p>Name: Anita Puckett Address: Virginia Polytechnic Institute and State University Appalachian Studies Program 0227 133 Lane Hall Blacksburg, VA 24061</p> <p>Telephone: 540-231-9526 Fax: 540-231-7013 Email: apuckett@vt.edu</p>
<p>Financial Contact</p> <p>Name: Lynn Myers, Grant Accounting Manager Address: East Tennessee State University Office of the Comptroller Box 70732 Johnson City, TN 37614</p> <p>Telephone: 423-439-6109 Fax: 423-439-4650 Email: myersl@etsu.edu</p>	<p>Financial Contact</p> <p>Name: Mike King Title: Post Award Administrator Address: Virginia Polytechnic Institute and State University Sponsored Programs Office 0170 1880 Pratt Drive, Suite 2006 Blacksburg, VA 24060</p> <p>Telephone: 540-231-8897 Fax: 540-231-3599 Email: kings@vt.edu</p>

VT Final Report/Appalachian Teaching Project/Fall 2010/19

<p>Authorized Official</p> <p>Name: Dr. William Duncan Vice Provost for Research</p> <p>Address: East Tennessee State University Box 70565 Johnson City, TN 37614</p> <p>Telephone: 423-439-6000 Fax: 423-439-6050 Email: duncanw@etsu.edu</p>	<p>Authorized Official</p> <p>Name: John Rudd, Jr. Title: Acting Assistant Vice President for Office of Sponsored Programs Administration</p> <p>Address: Virginia Polytechnic Institute and State University Sponsored Programs Office 0170 1880 Pratt Drive, Suite 2006 Blacksburg, VA 24060</p> <p>Telephone: 540-231-5281 Fax: 540-231-3599 Email: ruddj@vt.edu</p>
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Attachment 2

Subaward Agreement

Subaward Agreement

Prime Awardee

Institution/Organization ("University")

Name: East Tennessee State University
Address: Office of Research and Sponsored Programs
Box 70565
Johnson City, TN 37614

Prime Award No. CO-12600-F-C7

Awarding Agency: Appalachian Regional Commission

Subaward Period of Performance: 8/1/09 – 6/30/10

Project Title: Appalachian Teaching Project

Subawardee

Institution/Organization ("Collaborator")

Name: Virginia Polytechnic Institute and
State University
Address: Sponsored Programs Office 0170
1880 Pratt Drive, Suite 2006
Blacksburg, VA 24061

Subaward No. 220009-12

CFDA No. 23.011

Amount Funded This Action: \$4,000.00

Terms and Conditions

1. University hereby awards a cost reimbursable Subaward, as described above to Collaborator. The Budget and Statement of Work for this Subaward are appended as Attachments 2 and 3 respectively. In its performance of Subaward work, Collaborator shall be an independent entity and shall not be considered in any way an employee or agent of University.
2. University shall reimburse Collaborator after the final report has been submitted. The invoice shall be submitted using Collaborator's standard invoice, but at a minimum shall include current and cumulative costs, Subaward No.220009-12, and certification as to truth and accuracy of invoice. *Invoices that do not reference University's subaward number shall be returned to Collaborator.* Invoices and questions concerning invoice receipt or payments should be directed to the appropriate party's Financial Contact, as shown in Attachment 1.
3. A final statement of costs incurred, marked "FINAL" must be submitted to University's Financial Contact NOT LATER THAN June 30, 2010. The final statement of costs shall constitute Collaborator's final financial report, and payment by University under such final statement shall be considered payment in full.
4. All payments shall be considered provisional and subject to adjustment in the event adjustment is necessary as a result of an adverse audit finding against the Collaborator. Collaborator agrees to permit University, its agents and/or federal auditor(s)/official(s) to have access to its records and financial records as may be necessary.
5. Matters concerning the technical performance of this subaward should be directed to the appropriate party's Project Director, as shown in Attachment 1. Technical reports are required as indicated in Attachment 4
6. Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in the Subaward Agreement must be directed to the appropriate party's Administrative Contact, as shown in Attachment 1. Any such changes made to this Subaward Agreement require the written approval of each party's Authorized Official, as shown in Attachment 1.
7. Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors to the extent allowed by law.
8. This Subaward Agreement may be terminated by written notice from University to the Collaborator. University shall pay Collaborator for all allowable, non-cancelable obligations in the event of termination by University.
9. Neither party to this Subaward shall use the name of the other party in any publicity or advertising without the advance written approval of the other party.
10. All amendments to this Subaward Agreement shall be made in writing and shall be executed by both parties.
11. The Subaward Agreement is subject to the terms and conditions of the Prime Award and other special terms and conditions, as identified in this Subaward Agreement.

