RECOMMENDED ACTION AND JUSTIFICATION:

Approve the use of funding in the Fish & Game fund for the Mariposa Unified School District’s Rural Schools and Community Connections Fish and Wildlife Conservation Public Education Project.

As of this writing, the actual year-end fund balance for the Fish & Game fund has not been determined. It is anticipated that there will be approximately $27,000 in available funds for Fiscal Year 2002-03. Please see the attached letter and description of project for more information on the funding request (pages 2-10).

All fines and forfeitures collected in the Mariposa County Superior Court for violations of the California Fish and Game Code and any other law relating to the protection and preservation of birds, mammals, fish, reptiles, or amphibian are deposited in the County’s Fish & Game Fund. These funds may be expended for the protection, conservation, propagation, and preservation of fish and wildlife, under the direction of the Board of Supervisors. Attached is a copy of the Fish and Game Code Section 13100-13104, which details this authority and appropriate expenditures (pages 11-12).

BACKGROUND AND HISTORY OF BOARD ACTIONS:

In March 2001, the Board approved a form and process for organizations and/or individuals to request funding from the Fish & Game fund. Although space is provided for the Mariposa County Fish & Game Protective Association to provide their recommendation, it is not required. Attached is a copy of the minute order pertaining to the procedure for requesting funding (page 13).

The Board last approved a Fish & Game funding request in Fiscal Year 1998-99 for the rehabilitation of quail habitat and the purchase of night vision binoculars for the State Fish & Game Wardens.

LIST ALTERNATIVES AND CONSEQUENCES OF NEGATIVE ACTION:

Do not approve the Mariposa County Unified School District’s request for funding from the Fish & Game fund for the Rural Schools and Community Connections Fish and Wildlife Conservation Public Education Program.

COSTS: ( ) Not Applicable
A. Budgeted Current FY $ 27,000
B. Total Anticipated Costs $ 25,000
C. Required Additional Funding $
D. Internal Transfers $

SOURCE: ( ) 4/5ths Vote Required $
A. Unanticipated Revenues $
B. Reserve for Contingencies $
C. Source Description: 
Balance in Reserve for Contingencies ,if approved:

SPECIAL INSTRUCTIONS:
List the attachments and number the pages consecutively:
Fish & Game Funding Request – page 1
Letter and Project Description – pages 2-10
Fish & Game Code – pages 11-12
Minute Order – page 13

ADMINISTRATIVE OFFICER’S RECOMMENDATION:
This item on agenda as:
Recommended
Not Recommended
For Policy Determination
Submitted with Comment
Returned for Further Action

Comment:

Administrative Officer's Name:

Margie Williams, Clerk of the Board

County of Mariposa, State of California

Deputy

Margie Williams, Clerk of the Board

County of Mariposa, State of California

Deputy

x:\coadm\mary\winword\agenda\school f&g funding request

Action Form Revised 5/92
MARIPOSA COUNTY BOARD OF SUPERVISORS

MINUTE ORDER

TO: SUPERVISOR PICKARD
FROM: MARGIE WILLIAMS, Clerk of the Board

SUBJECT: Use of Funding for the Mariposa Unified School District’s Rural Schools and Community Connections Fish and Wildlife Conservation Public Education Project
Resolution No. 02-322

THE BOARD OF SUPERVISORS OF MARIPOSA COUNTY, CALIFORNIA,

ADOPTED THIS Order on August 13, 2002

ACTION AND VOTE:

Supervisor Pickard;
Approve the Use of the Funding in the Fish & Game Fund for the Mariposa Unified School District’s Rural Schools and Community Connections Fish and Wildlife Conservation Public Education Project

