

Career and Technical Education (CTE)

OVERVIEW

The purpose of this document is to support New York City Department of Education (NYCDOE) high schools in implementing Career and Technical Education (CTE) programs and courses in accordance with New York State Education Department (NYSED) and NYCDOE policies.

All schools have the option to offer individual, standalone CTE courses to their students as electives. However, high schools are encouraged to offer robust sequences of courses and programs of study that can lead to industry-recognized certifications or help students transition seamlessly into college programs and entry-level jobs. The Office of Postsecondary Readiness (OPSR) administers the [NYCDOE CTE Portfolio of Programs](#) in high schools. In order to award students a CTE-endorsed diploma, schools must have a program that NYSED has officially recognized and approved. See the [NYSED website](#) for a list of NYSED-approved programs.

For questions about program implementation, or to learn how to become a NYSED-approved CTE program, please contact your borough’s [CTE Program Quality Manager](#). For questions about academic policy and STARS-related issues, please contact your [academic policy and systems lead](#). If your school uses the STARS CTE Program Manager (STARS Admin Manage Programs), you can find additional resources on the [CTE Program Manager Wiki page](#).

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FREQUENTLY ASKED QUESTIONS

CTE Programs

1. What is a CTE “program of study?”

The [NYCDOE CTE Portfolio](#) defines a CTE program of study as a two- to four-year formalized program in a specific industry area that prepares high school students for a seamless transition into college programs and/or entry-level jobs. CTE programs of study include rigorous instruction, work-based learning experiences like internships, and the opportunity to earn industry-recognized certifications or to become eligible for licensing examinations.

Some, but not all, CTE programs of study are NYSED-approved. Only NYSED-approved CTE programs can award CTE-endorsed diplomas. See [question 3](#) for more information about NYSED approval.

2. What is the difference between schools that offer CTE-related courses and schools that offer CTE Programs of Study in the [NYCDOE Portfolio of Programs](#)?—Updated September 2018

The NYCDOE Portfolio of CTE Programs contains three distinct groups of CTE programs:

- [NYSED-approved CTE programs](#)

- NYSED-approvable CTE programs¹
- High quality NYSED-aligned CTE programs that are currently non-approvable by NYSED²

Of these, only NYSED-approved CTE programs may:

- Award students who complete an approved sequence a CTE-endorsed diploma
- Permit students who complete an approved sequence and pass the culminating three-part technical assessment to use that assessment as their +1 option for graduation.

If your school offers a robust CTE sequence in accordance with these definitions, contact the NYCDOE [CTE Team](#) to explore possibilities of becoming part of the portfolio. Schools that offer CTE-related programming outside of these definitions are not part of the NYCDOE CTE Portfolio. However individual, standalone CTE courses that are not part of a formally recognized sequence may bear credit toward graduation if they meet the requirements to bear credit outlined in the [High School Academic Policy Guide](#).

3. What is a NYSED-approved CTE program?—Updated September 2018

A NYSED-approved CTE program is a formalized program of study in a specific industry area that prepares students to transition into two- or four-year postsecondary opportunities, further training, apprenticeships, or entry-level work.

A CTE program approved by NYSED meets all of the following criteria:

- Contains a coherent sequence of courses (minimum of 7 credits, including Career and Financial Management) focused in a career and technical area and aligned to industry standards and NYSED learning standards
- Is taught by CTE-certified teachers who are current in their profession
- Includes [work-based learning experiences](#)
- Implements a [Work-Skills Employability Profile](#) and a three-part technical assessment, and maintains data on student performance in academic and technical areas
- Has articulated agreements with colleges, universities and other post-secondary institutions confirming that programs lead to college readiness

Only [NYSED-approved CTE programs](#) are eligible to award CTE-endorsed diplomas. In addition, students who complete an approved CTE sequence in a NYSED-approved CTE program and pass the culminating three-part technical assessment may graduate with that assessment as their +1 option.

Programs that have not received formal approval from NYSED are not eligible to use CTE exams or experiences in these ways. For additional information on the requirements of a NYSED-approved CTE program, see the [NYSED website](#).

