

Office of Regulatory Management
Economic Review Form

Agency name	State Board of Education
Virginia Administrative Code (VAC) Chapter citation(s)	8VAC20-131-140 ; 8VAC20-131-51
VAC Chapter title(s)	Regulations Establishing Standards for Accrediting Public Schools in Virginia
Action title	First Review of the <i>Revision of the Career and Technical High-Quality Work-Based Learning (HQWBL) Guide</i>
Date this document prepared	April 13, 2023
Regulatory Stage (including Issuance of Guidance Documents)	Revision of Guidance Document

Cost Benefit Analysis

Complete Tables 1a and 1b for all regulatory actions. You do not need to complete Table 1c if the regulatory action is required by state statute or federal statute or regulation and leaves no discretion in its implementation.

Table 1a should provide analysis for the regulatory approach you are taking. Table 1b should provide analysis for the approach of leaving the current regulations intact (i.e., no further change is implemented). Table 1c should provide analysis for at least one alternative approach. You should not limit yourself to one alternative, however, and can add additional charts as needed.

Report both direct and indirect costs and benefits that can be monetized in Boxes 1 and 2. Report direct and indirect costs and benefits that cannot be monetized in Box 4. See the ORM Regulatory Economic Analysis Manual for additional guidance.

Table 1a: Costs and Benefits of the Proposed Changes (Primary Option)

<p>(1) Direct & Indirect Costs & Benefits (Monetized)</p>	<p>Revisions to Technical Content:</p> <ul style="list-style-type: none"> • Revised cover with 2023-2024 date added • Update to the Students with Disabilities section (p.14) • Career and Technical Education High-Quality Work-Based Learning Opportunities in Virginia chart headings modified for clarity (p. 26) • New section break pages (p. 27, 32, 39, 44, 49, 55, 66, 70, 80, 98, 118, 126, 142, 186, 189, 198) • CTE HQWBL experiences re-ordered on the Career and Technical Education High-Quality Work-Based Learning Opportunities in Virginia chart to coincide with the roadmap (p. 26) • List of forms needed to be submitted for each experience added to the individual experience At-a-Glance charts (pgs. 29, 35, 41, 46, 51, 68, 72, 121, 122) • CTE HQWBL Workplace Evaluation Checklist added as a required form for all experiences not governed by specific regulations (p. 29, 35, 41, 51, 57, 72, 97, 121, 122) • CTE HQWBL Workplace Evaluation Checklist and CTE HQWBL Training Agreement added for Supervised Agricultural Experience (SAE) Immersion Experiences (p. 97) • EMT/EMR section in the Clinical experience updated (p. 101) • Nurse Aide section in the Clinical experience updated (p. 106) • Nursing section in the Clinical experience updated (p. 107) • Apprenticeship section updated by Virginia Department of Labor and Industry (DOLI) (p. 118) • Service-Learning Project Partner Evaluation Form revised to reflect participation of an individual or group (p. 194) • Updated At-a-Glance for Schools (p. 199) • Updated At-a-Glance for Business (p. 200) <p>New Program Content:</p> <ul style="list-style-type: none"> • New English Learners section (p. 18) • Pharmacy Technician section added to Clinical experience (p. 111-114) • Office of Emergency and Medical Services Specific Resources added <ul style="list-style-type: none"> o TR-05 EMT Clinical Training Record (p. 158) o TR-07 BLS Student Permission Form (p. 160) • DOLI Pharmacy Technician Specific Resources added
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	<ul style="list-style-type: none"> o DOLI Guidance to VDOE and Schools Divisions on CTE High School Pharmacy Technician Training Programs (p. 162) o DOLI Background Information for VDOE and School Divisions on CTE High School Pharmacy Technician Training Programs (p. 166) o Pharmacy Technician Work-Training Written Agreement DocuSign Process (p. 170) o Pharmacy Technician Student Work-Training Program Written Agreement (p. 173) o Pharmacy Clinical Affiliation Agreement (p. 178) o Pharmacy Clinical Experience Time Log Sheet (p. 185) • Service-Learning Group Project Student List form added (p. 191) • 12 CTE HQWBL Experiences Roadmap added (p. 201) <p>Direct Costs: There are no direct costs for the proposed changes.</p> <p>Indirect Costs: There are no indirect costs for the proposed changes.</p> <p>Direct Benefits: The benefit to the proposed changes include technical clarity and updated and new program content information.</p> <p>Indirect Benefits: The indirect benefit is a more able and functioning workforce.</p>	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) 0	(b) 0
(3) Net Monetized Benefit	0	
(4) Other Costs & Benefits (Non-Monetized)	0	
(5) Information Sources		