BOARD ACTION: Supervisor Pickard initiated discussion relative to the request, and he advised that the following representatives of the School District were present for this matter: Dr. Patrick Holland/Superintendent; Debbie Freitas/Director of Rural Schools and Community Connection Program; and Judy Eppler/Director of Curriculum and Instruction for the District. Dr. Holland gave an overview of the program, and he advised that the requested funding will sustain the project for its sixth year and bridge a funding gap that they have this year. Debbie Freitas provided detailed information on the program.
(M)Reilly, (S)Pickard, Res. 02-322 was adopted. Further discussion was held relative to the Fish and Game Fund balance and this request. Supervisor Balmain noted the importance of working together to enhance the environment and support humanity. Ayes: Unanimous. Debbie Freitas advised that they plan to list the sponsors on the van for the program, and she asked if she could add the County’s name. The Board concurred with this request.

cc: Ken Hawkins, Auditor
Patrick Holland, Ed.D
Mariposa County Fish & Game Protective Association
Mariposa County Fish & Game Warden
Mary Hodson, Administrative Analyst
File
MARIPOSA COUNTY
FISH & GAME FUNDING REQUEST

Organization/Individual Requesting Funding:
Name: Mariposa County Unified School District
Address: 5082 Old Highway North, P.O. Box 8, Mariposa, CA 95338
Phone Number: (209) 742-0250
Contact Person: Dr. Patrick J. Holland

Description of project or need for funding: (additional pages may be attached if necessary)
Please see attachment:

Mariposa County Fish & Game Protective Association

☐ Recommend ☐ Do Not Recommend President's Initial

Comments (additional pages may be attached if necessary):

State Fish & Game Warden

☐ Comment ☐ No Comment Warden's Initial

Comments (additional pages may be attached if necessary):

Sounds like a worthwhile project.

Please return completed form to Mariposa County Administration.
July 9, 2002

Mr. Bob Pickard, Supervisor District V
County of Mariposa
Board of Supervisors
P.O. Box 784
Mariposa, CA 95338

Dear Bob:

Please find enclosed application to the County Fish and Wildlife Department for a funding request. The request is to fund a public education curriculum development project. The project will utilize the services of a science teacher within the Mariposa County Unified School District (MCUSD) to develop and implement a curriculum that has a focus on student learning related to fish and wildlife conservation.

Not only would MCUSD students be able to benefit from this learning process but the general public could benefit as well. As a example, adults who visit Mariposa County would have an opportunity to learn of the varieties of fish and wildlife that exist here. This could be accomplished by having students generate literature that is available to the public through brochures and the school district website. This literature comes from the students doing scientific research relating to fish and wildlife conservation activities. In addition, the general public could become better informed about how important it is to keep our waterways clean and build habitats that allow fish and wildlife to flourish in Mariposa County.

The program has the potential to generate outside funding as the public becomes better informed about protecting fish and wildlife in our county.

I have enclosed an application request, a description of the program, budget and an article relating to service-learning. Please do not hesitate to contact me if you have questions relating to the application. Your interest in seeing this application brought forward is greatly appreciated.

Sincerely,

Patrick J. Holland, Ed.D.
Superintendent of Schools
Description of Rural Schools and Community Connections Fish and Wildlife Conservation Public Education Project

The proposal seeks funding to support public education relating to the scientific principles of fish and wildlife conservation. The plan is to develop a fish and wildlife conservation curriculum in collaboration with the Rural Schools and Community Connection Program and the Mariposa County Fish and Game Fund. Curriculum development would focus on educating Mariposa County USD (MCUSD) public school students as to the scientific principles of fish and wildlife conservation.

The curriculum development proposal is to follow the guidelines established by Debbie Freitas of the Rural Schools and Community Connections Program, which have been utilized during the past five years. These guidelines include:

1.) Mariposa County USD will partner with Mariposa County Fish and Game in the development of this curriculum.

2.) The fish and wildlife curriculum will involve students doing research that relates to fish and wildlife conservation. It is the intent of the project to have research portfolio data, which students will collect, utilized by Mariposa County Fish and Game. Future collaboration with UC Merced researchers may also be a possibility.

3.) The fish and wildlife curriculum will provide vocational awareness concerning fish and wildlife management available to students through literature, audio and video recordings, training models and visiting nature study facilities.

4.) There will be a focus on learning about the local environment, resources and local history through a problem solving approach. As an example, the Upper Merced Watershed is an excellent outdoor science laboratory that could be utilized to integrate this problem solving approach into the curriculum.

