

FORT PECK COMMUNITY COLLEGE

ANNUAL REPORT 2016/17





LETTER FROM THE PRESIDENT

Welcome to Fort Peck Community College (FPCC). At FPCC we are proud to serve our students and communities through a commitment to life-long learning, from summer camps to college classes; from adult career changers to retirees seeking opportunities for personal enrichment. There is truly something for everyone at Fort Peck Community College. Your success is our priority.

FPCC provides a quality and affordable education for nearly 400 students each year on its Poplar Campus and Wolf Point Campus. FPCC also serves the community through cultural offerings and provides additional opportunities through youth and family activities, summer camps, non-credit courses, and career training programs. Every year the Fort Peck Assiniboine and Sioux Reservation residents experience the great opportunities FPCC has to offer.

Our dedicated faculty and staff is committed to an innovative approach to education, which includes online courses and degree programs, vocational courses, certificates, and degrees that fit local workforce needs, such as Certified Truck Driver, Welding and the new certificate in Diesel Technology. FPCC has successfully formed partnerships with the Montana Universities that will allow students to attain Bachelor and Master Degree's through 2 + 2 agreements and articulation and consortium agreements utilizing online or vision net format.

At FPCC, we are dedicated to our communities through our close ties with businesses and community organizations. The recent addition of a degree program in Social Work was the direct result of the Bureau of Indian Affairs experiencing difficulties finding certified Social Workers for the Montana reservations. Partnerships with area employers in order to create opportunities for our students while providing a service to our communities is an on-going priority.

Thank you for taking time to see what FPCC can offer. I invite you to plan a trip to one of our campuses to learn more about what FPCC has to offer, or to contact our Admissions Office for more information. Education is an investment that will last a lifetime. Let us help you get a "great start" at Fort Peck Community College Community College. Go Buffalo Chasers!

Sincerely,

A handwritten signature in blue ink that reads "Haven Gourneau".

HAVEN GOURNEAU, PRESIDENT

FORT PECK COMMUNITY COLLEGE BOARD OF DIRECTORS

CHAIRMAN: THOMAS BROWN

VICE CHAIRMAN: LESLIE GOURNEAU

SECRETARY: JACKIE WEEKS

TREASURER: ANNA EDER

BOARD MEMBERS:

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STACY SUMMERS, FORT PECK TRIBES

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SONICA ARCHDALE, STUDENT REP.

GARRET BIG LEGGINS, COMMUNITY MEMBER

MISSION

FPCC serves the people of the Fort Peck Reservation and northeastern Montana as a medium of Indian awareness enabling increased self-awareness.

The College offers an academic program that enables students to earn credits in college courses designed to transfer to other institutions of post-secondary and higher education.

The College serves the constituency of the reservation populations by maintaining an occupational training program based on the needs of the people living on and near the reservation and on potential employment opportunities available in the region.

The College serves the people by initiating and supporting community activities and organizations based on the needs and wishes of community members.

PRE-ENGINEERING

Engineering is widely considered as one of the most lucrative and in demand career choices, with multiple engineering disciplines and job types, as well as salaries that can exceed \$100k per year once the engineer has some experience behind them. Within its limited capacity, Fort Peck Community College (FPCC) has established Pre-Engineering program with competitive Physics and Engineering laboratories and curricula, to meet transferability to Montana State University (MSU) or any other universities of students' choice. FPCC and MSU, Bozeman have signed seven articulation agreements in engineering for the pre-engineering curricula at FPCC. The signed articulation agreements are:

- 2+2 articulation agreements in Civil Engineering, Electrical Engineering, and Computer Engineering.
- Transfer agreements in Mechanical Engineering, Chemical Engineering, Biological Engineering, and Industrial and Management Systems Engineering.

FPCC Pre-Engineering students participated in the FIRST NATIONS LAUNCH (FNL) High-Powered Rocket Competition which was held in Richard Bong State Recreation Area, Kansaville, Wisconsin on April 22, 2017. On this sunny day the FPCC rocket worked well, landed successfully, deploying its drogue and main shoots. The competition was funded by the Wisconsin NASA Space Grant Consortium and the Fort Peck Community College TCUP grant. The FPCC rocketry team, named High Flyers, comprised of 4 members: Pryce Paulson, Jarret Curtis, Waycen Owens Cyr & Evan Bartel. High Flyers designed and built its very first High-Powered Rocket, spending months here at FPCC.

Seen in the background is the FPPC rocket which is ready to be launched and a drone is hovering in the sky which was used to take the video of the rocket. NASA Astronaut Dr. John Herrington, who is also the first Native American astronaut, joined the ceremony with 15 participating teams from 14 tribal and other colleges and universities, including the University of California, Los Angeles. Some rocketry teams, including FPCC, successfully launched and recovered the same rocket twice. Dr. Herrington presented his talk, "Living Your Dreams" to the FNL participants, Carthage College students, and the public. FPCC students received their certificate of participation from Dr. Herrington. NASA's Kennedy Space Center's Spaceport magazine has featured the FPCC rocket team in its May 2017 issue.