4. What is the definition of “work-based learning”?—Updated September 2018

Work-based learning (WBL) refers to activities that collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on helping students develop broad, transferable skills for postsecondary education and the workplace. According to NYSED’s guidelines, work-based learning must:

¹ Defined as a program making progress toward Program Approval in a NYSED-recognized CTE content area.

² Defined as a high-quality, innovative program that is currently non-approvable due to lack of NYSED recognition of the given content area.

- Make school-based learning more relevant by providing students with the opportunity to apply their knowledge and skills in real world situations; and
- Be supported in school through classroom instruction and at a supervised work site (which is typically off-site).

Work-based learning involves real engagement with a supervised job or work experience in addition to school-supported learning. The workplace and classroom experiences must happen simultaneously, during the same term. Students may not participate in a supervised internship during one term and receive classroom instruction during a different term.

Example: Students are scheduled for an accounting course (BAS22) that aligns to the corresponding CTE learning standards. The school uses the section property to indicate the course includes work-based learning. Students are scheduled for the course every day, Monday through Friday, during period 1. On Monday, Wednesday, and Friday students meet in the classroom, and on Tuesday and Thursday they participate in an internship with a local accounting firm.

Example: Students take Career Development (RZS21), a course that addresses career exploration and employability skills. Students are scheduled for the course on Monday, Thursday, and Friday. Students are in the classroom all three days, learning how to develop a resume, practice interviewing skills, and explore career opportunities (all of which aligns to the CDOS learning standards). Once a month on Friday, students shadow employees in different career fields.

Example: Students take a digital art course (AUN11) in which they learn how to create websites. Students are scheduled for the course on Tuesday and Thursday throughout the year. During the scheduled class time, students receive instruction aligned to visual arts learning standards. Students also have an interactive project in which they work with a community organization to design, develop, and present the client's new website.

While WBL activities can occur in any grade and at any school, they are a core strategy in Career and Technical Education (CTE) programs. For more information regarding Work-Based Learning, see the CTE Office's [WBL Toolkit](#) and NYSED's [Work-based Learning Resource Manual](#).

5. Where can I find a current list of NYSED-approved CTE programs?—Updated September 2018

The NYSED [Approved CTE Programs website](#) lists all schools with approved programs.

6. What is the process to become a NYSED-approved CTE program?

The [stages](#) for becoming a NYSED-approved CTE program are outlined below.

- **Program Interest:** Contact your borough's [CTE Program Quality Manager](#) to establish interest and apply to become a formally recognized [NYSED Career and Technical Education program of study](#). Program development is based upon local economic labor market demands as is contingent upon the availability of resources.
 - Programs formally recognized in the NYCDOE Career and Technical Education portfolio of programs are eligible to earn NYSED approval.
- **Self-Evaluation:** School programs formally recognized in the CTE portfolio complete and submit a Self-Evaluation Form (SEF), indicating the quality of the CTE program to the NYCDOE. The self-evaluation team performs the following activities:
 - Identification of CTE program
 - Review of curriculum
 - Documentation of appropriate work-based learning opportunities

- Identification of the CTE assessment(s) associated with the program
- Identification/development of a [Work-Skills Employability Profile](#)
- Description of proposed staff development/training
- Review of staff certification
- Development of a Self-Study Report with recommendations for action to address “gaps” identified by the self-evaluation team.
- **External Review:** A representative from the NYCDOE CTE office reviews the SEF to determine a program’s readiness for approval, conducts a formal review visit to evaluate the current state of the program, and offers clearly defined next steps for improvement and/or recommends the program to NYSED for approval.
- **NYSED Approval:** NYSED reviews and makes a determination to approve the program or request additional information from the school.
- **Program Accountability:** All NYSED-approved CTE programs must submit the Program Accountability Form and supporting documents, on an annual basis, to update the NYCDOE on any program modifications.
- **Approved Program Amendments:** Approved programs operating within the first four years of their approval may submit program modifications, including changes in CTE assessment, teachers, or program content, for NYCDOE review.

For additional information on the approval process, see the [NYSED Program Approval Process](#) website or visit the NYCDOE [CTE program approval resource guide](#).

