

1. Organization Information

1.1. Organization Name*

Browning, MT Browning Public Schools

1.2. Has the organization received any DNRC Forestry grants or subawards previously? * Yes/No

2. Applicant Information

The person completing this application.

By default, of Submittable, the person submitting this application will be the point of contact for future communications such as reports and requests for reimbursement for the life of this grant.

You may collaborate with others to complete the application and future forms, but you will be responsible for the final submission of them. [HERE](#) are the instructions for collaborating with others for this application.

2.1. What is your name? * **Abigail Klauk**

2.2. Your Phone***319/930-1242**

2.3. Your Email* abigailm@bps.k12.mt.us

2.4. Provide a Secondary Contact in case the Main Contact for the project. Name? * **Reid Reagan**

2.5. Secondary Contact Phone **406/450-8520**

2.6. Secondary Contact Email **reidr@bps.k12.mt.us**

3. Project Elements

3.1. Project Name*

Browning Public Schools Miinii Project

3.2. Project Location*

The trees this project would benefit from are located on K-12 school grounds throughout the Browning Public Schools District. Specifically, the schools that would directly benefit include Bullshoe Elementary, Napi Elementary, Browning Middle School and Browning High School (all located within the municipality of Browning, MT at the heart of the Blackfeet Reservation).

Examples: Please provide the community's name and details on the location of the project, such as the park, neighborhood, or open space.

3.3. Have you contacted your DNRC Service Forester? * **Yes/No**

Yes –

3.3.1. Foresters Name* **Hannah Payne (former UCF Service Forester)**

Who is the Forester you contacted about this project?

No –

3.3.2. Forester Not Contacted*

Please explain why you have not been in contact with your Urban Forester.

Find your local [DNRC Service Forester HERE](#).

4. Project Description

4.1. Project Description - Provide 2-3 paragraphs that summarize your project. *

Limit: 250 words

We are seeking support for the ongoing “Miinii Project,” a District-wide effort to increase connection to culturally-important native plants among Browning youth by (1) involving students in the installation and care of native landscaping around Browning Public School (BPS) buildings, (2) supporting culturally-relevant classroom education about native plants and (3) incorporating traditional foods into the school meal program. Specifically, we are hoping to install irrigation systems in order to provide consistent water for current school trees and planned future plantings. Over the last 3 years BPS has planted hundreds of native trees and shrubs on school grounds in collaboration with BPS students and staff, Browning community organizations, Glacier National Park and the DNRC. This landscaping provides opportunities for hands-on education both in and out of the classroom for all grade levels and in a variety of subject areas, including social-emotional learning and cultural knowledge transfer. BPS students and teachers participate in the care and maintenance of these trees throughout the school year but over the summer the BPS Maintenance Department takes over care. Due to short-staffing and other work responsibilities, BPS groundskeepers are unable to provide consistent hand watering for these trees and are in need of irrigation systems. We are hoping to install a combination of drip and sprinkler irrigation that would lower staff time and labor demands and improve tree health, as well as facilitating increased collaboration with students and teaching staff.

5. Existing Program Resources

5.1. Do you have a tree inventory? * **Yes/No**

Yes - Has Tree Inventory

5.1.1. How does your tree inventory tie to the project? *

Limit: 100 words

In Spring 2025 BPS received a MUCFA grant to inventory BPS trees and shrubs, and successfully completed the inventory in Fall 2025. Now that we have formally mapped the species, location, and number of trees and shrubs around the District, our next step is working with MUCFA staff to develop a Tree Management Plan that includes a watering schedule based on best practices for the existing tree/shrub species and ages. The irrigation supplies that we are requesting for this project would allow us to realistically implement this watering schedule throughout the summer.

5.1.2. Upload your Tree Inventory*

5.2. Do you have an urban forest management plan? * **Yes**/No

Yes - Has Management Plan

5.2.1. How does your urban forest management plan tie into the project? *

Limit: 100 words

BPS is currently working with MUCFA to develop a District-wide Tree Management Plan that includes annual and longer-term planning for both tree care/maintenance and curricula tie-in. This project ties in by supporting watering, one of the primary and most time-consuming tree maintenance activities. Reducing time required for watering would benefit the Tree Management Plan by supporting best practices for tree care and also increasing time available for other activities, thus potentially increasing survivorship and overall health of trees and increasing the educational and aesthetic value of this landscaping.