The FPCC High Flyers team was advised by Dr. Chiranjivi Lamsal, originally from Nepal, graduated with his doctoral degree in Physics from the Federated Department of Physics at Rutgers University (Newark) and New Jersey Institute of Technology (NJIT) in 2015 and since then he has been working at FPCC as a pre-Engineering instructor. He had the full trust on his team's engineering and preparation. FPCC competed for the first time with tribal colleges in the rocket competition being held since 2010, and secured fourth place.

The FPCC Pre-Engineering degree program is funded by the TCUP grant, which is a \$2.5 million grant funded by the National Science Foundation (NSF). One major component of the TCUP Grant is the Summer Undergraduate Research for college and high school students. One of these research projects is the FPCC robotic research, where high school and Pre-Engineering students have gained an enormous knowledge of designing and programming robots, particularly in the summer 2015, 2016, and 2017. FPCC Board of Directors has recently approved a motion for working to prepare a US patent for the newly designed device, "Smoke Alarm Notifier", invented by Dr. Lamsal and his student, Tyler Smith. Based on the research done by Dr. Lamsal and his students, FPCC was honored with the competitive Toyota STEM Award (\$10,000) for the most established and innovative undergraduate projects in summer 2017. This award amount will be spent for continuation of its robotics programs, purchase of lab equipment, and STEM program outreach and recruitment at high schools.

Native American reservations still have low representation in the fast-growing Science, Technology, Engineering and Mathematics (STEM) field and Fort Peck Indian reservation is not an exception. FPCC hopes that technology based projects such as robotic research, rocket-launching and 3D printing will serve as a tool for recruitment and retention of Native American Indian students in the STEM fields. FPCC strongly believes that knowledge of engineering helps identify and solve daily-life problems and create lifelong interest in STEM education. AS degree in Engineering at FPCC is expected to help meet the growing need of engineers in the region.

Under the supervision of Dr. Lamsal, FPCC Pre-Engineering students also published their research paper in an international peer reviewed journal. The research paper entitled "High powered rocketry: design, construction, and launching experience and analysis" was accepted for publication on October 04, 2017 in Physics Education. It might be a very useful paper for beginner rocket scientists. In this study, the nuts and bolts of designing and building a high powered rocket have been presented. A computer simulation program called RockSim was used to design the rocket. Simulation results are consistent with time variations of altitude, velocity, and acceleration obtained in the actual flight. The actual drag coefficient was determined by using altitude back-tracking method and found to be 0.825. Speed of the exhaust determined to be 2.5 km/s by analyzing the thrust curve of the rocket. Acceleration in the coasting phase of the flight, represented by the second-degree polynomial of a small leading coefficient, have been found to approach "-g" asymptotically.



NASA shuttle astronaut John Herrington chats with a group of budding rocket scientists (from FPCC).

Photo credit: Al Feinberg

Source: NASA's KENNEDY SPACE CENTER'S Spaceport Magazine, May 2017, Vol. 4 No. 5 (page 25)

VOICES OF OUR ANCESTORS



Fort Peck Community College, in a partnership with the Shakopee Mdewakanton Sioux Community (SMSC) in Minnesota and three other tribal colleges, announced Voices of Our Ancestors, a two-year Dakota language training program. In August 2017, Voices of Our Ancestors will begin in five participating Dakota communities across several states. The program is entirely funded by the SMSC, which committed nearly \$2 million toward its development and implementation. The program will train a total of 20 Native students across the five participating locations. To fully immerse the trainees in the experience, the program will be held 40 hours per week over 24 months. Instructors and students will receive a stipend for their participation. The Voices of Our Ancestors curriculum will

cover Dakota language, culture, and history. The program will also include educational opportunities for students to share their newly acquired language skills with their communities. All locations will have an open-door policy, allowing other tribal members and students to sit in on classes for free. In addition to Fort Peck Community College and the SMSC, the program's partners include three other tribal colleges: the Cankdeska Cikana Community College in North Dakota, Nebraska Indian Community College in Nebraska, and the Sisseton Wahpeton College in South Dakota.

Del First is the Da'kota language instructor for FPCC's Voices of Our Ancestors project. Del works for the Fort Peck Tribes as an Enrollment and Per-Capita Supervisor and operates his own business in Fort Kipp "Da'kota Owi'nan" Sioux Star Quilts. Del is from the Fort Kipp district on the Fort Peck Reservation. Fort Kipp is considered the strong hold of the last fluent Da'kota speakers on the Fort Peck reservation. About 30 fluent speakers are left on Fort Peck with over half living in Fort Kipp.

Del also taught at the Poplar High school and took his Poplar students to compete in a Dakota language competition in Minneapolis for 3 years in a row. All three years his students brought back trophies and medals from the competition in one of the top 3 places. Many Dakota teams from all over Canada and the United States participated.



Alexx James, Program Participant

My name is Alexx James. My maiden name is Alexx Eagleman. I am 28 years old, I have two kids my son is 10 years old, and my daughter is 9 years old. I have been married for 8 years. My husband and children are my biggest supporters on this journey. My family and I live in Poplar, MT. I am a student at Fort Peck Community College, and I will be graduating this fall with my AA degree in General Studies. I was born in Twenty-nine palms, California. I am an only child, I did not grow up here on the reservation. I spent most my childhood in McMinnville, OR and Billings, MT.