7. How will I know when my school’s CTE program has received approval from NYSED?

NYSED will send schools a letter notifying them that their CTE program has received approval. Schools should refer to the program approval policy found on the [NYCDOE CTE website](#) for submission deadlines. CTE Borough Program Quality Managers facilitate the approval process for schools and programs.

There is no established timeframe for approval, but to ensure that materials are reviewed in a timely manner, schools should be sure they meet all required elements listed above prior to submission. Once approved, programs remain approved for five years and schools are required to report data for each year.

8. Can my school issue the CTE endorsement or use the CTE +1 option while the CTE program is under review?

No. Schools with CTE programs that are under review but do not yet have NYSED approval are not eligible to use a CTE assessment as a +1 option or issue CTE endorsements. Only schools listed on the [NYSED-approved CTE program list](#) may award students the CTE endorsement or use the CTE +1 option, provided the students have met all graduation and endorsement requirements.

It is important that schools communicate this process to students who are enrolled in a CTE sequence. Schools should program students to complete regular course credit requirements for graduation (for example, six credits of a language other than English for students earning an advanced Regents diploma) until the CTE program has received formal NYSED approval.

9. Can a school that does not have a NYSED-approved CTE program still offer CTE courses?

Yes. All NYCDOE high schools may offer CTE courses as long as the school has a NYCDOE subject-certified teacher providing instruction and overseeing related course components such as off-site work-based learning experiences. However, only high schools with a [NYSED-approved program](#) are eligible to award the CTE endorsement to their students, or to use a CTE exam as a +1 option to fulfill exam requirements for graduation. See also the definitions in questions 1–4 above.

CTE Courses

10. Which schools can offer CTE courses?

All NYCDOE high schools may offer CTE courses as long as the school has a NYCDOE subject-certified teacher providing instruction and overseeing related course components such as off-site work-based learning experiences. However, only high schools with a [NYSED-approved program](#) are eligible to award the CTE endorsement to their students, or to use a CTE exam as a +1 option to fulfill exam requirements for graduation. For more information about the NYSED approval process, see questions 5–8.

11. How can students use CTE courses to meet graduation requirements?

Students who take CTE courses that *are not* part of a [NYSED-approved CTE program](#) can use them as elective credits for graduation. These courses can simultaneously apply toward the CDOS credential requirement for 216 hours of CTE coursework, including at least 54 hours of work-based learning. All students can earn the CDOS credential as a standalone credential (not equal to a high school diploma), as an endorsement to their high school diploma, or as their +1 option to meet high school graduation requirements. For more on this, see the [CDOS FAQ](#).

Students who take CTE courses that *are* part of a [NYSED-approved CTE program](#) can use the course sequence to meet requirements for the CTE endorsement on their high school diploma. They may also sometimes use these courses to fulfill subject-area distribution requirements for CTE courses that also meet other subject area NYSED commencement level standards (see question 12 for more).

12. What are integrated and specialized CTE courses?—Updated September 2018

Schools may create integrated and specialized CTE courses, which provide interdisciplinary CTE courses to students. In general, an interdisciplinary course combines learning standards from two different subject areas in a single course. Interdisciplinary courses must be taught by a NYCDOE teacher certified in at least one of the subject areas. Total credit awarded may not exceed the equivalent of one credit per 54 hours of instruction. For more information about interdisciplinary course policies, see the [Interdisciplinary FAQ](#).

Integrated and specialized CTE courses are both examples of interdisciplinary courses that combine CTE learning standards with another academic subject area. However, integrated and specialized CTE courses are more restricted than general interdisciplinary courses due to their connection to NYSED’s program approval process. Integrated and specialized CTE courses are defined in NYSED’s CTE Administrator’s handbook and NYSED’s Commissioner’s Regulations 100.5 as follows:

- **An integrated CTE course** combines learning standards for CTE and another subject area as part of a defined NYSED-approved CTE program sequence. Schools with NYSED-approved CTE programs can offer students up to eight units of integrated academic credit through the approved program. For students who have not successfully completed the Regents examination(s) in the academic subject areas, the course(s) must be taught by a teacher certified in that subject area.
- **A specialized CTE course** contextualizes academics through a CTE content lens, but it does not require a NYSED-approved CTE program.

