



STATE OF VERMONT
JOINT FISCAL OFFICE

MEMORANDUM

To: Joint Fiscal Committee Members
From: Nathan Lavery, Fiscal Analyst
Date: January 7, 2014
Subject: Position Request

Enclosed please find three (3) items that the Joint Fiscal Office has received from the administration. One limited service position is associated with these items.

JFO #2661 – Request to establish **one (1) limited service positions** in the Department of Fish and Wildlife. This position will support the Vermont Hunter Education Program, a hunter education, hunter development, and firearm and archery safety effort. Job duties will include management of day-to-day operations of Department-owned shooting ranges and coordination of the Department's shooting range safety team. The Department receives \$80,000 of authorized funding annually from the US Fish and Wildlife Service for hunter education enhancement. In the past, this funding was passed through to shooting range clubs for shooting range improvements. Due to the increased volume of anticipated Department shooting range projects and maintenance in the near future, the Department will shift the federal funds from sub-grant work to a limited service position.

[JFO received 01/02/14]

JFO #2662 – Request to establish a **3% fee** for credit card payment of tax bills to the Vermont Department of Taxes. This fee is proposed to sunset in two years. This request applies to credit card payments only. Taxpayers retain the ability to pay tax bills without additional fees by paying with cash, check, or electronic check (ACH). The proposed 3% fee will replace the existing fee structure (no fee for payments below \$200, 2% for payments of at least \$200) which is administratively burdensome and has results in taxpayers using a loophole to avoid payment of the fee (by submitting multiple payments of \$199).

[JFO received 01/06/14]

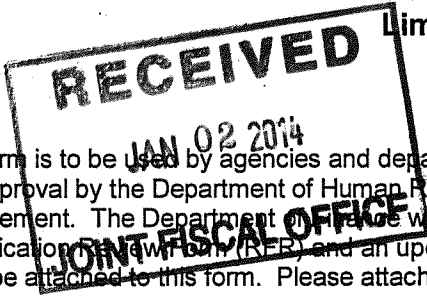
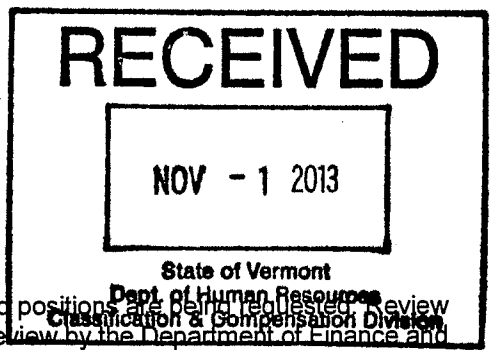
JFO #2663 – Request to establish a **3% fee** for over-the-counter credit card payment of DMV fees at DMV branch offices. This fee will replace the 2.5% fee currently applied to this type of payment. This request applies to credit card payments only. Customers retain the ability to pay bills without additional fees by paying with cash or check. The existing 2.5% fee was adopted in 2009 with the expectation that it could be increased after an initial period of evaluation.

[JFO received 01/06/14]

Please review the enclosed materials and notify the Joint Fiscal Office (Nathan Lavery at (802) 828-1488; nlavery@leg.state.vt.us) if you have questions or would like an item held for legislative review. Unless we hear from you to the contrary by January 21 we will assume that you agree to consider as final the Governor's acceptance of these requests.

JFO 2661

STATE OF VERMONT
Joint Fiscal Committee Review
Limited Service - Grant Funded
Position Request Form



This form is to be used by agencies and departments when additional grant funded positions are being requested and approval by the Department of Human Resources must be obtained prior to review by the Department of Finance and Management. The Department of Finance will forward requests to the Joint Fiscal Office for JFC review. A Request for Classification on New Work (RFR) and an updated organizational chart showing to whom the new position(s) would report must be attached to this form. Please attach additional pages as necessary to provide enough detail.

