

THE POWER OF CONNECTION, CULTURE & COMMUNITY

2020-2021 Annual Report



Fort Peck Community College

Board of Directors

FY 2020-2021



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Vice Chairman: Dana Buckles
Secretary: Jackie Weeks
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Leslie Gourneau
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Message from the President

I am honored to serve as the FPCC President, and I hope you will join me in the work ahead, as we strive to make FPCC the strongest advocate for our community development through education & outreach.

There is much to be done as we begin to emerge from the COVID-19 pandemic. The public health emergency has both profoundly affected education and made clear the importance of community partnerships and common goals. As we celebrate a year of completion, we remain dedicated to focusing on how FPCC can continue to find new and innovative ways to help our community continue to move forward. The successes and achievements outlined in this year's Annual Report highlight many of the ways FPCC has served our students and strengthened our community.

Whether you are entering college for the first time, transferring from another institution, coming back to finish something you've already started, re-training for a new opportunity, or formulating a new vision for your future, the best choice you can make is Fort Peck Community College. As-

associate of Science and Associate of Arts degrees include general education courses that will transfer to other Montana colleges and universities. We assist students in acquiring the knowledge, skills, and abilities to secure employment or professional advancement. We are committed to job readiness and life enrichment opportunities.

FPCC offers a full college experience with many opportunities to get involved. With a variety of student clubs and organizations and an active student activities calendar, there are endless ways to make friends, develop leadership skills and explore new interests. FPCC is the shortest distance between where you are and where you want to be.

Please join our Buffalo Chasers team! Come meet the wonderful, dedicated faculty and staff who are committed to your success!



Haven Gourneau
Blowing Prayer Cloth Woman
President
Fort Peck Community College

About FPCC



Courses in higher education were first introduced to the Fort Peck Reservation by two state-funded Montana community colleges. In 1969, the first extension courses were offered by Dawson Community College, Glendive, Montana, and services continued through the spring of 1986. A cooperative agreement for offering on-reservation courses was formed in 1977 with Miles Community College, Miles City, Montana, when that college received a Title III Grant for Developing Institutions. This relationship ended in 1986.

In 1977, the Fort Peck Assiniboine and Sioux Tribes established the Fort Peck Education Department. This Department created the foundation for the development of the Fort Peck Community College officially chartered by the Fort Peck Tribal Executive Board in 1978. The original charter established a six-member Board of Directors. In 1987 the Board expanded to nine members. According to the college bylaws, at least seven members of the Board must be enrolled members of the Fort Peck

Mission Statement

FPCC serves the people of the Fort Peck Reservation and Northeast Montana by providing quality academic, vocational, and community based programs, empowering the next generation of workers, leaders and citizens while being entrusted with the preservation and promotion of Assiniboine and Sioux Culture.

Vision Statement

“Fully accredited Fort Peck Community College is a safe, healthy and welcoming leader for all to achieve academic, career and cultural goals.”

History

Fort Peck Community College is a tribally controlled community college, chartered by the Tribal Executive Board of the Assiniboine and Sioux Tribes of Fort Peck Indian Reservation in 1978.

This charter followed a 1977 Tribal Executive Board resolution creating the Fort Peck Tribal Education Department, which in turn set the foundation for establishing the college. These two actions secured the Assiniboine and Sioux Tribes as national leaders for tribally controlled education, and

placed the college on its path to becoming an effective and successful community based institution of higher learning.



A nine member Board of Directors, of which seven must be enrolled members of the Fort Peck Assiniboine and Sioux Tribes, governs the college. The Board of Directors is committed to advancing institutional development through critical thinking, strategic planning, and the application of resources consistent with fulfillment of its mission. This commitment, joined with the inclusion of faculty and staff in establishing policy and performance standards, and institutional assessment criterion, has resulted in a creative approach to addressing student success and community involvement.

The college is recognized for outstanding academic and vocational education offerings, innovative student services initiatives, and comprehensive community service programs. All of which began when higher education courses were initiated through extension services offered by Dawson Community College, Glendive, Montana in 1969. A cooperative agreement between the Tribal Executive Board and Miles Community College, Miles City, Montana in 1977, provided for the first reservation based courses. This arrangement was funded through a Title III Grant for Developing Institutions.

Significant FPCC milestones include the 1987 acceptance by the Northwest Association of Schools and Colleges, Commission on Colleges for accreditation candidacy, followed by full accreditation in December of 1991. Accreditation was reaffirmed following the 2001 Interim Report, and site visit. Tribal Colleges received United States Department of Agriculture Land Grant status in 1994. As a 1994 Land Grant Institution, FPCC has successfully administered agricultural programs designed to enhance agriculture and community services throughout the area.

Recent years has witnessed extensive campus growth and development, with acquisition, construction and renovation of campus facilities in both Poplar and Wolf Point. The Wolf Point campus facility was completed for the start of Fall semester, 2003. The new facility provides 12,000 square feet of classroom, office, and multi-purpose space, all of which is equipped with the finest in technology and distance learning capability. This beautiful structure graces the Wolf Point community from its location at the corner of Third and Benton Streets.