I grew up listening to my grandparents speaking Dakota and Assiniboine. My mother did not know the language or culture, so I didn't grow up around it much, and only heard it when I would come back home for a visit to poplar to see my grandparents during the summer months throughout my childhood. My grandparents were deep into our traditional ways and language. The summer months were my favorite time of the year because I got to come home and hear the language, and be around my culture. I went to powwows all summer and I danced, went to sweat/ceremony, learned songs, and learned what I could of the language.

Once summer was over I moved back to the city with my mom and couldn't wait until next summer to do it all over again. As I got older I always told myself I am going to move back home with my grandparents, I am going to start a family, and I am going to show my children the ways of our people, our culture, and our language. This is the place I feel most alive, with my people. I want our youth and my children to know how it feels to be immersed in our culture and language. It is in my heart to learn and teach the language. I am so grateful for being accepted into the Voices of our Ancestor's Program. For the rest of my life I want to learn our language teach our people the meaning, and how important it is to have it in our lives. Our language is dying in our community and having this program gives us all the stepping stones to get where we want to be, and gives us all hope for our people here on the Fort Peck Indian reservation.

Jalen Atchico, Program Participant

My name is Jalen Atchico, I am 22 years old, and from Poplar, Montana. I grew up in Poplar most of my life and am mostly Dakota Sioux. My dad is from Poplar as well as my maternal grandmother. I was told by older relatives that grandma D's parents both spoke fluently long ago from the Riverside district but now-days, my grandmother tells me that she cannot speak. My maternal grandmother grew up in a time when all of her family spoke Dakota from the community of Chelsea, but her and her sister told me that their dad and mom believed they shouldn't learn Dakota or Assiniboine because they thought it might confuse them for whatever reason so they didn't get to learn. . . In this program, I hope to learn more common phrases and the unique words to our Ihanktonwanna dialect of Dakota from Fort Peck. I feel that I am still a beginner when it comes to the language because it's difficult to speak. I have two step sons and a 1-year-old son who are learning how to sing and speak Dakota and I am truly proud of that; I also speak to my toddler every day in Dakota and English and I hope one day he'll become a first language speaker of Dakota. This goal is truly difficult and if I fail to produce first language speakers in my family, I hope my future grandchildren will become first language speakers. I'd like to express that I truly have a deep passion for the language and culture and I hope to restore it through my education and teaching for the generations to come.

Tomecina Escarcega, Program Participant

I am the youngest daughter of Tom Sr. and Esther Escarcega. I am of the Nahoboni and Tothachiini clan of Nageezi, NM and born into the Ihaŋktowan Dakhota Oyate of Poplar, MT. I am of the Chavez, Plateru, Spotted Dog, and Escarcega family of Nageezi, NM and Poplar, MT. I was raised in the community of Poplar Wahčinča Wákpa and Riverside Máka Iču community where my parents still reside. I have one daughter, her name is Tomeya, she's 8 years old and quite the language activists herself. We make our home in our community of Poplar Wahčinča Wákpa. I am a full-time student of Fort Peck Community College. I am in a 2-year degree program for Native American Studies co-op with Voices of our Ancestors. This program is allowing me to be paired up 4 other students and a fluent 1st language learner. Our goal is to become Dakhóta Language teachers in our community. We are given the great undertaking in learning and teaching Dakhóta Language in a quality educationally and culturally relevant early childhood learning space in our community. I am very passionate about my Dakhóta language, my family, my child, and my community. I truly believe that language and culture is our identity as Dakhota, Lakota, and Nakoda people, we owe it to ourselves to find who we are truly meant to be through our language and culture. There is nothing more beautiful then to know who and where you came from.

Leslee Bighorn, Program Participant

I am 25 years old, and I was raised in Poplar, Montana. My parents are Les and Lynn Bighorn. I graduated from Poplar High School in 2011. After high school, I attended Fort Peck Community College and graduated with my AA Degree in General Studies in 2012, and I spent the next two years at Montana State University – Billings before graduating with a major in History and a minor in Native American Studies. I applied for a position in the Pilot program because I want to someday teach both the language and history of our people. For me, both the language and our history are becoming increasingly important to know and understand. When I was growing up, I had had an interest in History but it wasn't until I went to university that I understood the importance of knowing the past, and how it affects the present and future. I'm hoping that I can inspire Native youth to take interest in their own family history, and their Tribal history. Before starting the program, I had only taken the Introduction to Dakota class offered by FPCC so I knew basic words for colors, numbers, animals, and how to introduce myself. By the end of the program, our goal is to be fluent in the Dakota language and acquire the ability to teach in a class setting.