Like all interdisciplinary courses, integrated and specialized CTE courses must be taught by a NYCDOE teacher certified in one of the two subject areas. Successful completion of one unit of study in an integrated or specialized CTE course may award credit in one subject area while also being used to meet distribution requirements in another subject area, per interdisciplinary course policies.

However, NYSED only permits integrated or specialized CTE courses in four subject areas: ELA, math, science, and social studies. Outside of these subject areas, schools may only use specific courses with NYSED-developed syllabi

to meet distribution requirements for graduation. See the table below for an overview of state-approved course and credit distribution options for integrated and specialized CTE courses.

Integrated or specialized CTE course	Permitted subject area distribution requirement	NYCDOE course code examples
Integrated or specialized CTE course in ELA, math, science, or social studies	Credits equivalent to learning standards and instructional time, in any of the four subject areas	Core English course code: EES81T
Design and Drawing for Production (DDP)	2 credits in the arts (State syllabus specifies this course must be two semesters long.)	Art sequence course code: AGS21T
Clothing and Textiles Core (1 credit) and Housing and Environment Core (1 credit)	2 credits in the arts	Art sequence course codes: <i>Clothing and Textiles: AFS21T</i> <i>Housing and Environment: AQS21T</i>
Health Occupations Core (1 credit)	1 credit in health education	Health course code: PHS11T
Career and Technical Student Organization (CTSO)	1 credit of Participation in Government	Part. in Gov. course code: HVS11T

Integrated and specialized CTE courses must meet all of the requirements outlined in the [Interdisciplinary Courses FAQ](#) in addition to the requirements for CTE courses and programs. See [question 23](#) for more information about scheduling these courses in STARS.

13. Who can teach a CTE course?

All CTE courses, including courses that are taught in a standard academic program and courses that are part of a NYSED-approved CTE sequence, must be taught by NYCDOE CTE-certified teachers. In every situation, the CTE teacher must have the appropriate certification. Incidental teaching flexibilities do not apply. See the [NYC CTE website](#) for more information on becoming a CTE subject-certified teacher.

As described in [question 12](#), the only time a student may earn CTE credit from a teacher not approved in CTE is by participating in integrated or specialized CTE courses.

CTE Assessments

14. Which schools can offer CTE assessments?

All schools can offer CTE assessments and document them in [EVER](#). However, only schools with NYSED-approved CTE programs can offer NYSED-approved CTE assessments that apply toward the CTE endorsement and as a +1 option for graduation.

15. Can a CTE assessment be used to fulfill an exam graduation requirement?—Updated September 2018

Yes. Students who successfully complete any NYSED-approved CTE program and pass the culminating three-part technical assessment may use that assessment as their +1 option. This change includes students who have already completed and passed CTE exams as part of their State-approved CTE programs. Previously, students could only use State-approved exams as +1 options. See this [NYSED memo](#) for more details.

For all students using a CTE assessment as their +1 option, schools must update their transcripts to include the CTE Pathway code 'JXQPW' with mark of 'WX'. Schools should retain evidence of students' passing CTE exam scores.

To earn a local or Regents diploma, students must pass at least one assessment, typically a Regents exam, in each of these four subject areas: English language arts (ELA), math, science, and social studies. For their fifth assessment—their +1 option—students may pass:

- Any other Regents exam, or
- Any one from these additional approved options, including:
 - One [NYSED-approved exam](#) in ELA, social studies, mathematics, or science
 - One approved CTE pathway assessment following the completion of a [NYSED-approved CTE program](#).
 - One [NYSED-approved exam](#) in the arts
 - The experiences that count for the [Career Development and Occupational Studies \(CDOS\) Credential](#). Students who have been engaged in work-based learning and CTE coursework can use those experiences to help them earn their diplomas by choosing the CDOS for their +1 option. These students must complete all the requirements for the CDOS as specified in the [CDOS guidance document](#).
 - One [NYSED-approved exam](#) in a Language other than English (LOTE)³

Students earning an advanced Regents diploma may also use one CTE exam that is part of a NYSED-approved CTE program, following the successful completion of that approved CTE program, as their +1 option.