Agency/Department: ANR -- Fish and Wildlife Date: 10/11/13

Name and Phone (of the person completing this request): Christopher Saunders (802)343-5487

Request is for:
 Positions funded and attached to a new grant.
 Positions funded and attached to an existing grant approved by JFO # W-41-43

1. Name of Granting Agency, Title of Grant, Grant Funding Detail (attach grant documents):
US Department of Interior, U.S. Fish and Wildlife Service, Vermont Hunter Firearm Safety

2. List below titles, number of positions in each title, program area, and limited service end date (information should be based on grant award and should match information provided on the RFR) position(s) will be established only after JFC final approval:

<u>Title* of Position(s) Requested</u>	<u># of Positions</u>	<u>Division/Program</u>	<u>Grant Funding Period/Anticipated End Date</u>
Fish and Wildlife Specialist II	1	Outreach	7/1/2013 to 6/30/2018

*Final determination of title and pay grade to be made by the Department of Human Resources Classification Division upon submission and review of Request for Classification Review.

3. Justification for this request as an essential grant program need:
The job duties of the newly created Shooting Range Project already exceed the personnel resources of hunter education. Several more public ranges are planned in the next five years and the addition of these facilities will exponentially add to these responsibilities.

I certify that this information is correct and that necessary funding, space and equipment for the above position(s) are available (required by 32 VSA Sec. 5(b)).

[Signature] Signature of Agency or Department Head Date 10/30/13

[Signature] Approved/Denied by Department of Human Resources Date 11/4/13

[Signature] Approved/Denied by Finance and Management Date 12/19/13

[Signature] Approved/Denied by Secretary of Administration Date 12/20/13

Comments:

10. AA
related existing grant

NOV 12 2013

Vermont Department of Finance & Management
Office of Budget & Management

To: Michael Clasen
From: Jason Aronowitz
Date: December 18, 2013
Subject: JFC Limited Service Grant Funded Position Request for Fish & Wildlife

This request was submitted to Finance and Management along with a new AA-1. After some investigation, I found that this AA-1 was for an existing grant. The grant has been in place for 43 years.

The AA-1 had been prepared as a result of a misunderstanding in Fish and Wildlife as to the paperwork that should accompany a JFC Limited Service Grant Funded Position Request Form. Such a request needs to be accompanied by an AA-1 if the position is funded by a new grant; if the position is funded by an existing grant the JFO approval number should be supplied. In this case (as in many others), the grant predates the current JFO approval process.

It took a while to untangle, but I can now recommend approval of this request.

The Department of Fish and Wildlife intends to redirect grant funds that now are passed through to shooting range clubs. When asked if there are likely to be objections to this redirection of funds from the recipients, the Department of Fish and Wildlife provided the following:

“We are reaching the end of the range grant program. Those clubs that have wanted funding have received it, but a majority of the remainder seems unwilling to apply due to government oversight and public access requirement. Some grant money will remain, just not at the levels seen previously. Steve Chadwick estimates we would still be able to offer a limited \$10,000 - \$20,000 grant program in FY15. Our current shooting range development grant program expires with the USFWS [U.S. Fish and Wildlife Service] in 2015, at which point we would reassess the effectiveness of the program. The grant’s funding source, known as Sect10 Hunter Education Enhancement Funds, does not expire. It’s a fixed \$80,000, minus a couple thousand for sequestration. If this position is approved, we would reincorporate these funds into the general hunter education budget, fund the position and use the remainder for range grants. Commissioner Berry spoke to Evan Hughes, the state Chair of the NRA, and he fully supports both our project and financial plans regarding shooting ranges.”

VERMONT HUNTER EDUCATION PROGRAM
5 YEAR PLAN
PROJECT W-41-S
2010-2015

Prepared by Christopher Saunders, Hunter Education Coordinator

Vermont Hunter Education Program Goals

1. To develop safe, knowledgeable and responsible hunters and trappers.
2. To build support for hunting, trapping and shooting sports through quality, accessible hunter education program classes, outreach activities and facilitating hunter involvement.
3. To identify, develop, and provide shooting ranges for hunter education use and hunter skill improvement.

