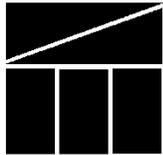


Adverse impact notification sent to Joint Commission on Administrative Rules, House Committee on Appropriations, and Senate Committee on Finance (COV § 2.2-4007.04.C): Yes  Not Needed

If/when this economic impact analysis (EIA) is published in the *Virginia Register of Regulations*, notification will be sent to each member of the General Assembly (COV § 2.2-4007.04.B).



## Virginia Department of Planning and Budget **Economic Impact Analysis**

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### **8 VAC 20-22 Licensure Regulations for School Personnel**

**Department of Education**

**Town Hall Action/Stage: 4727 / 7778**

February 3, 2017

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### **Summary of the Proposed Amendments to Regulation**

Pursuant to Chapter 389 of the 2016 Virginia Acts of Assembly, the Board of Education (Board) proposes to establish an alternate route for veterans to obtain a provisional license to teach.

### **Result of Analysis**

The benefits likely exceed the costs.

### **Estimated Economic Impact**

The legislation and proposed regulation specify that in order to qualify for the veteran alternate route to provisional licensure, the individual must be a former member of the armed forces of the United States or the Virginia National Guard who has received an honorable discharge. The current regulation already includes a career switcher alternate route to provisional licensure. According to the Department of Education (DOE), other than requiring a military background to qualify, practically speaking the only difference between the existing career switcher alternate route and the proposed veteran alternate route is that veterans who are applying for the provisional license may submit an application packet directly to DOE to request an evaluation for a license. They do not need to wait until a Virginia school division submits the request to DOE. The Department would provide the veteran with a letter indicating their

eligibility (if they are in fact eligible) that he or she could use in pursuit of a position at a school. Having the eligibility letter could help facilitate employment for veterans. The proposed addition of this route to teacher licensure for veterans may require a small additional amount of time for DOE employees to provide the evaluation, but that cost is likely outweighed by the potential benefit of easing the employment process for veterans.

### **Businesses and Entities Affected**

The proposed amendments affect veterans considering teaching in Virginia and the 132 local school divisions in the Commonwealth.

### **Localities Particularly Affected**

The proposed amendments do not disproportionately affect particular localities.

### **Projected Impact on Employment**

The proposed amendments may moderately increase the likelihood that veterans become teachers.

### **Effects on the Use and Value of Private Property**

The proposed amendments do not affect the use and value of private property.

### **Real Estate Development Costs**

The proposed amendments do not affect real estate development costs.

### **Small Businesses:**

#### **Definition**

Pursuant to § 2.2-4007.04 of the Code of Virginia, small business is defined as “a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.”

#### **Costs and Other Effects**

The proposed amendments do not affect small businesses.

#### **Alternative Method that Minimizes Adverse Impact**

The proposed amendments do not adversely affect small businesses.

**Adverse Impacts:****Businesses:**

The proposed amendments do not adversely affect businesses.

**Localities:**

The proposed amendments do not adversely affect localities.

**Other Entities:**

The proposed amendments do not adversely affect other entities.

**Legal Mandates**

**General:** The Department of Planning and Budget has analyzed the economic impact of this proposed regulation in accordance with § 2.2-4007.04 of the Code of Virginia (Code) and Executive Order Number 17 (2014). Code § 2.2-4007.04 requires that such economic impact analyses determine the public benefits and costs of the proposed amendments. Further the report should include but not be limited to: (1) the projected number of businesses or other entities to whom the proposed regulatory action would apply, (2) the identity of any localities and types of businesses or other entities particularly affected, (3) the projected number of persons and employment positions to be affected, (4) the projected costs to affected businesses or entities to implement or comply with the regulation, and (5) the impact on the use and value of private property.

**Adverse impacts:** Pursuant to Code § 2.2-4007.04(C): In the event this economic impact analysis reveals that the proposed regulation would have an adverse economic impact on businesses or would impose a significant adverse economic impact on a locality, business, or entity particularly affected, the Department of Planning and Budget shall advise the Joint Commission on Administrative Rules, the House Committee on Appropriations, and the Senate Committee on Finance within the 45-day period.

If the proposed regulatory action may have an adverse effect on small businesses, Code § 2.2-4007.04 requires that such economic impact analyses include: (1) an identification and estimate of the number of small businesses subject to the proposed regulation, (2) the projected reporting, recordkeeping, and other administrative costs required for small businesses to comply with the proposed regulation, including the type of professional skills necessary for preparing required reports and other documents, (3) a statement of the probable effect of the proposed regulation on affected small businesses, and (4) a description of any less intrusive or less costly alternative methods of achieving the purpose of the proposed regulation. Additionally, pursuant to Code § 2.2-4007.1, if there is a finding that a proposed regulation may have an adverse impact on small business, the Joint Commission on Administrative Rules shall be notified.

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