For additional information on meeting the +1 exam option, see the [4+1 Option](#) guidance document and the [High School Academic Policy Guide](#). Additional information on recording CTE assessments in ATS, using [EVER](#), can be found in [question 25](#).

16. Is there a difference between a CTE assessment and a CTE Pathway assessment?—Updated September 2018

Yes. Any student may take a CTE assessment; however only students who complete a NYSED approved CTE program may use the assessment to graduate under NYSED’s “multiple pathways” regulations. **As of August 2018, students who successfully complete any NYSED-approved CTE program and pass the culminating three-part technical assessment may use that assessment as their +1 option. This change includes students who have already completed and passed CTE exams as part of their State-approved CTE programs. Previously, students could only use State-approved exams as +1 options. See this [NYSED memo](#) for more details.**

17. When and how should a CTE assessment be reflected on a student’s transcript?—Updated September 2018

As of August 2018, students who successfully complete any NYSED-approved CTE program and pass the culminating three-part technical assessment may use that assessment as their +1 option. This change includes students who have already completed and passed CTE exams as part of their State-approved CTE programs. Previously, students could only use State-approved exams as +1 options. See this [NYSED memo](#) for more details.

Only students who successfully complete the culminating exams for NYSED-approved CTE programs may use CTE exams to fulfill the +1 exam requirement for graduation, as described in [question 15](#).

Schools with a NYSED-approved CTE program and aligned culminating CTE assessment should add the CTE Pathway code (JXQPW) with a score 'WX' any time a CTE exam aligned to their NYSED-approved CTE program

³ See the [4+1 Option](#) and [LOTE](#) guidance for information about this new pathway.

contributes to a student's exam requirements for graduation. Schools should not add the actual scores from third-party exam vendors (CTE exams, AP exams) to students' transcripts.

All NYSED-approved alternatives must appear on the STARS transcript. Students fulfill the exam requirements in a variety of ways. In some cases, students do not pass all five exams, but they do meet the requirement via appeals (indicated with 'WG' marks), waived exams (indicated with 'WA' marks), and/or NYSED-approved alternatives (indicated with 'WX' marks). All five exams must be clearly documented on the transcript.

Students earning advanced Regents diplomas may already have enough exams that can fulfill the +1 option, and do not necessarily need the CTE Pathway code to demonstrate that they have met exam requirements. In these cases, schools may choose whether or not to add the CTE Pathway code, but the code itself does not change.

CTE Endorsements

18. What is a CTE endorsement?

A CTE endorsement is an endorsement to a high school diploma that students earn for the successful completion of the requirements of a NYSED-approved CTE program of study. Students may earn the endorsement to an Advanced Regents, Regents, or local diploma. An endorsement signifies that a student has passed a specific sequence of courses and a corresponding three-part technical assessment in a specific CTE subject area. For example, if a student completes a school's 7-credit NYSED-approved CTE program of study in computer programming and passes the aligned three-part technical assessment in computer programming, the school may award a CTE endorsement to their diploma.

19. What are the requirements for earning a CTE endorsement?

To award CTE endorsements, a school must first receive NYSED approval for its CTE program. See [question 6](#) for more information about this process.

In NYSED-approved CTE programs only, students may earn a CTE endorsement to a local, Regents or advanced Regents diploma. To be eligible for the CTE endorsement, students must:

- Meet the credit and exam requirements for a local, Regents, or advanced Regents diploma⁴
 - For the advanced Regents diploma only⁵:
 - A minimum of two LOTE course credits are required instead of six
 - The NYCDOE LOTE exam is not required
- Complete and pass all of the required courses in the school's NYSED-approved CTE program course sequence
 - The number of credits may vary by program, but students must pass the required courses for a NYSED-approved program, as detailed on the Program Approval Form; a minimum of seven credits, including one course credit or 54 hours of embedded instruction within the program course sequence in Career and Financial Management (CFM), is required of all NYSED-approved CTE programs (information about how to program students for CFM can be found in [question 20](#));
- Pass a three-part CTE assessment (written, practical, and project components) that corresponds to the NYSED-approved sequence in which the student earns credits

⁴ Graduation requirements are shared with families and students via the graduation cards, available on the public [NYCDOE website](#). For more detailed information about credit and exam policies, schools should consult the [High School Academic Policy Guide](#).