2021 Graduate List



Fellini Adams
Allrunner Fourstar Joetta
Archambault, Donovan
Azure, Rachel
Bighorn, Vonya
Boysun, Jedidiah
Brown, Troy
Brown, Wesley
Buckles, Miles
Clark, Lanette
Contreras, Louella
Cooper, Michael
Copenhaver, Brock
Crowe, Eugene
Cyr, Ellissa
Damm, Andrea
Day, Bailey
Day, Michelle
Dupree, Jestin
Follett, Marissa
Four Bear, Luane

Frigon, Emilee
Johnson, Jalen
Johnson, Kimberly
McKee, Chelsie
Melbourne, Alleigh
Nation, Kaytlin
Owens-Cyr Chelysa
Page, Nickolas
Plummer, Lori
Runs Through, Amber
Ryan, Richard
Sandau, Logan
Schwarzrock, Ashley
Shanks, Sherl
Sietsema, Cody
Sifford, Carri
Simons, Antoinette
Spotted Bird, Austin
Standing, Gifford
Sutherland, Janaeaya
Welch, Tressa
Windchief, Marit
Youngman, Pamela
Youpee, Mary

AA Social Work & AA General Studies
AA General Studies
Chemical Addiction Studies
AA General Studies & AS General Studies
Welding Certificate
Diesel Technology Certificate
Automotive Certificate
Automotive Certificate
AA Psychology
Cultural Arts Certificate
Lay/Advocate Paralegal Certificate
AAS Information/Network Technology
AA Business Administration
Truck Driving Certificate
AA Native American Studies & AA Tribal Governance/Administration
AA Psychology & Lay Advocate/Paralegal Certificate
Information Technology Certificate
Cultural Arts Certificate
AA Business Administration & AA General Studies
AA General Studies
AA Business Administration, AAS Business Technology,
Business Assistant Certificate & Accounting Tech., Cert.
AA Psychology
AA General Studies
AA Business Administration
AA General Studies
Cultural Arts, Certificate
Lay Advocate/Paralegal Certificate
AA General Studies & AA Business Administration
AA General Studies & AS General Studies
AA Psychology
Cultural Arts Certificate
AA General Studies
AAS Automotive Technology
AA Education
AA Chemical Addiction Studies
Truck Driving Certificate
Lay Advocate/Paralegal Certificate
Business Assistant, Certificate
AA Chemical Addiction Studies
AA Chemical Addiction Studies
AA General Studies & AA Business Administration
AA Native American Studies
AA Social Work
AA Chemical Addiction Studies
AA Human Services & AA Chemical Addiction Studies

Degrees and Programs

Associate of Arts

Business Administration
Chemical Addiction Studies
Elementary Education
General Studies
Social Work
Naïve American Studies
Psychology
Tribal Governance & Administration

Associate of Science Degree

Environmental Science
General Studies
Pre Health/Pre Nursing

Associate of Applied Science

Automotive Technology
Communication Technology
Information/Network Technology
Native Language Instructor

One-Year Certificates

Accounting Technician
Business Assistant
Cultural Arts
Lay Advocate/Paralegal

Certificate of Applied Science

Automotive Technology
Diesel Technology
Information Technology
Media Technology
Truck Driving
Welding Technology



New Degree Programs

In the Fall 2021, Fort Peck Community College added four new degree programs including an AA in Early Childhood Education, AS in General Science with Biology focus, and an AAS in General Science with a Chemistry focus.

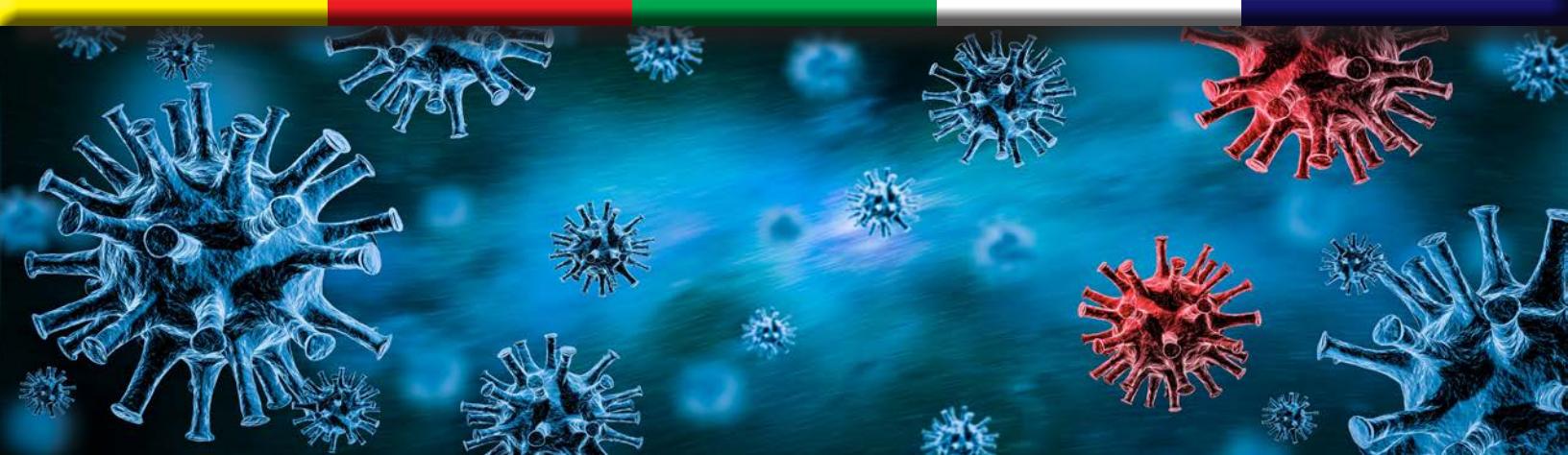
Graduates of the Associate of Arts (AA) in Early Childhood Education will be prepared to meet the unique needs of children from birth through age eight in childcare centers, Head Starts, and pre-schools. Students successfully completing the Early Childhood Education A.A. degree will have acquired the requisite skill for obtaining employment or advancement in the field of early childhood care and education.