5.2.2. Upload your Urban Forest Management Plan. *

5.3. Is the project located in a Tree City USA community? Yes/**No**

6. Federal & State Program Goals

6.1. How does your project align with the state and federal program goals? Choose all that apply. *

☒ Advance public education and understanding for the social, economic, environmental, and aesthetic values of trees, forests, and related resources in communities.

☒ Climate change mitigation and adaptation.

☒ Expand opportunities and resources for underserved and at-risk populations and communities.

☐ Advance inventory and assessment information.

X Promote urban forestry planning and tree management plans including broadening community engagement.

 X Develop and encourage the profession of urban forestry through technology transfer, education, and training.

 X Increase the biodiversity, health and resilience of trees in urban and community forests through best maintenance and management practices.

 X **Other Support integration of cultural/traditional ecological knowledge into tree management and care**

6.1.8 What is your other goal?

6.1.1-6.1.7 Specify how the project meets *this* federal and state program goal. *

(Each goal will have a pop-up box for a brief narrative, limit 100 words each goal.)

Advance public education and understanding for the social, economic, environmental, and aesthetic values of trees, forests, and related resources in communities.

According to the 2025 Browning tree inventory information, the majority of culturally-important trees and shrubs in Browning are located on the grounds of BPS buildings. Through school activities and hosting other community events, these buildings serve as community centers for Browning residents of all ages and ideal locations for encouraging public interaction with urban trees. In addition, BPS students participate in formal lessons about trees and forests; living trees and shrubs around the schools provides opportunity for a variety of hands-on learning activities related to these lessons.

Climate change mitigation and adaptation.

Climate change has changed harvest times and in some cases reduced the availability of many traditionally-important trees and shrubs on the Blackfeet Reservation. With decreased access to these important cultural resources in the natural landscape, incorporating these species into urban areas is an important part of adapting to climate change and aligns with The Blackfeet Climate Change Adaptation Plan priorities.

Expand opportunities and resources for underserved and at-risk populations and communities.

BPS is a rural, Title-1 school District that serves a majority (>95%) native population. Rural, native and low-resource communities have been historically underserved by community forestry programs and this is evident in the community-wide lack of resources for urban tree care. Almost 100% of BPS' culturally-important tree species have been established within the last 3 years and through grant funding or in-kind donations; the limited District budget cannot cover the care these trees require without outside support.

Develop and encourage the profession of urban forestry through technology transfer, education, and training.

BPS is the primary source of formal education for the vast majority of youth on the Blackfeet Reservation. The Blackfeet Tribal government does not have an urban forestry division, so BPS is

the only source of urban forestry exposure and training for most K-12 youth. BPS is an ideal entity to provide this education because staff can leverage existing student-teacher relationships and work with District and community cultural knowledge-holders to increase the cultural and personal relevance of more general urban forestry practices. In addition, BPS teaching and maintenance staff have increased access to training and direct experience with urban forestry through participating in the planting and care of school trees.

Increase the biodiversity, health and resilience of trees in urban and community forests through best maintenance and management practices.

There is a widespread belief among Browning residents that “trees don’t grow here” due to the historical poor health and low survival rates of urban trees. There are examples of healthier and more resilient urban forests in nearby communities with similar site conditions, and this may be due in large part to more consistent watering and timely pruning in these towns. Building capacity to provide sufficient, year-round watering for BPS trees could help BPS align with established best maintenance practices and provide an example of successful urban forestry for the Browning community.

Support integration of cultural/traditional ecological knowledge into tree management and care

BPS is working to develop a Tree Management Plan that incorporates cultural knowledge as well as other information sources for tree care and maintenance. This braiding of knowledge requires significant time and consultation and is difficult to do properly alongside other routine maintenance activities. Developing watering infrastructure that reduces labor and time costs of routine tree maintenance would enable more effective collaboration among Maintenance staff and cultural knowledge-holders.