Justin Gray Hawk, Program Participant

I was born in Williston, North Dakota. I have lived my whole life on the Fort Peck Indian Reservation and live in the Community of Poplar. I was raised by my parents Ben and Violet Gray Hawk. My father sang with the Poplar Juniors, the Fort Kipp Singers and the Badland Singers and this is where my love of singing and learning our traditional way of life began. I have learned to sing from my father and was taught a variety of songs from powwow and honor songs to ceremony and sweat lodge songs. It was learning these songs that I wanted to learn the language to understand the songs and ceremonies. My mother was from the Standing Rock Reservation in Fort Yates, North Dakota. When we would visit relatives in Standing Rock I would hear the language being spoken all the time. All my life I have wanted to learn how to speak my language. Being able to participate in the Voices of Our Ancestors has given me the opportunity to learn my language. Not only do I get to learn my Language I get the opportunity to learn different teaching styles and ways to show how to teach the language. Our ability to learn the language gives us the chance to keep it alive to pass it on to the younger generation.

CONSTRUCTION

Instrumental to the success of Fort Peck Community College is construction. Construction is a vital component for the delivery of academics, cultural awareness and community education. In 2016, FPCC built a new faculty housing unit and continues to improve and rehabilitate existing buildings at the campuses in Wolf Point and Poplar.

Completed Construction Activity for 2016

Activity	Status	Cost of Completion
Campus lighting	90% complete	\$ 54,000.00
Modular house	complete	\$ 135,000.00
CDL storage building	under construction	\$ 250,000.00
WP wellness Center	complete	\$ 140,000.00
Sod and irrigation	complete	\$ 18,000.00
Old Post Office	complete	\$ 40,000.00
Total		\$637,000.00

Construction Update and Target Projects for FY 2017

Over the past year we have added a new housing unit on the boulevard as well as a significant amount of remodels on both campuses. The campus lighting project was concluded in Poplar and will be finished in May of this year in Wolf Point.

As a result of the fire loss at the Wolf Point wellness center the construction crew was committed to the remodel of the 6th Avenue building to create a new wellness center from an existing college structure. The cost of this remodel was approximately \$30,000 in structure and \$100,000 in equipment replacement. These funds were provided through the insurance replacement costs of \$655,000 through Tribal First insurance. The year 2017 brought again a new facility in the way of a 9,000 square foot CDL building that was constructed adjoining the Voc-Ed facility located on Santee Avenue in Poplar, MT. This facility houses a large classroom as well as two offices, two service bays and four cold storage bays. The total cost of this facility was around \$350,000 and was funded in part by USDA/Rural Development, Title III and recovered adjusted insurance dollars.



Targeted 2017 Projects

Construction planning is a fundamental and challenging activity, which involves technology, finance and strategic input from staff and overall Board of Director's visions. The new appearance and impact of these updated structures is a positive influence to the community and reservation. The five year construction plan has been an ongoing vision and guideline to the success of Fort Peck Community College. This year's additions to the plan are taken from a previous year's input.

- Second student dormitory
- Additional classroom building
- IT/Phone infrastructure
- Ground source heat pumps at Voc-Ed
- Recreation/Gymnasium building at library property
- Archive staff at library archive
- Make campus pedestrian safe
- Complete campus paving behind Greet the Dawn
- Sale of old Wolf Point wellness center



Future Property Acquisitions

- Two city blocks behind Greet the Dawn east of new library
- Vacant lots on the boulevard
- Poplar Hotel property across from Voc-Ed



STUDENT HIGHLIGHTS

AIHEC STUDENT CONFERENCE 2017

1ST PLACE: WEBPAGE DESIGN COMPETITION

STUDENT(S): WAYCEN OWENS-CYR & COACH JUDY OGLE

2ND PLACE: KNOWLEDGE BOWL COMPETITION

STUDENTS: WAYCEN OWENS-CYR, ELISSA CYR, TAYLOR TREASURER, LUCILLE STEWART & COACH HAVEN GOURNEAU

3RD PLACE: SCIENCE POSTER PRESENTATION

STUDENTS: ELISSA CYR, ED BAUER, JR., & COACH LOY SPRAGUE



STUDENT CHARACTERISTICS (FALL 2016)

TRIBAL AFFILIATION

FORT PECK SIOUX 166

FORT PECK ASSINIBOINE 81

OTHER 11

TURTLE MOUNTAIN CHIPPEWA 8

FORT BELKNAP ASSINIBOINE 6

FORT BERTHOLD THREE AFFILIATED 5

CROW 4

SPIRIT LAKE SIOUX 3

NORTHERN CHEYENNE 2

BLACK FEET 1

SALISH KOOTENAI TRIBES 1

STANDING ROCK SIOUX 1

FORT BELKNAP GROS VENTRE 1

TOTAL ENROLLMENT: 379

MALE: 41%

FEMALE: 59%

AVERAGE STUDENT AGE: 28

NATIVE ENROLLMENT: 79%

NON-NATIVE ENROLLMENT: 21%



STUDENT OF THE YEAR

My name is Donovan Archambault Jr., I am 34 years old, and I am from Ft. Belknap, MT. I am married to Jessica Archambault, we have three daughters, and currently live in Poplar, MT. I served in the U.S. Navy. I began my academic journey in August of 2015 in the field of psychology. I graduated valedictorian with an A.A. in that field in May of 2017 with a GPA of 3.95. I was also FPCC's 2016-2017 student of the year as well as a student ambassador for the American Indian College Fund. I am currently pursuing my B.S.W. (Bachelor of Social Work) online through the University of Montana. Upon completion of that, I will apply for the M.S.W. program, also at the U of M, and continue my education.