The Associate of Applies Science Degree (AAS) in Criminal Justice is designed to provide students with knowledge of American law, Tribal law and the legal process in general. The degree prepares the student for employment as a Lay Advocate/Paralegal in the Tribal Court System, employment as a legal assistant or other employment involving entry level legal work.

The Associate of Science Degree (AS) in General Science (Biology concentration) is intended prepare students interested in becoming professional educators specializing in or emphasizing scientific and technological topics. This Science option is also organized to support individuals pursuing some bachelors in Elementary Education Educators interested in pursuing a Science emphasis. The department strives to provide exceptional educational opportunities through a blend of classroom, laboratory and field activities. Students who are not Elementary Educators can obtain jobs in government, Office of Environmental Protection, industry, environmental consulting firms, natural resource, bureau of land management and various environmental non-profit agencies that deal with environmental issues.

The Associate of Science Degree (AS) in General Science is intended prepare students interested in becoming professional educators specializing in or emphasizing scientific and technological topics. This Chemistry Concentration is also organized to support individuals pursuing careers in veterinary science, pharmacy, medicine, or chemicals. The department strives to provide exceptional educational opportunities through a blend of classroom, laboratory and field activities. Students can obtain jobs with the Office of Environmental Protection, industry, environmental consulting firms, natural resource, bureau of land management and various environmental non-profit agencies that deal with environmental issues.

Fort Peck Community College continues to monitor academic programs and is currently conducting focus groups to ensure the academic programs are fulfilling community and employment needs and opportunities.





FORT PECK COMMUNITY COLLEGE

**STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
YEAR ENDED SEPTEMBER 30, 2020**

	Major Funds				Total Governmental Funds
	General	Bridges- Demonstration	Endowment	Nonmajor Funds	
REVENUES					
Federal grants	\$ 2,764,300	\$ 1,104,574	\$ -	\$ 4,420,382	\$ 8,289,256
State grants	108,896	-	-	168,740	277,636
Private foundation grants	186,444	-	-	608,468	794,912
Tuition and fees	500,474	-	-	-	500,474
Charges for goods and services	159,687	-	-	-	159,687
Investment earnings	42,599	-	98,673	-	141,272
Miscellaneous	160,164	-	-	6,790	166,954
Indirect cost recovery	322,903	-	-	-	322,903
Total revenues	<u>4,245,467</u>	<u>1,104,574</u>	<u>98,673</u>	<u>5,204,380</u>	<u>10,653,094</u>
EXPENDITURES					
Current:					
Administration:					
Program expense	405,726	-	-	70,880	480,366
Indirect cost expense	-	-	-	5,798	5,798
Institutional support:					
Program expense	1,208,457	-	-	-	1,208,457
Academic:					
Program expense	656,843	-	-	1,965,982	2,622,825
Indirect cost expense	-	-	-	50,949	50,949
Vocational:					
Program expense	204,468	-	-	543,322	543,322
Indirect cost expense	-	-	-	16,031	16,031
Student services:					
Program expense	66,585	-	-	366,685	571,153
Indirect cost expense	-	-	-	7,081	7,081
Financial aid:					
Program expense	14,887	1,022,754	-	703,795	770,380
Indirect cost expense	-	81,820	-	11,132	11,132
Community services:					
Program expense	90,382	-	-	821,240	1,858,881
Indirect cost expense	-	-	-	97,990	179,810
Library:					
Program expense	79,324	-	-	-	126,471
Indirect cost expense	-	-	-	36,089	367
Information technology:					
Program expense	2,739	-	-	-	2,739
Wellness center:					
Program expense	730,332	-	-	35,261	765,593
Research:					
Program expense	-	-	-	414	414
Facilities and services:					
Program expense	36,888	-	-	-	36,888
Indirect cost expense	-	-	-	-	-
Dormitory:					
Program expense	650,074	-	94,913	-	744,987
Debt service:					
Principal	-	-	-	-	75,815
Interest	22,947	-	-	-	22,947
Capital outlay	-	-	-	192,964	192,964
Total expenditures	<u>3,595,393</u>	<u>1,104,574</u>	<u>3,760</u>	<u>5,204,380</u>	<u>9,908,107</u>
Excess of revenues over expenditures	<u>650,074</u>	<u>-</u>	<u>94,913</u>	<u>-</u>	<u>744,987</u>
OTHER FINANCING SOURCES (USES)					
Transfers in	-	-	-	-	-
Transfers out	-	-	-	-	-
Total other financing sources	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net change in fund balances	650,074	-	94,913	-	744,987
Fund balances - beginning	<u>4,122,029</u>	<u>-</u>	<u>3,165,253</u>	<u>-</u>	<u>7,287,282</u>
Fund balances - ending	<u>\$ 4,772,103</u>	<u>\$ -</u>	<u>\$ 3,260,166</u>	<u>\$ -</u>	<u>\$ 8,032,269</u>