7. Project Personnel

7.1. List the Project Personnel*

☐ I would like to use the provided table for my project personnel information.

☐ I would like to upload my own project personnel document.

List each person's name, title or qualification, their role in the project and the level of involvement. This can also include involvement with DNRC Forestry staff.

7.1.1. Complete Provided Project Personnel Table*

7.1.2. Upload Project Personnel Document. *

Name/Title	Project Role
BPS Maintenance Staff (Abigail Klauk and Daryl Butterfly)	Provide year-round care and maintenance of existing BPS trees and incorporate additional native trees and shrubs into BPS landscaping in collaboration with students, other BPS staff and community organizations
BPS Teaching Staff (all schools, all grade levels, multiple subject areas)	Integrate trees and shrubs into existing curricula and facilitate student involvement in tree planting and care activities.
BNAS Teaching Staff	Guide species selection and the transfer of cultural knowledge related to trees and shrubs.
BPS Students	Participate in tree planting and maintenance and related classroom activities.
BPS Families	Support and guide student cultural learning with family/Society teachings around proper protocol for harvesting, processing, etc.
MUCFA and DNRC Staff	Advise BPS Maintenance on tree species selection and best practices for watering and other care requirements

7.2. Supplemental Information - Project Personnel Narrative. If desired, use this space to explain or expand on the Personnel information.

The Miinii Project brings together staff from multiple Departments, grade levels and personal backgrounds; there are few other projects within the District that exemplify such broad collaboration. This type of collaboration benefits the entire school community by encouraging knowledge-sharing, mutual support and a collective sense of pride and ownership towards caring for the school grounds. Through formal lessons and community service work days, Blackfeet Native American Studies (BNAS) staff and BPS groundskeepers are able to join classroom teachers in providing education and forming personal, positive relationships with Blackfeet youth.

Limit: 300 words

8. Leveraging Local Support and Outreach

8.1. List local groups and people involved in the project with in-kind contributions and volunteering time. *

☐ I would like to use the provided table for my Leveraging Local Support and Outreach information.

☐ I would like to upload my own Leveraging Local Support and Outreach document.

Successful proposals include strong community support and engagement. List partner organizations, individuals, volunteers, and any other agencies or groups that will be contributing in-kind donations, time, or services. For example, a nursery donating mulch or a local group spending time planting trees. How do these groups encourage expansion into large scale efforts and other programs?

8.1.1. Complete provided table for Leveraging Local Support and Outreach. *

8.1.2. Upload your own Local Support and Outreach Document*

Partner Name	Donation/Support Provided
Blackfeet Environmental Office (BEO)	Collaboration on BPS Tree Inventory and Management Plan, consultation on local best practices, coordination on special events such as annual Arbor Day recognition
FAST Blackfeet	Traditional diet lessons for students and training for teachers that includes harvesting protocol, uses and processing of foods and medicines from trees and shrubs
Blackfeet Community College (BFCC)	Soil amendment and planting material donations and consultation on tree care best practices for local site conditions
Piikani Lodge Health Institute (PLHI)	Field trips for students and training for teachers related to plant identification, overall tree/forest health assessment and harvesting protocol.
The Nature Conservancy (TNC)	Access to important harvesting locations and other unmanaged areas for students and teachers to learn about and experience culturally-important tree and shrub species in a natural setting
Montana Urban and Community Forestry Association (MUCFA)	Funding and expert consultation to complete the BPS Tree Inventory and Management Plan; providing direct tree maintenance support and technical training on urban forestry for BPS students and staff

8.2. Supplemental Information - Leveraging Support Narrative. If desired, use this space to explain or expand on the Leveraging Support List.