⁵ Students who successfully complete a 10-credit sequence in Arts or CTE are not required to complete six credits of LOTE in order to earn an advanced Regents diploma; they also do not need to pass the LOTE exam. This applies to both NYSED-approved programs and non-approved programs, as long as the sequence is 10 credits or more. Schools must submit their CTE sequences in the STARS CTE program manager.

- Complete the [work-based learning \(WBL\)](#) experiences provided as part of the approved program (see question 4 for more on WBL)
- Complete a [Work-Skills Employability Profile](#)

20. What are the programming and scheduling requirements for the CFM credit?—Updated September 2018

Schools may offer the required CFM credit as a standalone course or embed (54 hours of instruction) within a sequence of CTE program courses to fulfill the distribution requirement. Whatever a school decides, they must note this distinction in their Program Approval Self-Evaluation Form and program accountability form. See the [CFM curriculum framework](#) for additional guidance.

If a school’s NYSED-approved course sequence includes CFM as a standalone course, students should earn one credit for the course. If embedding the CFM instruction within a series of other courses, schools may not award additional credit for the CFM content within these courses. Schools must ensure the course sequence addresses all relevant CFM modules which cover career management and financial management. The CFM course requirement satisfied through embedded instruction may be audited, so course syllabi must clearly state which CFM content is addressed within each CTE course.

So that CFM is identifiable on student transcripts, schools with embedded CFM curriculum should create and schedule students for 0-credit courses called “CFM Embedded” in unused periods on the days the aligned courses take place.

Example: A school with a NYSED-approved CTE program embeds all CFM content across three courses to meet the CFM credit distribution requirement. For each of the three courses, the school also schedules students for an aligned 0-credit course called “CFM Embedded” in period 12 (which the school does not use) on the same days as the courses that include a CFM components.

CFM courses, like other CTE courses, may count toward the 216 hours requirement for the Career Development and Occupational Studies (CDOS) credential. For more information about earning the CDOS credential, see the [CDOS FAQ](#).

Schools can find additional guidance on designing CFM courses in NYSED’s [CFM curriculum framework](#) document.

21. Does earning a CTE endorsement affect credit and exam graduation requirements?—Updated September 2018

All students graduating with a high school diploma are required to pass 44 credits in specific subject areas. However, students pursuing an advanced Regents diploma may be exempted from language other than English requirements if they complete a full, 10-credit sequence. Schools must submit their CTE sequences in the STARS CTE program tracker. Students may be required to earn more than 44 total credits in order to complete the full CTE sequence and meet graduation requirements.

22. How can schools with NYSED-approved CTE programs obtain the CTE endorsements to place on their diplomas?

All NYCDOE high schools offering NYSED-approved programs must contact their borough’s [CTE Program Quality Manager](#) to obtain the CTE Technical Endorsement seals to place on student diplomas.

Systems

23. How are CTE courses programmed in STARS?

All schools that are part of the [NYCDOE Portfolio of Programs](#) must use the [STARS Admin Program Manager](#) to reflect their CTE sequences in STARS as follows:

- **Using the STARS Admin Manage Programs - CTE Program Manager:** Schools manage their courses and exams that are part of their NYSED-approved or NYSED-aligned CTE programs using the [STARS Admin Manage Programs - CTE Program Manager](#). Only active course codes on the year/term code deck can be added to a program sequence. High schools must create CTE program sequences to define the required courses, non-required courses, and CTE assessments students will need to obtain a diploma and receive a CTE endorsement, if appropriate. The NYCDOE CTE Office reviews and approves schools' CTE program sequences. Once approved, schools must enroll participating students into the program sequence. The courses added to the program sequence must align to guidance in the [High School Course Code Guide](#). This guidance applies only to schools offering NYSED-approved or NYSED-aligned programs managed by the NYCDOE CTE Office.