5.) The California State Education Standards will be incorporated into the curriculum.

6.) This fish and wildlife conservation curriculum will incorporate the concept of service learning, whereby students develop an appreciation of the impact fish and wildlife conservation has on self, the community and the world. According to a new report from the National Commission on Service Learning, Learning In Deed: The Power of Service – Learning for American Schools, it is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility and strengthen communities.” According to the commission’s report, students who attend schools that have a strong service-learning component earn higher grades, complete more of their homework, and score better on standardized tests.
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<td>4350 OFFICE SUPPLIES</td>
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<td>5200 TRAVEL/CONFERENCE</td>
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Service-Learning

Service-learning — community service that is integrated into an educational curriculum — can be the cornerstone of an agenda to develop future leaders while building the community. Service-learning projects, often supported by federal "Learn and Serve" funding from the Corporation for National and Community Service, help to build skills while teaching young people the value of civic participation. School-based and out-of-school service-learning programs can have important and lasting effects. First, service-learning is a critical link to academic knowledge (what students know) and performance (what students are able to do.) Second, the work of the young people may be of great benefit to the community. Third, well-structured opportunities have been shown to improve educational motivation, reduce risky behaviors that lead to teen pregnancy, substance abuse and addiction, and build participants' self-esteem. And finally, service-learning can also strengthen young people's ties to the community and give them a stake in its success — a powerful motive for them to stay or return in the future.

Hope Grigsby holding a water sample she tested as part of a service-learning environmental project in her high school in Lotts Creek, Kentucky
Could your district use a program that can increase student's interest and their grades, while at the same time benefiting the community?

Welcome to service learning

At the official unveiling the kids had snacks and apple juice to celebrate. Toasts were proposed. One student suggested a toast to the artist.

Another proposed thanking the school volunteers. Then one boy raised his glass, "To Cesar Chavez!"

His classmates echoed the enthusiastic toast, and then the sparkling apple juice is sipped. No one here thinks it strange that a dead workers' rights leader would be the subject of a fourth grader's toast. After all, the class had just completed a huge mural depicting the struggle for the rights of migrant workers in California. That the students feel a kinship with their subject is both completely natural and wonderful.

The depth and breadth of a project like this epitomizes the concept of service learning, a way of integrating community involvement into schoolwork. Service learning seems to be one aspect of education that is currently enjoying a groundswell of support from enthusiastic teachers, administrators and politicians.

But what is service learning? According to a new report from the National Commission on Service Learning, Learning In Deed: The Power of Service-Learning for American Schools, it is "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsi-
bility and strengthen communities.” The challenge inherent in that definition is to create powerful and meaningful programs that connect students to their shared environment. Service learning proponents repeatedly point out that a good service learning program is not an “add-on” to the academic day, and that, like any program, it is only effective when done well.

**Eye Opener**

With the current trend of accountability and standards, service learning can offer students some benefits that are sure to open administrators’ eyes.

According to the commission’s report, students who attend schools that have a strong service learning component get higher grades, complete more of their homework, and score better on standardized tests. Need other benefits? Try increased attendance and reduced drop-out rates in districts that feature service learning. Indeed, service learning seems almost too good to be true. If it is so simple and so effective, why hasn’t it been done before now?

The answer is, it has. Terms like “project-based learning,” “hands-on learning” and “applied learning” have been around for decades. The reasons why service learning is in the forefront of the national consciousness right now have a lot to do with both coincidence and the changed national sentiment since September 11th.

The Kellogg Foundation began to push service learning 10 years ago; four years ago, it launched a second and larger push called Learning in Deed, which brought in the John Glenn Institute and set up a national commission to broaden the use of service learning and report on how to accomplish this. The National Commission on Service Learning report was released in February. Independent of the commission’s work, the country has experienced a surge in its appreciation of community service. Organizations like AmeriCorps and the Peace Corps are enjoying public popularity, while the values of community, peace and cross-cultural understanding are being nurtured and applauded. All of this is coincidental to the release of the commission’s report, but all of these threads are coming together to weave a strong argument in support of service learning.

