

Northwest Career/Technical Academy

Budget Language

\$150,000 of the general fund—state appropriation for fiscal year 2024 and \$150,000 of the general fund—state appropriation for fiscal year 2025 are provided solely for an education and workforce pathway pilot program at the northwest career and technical academy. The pilot program will oversee a pathway including high schools, skills centers, community and technical colleges, and employers that results in students earning a high school diploma and an associate in technical arts degree, while maintaining summer employment.

Proviso Purpose

The funding was to support an education and workforce pathway pilot program at the Northwest Career and Technical Academy (NCTA) in the Mount Vernon School District. The goal was to create a pathway connecting high schools, skills centers, community and technical colleges, and employers ensuring students achieved dual educational qualifications while gaining work experience.

Services Provided

The key services and outcomes from the pilot program designed to provide students with a comprehensive education and workforce pathway, preparing them for successful careers and further education include:

- Students earned both a high school diploma and an Associate in Technical Arts degree to enhance their educational qualifications and career readiness.
- Helped to ensure that students maintained summer employment, providing practical work experience and building a strong foundation for future careers.
- Establish a pathway connecting high schools, skills centers, community and technical colleges, and employers. Creating a seamless transition from education to the workforce.
- Collaboration between educational institutions and local employers, fostering partnerships supporting student success and workforce development.
- Educators received professional development opportunities to support students and program implementation.

Criteria for Receiving Services/Grants

The pilot initially served second-year students in Advanced Manufacturing, Maritime, and Construction, expanding in the second year to include Money & Business and later Applied Medical Sciences—due to English 101 being a prerequisite for medical/nursing pathways. Student selection was based on program enrollment, instructional readiness, and scheduling alignment with Skagit Valley College (SVC). Priority was given to programs with faculty willing to co-teach and align content with college-level outcomes.



Beneficiaries in the 2024-25 School Year

Number of School Districts:	7
Number of Schools:	12
Number of Students:	73
Number of Educators:	16
Other (Business & Industry):	80

Are Federal or Other Funds Contingent on State Funding?

No.

State Funding History

Fiscal Year	Amount Funded	Actual Expenditures
2025	\$150,000	\$146,290
2024	\$150,000	\$146,440

Number of Beneficiaries Per Fiscal Year (e.g. School Districts, Schools, Students, Educators, Other)

Fiscal Year	Number of Beneficiaries
2025	188
2024	128

Programmatic Changes Since Inception (If Any)

The second year required significant recalibration based on key lessons learned from the initial rollout. The original intention was to implement English 101 across all year two advanced students, expanding beyond the initial programs of focus. However, it became clear that more time and preparation were needed to digest the insights from year one and make informed adjustments to curriculum delivery, staff support, and student readiness.

As a result, the English 101 implementation in year two remained strategically limited to Applied Medical Sciences and Money & Business—programs that demonstrated stronger alignment between instructional content and college-level writing expectations. While these settings yielded more consistent engagement and improved outcomes, the expansion was not as broad as initially envisioned.

This body of work has been discontinued by the legislature. Beginning July 1, 2025, OSPI is no longer implementing this contract.

Program(s) Evaluation or Major Findings

The pilot introduced a bold 12–14 career-connected pathway. In the 2023–24 school year, structural challenges limited its success, while in the 2024–25 school year, engagement and expansion improved.

Student & Staff Engagement: Participation varied across programs. Applied Medical Sciences and Money & Business students showed strong motivation, likely due to clear career relevance. In contrast, Maritime and Advanced Manufacturing students resisted academic expectations, resulting in low credit attainment and mid-year withdrawals. Staff support was also inconsistent.

Credit Transcription Issues: Despite instruction meeting college standards, Skagit Valley College delayed transcription of English 101 credit until spring 2025. Confusion over non-traditional dual credit models led to the course being recorded as “Credit for Prior Learning,” which may limit transferability and raised concerns about broader acceptance.

Structural Barriers: The model showed promise in faculty development and industry engagement. However, without a consistent and recognized transcription pathway, students may not fully benefit—underscoring the need for clearer articulation agreements and policy alignment moving forward.

Major Challenges Faced by Program(s)

None.

Future Opportunities

This body of work has been discontinued by the legislature. Future opportunities will depend on future legislative direction and resources dedicated to the work.

Other Relevant Information

N/A

Schools/Districts Receiving Assistance

[Click here to see a list of all OSPI grant recipients in the 2025 Fiscal Year.](#)

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