In addition, any schools offering CTE-related courses may indicate this in the following ways:

- **Using the course code:** All CTE courses must be coded in [STARS Admin Client Course Editor](#) in alignment with the [High School Course Code Directory](#). Specifically, all CTE courses that are a part of a CTE sequence should be coded with a 'T' in the sixth character.⁶ This guidance applies to all schools offering CTE, including schools offering CTE as elective courses and schools offering NYSED-approved or NYSED-aligned programs overseen by the NYCDOE CTE Office.
- **Using a section property:** The [STARS Admin Section Properties](#) for each course-section include two CTE-related properties. Administrators can indicate that students are participating in work-based learning (WBL) experiences, or they can indicate that a particular section is CTE-related. This guidance can be used by all schools with elective CTE courses or CTE courses that are part of a NYSED-approved or NYSED-aligned program, but the use of the section property to indicate CTE is required for schools offering non-State approved or aligned individual CTE electives.

For additional information on creating a CTE program sequence, please see the [STARS wiki](#) or contact Your CTE Borough Program Quality Manager. For all other questions on STARS Admin or course coding, please contact your [academic policy and systems lead](#).

24. How are CTE assessments identified in the STARS CTE Program Manager?

Schools using the [STARS Admin Manage Programs - CTE Program Manager](#) are required to add the corresponding CTE Assessment(s) for the approved CTE program to a program sequence. The STARS Administrator can select the appropriate CTE assessment(s) from a list of standardized assessment codes.⁷ Schools should add the CTE assessments to their program sequence before submitting the sequence to the NYCDOE CTE Office for review and approval.

In addition to adding STARS CTE assessment codes to a program sequence, schools are encouraged to use the exam codes to produce STARS Admin Exam Invitations and to display on the student's STARS Admin schedule.

At this time, CTE assessment scores are not captured in STARS Admin. Instead, if a student in a NYSED-approved CTE program is using a CTE assessment toward exam graduation requirements, the school must update the student's transcript with an instance of a Department-approved alternative and an exam score of 'WX.' For guidance on completing transcript updates in STARS Admin, see the [Transcript update form](#) and [Transcript Update](#) guidance document and the [STARS Admin Request Transcript Update wiki page](#) for additional information on transcript updates.

⁶ In some cases, a CTE course may also be an [Advanced Placement \(AP®\) course](#). For these courses, schools should use the 'X' in the sixth character and the title specified in [the AP course guidance](#). The 'X' character should take precedence over the 'T' character.

⁷ CTE Assessments can be loaded to a school's course deck in STARS using the STARS Admin Custom Report 6.59 Option 46. A list can also be found on the [CTE Wiki page](#).

25. How do CTE assessments appear in ATS?—Updated September 2018

For some CTE assessments, student outcomes exist for school verification in the [ATS College and Career Exam Verification EVER](#) function. The [EVER](#) function displays exams not directly administered by the DOE for school verification before it is used for the School Quality Report on College Readiness. In addition to CTE assessments, schools can view other third-party-vendor assessments, such as [AP exams](#).

Schools are required to schedule students in addition to assigning CTE assessments to program-sequences in STARS Admin. Schools also confirm CTE assessment scores using the ATS [EVER](#) function. Schools use the EVER report to identify all of their students that have taken and passed a CTE Technical assessment. If schools do not submit this data they will be out of compliance which can lead to VTEA funding reductions.

Schools should not add the actual exam scores from third-party vendors, including CTE assessments, to students' transcripts in STARS. See the following question for how to reflect graduation requirements using the CTE Pathway exam code.

26. How should schools add CTE assessments to student transcripts?—Updated September 2018

In NYSED-approved CTE programs only, students may use [specific NYSED-approved CTE assessments](#) to fulfill exam requirements for graduation, as described in [question 15](#).

If a student fulfills a Regents exam requirement using a [NYSED-approved CTE assessment](#) as their +1 option, schools must add the CTE Pathway to the student's transcript using a transcript update, according to the policies in the [Transcript Updates guidance](#).

Schools should update transcripts using the CTE Pathway exam code (JXQPW), and enter a mark of 'WX' in the 'exam' column. Academic policy and systems leads can use STARS Custom Report 6.60 (option 4) to add the CTE Pathway exam code to the school's transcript code deck, for the current school year and term. Schools should not add the actual exam scores from third-party vendors, including CTE assessments, to students' transcripts in STARS.