There is widespread support and enthusiasm among Browning residents and organizations for community forestry projects, founded on the ongoing cultural tradition of valuing and stewarding Blackfeet land. This is evidenced by broad public participation in annual Arbor Day events hosted by BEO and BFCC, and by the numerous community organizations whose mission statements and strategies include support connection to Blackfeet land and the plants and animals it supports (PLHI, FAST Blackfeet, TNC). The Miinii Project has facilitated collaboration among these groups and BPS, as well as with MUCFA and DNRC community forestry staff. BPS is one of the few community organizations with dedicated tree care staff, so school grounds are the ideal place to

establish and care for urban trees that benefit the broader community values and organizational priorities related to trees and traditional diet education. This broad collaboration between community groups and BPS has supported the success of past Miinii Project activities such as preparing berry soup for hundreds of high school students, caring for a nursery of tree and shrub seedlings, numerous tree planting days, hosting a community tree and plant sale, technical urban forestry inventory and maintenance training by MUCFA and DNRC staff, and native plant Professional Development training for educators.

Limit: 300 words

9. Project Work Plan and Schedule

9.1. Outline the Project Work Plan and Schedule*

☐ I would like to use the provided table for my Project Work Plan and Schedule.

☐ I would like to upload my own Project Work Plan and Schedule document.

Provide a work plan/schedule for each activity and timetable for completion starting in May 2025. Projects have 12 months to complete.

9.1.1. Provided Table for Work Plan and Schedule*

9.1.2. Upload my own Work Plan and Schedule Document*

Date Range	Activities
May 2026	<ul style="list-style-type: none">● Installation of drip irrigation systems for newly planted landscaping, berry orchard and windbreak trees and shrubs at BNAS/Food Service building and Napi Elementary● Classroom lessons, work days and field trips with BPS students related to native plants and traditional diet● Inventory of BPS trees and shrubs planted in 2025● Establishment of BPS tree nursery at Buffalo Hide Academy
June 2026	<ul style="list-style-type: none">● Repair/installation of Browning High School sprinkler system and other building sprinkler systems as needed● Drilling of new well for improved water pressure around BPS
July-August 2026	<ul style="list-style-type: none">● Twice weekly watering and monitoring of BPS trees and shrubs at all buildings by groundskeepers● Daily watering of tree nursery seedlings
September 2026	<ul style="list-style-type: none">● Complete BPS Tree Inventory at all buildings by BPS staff and students

	<ul style="list-style-type: none"> ● Purchasing and delivery of additional trees and shrubs for replacement plantings
October 2026	<ul style="list-style-type: none"> ● Planting work days with BPS students

9.2. Supplemental Information - Project Work Plan and Schedule Narrative. If desired, use this space to explain or expand on the Project Plan and Schedule.

Limit: 300 words

9.3. Does your project include tree planting program? * **Yes/No**

If Yes - 9.3.1. Upload your 3-year tree establishment plan. *

Click [HERE](#) for an example of long-term establishment plan.

9.4. Does your project include tree planting cost-share? * **Yes/ No**

Often cost-share and match are used interchangeably. In this instance cost-share does not mean match, it means a literal sharing of cost between an organization and a tree owner. I.E., a town may offer to pay for a portion of the tree and the cost of properly planting the tree on private land or in a public right-of-way in exchange for the landowner maintaining the tree over its lifespan.

10. Project Monitoring and Effectiveness

10.1. Describe how your project will benefit your community at large. Outline long-term results, outputs, and deliverables. *

The Miinii Project has already had measurable benefits for the Blackfeet Reservation and funding for improved watering systems for BPS trees will support and expand the longevity and impact of this project. BPS Tree Management Plan is preserving, sharing and growing cultural plant knowledge and stories by incorporating more berries and other traditional foods and medicines into our urban landscape and into the diets of Blackfeet youth. and will continue to benefit the Blackfeet Reservation by BPS students and staff along with other members of the Blackfeet Reservation. but provide benefits for not only

The primary goal of this proposed project is to promote high survival and health of pre-existing and newly planted BPS trees and shrubs. Specifically, we are hoping to achieve an 80% survival rate for all seedlings planted in 2025 and a 95% survival rate for plants established before 2025. BPS groundskeepers will work to achieve this goal by installing drip irrigation and sprinkler systems for all BPS buildings and maintaining a watering schedule of no less than twice per week during summer months (June-August) starting in 2026, adjusting watering as indicated by monitoring data and expert consultation in future years. In September 2026 BPS groundskeepers will work with DNRC and MUCFA experts to provide training and involve BPS students and teaching staff in a complete

inventory of BPS trees and shrubs, including both those already inventoried and the not-yet-inventoried plants established in 2025. In October 2026 BPS students and staff will work together to replace any dead trees and shrubs.