VT Final Report/Appalachian Teaching Project/Fall 2010/21

12. By signing below Collaborator makes the certifications and assurances as follow:
- a. Governmentwide debarment and suspension (nonprocurement) and governmentwide requirements for drug-free workplace found at Subtitle A of 34 CFR Part 85;
 - b. Certification Regarding Lobbying (Section 1352, Title 31, U.S. Code);
 - c. The rights and welfare of human subjects will be protected in accordance with applicable policies set forth in 45 CFR 46 and 21 CFR 50 and 56.
13. The following General Terms and Conditions are hereby incorporated:
- a. OMB Circulars A-21, 110, and 133. <http://www.whitehouse.gov/omb/circulars/index.html>. For Nonprofit Organizations the cost principles are contained in OMB Circular A-122. For hospitals, the cost principles are contained in 45 CFR Part 74, Appendix E.
 - c. Rights to patents and inventions shall be determined in accordance with 37 CFR Part 401. http://www.access.gpo.gov/nara/cfr/waisidx_04/37cfr401_04.html
 - d. All prior approval requests and all understanding or agreements pertaining to the conduct of the work shall be directed the University and not to the federal awarding agency.
14. Special Terms and Conditions:
- _____ None X See Attachment 4

By an Authorized Official of University:

By an Authorized Official of Collaborator:

Dr. William R. Duncan _____
Date
Vice Provost for Research & Sponsored Programs

Linda Bucy _____
Date
Assistant Vice President for Office of Sponsored Programs
Administration

Attachment 3

STATEMENT OF WORK

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?"

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 a credit-bearing course) that addresses the community-identified problem and uses the local community's assets to build sustainability.

Projects must meet the guidelines, goals, and outcomes identified below and must show concrete deliverables. Additionally, projects must go "the next step beyond" folklore, ethnographic field work, and volunteer or service-learning activities to promote long-term sustainability. Each institutional director must submit the project description to the grant administrator no later than August 17, 2009.

On December 4-5, 2009, students and faculty will convene in Washington, D.C., for a conference that will consist of the following activities: a fifteen-minute formal presentation of research findings by each participating institution; opportunities for discussion and questions; open time on Friday, December 4, for students and faculty to visit the offices of governmental representatives; and a planning meeting of faculty and appropriate ARC officials to discuss the expected outcomes of the ATP.

Common Guidelines

- 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.
 - (2) Student Activities:

- Presentation of research at a conference in Washington, D.C., on December 4-5, 2009.
- Creation of a poster for presentation at the conference in Washington, D.C.
- In addition, students must participate in one (or more) of the following options:
 - (a) Presentation of research to at least one civic organization or to elected officials within the community.
 - (b) Presentation of research at a national conference.
 - (c) Participation in a poster session or panel discussion, or delivery of a formal paper at the Appalachian Studies Association's Annual Conference in March 2010.

Goals

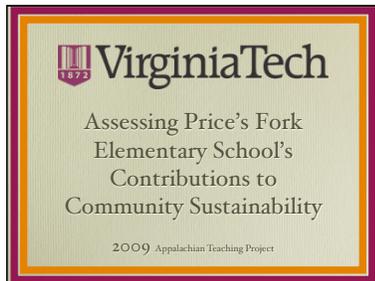
Student participatory/active research will focus on Appalachian communities, preferably one or more of the ARC-designated distressed counties. For continuity of research and relationships, some faculty will continue to work with the same community that was the focus of their previous research and study.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

- 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.
- Students and faculty will attend a meeting on December 4-5, 2009, in Washington, D.C., to share results of the research with each other, Commission administration and staff, and invited guests, including university administrators.
- 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, 2010. Invoices for subcontracted amounts should be submitted at the same time as the final report. No invoices can be honored after June 30, 2010.

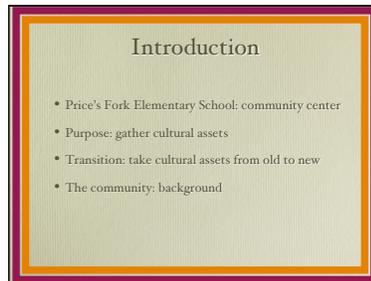
Attachment 4

VIRGINIA TECH POWERPOINT
APPALACHIAN TEACHING PROJECT

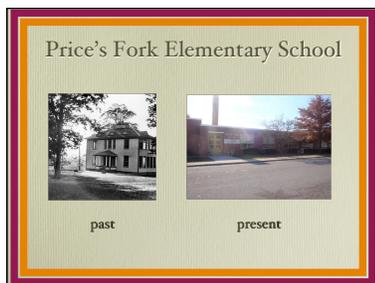
5/25/10



The title slide features the Virginia Tech logo (a red shield with a white 'V' and 'T' and the year '1872') in the top left corner. The main text is centered and reads: "Assessing Price's Fork Elementary School's Contributions to Community Sustainability". At the bottom, it says "2009 Appalachian Teaching Project".