An official "certification" or other documentation from the vendor that clearly demonstrates that the student passed all of the requirements could serve as sufficient documentation of passing the exam if a score report itself is not available.

In discharging these students as graduates in the GRDT function in ATS, schools should enter an [exam override code](#) of 'S' to indicate that a student met exam requirements using a NYSED-approved +1 option.

27. How should schools add CTE endorsements to student transcripts?—Updated September 2018

CTE endorsements are not reflected through an exam code. CTE endorsements are reflected using a discharge code.

In NYSED-approved CTE programs only, if a student earns a diploma with a CTE endorsement, schools do not need to add the CTE Pathway exam code to the student's transcript. Instead, schools should continue to enter CTE-assessment scores using the College and Career Exam Verification [EVER](#) function in ATS.

- The actual exam scores from third-party vendors, including CTE assessments, should not appear on students' transcripts.
- When discharging these students as graduates in GRDT, the school should enter the correct endorsement code to indicate that the student earned a CTE endorsement in addition to a diploma.

- An official “certification” or other documentation from the vendor that clearly demonstrates that the student passed all of the requirements could serve as sufficient documentation of passing the exam if a score report itself is not available.

Only high schools with [NYSED-approved CTE programs](#) can award CTE-endorsed high school diplomas. Schools with CTE programs that are under review but do not yet have NYSED approval are not eligible to award CTE endorsements.

**28. What are the appropriate diploma and endorsement codes for a student graduating with a CTE endorsement?—
Updated September 2018**

If a student fulfills the +1 exam requirement using a CTE assessment, the school must add the CTE Pathway code to the transcript and enter the exam override code ‘S’ when discharging the student in ATS. Students do not earn a CTE endorsement for passing the +1 CTE exam option alone. Additional information can be found in the [Graduation and Programming Guide](#) and the [Transfer, Discharge, and Graduation Code Guidelines](#).

Schools should discharge students who have met all graduation requirements and requirements for a CTE endorsement in ATS using [GRDT](#) or [DISC](#) using the following [discharge codes](#):

Diploma Type	Required steps to discharge
Local Diploma with CTE Endorsement	Do not add CTE pathway code. Discharge code 26 and select the appropriate CTE endorsement from the menu.
Local Diploma with CTE +1 option	Add CTE pathway code with mark ‘WX’ and override code ‘S.’ Discharge code 26 only (no endorsement code).
Local Diploma with CTE +1 option and CTE endorsement	Add CTE pathway code with mark ‘WX’ and override code ‘S’ Discharge code 26 and select the appropriate CTE endorsement from the menu
Regents Diploma with CTE Endorsement only	Discharge code 27 and select the appropriate CTE endorsement from the menu
Regents Diploma with +1 option	Add CTE pathway code with mark ‘WX’ and override code ‘S.’ Discharge code 27 only (no endorsement code)
Regents Diploma with CTE +1 option and CTE endorsement	Add CTE pathway code with mark ‘WX’ and override code ‘S’ Discharge code 27 and select the appropriate CTE endorsement
Advanced Regents Diploma with CTE Endorsement	Discharge code 47 and select the appropriate CTE endorsement from the menu
Advanced Regents Diploma with CTE +1 option	Add CTE pathway code with mark ‘WX’ and override code ‘S.’ Discharge code 47 only (no endorsement code)
Advanced Regents Diploma with CTE +1 option and CTE Endorsement	Add CTE pathway code with mark ‘WX’ and override code ‘S’ Discharge code 47 and select the appropriate CTE endorsement



RESOURCES

[CTE.NYC website](#)

[High School Academic Policy Guide](#)

[High School Course Code Directory](#)

[NYSED's Guidelines for CTE Administrators and School Counselors](#)

[NYSED's FAQ on the Program Approval Process](#)

[NYSED's list of approved CTE programs](#)

[NYSED's Multiple Pathways webpage](#)

[Work-based Learning Resource Center](#)

[Work-based Learning Resource Manual](#)

[STARS Wiki page on the CTE Manager](#)

[STARS CTE Program Manager Application Guide](#)