Vermont Overview

Despite significant declines in hunting and fishing license sales in the last 20 years, Vermont's hunting participation (11%) remains one of the highest in the East and the state is third only to Montana and Alaska in all wildlife-related recreation (61%). This is at least partly a result of the state's rural character.

Vermont is one of the most rural states, as defined by living in open country and in settlements that contain less than 2,500 people. As a result, its 620,000 citizens are spread out over small towns, cities and villages rather being centered in metropolitan area. Indeed, Burlington, population 38,000, is the smallest city in the country that is considered to be the largest city of a state. Vermont's small geographic size (9,250 square miles) translates into a population density of approximately 65 people per square mile, which is lower than the national average of 75 people per square mile, but is still high compared to the other states that share similarly low populations. Agriculture, particularly dairy farming is central to the state's identity. However, 78% of the state is forested.

While Vermont's rural nature certainly fosters an interest in hunting, the state's demographics also present some challenges for the future. Only Maine has a higher

average age and only Maine has a whiter population. This is complicating efforts to recruit youth and minorities into hunting and the hunter education instructor core.

The vast majority of the state's 80,000 licensed hunters pursue deer during the November firearms deer season, and about quarter participate in archery deer and spring turkey hunting. A bear permit comes with the hunting license, which makes gauging participation in bear hunting difficult, but approximately 13,000 hunters apply for a chance to hunt moose each year. Despite long seasons and liberal bag limits, relatively few hunters actively pursue small game, upland birds and waterfowl.

Current Status

Staffing

Coordinator:
Training Coordinator:
Information & Education Specialist:
Director of Operations:
State Game Wardens
Certified Program Volunteer Instructors

Funding

Funding is principally US Fish and Wildlife Service Federal Aid Section 4 and Section 10 funds with some capitol appropriations for facility development. Volunteer time is valued at the rate of a Game Warden 1 (Trainee), including benefits (\$20.52/hour).

Programs

Hunter Education Program student numbers have stabilized at approximately 5,000 students a year, though a record high of 5,251 occurred in FY2009. Home study courses -- both workbook based and online -- now account for over half of the basic firearm courses offered, and this method is emphasized in new instructor training.

Bowhunter education became mandatory for all new bowhunters in 2001. Instructor and class numbers are still catching up with the demand. However, targeted instructor recruitment, increased awareness and the development of a combination basic firearm and bowhunter education course are successfully addressing this problem.

Trapper education uses the relatively new Association of Fish and Wildlife Agencies course. The number of students being certified each year -- approximately 500 -- exceeds the number of licensed, active trappers in the state.

The Department's Green Mountain Conservation Camps are responsible for certifying a significant number of students in all three disciplines. Approximately a thousand campers attend one of the nine one week-long sessions during the summer, and direct

hunter education supervision ensures the courses are taught to the highest-possible standards. This makes it an ideal environment for new teaching methods and equipment.

Advanced hunter education is also an important component of the program's schedule. The department is partnering with a number of organizations to put on events, generally directed women, families and youth participation.

Standards

The program is in compliance with the International Hunter Education Association, International Bowhunter Education Foundation and Association of Fish and Wildlife Agency standards.

Shooting Ranges

Both Conservation Camp shooting facilities are currently undergoing modifications to improve safety and increase shooting opportunities. The Department has also identified several sites on Department-owned land that could serve as potential range sites or are currently being used informally by shooters. In addition, a shooting range development grant was recently finalized for non-profit shooting range operators in the state.