Ron Machado is a working example of what can be done with a little money, enthusiastic leadership and a blank wall. With funding from Linking SF, the service learning arm of the San Francisco Unified School District, and help from the SF School Volunteers, Machado’s fourth grade class at Visitation Valley Elementary School began a semester-long project that would culminate in the unveiling of their mural. The kids first had to engage in research into community history to decide what would be appropriate to put on the wall of this school in a largely Hispanic neighborhood. They met with an experienced mural artist, Josef Norris, who walked them through discussions about their community. The children engaged in “reflection” at the end of each day’s participation in the project, drawing or writing about what they had thought about during the day, synthesizing their thoughts and putting them onto paper. Norris then took the drawings from weeks and months of reflection and arranged them into a mural that the kids then edited, printed out and transferred onto the huge wall of the upper playground.

In the process, the students had to exercise their academic wits and their interpersonal skills, drawing on lessons from social studies, writing and art as well as their abilities to work together, accept challenges and actively participate.

Using some of the grant from Linking SF, Machado bought a video camera for the students to document the project. Kids interviewed fellow students and community members on their reactions to and opinions about the mural, about art in general, and how they feel about graffiti. They restored a smaller existing mural to prepare for the task of creating one from scratch. Both the restored mural and the new one have remained untouched by graffiti, a testament to how the students and the community feel pride and ownership in the school. The project has been so successful that Machado’s students have been asked to conduct a workshop demonstrating their project and teaching teachers at other schools how to duplicate their success.

“Years from now, you will come back to this school, look at this mural and be able to say, ‘I did that.’”
Empowering Students
These programs range from alternative high schoolers
in Wisconsin to Massachusetts kindergartners

You don't have to look very hard for examples of successful service learning projects across the country. Once an
organization or school gets results with this model, programs blossom and spread. The benefits of service learning
can be spotted in the ways students see themselves and in the ways teachers see their students, says Dennis Donovan,
National Organizer for Public Achievement, a youth civic education initiative. Students learn how to be powerful—they
see that they can effect change. Their teachers begin to see them as problem-solvers instead of as problems. And both
teachers and students are empowered by doing big projects with visible results in the community instead of waiting
around for someone else—the government, the school board, the parents—to come along and fix things.

Kindergartners Care
The kindergartners at Sullivan Elementary School, North
Adams, Mass., prove that you are never too young to partici-
pate in service learning. In a well-documented project, the
kids recognized a community need for a more child-friendly
waiting area in North Adams Regional Hospital. Working with
the hospital, the class determined which toys to purchase,
decided what kind of art should go on the walls,
and created picture books dealing with
common fears about hospitals and how to alleviate them.
The children expressed excitement throughout the project,
and the response from patients and staff at the hospital has
been overwhelmingly positive. The school is continuing to
work with the hospital to create other child-friendly waiting
areas and examining rooms.
www.servicelearningcommission.org/sullivan.html

Migrant Outreach and Support
Service-learning is also big at Spring Valley High School in
Columbia, S.C.; two-thirds of their teachers engage in at
least one service project every year. The school sponsors
several recurring programs under the umbrella of “Viking
Serve,” one of which is Arriba Corazones, an outreach and
support program for the migrant worker population in and
around Columbia. Students gather information on the needs
of this community, create goals and form action plans that
they then implement. The students use their Spanish and
English speaking and writing skills to keep journals and
assessments of their goals and achievements. Each project
culminates in a festive gathering organized by the students
for the families who benefit from the food, clothing, and oth-
er goods provided by the service project.
www.richland2.org/svh/

Lucrative Learning
Students at Spring Valley High School worked hard to present their community's Children's Garden with a donation.

High School Community Rules
No one at Shabazz is waiting for outside assistance. As their
Web site says, “Service Learning is big at Shabazz High
School.” This Madison, Wis., alternative high school and
National Demonstration School for Service Learning has com-
pleted numerous service learning projects. English students
study children's books and then create personalized books for
the first graders at a local elementary school. Students get
involved in local issues and work with advocacy groups to
study the democratic process. Community gardens for home-
less shelters, youth advocacy for a revitalized downtown,
organized computer donations—the list of projects that exer-
cise academics and reflect back into the community goes on
and on. Participation is enthusiastic and visible. A sampling of
some students' feelings, as posted on their Web site, sum up
this school's commitment to service learning.