It is quite simple, actually. I graduated high school in 2001 and enlisted in the U.S. Navy. Upon completion of service I began working high paying jobs here and there without any real direction of where I was actually going. In August of 2015 I came to the realization that without a higher education, I didn't have anything "concrete" to fall back on, so I decided to enroll in school. On the day I went in, I still had no idea what field I was even going into. All the tables had lines of people waiting to sign up and psychology didn't so, psychology it was. I remember getting my first midterm report card

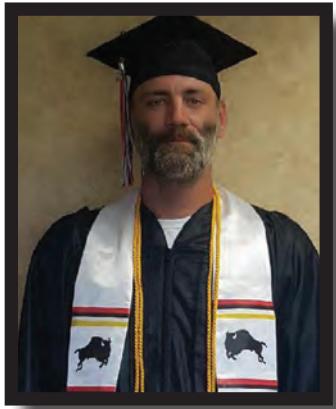
that year and it was a 4.0, my first one ever. I thought to myself "wouldn't it be cool if I graduated with a 4.0?" I fell .05 points short but the feeling of gratitude that I had finished and finished well outweighed that, by far. Along the way in my second year of school, my class advisor had turned me on to the idea of pursuing my BSW because up until that point, I really didn't have a plan after graduating, now I did. Early in my first year of that venture, she convinced me to stay the course and go for my MSW. That is now the current plan. It is crazy to think that just two and a half years ago I walked in FPCC not knowing what I was going to pursue, and in that same amount of time from today I will possibly have a Master's Degree in Social Work. Where I go from there is still very much uncertain but one thing remains true; no matter what I decide to do I will always have something that nobody can ever take away, my education.

Stand-up comedy has always been a passion of mine. It is my, honest to everything, dream to make standup pay the bills one day. It sounds stupid to most people but not to me. I believe that opportunities are out there for people who believe they are out there and who show up to get them. I believe that with hard work and dedication, you can accomplish anything, and I've proved that to myself with my education alone. My support system in pursuing this dream is second to none, they back me 100% and not only in this, they fully supported me in everything I do. As I stated before, the future holds many uncertainties but I will say this, since making the decision to go to school, doors of opportunity in every aspect of my life have opened, and continue to open and it all started at FPCC.



FORT PECK COMMUNITY COLLEGE





STUDENT SUCCESS - KEITH NORLUND

My name is Keith Nordlund, I was born in Ft. Belknap and raised in Wolf Point. I graduated from Wolf Point high school in 2001 and left for Marine Corps boot camp shortly after graduation. I married my high school sweetheart in 2002. I served in the marines from 2001 to 2005 as an engineer equipment repairer. During my enlistment I had 2 deployments to Iraq. After getting out of the marines I worked as a heavy equipment and truck mechanic in multiple places including Gillette Wyoming, Bozeman and Sidney Montana. We moved our family of 5 to the Froid community in 2013 and began working as a ranch hand. In the spring of 2016 I knew I needed to make a change for my family. I found out about a scholarship through Sheridan electric coop for lineman's school I did some looking and found out that Fort Peck Community College had a lineman program. I applied for and received the scholarship and enrolled in the program for the 2016-2017 school year.

Being a father of 3 and having to drive about 700 miles a week to get to and from school, I made a choice that if I was going to go back to school at the age of 33 I was going to get the most I could from it. I learned lots of valuable information not only in the lineman course but also in the other courses I took. I found that even though I had been in the workforce already and had had a successful career, there were plenty of things I didn't know and could use in my future endeavors. In workplace communication and human relations course I learned how to convey my skillset to future employers as well as help create a better workplace for myself and others. Growing up on and living close to the reservation I felt that Native American studies would help me to better understand some of the problems that we face. I gained a lot of knowledge throughout all of the courses I took. The instructors at FPCC were amazing to work with as they all understood my situation. I graduated as the salutatorian with 4.0 GPA.

As school was coming to an end I began looking for employment. I was unable to find a job in the electrical lineman field, but I was able and got a job as an operator at Dry Prairie Rural Water before graduation. As an operator at Dry Prairie I help deliver clean, affordable and dependable drinking water that will help improve the quality of life and create economic opportunities throughout Northeast Montana. I have just completed my 6 month probation period and am on my way to becoming a certified operator.