Over 90% of the over 350 trees and shrubs inventoried on BPS grounds were planted in the last 3 years as part of Miinii Project activities, and this inventory does not include the additional >300 plants established in Fall 2025. The vast majority of these plants are native species with high cultural as well as ecological value.

Results

Limit: 500 words

10.2. Describe any potential challenges that could impact the project. *

Climate change

Funding cuts

New construction

Limit: 300 words

11. Budget

Check "More Information" to learn about direct and in-direct costs

More Information

Direct costs are those that are directly and only related to a project. For example: the hours that the organizations forester spends on a particular project, similarly the miles that are driven by the forester to the project location. If a mailing is part of the project, the cost of printing, envelopes and stamps are considered direct costs.

Indirect costs are those that are not directly and only related to a specific project but are spread across the entire organization or several projects. Examples are: rent for the office, the electric bill for the organization. Salary/wages/benefits can be assessed to indirect costs as well, such as an accountant who handles the accounting for the entire organization and does not track how their hours are spent.

Indirect costs are not itemized but are instead paid at a percentage of the Total Grant/Award Amount. Organizations can negotiate a rate with the federal government if they are directly awarded federal funds. This is called a Negotiated Indirect Cost Rate Agreement (NICRA.) Organizations with a NICRA are eligible to request their full percentage rate for any award that comes from federal funds. They can request a smaller rate, but never more than the NICRA.

Organizations without a NICRA are eligible to request Indirect Costs at the de minimis rate of 15%. You can request less than 15% but unless you have a NICRA, you cannot request more than 15%.

11.1. Are you requesting indirect costs for this project? *

Choose one:

☐ Yes, at the rate of my NICRA

☐ Yes, at the de minimis rate of 15%

☐ Yes, but at a different eligible rate

☒ No

If yes options are chosen:

11.1.1 What is the organizations NICRA Rate? *

11.1.2. What indirect cost rate are you requesting for this project? *

Budget Table Instructions

1. Download the Project Budget Table Worksheet.
2. Save the table worksheet to your local drive.
3. Complete your budget. Use only numbers in the columns. For example, do not use "/hour" or "per hour", it will cause the formulas to fail.

11.2 Upload completed Budget Table

11.3. Total Funds Requested. *

Minimum request - \$5,000. Maximum request - \$20,000. The amount listed here must match your budget table.

11.4. Total Funds Pledged to Match.

This opportunity requires a 3:1 match. Federal and DNRC funds may NOT be used as match. (No federal cash, donated and/or in-kind contributions.) The amount listed here must match your budget table.

12. Supporting Documentation

12.1. Supplemental Information - If you choose, upload any supporting documentation you would like included in the application.

Choose File Upload

Examples: graphs, letters of recommendation, pictures, flyers, organizations annual review.

Top of Form

13. Certification and Authority to Sign

13.1. Certification and Authority to Sign*

☐ Yes, I am authorized to sign this application on behalf of the organization I represent.

☐ No, I do not personally have the authority to submit this application on behalf of the organization.
I will upload an Authorization Statement signed by someone else.

If answers Yes to 13.1

13.1.1. Federal Funding Certification Statement.

By typing my name above as an electronic signature, I attest to having the authority to submit this application, and my organization has the institutional, managerial, and financial capacity to ensure proper planning, management, and completion of the project. And I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812. *

If answers No to 13.1

13.1.2. Authorization Signature Statement

1. Download the [PDF here](#) for signature
2. Save to your local drive,
3. Complete and upload below.

13.1.3. Upload Authorization Statement*