Students surveyed at the school indicated overwhelmingly
that service learning methods "increase their motivation,"
"help them remember what they have learned," "teach them
analytical and reflection skills," "let them apply the information
and skills which they are learning in class," and "give them the
opportunity to be creative and put their ideas to work."
www.madison.k12.wi.us/shabazz/
al artist Josef Norris told the students.

The mural project wouldn’t have happened without funding from Linking SF. Linking SF began 10 years ago as a federal and state funded program, one of the first service learning programs in the country. It sponsors a Teacher Leadership Team, 30 teachers from 16 public schools, who learn the fundamentals of service learning and then disseminate to other teachers what they have learned. In this way, teachers train teachers.

Spreading the Service Learning Word

Service learning is sometimes confused with the concept of community service, since it does, in effect, serve the community, says Liz Brahberg, professional development coordinator and teacher on special assignment to Linking SF. However, what service learning does is connect the classroom curriculum to a community need and then uses the input to create an action project that addresses that need. Service learning, says Brahberg, has become a way to say “civic responsibility,” which is something that is sometimes seen as lacking in public education. Service learning is a way to instill community values into students by engaging them in the community rather than by simply lecturing to them.

As well as training teachers, Linking SF is creating curriculum for teachers to use either as example programs they can develop or even as ready-off-the-shelf programs. Teachers are asked to document their projects so other teachers can benefit by their example. Outreach, especially to district high schools, is a priority. Linking SF is also facing the challenge of developing its own funding, but the hope is that the success of programs like the one just completed by Ron Machado’s kids will bring interest and funding to service learning.

“Being connected to your community is the survival mechanism of the 21st century,” says Christine Kwak, the philanthropy and volunteerism program director at the Kellogg Foundation.

Service learning is garnering local and national buzz, and the folks at the Kellogg Foundation couldn’t be more pleased. While she admits that more research needs to be done, Kwak is excited by the attention that the newly released report is bringing to the concept of service learning. Kwak emphasizes the big picture, insisting that raising citizens should be the goal of education. Service learning engages students, and where there’s engagement, test scores follow. Success translates to academic success. Projects like Machado’s change the way children see themselves as well as the way their community sees them; they become empowered, and for Kwak, the increase in self-identity and self-esteem is one of the most powerful benefits of service learning.

“If you want to build the habit and ethic of giving of oneself for society, you have to start young. … You can’t expect a person at the age of 18 to suddenly decide to give, to become involved,” says Kwak. In order to raise global citizens with skills to make a difference in the world around them, you have to provide a meaningful series of examples demonstrating why they should be involved, why they should care, and how they can benefit themselves and their community in the process. Service learning done right helps meet the basic goals of education, both of academics and citizenship.

Gone Fishing

Another of the beauties of the service learning model is its scalability. Community issues are not the exclusive property of large urban schools. Smaller schools can use the idea of involving students in community action in ways that fit their specific needs. In the town of Lubec, Maine, the need wasn’t for community outreach or community understanding, but for community retention: kids in Lubec tend to leave for bigger pastures because there isn’t a place for them to step into upon graduation. The service learning program at Lubec Consolidated School needed to focus on providing practical experience for its students while still offering solid academics and a forward-thinking outlook.

Enter Aquaculture. With a grant from the Annenberg Foundation and matching money from the town of
Lubec, the high school age students designed and implemented a fish production business. The first year, says Brian Leavitt, the aquaculture instructor for the 250 kids at the K-12 school, they tried raising salmon. All the fish died. It was the kind of moment that could have been the end of the road, but instead it became another opportunity for problem-solving. The kids had to address the issue of dead fish, why the fish died, what they could do to recover their losses, and how they could re-start their fish business and succeed. To do this they had to exercise all those good school science muscles: analyze the problem, form hypotheses, test the results, reconfigure the experiment and start over.