The accompanying notes are an
integral part of these financial statements



Donors





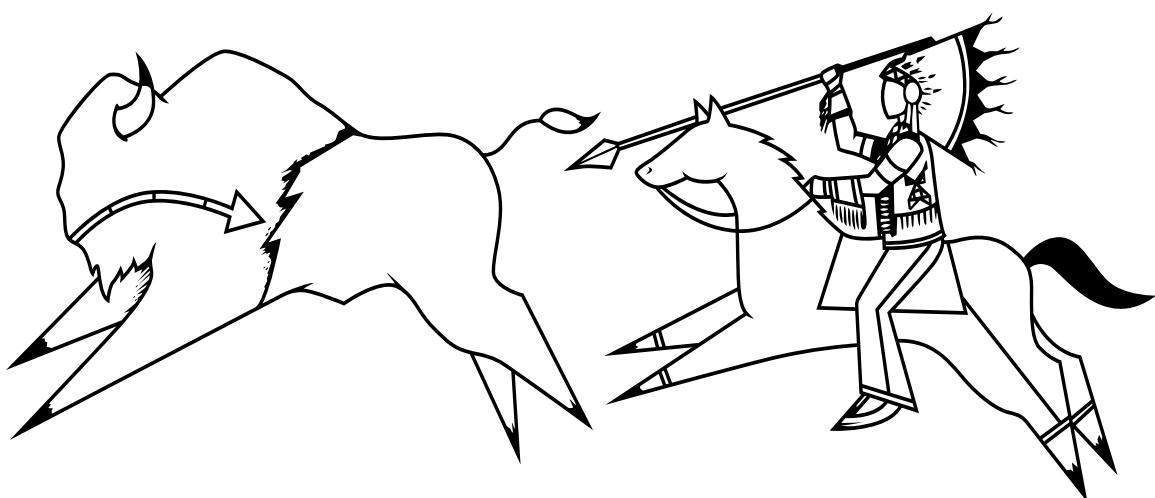
Hello friends and relatives, my name is Dr. Charlie Knowlton, and I am a tribally enrolled licensed clinical psychologist who began my educational journey years ago at the Fort Peck Community College (FPCC). This journey began in 2007 before I ever graduated high school, and this is all thanks to the Summer Bridge Program offered through FPCC. This program is designed to help students not only enhance their academic abilities, but it also prepares students for college-level courses. The value of a program like this extends much beyond the personal role it served for me, into working to improve the educational progress for our tribal communities as a whole. Most national data shows that 70% of our Native students will graduate from high school, compared to a national average of 82%. When we think about higher education, only 17% of Native students attend college with 28% actually earning a degree, compared 60% of the national average. This reasons for this are systemic in nature and are the byproduct of a ripple effect that has run generations deep. The historical disappointment of our education system began with our ancestors in the late 1800's with American Indian Boarding Schools. It was not until decades later when our people were granted

self-determination rights that extended to education that efforts have been done to work to not only enhance the quality of education within our tribal communities, but also work to increase the repetitiveness of indigenous scholars.

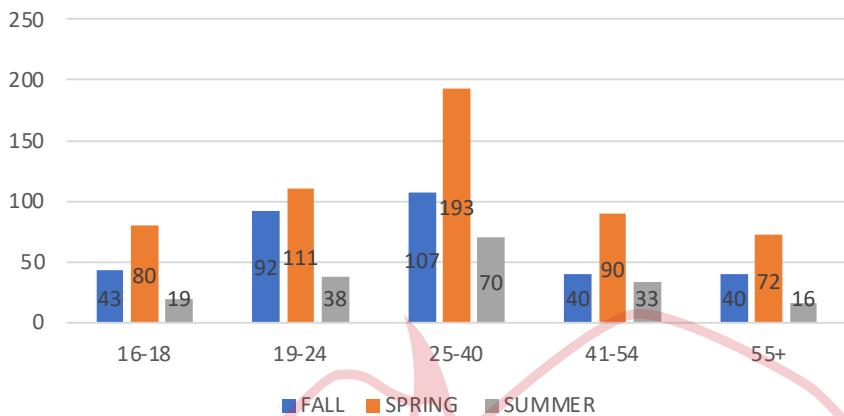
For many high school students, college after graduation is always the next step, however, when we do not have many people in our immediate environment who have done that, college seems daunting and unattainable. I was fortunate in having a few family members who are college educated, but that did not seem to fully remove the fear and uncertainty. For most college students, especially those living away from home, the first year represents a critical period for it is often our first time living away from our community in which we grew up and entering into a world that was not created with indigenous people in mind. This is, in part, why the dropout rate amongst tribal scholars is so high. This is what I am most grateful for in my time with FPCC for not only did it introduce me into the process and role of higher education, but it allowed me to do so while remaining in my community. Taking courses like writing, algebra, public speaking, and environmental science helped me to meet several general education requirements, while courses like American Indian studies and star quilt techniques helped me to learn about my culture. My time at FPCC helped me gain the confidence that higher education was not only doable, but more importantly attainable and gave me the confidence I needed to enter into a larger academic institution off the reservation where I could pursue a degree in psychology.