FPCC DONORS

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AICF
Montana Dept. of Transportation
Montana State Univviversity
Roosevelt County Library

FPCC STATEMENT OF REVENUES, EXPENSES, & CHANGES IN FUND BALANCES

Revenues	General	Higher Ed Title III
Federal grants	\$2,080,615.00	\$896,890.00
State grants	\$116,670.00	\$-
Private foundation grants	\$8,800.00	\$-
Tuition & fees	\$506,451.00	\$-
Chgs. for goods & serv.	\$99,600.00	\$-
Investment earnings	\$6,534.00	\$-
Misc.	\$273,882.00	\$-
Indirect cost recovery	\$347,232.00	\$-
Total revenues	\$3,439,784.00	\$896,890.00
 Expenditures		
Administration	\$511,180.00	\$-
Institutional support	\$735,752.00	\$-
Academic	\$800,151.00	\$839,118.00
Indirect Cost Expense	\$128,858.00	\$128,858.00
Vocational	\$4,229.00	\$915,572.00
Indirect Cost Expense	\$-	\$-
Student Services	\$308,638.00	\$-
Indirect Cost Expense	\$-	\$-
Financial Aid	\$70,465.00	\$-
Community Services	\$-	\$-
Indirect Cost Expense	\$-	\$-
Library	\$132,116.00	\$-
Information Technology	\$92,383.00	\$-
Wellness Center	\$23,656.00	\$-
Research	\$-	\$-
Facilities & Services	\$489,411.00	\$-
Dormitory	\$28,903.00	\$-
Debt service	\$107,897.00	\$-
Capital Outlay	\$164,291.00	\$57,772.00
Total expenditures	\$3,469,072.00	\$896,890.00
 Excess (deficiency) of rev. over exp.	 \$(29,288.00)	 \$-
Net change in fund balances	 \$(29,288.00)	 \$-
Fund balances - beginning	 \$3,345,083.00	 \$-
Fund balances - ending	 \$3,315,795.00	 \$-





Endowment	Nonmajor Funds	Total Governmental Funds
\$-	\$3,570,846.00	\$6,548,351.00
\$-	\$110,472.00	\$227,142.00
\$-	\$192,429.00	\$201,229.00
\$-	\$-	\$506,451.00
\$-	\$-	\$99,600.00
\$98,526.00	\$-	\$105,063.00
\$-	\$-	\$273,882.00
\$-	\$-	\$347,232.00
<u>\$98,529.00</u>	<u>\$3,873,747.00</u>	<u>\$8,308,950.00</u>

\$450.00	\$-	\$511,630.00
\$-	\$-	\$735,752.00
\$-	\$902,096.00	\$2,541,365.00
\$919,801.00	\$104,350.00	\$104,350.00
\$-	\$294,781.00	\$603,419.00
\$-	\$32,337.00	\$32,337.00
\$-	\$637,298.00	\$707,763.00
\$-	\$494,277.00	\$494,277.00
\$-	\$81,687.00	\$81,687.00
\$-	\$22,477.00	\$154,593.00
\$-	\$-	\$92,383.00
\$-	\$-	\$23,656.00
\$-	\$6,378.00	\$6,378.00
\$-	\$-	\$489,411.00
\$-	\$-	\$28,903.00
\$-	\$-	\$107,897.00
\$-	\$253,636.00	\$475,699.00
<u>\$450.00</u>	<u>\$3,873,747.00</u>	<u>\$8,240,159.00</u>
\$98,079.00	\$-	\$68,791.00
\$98,079.00	\$-	\$68,791.00
\$2,893,493.00	\$-	\$6,238,576.00
\$2,991,572.00	\$-	\$6,307,367.00



FACULTY OF THE YEAR - LOY SPRAGUE

Loy Sprague is a faculty member in the psychology, human services, and addiction studies programs at Fort Peck Community College. She graduated from Wolf Point High School in 1990 and received higher education degrees from Carroll College and Argosy University. Loy worked in the social work field in areas including immigration, child & adult protection, and medical social work while serving as an adjunct instructor at FPCC. She came on as full-time faculty in 2012. Since then she has revamped the addiction studies curriculum to line up with state licensing standards, completed an articulation agreement with the University of Montana for a bachelor's in social work degree, received grant funding through the American Indian Higher Education Consortium to study historical trauma and mindfulness at Fort Peck, and was recently awarded a MT Apprenticeship grant for the addiction studies program. Currently, Loy is introducing coursework specific to indigenous wellness, research, and mindfulness to the psychology curriculum, is actively involved with tribal social services programs on building helping professions on the reservation, and teaching self-care strategies in the community. She is a member of the tribes Institutional Review Board, Tribal Action Planning board, and Tatanka Gdes'ka committee.



EMPLOYEE OF THE YEAR - MARTEL REUM

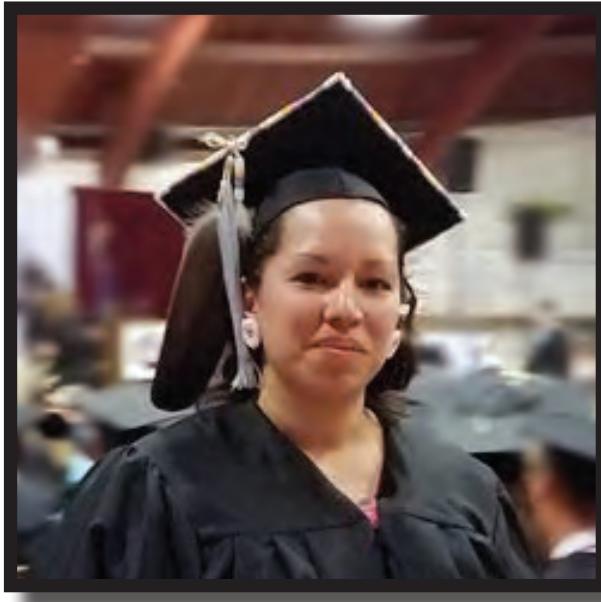


Fort Peck Community College's staff employee of the year for 2015-2016 was Student Success Advocate Marty Reum. Marty is responsible for assisting the students achieve success at the college level. Marty has been employed with the college for over 2 years now. Some of his duties are conducting financial literacy trainings to enhance student's knowledge of the specifics of college finances. He facilitates a panel presentation at the beginning of each semester which assists the students with hearing stories from our faculty and staff regarding their early college years. More than the grant objectives that he is responsible for, is his ability to interact with students and evoke laughter and good spirits throughout the college campus.