"The kids love it," says Leavitt. The kids love the fact that the "lab" takes them out of the traditional classroom structure and into another world. Leavitt runs programs for every age group at the school from kindergarten through high school; activities are aimed at reinforcing and expanding upon the academics the kids are doing in their classes. And the work is continually being reflected back into the community. For instance, the phytoplankton monitoring that the middle school age students perform is compiled into data that is then sent to the state Department of Marine Resources. The kids could conceivably find and report on dangerous levels of microorganisms that would effect their own fishing community and the lives of people up and down the coast. The kids have the feeling that what they're doing makes a difference, and the hope is that this kind of ownership translates into community retention.

As for all those dead fish, it turns out the water was too warm for salmon, so rather than invest in a refrigeration unit, the students began again with a warm water fish. The goal is to make the business a going concern; so far, they've had a successful hatching and the numbers look good. In the long run, the goal is for the students to feel connected to their town, to the ocean, and to the world of living things. They can then bring their newfound skills into the fishing community and enhance the quality of life in Lubec. No community could ask for more.

Elizabeth Crane, e crane@mailwell.com, is a contributing editor and writer based in San Francisco, Calif.
FISH AND GAME CODE
SECTION 13100-13104

13100. (a) The amounts paid to and retained in the county treasury pursuant to Sections 12009 and 13003 shall be deposited in a county fish and wildlife propagation fund and expended for the protection, conservation, propagation, and preservation of fish and wildlife, under the direction of the board of supervisors, pursuant to this chapter.

13101. (a) The board of supervisors of any county may enter into a written agreement with the board of supervisors of one or more counties for the expenditure of any funds deposited in its fish and wildlife propagation fund pursuant to Section 13100 for any purpose authorized by Section 13103 in either, or any, of the counties for the joint benefit of both, or all, of the counties as the judgment of the boards of supervisors may direct. The purchase of real property necessary for that purpose is lawful and title thereto shall be taken in the joint names of each county which contributes funds therefor: The property may be deeded to the state upon the express condition that it shall be employed for the purposes of this chapter within the counties.
(b) The board of supervisors of one or more counties may enter into a written agreement with the department for the expenditure of any funds deposited in its fish and wildlife propagation fund pursuant to Section 13100 for any purpose authorized by Section 13103.

13102. Expenditures from the fish and game propagation fund of any county shall be subject to the provisions of Division 3 (commencing with Section 29000) of Title 3 of the Government Code.

13103. Expenditures from the fish and wildlife propagation fund of any county may be made only for the following purposes:
(a) Public education relating to the scientific principles of fish and wildlife conservation, consisting of supervised formal instruction carried out pursuant to a planned curriculum and aids to education such as literature, audio and video recordings, training models, and nature study facilities.
(b) Temporary emergency treatment and care of injured or orphaned wildlife.
(c) Temporary treatment and care of wildlife confiscated by the department as evidence.
(d) Breeding, raising, purchasing, or releasing fish or wildlife which are to be released upon approval of the department pursuant to Sections 6400 and 6401 onto land or into waters of local, state, or federal agencies or onto land or into waters open to the public.
(e) Improvement of fish and wildlife habitat, including, but not limited to, construction of fish screens, weirs, and ladders; drainage or other watershed improvements; gravel and rock removal or placement; construction of irrigation and water distribution systems; earthwork and grading; fencing; planting trees and other vegetation management; and removal of barriers to the migration of fish and wildlife.
(f) Construction, maintenance, and operation of public hatchery
facilities.

(g) Purchase and maintain materials, supplies, or equipment for either the department's ownership and use or the department's use in the normal performance of the department's responsibilities.

(h) Predator control actions for the benefit of fish or wildlife following certification in writing by the department that the proposed actions will significantly benefit a particular wildlife species.

(i) Scientific fish and wildlife research conducted by institutions of higher learning, qualified researchers, or governmental agencies, if approved by the department.