Every decision I have made since 2007 has helped lead me to the position I am in today and that is being a licensed clinical psychologist servicing Native people in the Portland metropolitan area who have left the reservation in pursuit of opportunities and are struggling in remaining connected to their indigenous roots while being immersed in a society that works to assimilate them into westernized culture. To date, there are over 574 federally recognized tribes yet only 37 tribal colleges. Fort Peck Community College is one of those institutions that has been working for years to fight back against this. Being a part of a college that has a goal of working to close the achievement gap between Native students and students of the general population in setting us up for success is

something that I will be forever grateful for. Starting out at FPCC helped me not just become another statistic as an indigenous student who did not go to college or withdrew early, and instead helped me become a much different statistic. Ultimately, that experience has allowed me to use the education, knowledge, and experience gained in my higher education journey to help give back to our people. I am incredibly proud of all those who came before me that inspired me to register for college, just as I am proud of all those who have come after me who have achieved their educational goals. My greatest hope is that these stories of our people serve as that light for those who may be feeling afraid or uncertain to take that first step because myself and your community are here to walk alongside you. Here's to getting started.

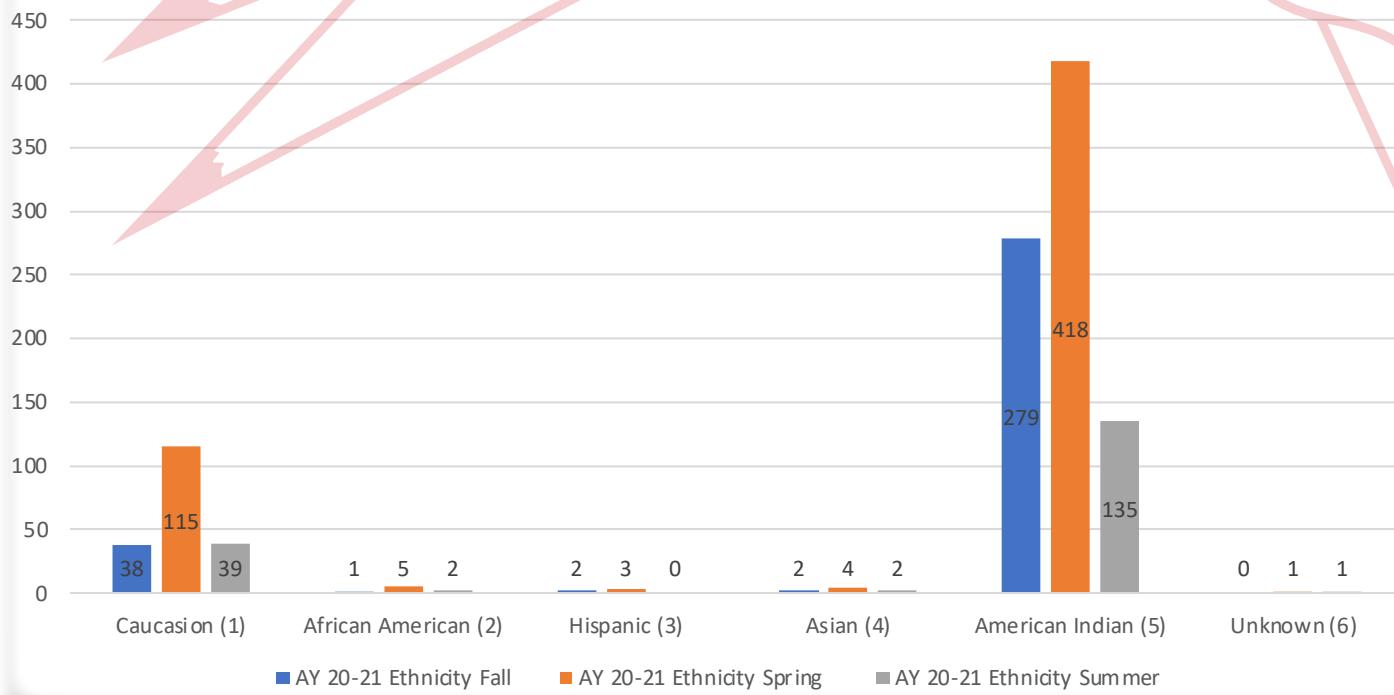


Age AY 2020-2021



Data collected for the academic year 2020/2021 indicate the age of students varies between full time and part time students. 142 students ranging from the ages of 16-18 represent the dual credit and early college; 241 students represented ages 18-24 age group, 370 students represent 25-40 age group, 163 students are 41-55 years of age, and 128 represent the 55+ age group.