Request for Classification Review Position Description Form A

For Department of Personnel Use Only

Notice of Action # _____		Date Received (Stamp)
Action Taken: _____		
New Job Title _____		
Current Class Code _____	New Class Code _____	
Current Pay Grade _____	New Pay Grade _____	
Current Mgt Level _____ B/U _____ OT Cat. _____ EEO Cat. _____ FLSA _____		
New Mgt Level _____ B/U _____ OT Cat. _____ EEO Cat. _____ FLSA _____		
Classification Analyst _____	Date _____	Effective Date: _____
Comments: _____		Date Processed: _____
Willis Rating/Components: _____	Knowledge & Skills: _____	Mental Demands: _____
	Working Conditions: _____	Accountability: _____
	Total: _____	

Incumbent Information:

Employee Name: Employee Number:
Position Number: Current Job/Class Title:
Agency/Department/Unit: Work Station: Zip Code:
Supervisor's Name, Title, and Phone Number:
How should the notification to the employee be sent: employee's work location or other address, please provide mailing address:

New Position/Vacant Position Information:

New Position Authorization: Request Job/Class Title:
Position Type: Permanent or Limited / Funding Source: Core, Partnership, or Sponsored
Vacant Position Number: Current Job/Class Title: Fish & Wildlife Specialist II (Shooting Ranges)
Agency/Department/Unit: ANR/DFW/OUTREACH Work Station: MONTPELIER Zip Code: 05620
Supervisor's Name, Title and Phone Number: Christopher Saunders, Hunter Education Coordinantor, 343-5487

Type of Request:

- Management:** A management request to review the classification of an existing position, class, or create a new job class.
- Employee:** An employee's request to review the classification of his/her current position.

1. Job Duties

This is the **most critical** part of the form. Describe the activities and duties required in your job, **noting changes (new duties, duties no longer required, etc.) since the last review**. Place them in order of importance, beginning with the single most important activity or responsibility required in your job. The importance of the duties and expected end results should be clear, including the tolerance that may be permitted for error. Describe each job duty or activity as follows:

- **What** it is: The nature of the activity.
- **How** you do it: The steps you go through to perform the activity. Be specific so the reader can understand the steps.
- **Why** it is done: What you are attempting to accomplish and the end result of the activity.

For example a Tax Examiner might respond as follows: **(What)** *Audits tax returns and/or taxpayer records.* **(How)** *By developing investigation strategy; reviewing materials submitted; when appropriate interviewing people, other than the taxpayer, who have information about the taxpayer's business or residency.* **(Why)** *To determine actual tax liabilities.*

Job Duty 1: Serve as the primary Shooting Range Project technician.

- Manage the day-to-day operation and management of Department-owned shooting ranges. Including developing and implementing shooting range management and environmental stewardship plans; contracting with vendors on range maintenance and improvement.
- Motivate and direct shooting range volunteers;
- Assist with the development of shooting ranges on Department-owned property, including meeting with, and overseeing the work of, selected contractors;
- Assist with the development of the Shooting Range Project budget, including developing maintenance budgets for department ranges.
- Assist clubs, other agencies and departments, and municipalities with shooting range-related technical queries.
- Assist with shooting and range-related queries from the public and the media.

Job Duty 2: Coordinate the Department's Shooting Range Safety and Development Team

- Work with municipalities, departments and agencies, and non-profits on shooting range team review requests.
- Coordinate field reviews with team members and the 'clients' including preparing background information for the team.
- Draft site visit reports and incorporate team edits.

Job Duty 3: Shooting Range Development Grant Program

- Work with clubs to promote the grant program and encourage participation.
- Assist clubs, other agencies and departments, and municipalities with Shooting Range Development Grant applications and questions.
- Coordinate the department's grant selection committee.

- With assistance from the Hunter Education Coordinator, prepare applications for submittal to the US Fish and Wildlife Service.

- Monitor grantee progress and handle all related invoices and paperwork.

Job Duty 4: Shooting Range and Shooting Sports Safety Instruction

- Coordinate and conduct yearly range officer trainings for volunteer hunter education instructors.

- Coordinate periodic range safety and operations seminars.

- Conduct range safety reviews of department-sponsored events and department partner events when needed.

- Some hunter education-related instruction when requested, mostly related to firearms training.

- General hunter education duties, when requested.

2. Key Contacts

This question deals with the personal contacts and interactions that occur in this job. Provide brief typical examples indicating your primary contacts (**not** an exhaustive or all-inclusive list of contacts) other than those persons to whom you report or who report to you. If you work as part of a team, or if your primary contacts are with other agencies or groups outside State government describe those interactions, and what your role is. For example: you may *collaborate, monitor, guide, or facilitate change*.