Marty is a retired US Army veteran and has 3 beautiful daughters and 2 amazing grandchildren. He is a member of the Assiniboine Medicine Lodge. He graduated from FPCC with an AA in Human Services, and an AA in Chemical Addiction studies. He is currently a fulltime student at the University of Montana studying Social Work.

He works tirelessly in the community to support events. He is always smiling and enjoying life. He will help anyone that asks for help and most of the time offers his help without being asked. He brings to the college a wealth of leadership abilities from him time in the military. His plan after graduation is to be a bridge for those struggling to find services needed and be an advocate for services needed in our community. He wears many hats in our community and is happy to help.

EMPLOYEE ALUMNI - OLIVIA HEADDRESS



Olivia Headdress is an associate member of the Fort Peck Sioux and Assiniboine Tribes and is currently working on her Master's Degree in Education with emphasis on Instruction and Learning at University of Montana Northern. Olivia works at Fort Peck Community College as the Health and Wellness Coordinator. Olivia first went to college at Fort Peck Community College back in 2004. She obtained her Associates degree in Pre-Health/Pre-Nursing in 2006. She stated that at the time school was something that she was doing because she really wanted to go to college. She stated she chose her degree because she thought that is what she wanted to do but realized it was not for her. Life happened and she chose not to continue with school and instead started raising her family. Olivia is currently married Chris Headdress and they have two children together.

In 2013 she stated that her husband Chris saw an advertisement to get your degree in Education through Fort Peck Community College. "I really thought about this because working with kids is something that I really enjoy. I also had to think about whether I really wanted to go back to school or not." In 2015 Olivia graduated with her Associate's Degree in Elementary Education from Fort Peck Community College. She was also simultaneously working on her Bachelor's Degree through the Teachers of Native Nation's Project that Fort Peck Community College was doing. Olivia was able to obtain her Bachelor's Degree in Elementary Education with a minor in reading in 2016 from Montana State University Northern. "I was able to obtain my teaching degree by doing online classes as well as long distance classes through Fort Peck Community College."

"I owe everything to Fort Peck Community College. If it wasn't for the teaching program I would of never earned my Bachelor's Degree and Teaching Licensee for Elementary Education. I received tremendous support from my advisors, teachers, coworkers, and President Gourneau. I have been able to continue to reach my education goals while working and have received encouragement and support. I look forward to being able to teach one day at Fort Peck Community College once I obtain my Master's Degree."

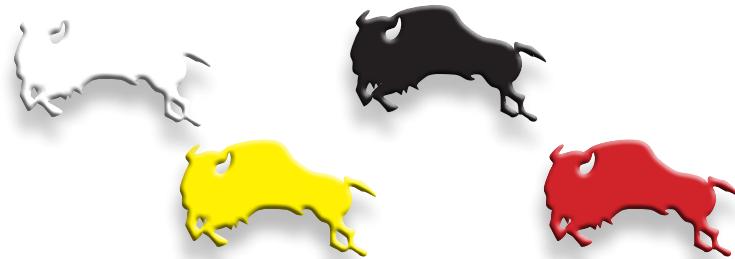
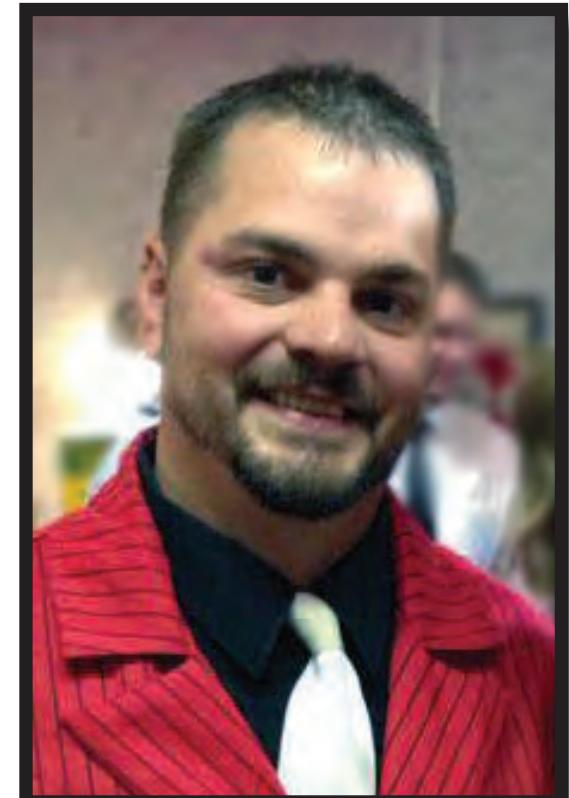


EMPLOYEE ALUMNI - RODNEY PAULSON

Rodney Paulson was born and raised in Poplar, MT. Rodney Graduated Poplar High School in 2001, and attended College at MSU Billings. Rodney returned home and decided Fort Peck Community College was a better fit. You could not go wrong with what FPCC had to offer, smaller class sizes more one on one with teachers, and also was able to put what I learned straight to work with an internship. Being able to take what I was learning in the classroom and put it straight to work in a real environment was the best education you could ask for real hands on experience.