AY 20-21 Ethnicity

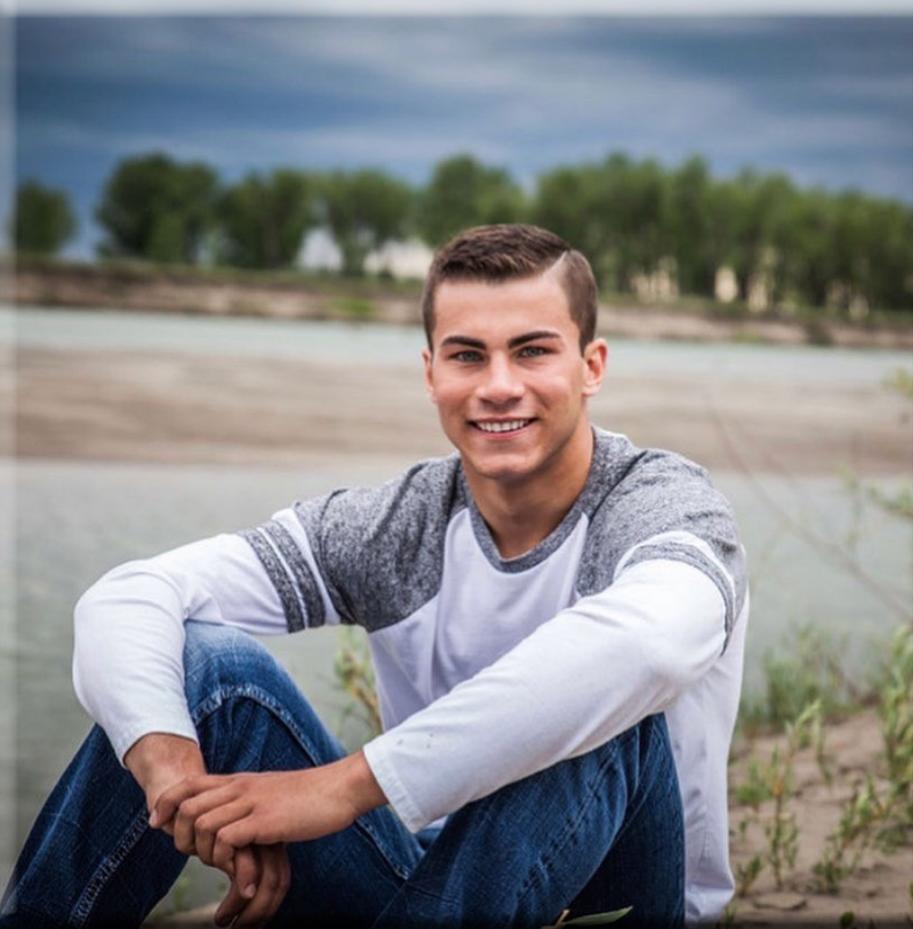


	Fall	Spring	Summer
2010-2011	431	450	
2011-2012	456	414	114
2012-2013	384	390	49
2013-2014	414	399	83
2014-2015	351	388	101
2015-2016	327	331	132
2016-2017	378	354	87
2017/2018	338	329	
2018-2019	306	373	109
2019-2020	344	374	32
2020-2021	322	546	178

Unduplicated headcount can be defined as the actual number of students enrolled during a specific time frame. All students, traditional, non-traditional, full-time and part-time are part of the enrollment analysis.

The unduplicated head count was 322 students for Fall 2020, 546 for Spring 2020 and 178 for the summer of 2020. Although COVID-19 was detrimental to many, FPCC utilized the resources and expertise of outside resources to increase the capabilities to provide quality education on and off the reservation. FPCC rallied to increase student enrollment and increased the fall enrollment in 2019 by 38. Spring 2020 enrollment was and 380, a similar situation to the previous year.

Degree	<i>Enrollment by degree 2020-2021</i>		
	Fall 2020	Spring 2021	Total
AA Degree	132	223	355
AAS Degree	27	52	79
AS Degree	35	44	79
Certificate	67	107	174
Non Degree	61	120	181
TOTAL	322	546	868



Nickolas Page

My name is Nickolas Page and I grew up in Wolf Point, Montana, a rural town located on the Fort Peck Indian Reservation. I am currently a first-year student at Dickinson State University pursuing a bachelor's degree in Biology. I previously attended Fort Peck Community College. Fort Peck Community College was a good way to obtain a two-year degree in one year at low cost. In high school I acquired over 20 college credits through FPCC which gave me the opportunity to get a two-year degree in one year. I obtained my Associates of Science degree and Associates of Arts degree in one year. I took 19 credits my first semester and over 20 credits my second semester last year while maintaining all A's.

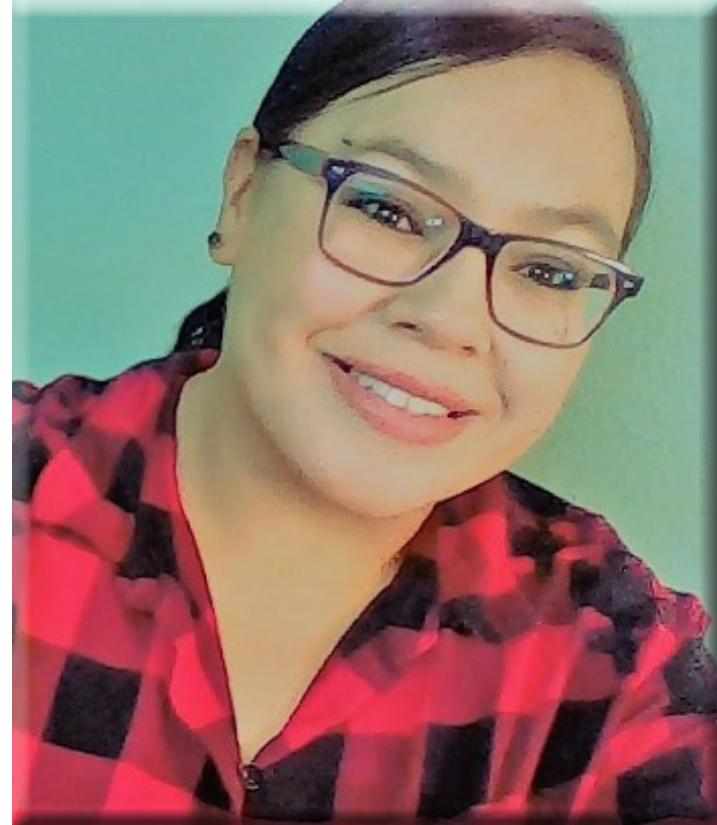
I knew I wanted to go to college but I was just unsure where, or if I wanted to play a sport, or even what I wanted to do. I had people telling me to go different schools, but I was undecided. I had lots of classmates and other people leaving with what seemed to be their whole future planned out, and there I was still unsure. FPCC was mentioned in high school by several people so it was always in the back of my mind. I always felt like I would just be settling, settling for a community college while others expected me to go on to a bigger college. My mom and dad were always supportive and said, "just do what you want to do and what will make you happy". I decided to stay and try and figure things out. That was the best decision I have ever made.