Hunter education program instructors: Answer shooting sports and shooting range-related questions, consult over range guidelines and procedure issues, and provide support and training.

Hunters, shooters and fish and game club leaders: Questions, requests, speaking engagements, shooting range operation and management inquiries, and questions regarding the Shooting Range Development Grant program.

National hunting and shooting groups: Answer questions, fulfill information requests, apply for and manage grants from these organizations, and work with their grant managers to ensure both State and the organization's needs and requirements are met.

FWD employees: Questions, requests and presentations regarding hunters and hunting in Vermont.

FWD and ANR Administration: Questions, requests, talking points, and presentations regarding shooting ranges.

General public in meetings, school talks, and trainings. This mainly includes emotionally charged public hearings.

Media: Press, radio, and TV interviews, supplying background information and writing press release drafts. This frequently includes hunting-related shootings information.

3. Are there licensing, registration, or certification requirements; or special or unusual skills necessary to perform this job?

Include any special licenses, registrations, certifications, skills; (such as counseling, engineering, computer programming, graphic design, strategic planning, keyboarding) including skills with specific equipment, tools, technology, etc. (such as mainframe computers, power tools, trucks, road equipment, specific software packages). Be specific, if you must be able to drive a commercial vehicle, or must know Visual Basic, indicate so.

- In depth knowledge of firearms, hunting techniques, history and ethics, including considerable experience in hunting many different species and the handling, operation and maintenance of all firearm types.
- Ability to teach adults and youths and pass on these teaching techniques to volunteers and staff.
- Ability to communicate clearly and persuasively, both written and verbally.
- Extensive knowledge and ability to use computer databases, spreadsheets, word processing, and email.
- Ability to successfully manage and motivate volunteers.
- Ability to organize, track, and manage multiple projects and priorities.
- In-depth knowledge of shooting range management and design, including engineering and environmental monitoring and measurement.
- Ability to create and manage contracts and grants with a thorough knowledge of State and Federal policies and requirements.
- Skill with all types of sporting firearms, bow hunting equipment, hunting techniques, and trapping gear.
- Skill in driving a 4-wheel drive vehicle on back roads and hauling trailers.

4. Do you supervise?

In this question "supervise" means if you direct the work of others where you are held **directly** responsible for assigning work; performance ratings; training; reward and discipline or effectively recommend such action; and other personnel matters. List the names, titles, and position numbers of the classified employees reporting to you:

5. In what way does your supervisor provide you with work assignments and review your work?

This question deals with how you are supervised. Explain how you receive work assignments, how priorities are determined, and how your work is reviewed. There are a wide variety of ways a job can be supervised, so there may not be just one answer to this question. For example, some aspects of your work may be reviewed on a regular basis and in others you may operate within general guidelines with much independence in determining how you accomplish tasks.

The majority of work assignments are driven by the job duties of this position. For instance, the range grants have set format with set deadlines. Final products, especially those destined for public consumption, are reviewed, but the work itself is conducted with considerable independence. Work assignments from the Hunter Education Coordinator Operations/Commissioner/ANR Administrations Etc.. are generally coordinated and prioritized with input from this position. In addition, some of the duties, such as public speaking, trainings and media interviews, are conducted with considerable independence and little, if any, prior review

6. Mental Effort

This section addresses the mental demands associated with this job. Describe the most mentally challenging part of your job or the most difficult typical problems you are expected to solve. Be sure to give a specific response and describe the situation(s) by example.

- For example, a purchasing clerk might respond: *In pricing purchase orders, I frequently must find the cost of materials not listed in the pricing guides. This involves locating vendors or other sources of pricing information for a great variety of materials.*
- Or, a systems developer might say: *Understanding the ways in which a database or program will be used, and what the users must accomplish and then developing a system to meet their needs, often with limited time and resources.*

Many of them job duties of this position require the considerable use of judgment and continual analysis and evaluation in varitey of situations, including interpreting engineering plans, public speaking and shooting sports instruction.