The introduction slide has a title "Introduction" at the top. Below it is a bulleted list: "Price's Fork Elementary School: community center", "Purpose: gather cultural assets", "Transition: take cultural assets from old to new", and "The community: background".



The slide is titled "Price's Fork Elementary School". It contains two side-by-side photographs. The left photo shows a small, two-story brick building with a sign that says "Price's Fork Elementary School". Below it is the word "past". The right photo shows a larger, modern brick building with a sign that says "Price's Fork Elementary School". Below it is the word "present".



The slide is titled "What did we do?". It contains a bulleted list: "Looked for ways to sustain the 255-year-old sense of 'placed based' identity", "Gathered recollections, photographs, and student narratives about school days", and "Worked in Price's Fork Elementary with teachers and students to provide comparison".

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Why is sustainability important?

- Creates a collective sense of identity
- Integrates economic development, community development, and environmental protection
- Involves citizens emotionally and spiritually

Collected Cultural Assets

- Current GPS mapping of all schools
- Digital oral histories
- Images
- Documented physical structures of schools

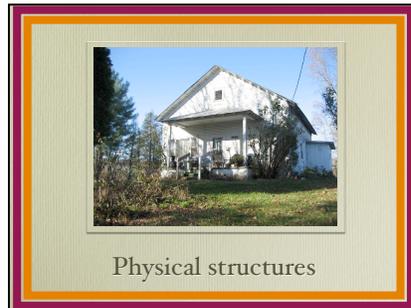
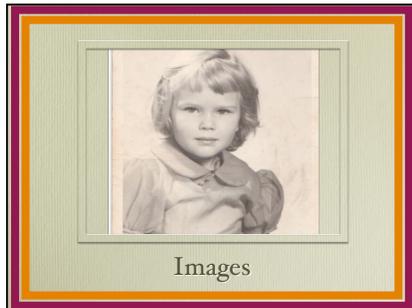


Current GPS mapping



Digital oral histories

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Historic Schools of Northwest Montgomery County

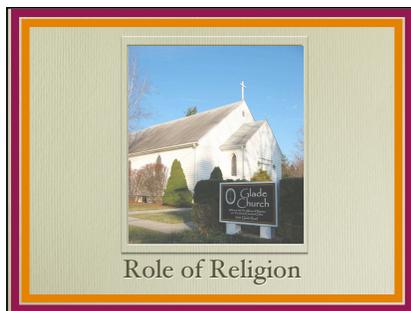
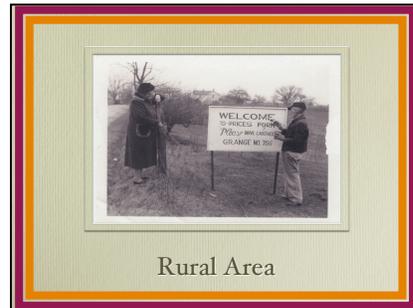
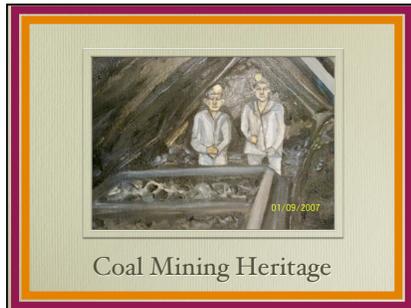
- Old Log
- Price's Fork #1
- Price's Fork #2
- Matamoras
- Sunnyside #1
- Sunnyside #2
- Glade School
- McCoy Elementary
- Centennial Elementary
- Fairview Elementary
- Wake Forest Elementary
- Merrimac Elementary
- Norris Run Elementary
- Longshop Elementary

Defining Cultural Capital

- Different types already present
- Elements for sustainability
- How is Virginia Tech aiding?