My Fort Peck Community College experience reminds me of a painting class I had second semester. I didn't really want to take the class, but I knew it would be good for me and I needed it. So, I took the class and week by week I liked it more and more and continued to gain more knowledge, just as I did at FPCC. At the end of the class I created something I am proud of and gained many new skills. FPCC reflected that, week in and week out I learned more and graduated with a degree I am proud of. Taking that art class was something I am thankful that I did, even though I thought I would dread it. The same is true for my time at FPCC, I had my doubts, but I am thankful for the education. I now have a degree and have saved lots of money.

Many people underestimate the education at Community Colleges, such as FPCC, but I will tell you it's an amazing opportunity. FPCC far exceeded my expectations. I was Valedictorian, but classes weren't easy. I was challenged throughout the school year and was able to gain a quality education. My classes at FPCC defiantly prepared me for my future schooling and I am proud to be an FPCC Graduate.

Darcee St. Germaine

My name is Darcee St. Germaine, and I am a current student at Fort Peck Community college due to graduate May of 2022 with my Associates of Arts degree in Elementary Education. I am married to my husband Jeremy and have 4 children, Quincy, Minka, Ruby and Piper. I started at Fort Peck Community College Spring Semester 2019/2020, the pandemic began as my classes were going underway, and I struggled as I did not have internet access at the time at my home and dealing with some difficult personal issues along the way. So determined to further my education for myself and my children, I made it a point every day I had class to come up to Student Services to use the computers attend classes online and get my homework done I did eventually get internet access at home and was hired as a TRIO Technology Tutor where I could easily still work from home if I had to or come in on campus and still have time for my family duties. I had so much support and encouragement along the way from Fort Peck Community College Staff, The TRIO staff and instructors always pushing me to keep going. My goal was reachable and would open many doors to my future and what I always wanted, a career. So here I am 2 years later ready to push through this last semester and continue being great at my new position at Fort Peck Community College in student services as a Student Resource Specialist. I am also thinking about pursuing an Associates of Arts degree in Social Work and I know FPCC will be there pushing me to do my best at everything I want to accomplish. Thank you, Fort Peck Community College, for believing in me and helping me accomplish my wildest dreams!



Construction Projects

The FPCC Construction crew was busy during this past year, completing several infrastructure projects as well as beginning a large renovation project to the face of the institution, the entrance to the Greet the Dawn administration building. Besides the continual repairs and minor renovations across the campus facilities and infrastructure, the college's construction crew was busy with the following projects:

Science Building Addition – The college added a 800 sq. ft. science laboratory to the existing Science building. This will allow for the faculty to have a modern, updated science lab for students to utilize in their classes, as well as free up existing floor space for instructional use. The completion of this project was co-funded by the USDA-RD Community Facilities grant program and the Department of Education's Title III program.



Paving Project – The college paved the section of Tribal Street that runs between Indian Avenue and Court Avenue on its main campus in Poplar, Montana. This road runs through the heart of the campus in front of the War Eagle Vision building, and has been in dire need of repair over the last decade. The completion of this project was co-funded by the USDA-RD Community Facilities grant program and the Department of Education's Title III program.





New Entrance to Greet the Dawn building – The college began the renovation of the entrance to its main administrative facility, the Greet the Dawn (GTD) building towards the end of the period that this report covers. With the building over 50-years old, it was time to modernize the function and appearance of the entrance to the facility. Completion is scheduled for Spring 2022, and this project is also being co-funded by the USDA-RD Community Facilities grant program and the Department of Education's Title III program.

BUFFALO CHASERS PODCAST SERIES

TIME: 3 PM

WHEN: EVERY THURSDAY

CHECK YOUR
STUDENT EMAIL
FOR THE ZOOM
WEBINAR INVITE.



LIVE STREAM AVAILABLE ON
THE FPCC FACEBOOK PAGE.