(j) Reasonable administrative costs, excluding the costs of audits required by Section 13104, for secretarial service, travel, and postage by the county fish and wildlife commission when authorized by the county board of supervisors. For purposes of this subdivision, "reasonable cost" means an amount which does not exceed 3 percent of the average amount received by the fund during the previous three-year period, or three thousand dollars ($3,000) annually, whichever is greater, excluding any funds carried over from a previous fiscal year.

(k) Contributions to a secret witness program for the purpose of facilitating enforcement of this code and regulations adopted pursuant to this code.

(l) Costs incurred by the district attorney or city attorney in investigating and prosecuting civil and criminal actions for violations of this code, as approved by the department.

(m) Other expenditures, approved by the department, for the purpose of protecting, conserving, propagating, and preserving fish and wildlife.

13104. The department may audit, or require the county to audit, expenditures by the county from its fish and wildlife propagation fund in order to determine compliance with this chapter.
BOARD ACTION: Following discussion with Greg Iturria, County Administrative Officer, (M) Pickard, (S) Stewart, Res. 01-313 adopted for the CRHMFA and Res. 01-314 for the ESJPA/Ayes: Unanimous.

Discussion and Direction to Staff on a Formal Process for Requesting Funding from the Fish & Game Fund (County Administrative Officer)
BOARD ACTION: Greg Iturria, County Administrative Officer, initiated discussion relative to options for processing requests for funding from the Fish and Game Fund. Board concurred with establishing a process whereby anyone requesting funds would fill out a form; the request would be forwarded to the Fish and Game Association for a recommendation, it is not mandatory that the Association provide a recommendation, and any recommendation provided would be considered advisory; to the Chief Game Warden for comment; and then scheduled for Board consideration. Requests would need to meet the parameters set forth in the Fish and Game Code for the use of the funds. All requests would be forwarded to the Board following this process unless withdrawn by the applicant.

10:00 a.m. Public hearing to consider approval of Agricultural Preserve Applications was opened and continued to after the following matter.

Authorize the Chairman to Sign a Letter Commenting on the Findings and Recommendations Pertaining to Citizen Complaint 010004 in the 2000-01 Mariposa County Grand Jury Final Report (County Administrative Officer)
BOARD ACTION: Following discussion with Greg Iturria, County Administrative Officer, (M) Reilly, (S) Stewart, Board authorized the Chairman to sign the letter/Ayes: Unanimous.

10:02 a.m. Recess

10:20 a.m. Eric Toll, Planning Director;

A) PUBLIC HEARING: Consider Approval of Agricultural Preserve Applications No. 2001-1 (Mable L. Cree, applicant), No. 2001-2 (Thomas L. Jenkins, Wilma Jenkins, and Alice Joy Jenkins, applicants), No. 2001-3 (Joe Simon, applicant), No. 2001-4 (W. Blaine and Janie Sturtevant, applicants), and No. 2001-5 (Mel Hultgren, applicant)
BOARD ACTION: Eric Toll presented the staff report and responded to questions from the Board relative to conditions on a couple of the applications concerning parcel mergers. Public portion of the hearing was opened. There was no public input and the public portion was closed. The Board commenced with deliberations. (M) Parker, (S) Stewart, Res. 01-315 was adopted approving the applications as presented/Ayes: Unanimous. Supervisor Stewart requested that better maps be presented for the projects in the future. Hearing was closed.

B) Discussion and Possible Action to Introduce the First Reading an Ordinance Adding Chapter 2.50 to the Mariposa County Code to Establish Uniform Administrative Procedures for Citizen Planning Advisory Committees
BOARD ACTION: Discussion was held with Eric Toll, and he reviewed the proposed changes. Supervisor Balmain asked that allowance be included for the boundaries for the membership for town planning areas such as Coulterville. Discussion was held relative to membership requirements and the term “resident elector” and just using the term “resident.” Supervisor Reilly suggested that the boundaries for each committee be addressed in the separate resolutions and that the membership not be specific in the ordinance. Discussion was held relative to the proposal to not allow members to continue to serve when their respective terms expire – that they need to be reappointed or replaced. Eric noted that all committee members serve at the pleasure of the Board,