Table 1b: Costs and Benefits under the Status Quo (No change to the regulation)

(1) Direct & Indirect Costs &	Direct Costs: The direct costs for the status quo are less clear information.
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Benefits (Monetized)	<p>Indirect Costs: The indirect cost of the status quo is a less able and functioning workforce due to poor information.</p> <p>Direct Benefits: There are no benefits under the status quo.</p> <p>Indirect Benefits: There are no benefits under the status quo.</p>	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) 0	(b) 0
(3) Net Monetized Benefit	0	
(4) Other Costs & Benefits (Non-Monetized)	0	
(5) Information Sources		

Table 1c: Costs and Benefits under Alternative Approach(es)

(1) Direct & Indirect Costs & Benefits (Monetized)	There are no alternative approaches, as this an existing guidance document that requires revisions.	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) n/a	(b) n/a
(3) Net Monetized Benefit	n/a	
(4) Other Costs & Benefits (Non-Monetized)	n/a	
(5) Information Sources		

Impact on Local Partners

Use this chart to describe impacts on local partners. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

Table 2: Impact on Local Partners

(1) Direct & Indirect Costs & Benefits (Monetized)	<p>Direct Costs: There are no direct costs to local partners.</p> <p>Indirect Costs: There are no indirect costs to local partners.</p> <p>Direct Benefits: There are no direct benefits to local partners.</p> <p>Indirect Benefits: There are no indirect benefits to local partners.</p>	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) 0	(b) 0
(3) Other Costs & Benefits (Non-Monetized)	0	
(4) Assistance	0	
(5) Information Sources		

Impacts on Families

Use this chart to describe impacts on families. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

Table 3: Impact on Families

(1) Direct & Indirect Costs & Benefits (Monetized)	<p>Direct Costs: There are no direct costs to families.</p> <p>Indirect Costs: There are no indirect costs to families.</p> <p>Direct Benefits: The direct benefit to families is more clear guidance on High-Quality Work-Based Learning (HQWBL)</p> <p>Indirect Benefits: The indirect benefits to families are not clear.</p>	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits

	(a) 0	(b) 0
(3) Other Costs & Benefits (Non-Monetized)	0	
(4) Information Sources	n/a	

Impacts on Small Businesses

Use this chart to describe impacts on small businesses. See Part 8 of the ORM Cost Impact Analysis Guidance for additional guidance.

Table 4: Impact on Small Businesses

(1) Direct & Indirect Costs & Benefits (Monetized)	<p>Direct Costs: There are no direct costs to small businesses.</p> <p>Indirect Costs: There are no indirect costs to small businesses.</p> <p>Direct Benefits: The direct benefit to small businesses is more clear guidance will allow for better participation in HQWBL, which will ultimately benefit the quality of candidates for employment for small businesses.</p> <p>Indirect Benefits: The indirect benefit to small businesses is not clear.</p>	
(2) Present Monetized Values	Direct & Indirect Costs	Direct & Indirect Benefits
	(a) 0	(b) 0
(3) Other Costs & Benefits (Non-Monetized)	0	
(4) Alternatives	None	
(5) Information Sources	n/a	

Changes to Number of Regulatory Requirements

Table 5: Regulatory Reduction

For each individual action, please fill out the appropriate chart to reflect any change in regulatory requirements, costs, regulatory stringency, or the overall length of any guidance documents.

Change in Regulatory Requirements

VAC Section(s) Involved	Initial Count	Additions	Subtractions	Net Change
8VAC20-131-140	12	0	0	0
8VAC20-131-51	48	0	0	0

Cost Reductions or Increases (if applicable)

VAC Section(s) Involved	Description of Regulatory Requirement	Initial Cost	New Cost	Overall Cost Savings/Increases
8VAC20-131-140	Requirements for graduation	0	0	0
8VAC20-131-51	Requirements for graduation	0	0	0

Other Decreases or Increases in Regulatory Stringency (if applicable)

VAC Section(s) Involved	Description of Regulatory Change	Overview of How It Reduces or Increases Regulatory Burden
8VAC20-131-140	Revisions to technical content in the existing guidance document; addition of program content	The added program content and technical revisions will decrease the regulatory burden
8VAC20-131-51	Revisions to technical content in the existing guidance document; addition of program content	The added program content and technical revisions will decrease the regulatory burden

Length of Guidance Documents (only applicable if guidance document is being revised)

Title of Guidance Document	Original Length	New Length	Net Change in Length
Board of Education Approved Courses to Satisfy Graduation	166 pages	237 pages	+ 71 pages

Requirements for the Standard and Advanced Studies Diplomas in Virginia Public Schools			
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