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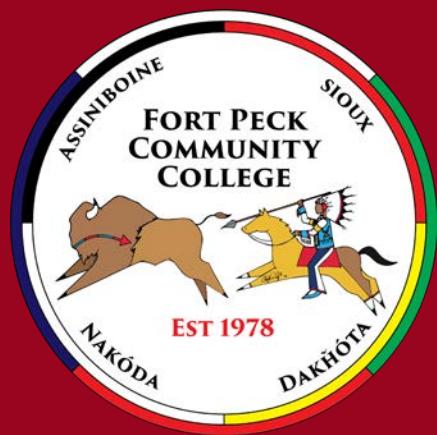
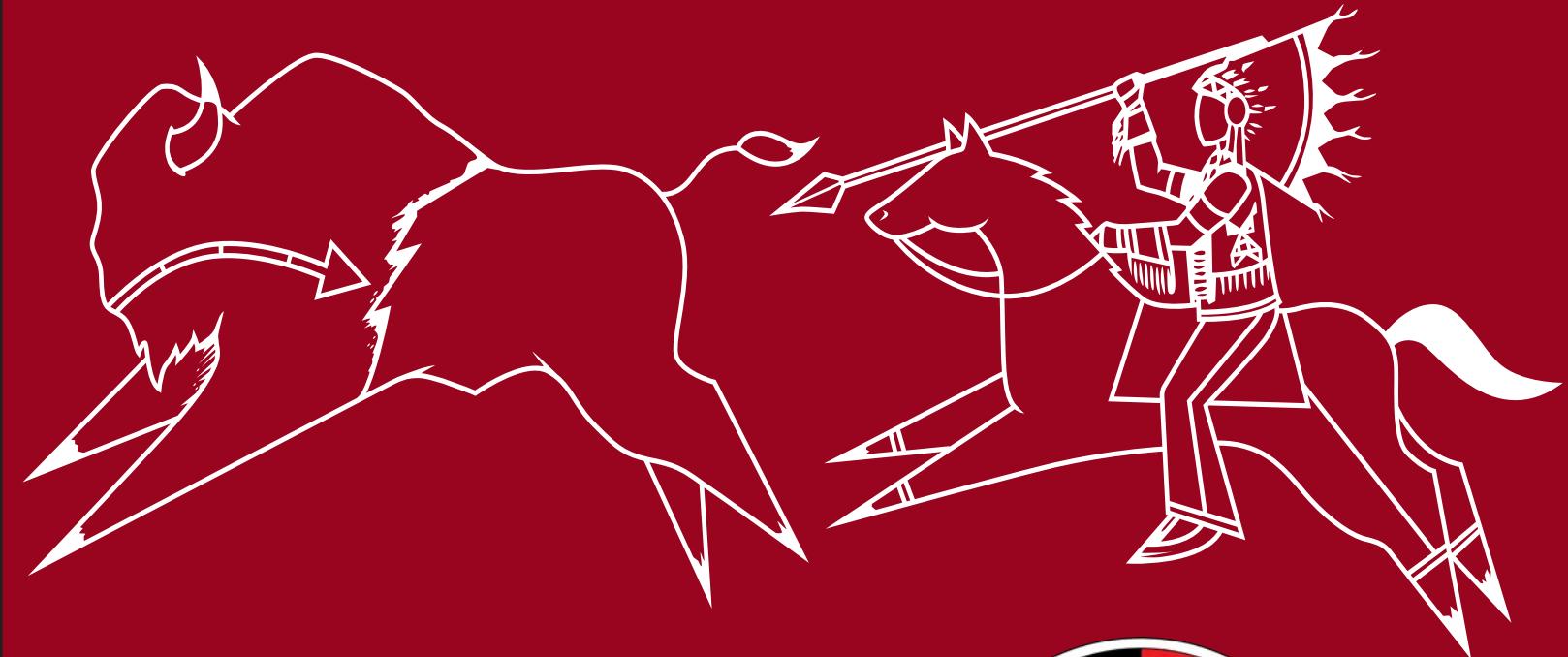
Meeting the Student Success Challenge

The Buffalo Chasers Podcast was officially launched in September 2020 in response to the COVID-19 Pandemic. from FPCC's Student Services Department. The podcast provides consistent hour-long content, which is facilitated and co-hosted by Tommy Christian (Cultural Liaison) and Earl Bullhead (Cultural Consultant), and Elijah Hopkins (VP for Student Services). The Buffalo Chasers Podcast leverages digital platforms such as Zoom Video Conferencing, Facebook, and YouTube to connect FPCC cultural resources with students to enrich and enhance the FPCC student experience. During the initial phases of the COVID-19 pandemic, the podcast has proven beneficial for student success by connecting students to important aspects of student wellness including cultural identity. Campus cultural resources were operationalized to meet the unique challenges of student mental health, cultural awareness of indigenous history and legacy, and student-community engagement. The podcast promotes inclusiveness at the student, campus, and community levels through video conferencing and social media.

The weekly Buffalo Chasers Podcasts and the weekly Virtual Talking Circles help increase students' engagement and acceptance of information technology by learning the nuances of these platforms. Students are exposed to live conversations with the options of joining the video conference calls directly and communicating with full video and audio, or by simple chat/messaging options via Zoom. This virtual aspect of student engagement is another aspect of retention under the Buffalo Chaser model of Student Success.

Since the podcast's inception, students, employees, and community members alike have provided positive feedback. Every Thursday from 3 - 4 pm, the podcast is delivered via campus-wide Zoom Meeting invite to all employees and students through a mass notification system. The Zoom meeting is streamed live on the Fort Peck Community College Facebook page. The podcast's reach is immense when considering the various digital platforms used to stream and archive the video and audio content: Facebook, Instagram; YouTube; Apple Podcast; Google Podcast; and Spotify. Viewers are the local population and include international viewership throughout the U.S. and Canada. Each week the podcast incorporates a traditional prayer and mental health topic, which is then discussed through the views of the co-hosts and employee or student participants on zoom. The FPCC official school song is played in its entirety at the very beginning and ending of the podcast.





CONTACT US!



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