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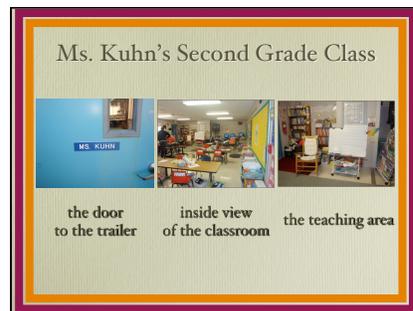
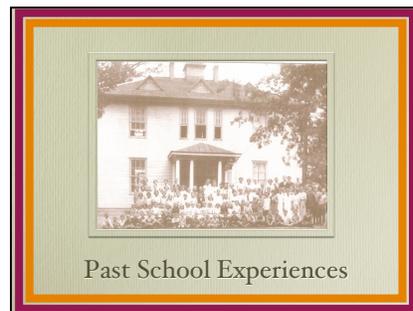
The Present and Future

- School is now the center of the community
- New school will be sterile and uninviting
- Cultural capital must move to the new school with the students and faculty

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Nature of Schooling:
A Comparison of Past and Present

PAST	PRESENT
less culturally proficient	more culturally proficient
more mutuality within community	less mutuality within community
smaller class size	school growth = larger class size
little diversity	slightly more diversity
lower academic expectations	increasing academic expectations
influence of religion	little influence of religion
respect for elders	respect for elders
strong sense of place, family, kin, ancestry	strong sense of place, family, kin, ancestry
influenced by consequences	influenced by consequences



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Typical Day

- Prepare for the day
- Announcements and Pledge of Allegiance
- Morning work
- Morning meeting
- Language Arts
- Break and snack
- Social Studies or Science
- Lunch
- D.E.A.R. (silent reading)
- Author study
- Math
- Pack up and read aloud



schedule posted in classroom

Expectations of Students

- Behave properly
- Work independently, with partners, and with groups
- Respect yourself, your classmates, and your teacher
- Listen to the teacher at all times
- Actively participate in class

The Students' Thoughts

- I like the smell of the school.
- I like math at this school.
- I will miss the trailer.
- I will miss the wallpaper.
- I will miss the books here.
- I will miss the bathrooms.
- I will miss the chairs.
- I will miss the chalkboard.
- I will miss spaghetti lunch.
- I will miss the art on the wall.
- I will miss the track, gym, and playground.
- *I will miss this building and the people in it.*
- *I will miss all the people who are moving.*
- *I want to take the teachers to the new school.*
- *I like the big space and the land where I am from.*

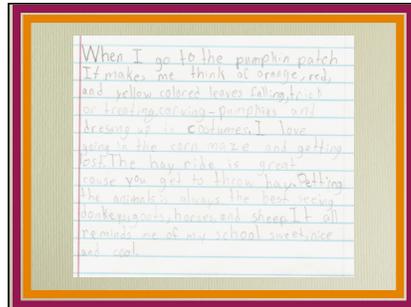
My Price's Fork

Price's Fork Elementary Book

- The purpose of the book
- The prompt
- Miss Walker's Fourth Grade Class
- Students' work



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Our Findings

- Future school experiences
- Insights
- Anticipated obstacles with new school
- Potential loss of cultural capital
- Suggestions for Price's Fork Elementary staff
- Price's Fork is unique

Future School Experiences

- Tangible elements
- Intangible elements
- Combine these to create a sustainable future
- Build cultural capital with a community center of museum

Potential to Lose Cultural Capital

- Memories
- Lessons
- Values
- Education
- Family ties
- Sense of community

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“They are people who take a generous and neighborly view of self-preservation; they do not believe that they can survive and flourish by the rule of dog eat dog; they do not believe that they can succeed by defeating or destroying or selling or using up everything but themselves.”

—Wendell Berry

Suggestions to Price's Fork Elementary

- Your community is special
- With prolonged help and hard work, it will last
- Take familiar items and traditions to ease transition
- Maintain the “place-based” identity from old to new

Anticipated Obstacles: New School

- Adaptational issues
- Short transition time
- Plain, white walls
- Re-drawn boundaries
- Nearly tripling number of students
- Socioeconomic differences
- Cliques

The Project: From Then to Now

- A learning process
- An opportunity to gain insight
- A valuable community resource
- A starting point for discussing sustainability

5/25/10

We'd like to thank:

- Appalachian Regional Commission
- East Tennessee State University
 - Roberta Herrin of the Center for Appalachian Studies and Services
- Price's Fork Elementary
 - Dollie Cotrill, principal
 - Ms. Kuhn, second grade teacher
 - Miss Walker, fourth grade teacher
 - all the students
- Coal Miner's Association
- Interviewees, listed alphabetically

- Trudy Albert
- Kathy Bennett
- Esther CaHill
- Charlie Church
- June DeHart
- Dancese Dye
- Jean Eaves
- Esther Jones
- Curtis Linkous
- B. Lloyd
- Betty Price
- Jimmy Price
- Dudley Scott
- Faye Scott
- Rita Sullivan
- Don Shepherd
- Betty Wingate

We are



VirginiaTech