

Office of Regulatory Management
Economic Review Form

Agency name	State Board of Education
Virginia Administrative Code (VAC) Chapter citation(s)	8VAC20-131-110 ; 8VAC20-131-51
VAC Chapter title(s)	Regulations Establishing Standards for Accrediting Public Schools in Virginia
Action title	First Review of Revisions to the List of 2023-2024 Board of Education Approved Industry Credentials, Occupational Competency Assessments, and Professional Licenses
Date this document prepared	April 20, 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>The Virginia Department of Education (VDOE) evaluates industry credentials on an on-going basis against prescribed criteria for graduation requirements for the Standard Diploma 8VAC20-131-51 B and verified credit (8VAC20-131-110 C). Credentials that meet the criteria are presented to the Virginia Board of Education annually for approval.</p> <p>The process for reviewing and validating industry credentials for the purpose of awarding verified credit is based on the following criteria: (1) the test must be standardized and graded independently of the school or school division in which the test is given; (2) the test must be knowledge based; (3) the test must be administered on a statewide, multistate or international basis, or administered as part of another state’s accountability assessment program; and (4) to be counted in a specific academic area, the test must measure content that incorporates or exceeds the <i>Standards of Learning</i> content in the course for which verified credit is given. Important to this process is ensuring that the credential is relevant and recognized in the workplace.</p> <p>The 24 recommended industry or trade association certification examinations, professional licenses, and occupational competency assessments meet the Board’s graduation requirements as identified for the Standard and Advanced Studies Diplomas in 8VAC20-131-51 (effective with the students who enter the ninth grade in the 2018-2019 school year). Students shall earn the required standard and verified units of credit described in subdivision two of the appropriate subsection.</p> <p>The industry credentials starting on page 7 meet the criteria to satisfy requirements for the Career and Technical Education (CTE) Seal and the Science, Technology, Engineering, and Mathematics (STEM) Seal.</p> <p>Industry or trade association certification examinations, professional licenses, and occupational competency assessments are continually being revised or discontinued to stay current with technology and new techniques. Industry Credentialing providers have discontinued 4 previously approved certification examinations for the 2023-2024 school year. Certifications that are recommended for deletion from the Board-approved list can be found starting on page 8.</p> <p>These changes may be such that individual certifications are no longer available or no longer meet the Board of Education’s criteria for the academic specific verified credit, the Standard Diploma’s Career and Technical Education credential or the additional requirements for</p>
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	<p>graduation in accordance with the Standards of Quality, and the diploma seals awards for exemplary student performance in Career and Technical Education and STEM.</p> <p>Direct Costs: There are no direct costs for the proposed changes. The changes in this guidance document do not add additional requirements for graduation but rather expand the options available to students to complete existing requirements.</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; updated information; and additional certifications, competency assessments, and professional licenses that meet the Board’s requirements.</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	n/a	

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

(1) Direct & Indirect Costs & Benefits (Monetized)	<p>Direct Costs: The direct costs for the status quo is less clear information.</p> <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 is no benefit under the status quo.</p> <p>Indirect Benefits: There is no benefit 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	n/a	

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

(1) Direct & Indirect Costs & Benefits (Monetized)	There are no alternative approaches, as this is an existing guidance document.	
(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>
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	Indirect Benefits: There are no indirect benefits to local partners.	
(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	n/a	

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)	Direct Costs: There are no direct costs to families. Indirect Costs: There are no indirect costs to families. Direct Benefits: The direct benefit to families is more clear guidance on approved industry certifications, occupational competency assessments, and professional licenses. Indirect Benefits: The indirect benefits to families are not clear.	
(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
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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 career and technical education, 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
8VAC20-131-110	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
8VAC20-131-110	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
8VAC20-131-110	Revisions to technical content in the existing guidance document; addition of program content	The updated information and additional approvals will decrease the regulatory burden
8VAC20-131-51	Revisions to technical content in the existing guidance document; addition of program content	The updated information and additional approvals 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 Requirements for the Standard and Advanced Studies Diplomas in Virginia Public Schools	30 pages	29 pages	- 1 pages