Rodney obtained several degrees from FPCC in 2005. Rodney Graduated FPCC with an Associate of Science-General Studies, Associate of Applied Science-Computer Network Technology, 1-Year Certificate-Computer Networking Technician and an Associate of Science-Computer Networking Technology. After obtaining these degrees from FPCC Rodney attended Salish Kootenai College where he earned a Bachelor of Science – Information Technology System Administration. Rodney became a full time employee after graduating from FPCC and was able to obtain my Bachelor's Degree online.

Rodney soon met his wife Nicole and currently resides in Wolf Point, MT where they raise their 4 children McKinlee (7), Iyerlee (5), Kye (3) and Kwynn (6 months). As of today I currently serve as the Chairman of the Northeast Montana Health Services Charitable Foundation, and coach in the local public school systems.



FPCC GRADUATES

Archambault, Donovan Jr.	AA Psychology	Huber, Joshua	Cert. Electrical Lineworker
Archdale, Sonica	AA General Studies	Johanson, Jodee	AA Chem. Addiction Studies
Armijo, Lenore	AAS Bus. Tech., Cert. Acct. Tech.	Loves Him, Jolynn	Cert. Bus. Asst. Cert. Acct. Tech.
Beaman-Meyer, Shirley	Cert. Bus Asst.		AAS Bus Tech.
Benavente, John	AA Bus. Admin.	Markus, Crystal	Cert. Building Trades
Black Dog, Willian David	AAS Comp. Tech., Cert. Desktop Support Tech.	McKee, Chelsie	AA. Bus. Admin.
	Cert. Diesel Tech.	Nordlund, Keith	Cert. Electrical Lineworker
	Cert. Welding	Owens-Cyr, Waycen	Cert. Graphic Design
Buckles, Breanna	AA Bus. Admin.	Pino, Noah	Cert. Desktop Supp. Tech.
Bushard, Nicole	AAS Bus. Tech.	Portra, Dustin	AAS Comp. Tech.
Campbell, Fred	AA Psychology	Remington, Isaac	AA Bus. Admin.
Cyr, Elissa	AA Psychology	Riediger, Jacob	Cert. Welding,
Day, Bailey	AA Human Services	Sandaum Wayne Jr.	Auto Tech.
Day, Taylor	Cert. Acct. Tech.	Tallwhiteman, Thomas	Cert. Diesel Tech.
Elk, Chauncey	AA General Studies	Tattoo, Carly	AA Gen Studies
Four Bear, Cordell	Cert. Building Trades	Treasure, Taylor	Cert. Building Trades
Garrison, Cordell	Cert. Diesel Tech.	Welch, Tressa	Cert. Auto. Tech.
Gray Hawk, Justin	AAS Bus. Tech.	Youpee, Dyan	Cert. Auto. Tech.
Haugen, Jenna	Cert. Auto. Tech.	Youpee, Jim	AA Psychology
Hoops-Lovan, Jordan	Cert. Bus. Asst.		AA Education
Hopkins, Amber	AAS Bus Tech., Cert. Acct. Tech.		AAS Building Trades
	AAS Bus. Tech.		AAS Bus. Tech.
			AA Gen Studies

DEGREES & PROGRAMS

AA DEGREES

BUSINESS ADMINISTRATION
CHEMICAL ADDICTION STUDIES
ELEMENTARY EDUCATION
GENERAL STUDIES
HUMAN SERVICES
NATIVE AMERICAN STUDIES
PSYCHOLOGY

AS DEGREES

BIOMEDICAL SCIENCE
ENVIRONMENTAL SCIENCE
GENERAL STUDIES
PRE-ENGINEERING
PRE-HEALTH/PRE-NURSING

AAS DEGREES

AUTOMOTIVE TECHNOLOGY
BUSINESS TECHNOLOGY
NATIVE LANGUAGE INSTRUCTOR

CERTIFICATES

ACCOUNTING TECHNICIAN
AUTOMOTIVE TECHNOLOGY
BUSINESS ASSISTANT
DIESEL TECHNOLOGY
GRAPHIC WEB DESIGN
TRUCK DRIVING
WELDING TECHNOLOGY

FPCC ADVANTAGE

Live, learn, and achieve your dreams right here on the Fort Peck Reservation. Our students have the benefit of continuing higher education through multiple transfer programs or entering the workforce after graduation.



FORT PECK COMMUNITY COLLEGE

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