7. Accountability

This section evaluates the job's expected results. In weighing the importance of results, consideration should be given to responsibility for the safety and well-being of people, protection of confidential information and protection of resources.

What is needed here is information not already presented about the job's scope of responsibility. What is the job's most significant influence upon the organization, or in what way does the job contribute to the organization's mission?

Provide annualized dollar figures if it makes sense to do so, explaining what the amount(s) represent.

For example:

- A social worker might respond: *To promote permanence for children through coordination and delivery of services;*
- A financial officer might state: *Overseeing preparation and ongoing management of division budget: \$2M Operating/Personal Services, \$1.5M Federal Grants.*

Safe and responsible hunters and trappers were the first and are still the most important tool used by wildlife managers to manage many wildlife populations. Without this tool and the continued public acceptance of hunting and trapping, the Department could not meet it's mission of conserving and protecting the state's wildlife resources and habitats for the people of Vermont. Public support of hunting is dependent on safe and responsible hunters and, in turn, hunters need safe, environmentally responsible palces to shoot to practice their shooting skills. The current lack of these sites jeopardizes the Department's funding since these users account for most of the Department's budget through license/tag sales and an Federal excise tax on sporting equipment and ammunition, which is managed by the US Fish and Wildlife Service. Its also important to note that hunter, bowhunter and trapper education are legislatively mandated programs. In addition, hunting is very important to the state's economy, generating \$189 million a year.

8. Working Conditions

The intent of this question is to describe any adverse conditions that are routine and expected in your job. It is not to identify special situations such as overcrowded conditions or understaffing.

- a) What significant mental stress are you exposed to? All jobs contain some amount of stress. If your job stands out as having a significant degree of mental or emotional pressure or tension associated with it, this should be described.

Type	How Much of the Time?

- b) What hazards, special conditions or discomfort are you exposed to? (Clarification of terms: **hazards** include such things as potential accidents, illness, chronic health conditions or other harm. Typical examples might involve exposure to dangerous persons, including potentially violent customers and clients, fumes, toxic waste, contaminated materials, vehicle accident, disease, cuts, falls, etc.; and **discomfort** includes exposure to such things as cold, dirt, dust, rain or snow, heat, etc.)

Type	How Much of the Time?
firearms/shooting ranges	25%

- c) What weights do you lift; how much do they weigh and how much time per day/week do you spend lifting?

Type	How Heavy?	How Much of the Time?
Range maintenance	50 plus lbs	25%

- d) What working positions (sitting, standing, bending, reaching) or types of effort (hiking, walking, driving) are required?

Type	How Much of the Time?
range construction and maintenance	25%

Additional Information:

Carefully review your job description responses so far. If there is anything that you feel is important in understanding your job that you haven't clearly described, use this space for that purpose. Perhaps your job has some unique aspects or characteristics that weren't brought out by your answers to the previous questions. In this space, add any additional comments that you feel will add to a clear understanding of the requirements of your job.

Employee's Signature (required): _____ Date: _____

Supervisor's Section:

Carefully review this completed job description, but **do not** alter or eliminate any portion of the original response. Please answer the questions listed below.

1. What do you consider the most important duties of this job and why?

2. What do you consider the most important knowledge, skills, and abilities of an employee in this job (not necessarily the qualifications of the present employee) and why?

3. Comment on the accuracy and completeness of the responses by the employee. List below any missing items and/or differences where appropriate.

4. Suggested Title and/or Pay Grade:

Supervisor's Signature (**required**): _____ Date: _____

Personnel Administrator's Section:

Please complete any missing information on the front page of this form before submitting it for review.

Are there other changes to this position, for example: Change of supervisor, GUC, work station?

Yes No If yes, please provide detailed information.

Attachments:

Organizational charts are **required** and must indicate where the position reports.

Draft job specification is **required** for proposed new job classes.

Will this change affect other positions within the organization? If so, describe how, (for example, have duties been shifted within the unit requiring review of other positions; or are there other issues relevant to the classification review process).