

RESEARCH REPORT

September 10, 2018 | 18-6

2018 WORKER RETRAINING ACCOUNTABILITY REPORT

The Worker Retraining (WRT) program is a key strategy in meeting the economic and workforce needs of Washington's workers and employers. Funded through the state legislature, the aim of WRT is to ensure dislocated and other unemployed workers have access to education and training that will help them reattach to the labor market in jobs and careers supporting themselves, their families, and their communities.

Background

WRT was established in 1993 through ESHB 1988. The program was updated in 2010 with the passage of ESSHB 2630, which included a new emphasis on helping students work towards careers in significant industries in Washington, such as aerospace, health care, and advanced manufacturing.

ESHB 1988 also established the Workforce Training Customer Advisory Committee, a tripartite group made up of business, labor, and education representatives. This committee is charged with providing advice to the State Board for Community and Technical Colleges (SBCTC) regarding WRT policy. For example, this group evaluates and recommends additions or changes to eligibility requirements for WRT students.

Funding for the program flows through SBCTC to all Washington state community and technical colleges (CTCs). These funds are used in two ways:

- Financial aid to eligible students to help them get started quickly in an education and training program;
- Enrollment support funds, which provide funding to professional-technical instructional programs and critical student support staff to ensure the college has the capacity to meet the needs of WRT students.

This program works closely with the broader workforce development system across Washington to respond quickly to large lay-offs, support Unemployment Insurance claimants in getting retrained, helping workers who are displaced due to natural disasters or major restructuring of the economy, and working with unemployed populations with significant barriers to employment.

Student Eligibility

Worker Retraining is able to support many different types of unemployed or vulnerable workers. In order to receive WRT financial support, a student is eligible if the student:

- is receiving – or eligible to receive – unemployment benefits;
- has exhausted unemployment benefits within the past four years;
- is formerly self-employed and currently unemployed due to general economic conditions;
- is an unemployed veteran discharged within the past four years;
- is an active duty military service member who is transitioning to civilian life;

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- is unemployed or underemployed, after having been dependent on another family member’s income, but no longer supported by that income; or
- is a vulnerable worker (at risk of being unemployed) who meets two of the following three requirements:
 - The student’s job is not in demand.
 - The student does not have 45 college credits and a matching credential.
 - The student must upgrade skills to remain employed in the student’s current job.

WRT students are allowed to enroll in exclusively basic skills courses, professional-technical programs, or applied baccalaureate programs offered at CTCs.

About This Report

In measuring the ability of the CTC system to meet the goals of the program, colleges and the system as a whole are monitored along the following criteria:

- **Enrollments** Colleges must meet or exceed the enrollment target tied to the annual WRT allocation. Enrollment figures in this report capture all students with a WRT flag any time in the academic year.
- **Completions** SBCTC defines completions as WRT students who are prepared for work, earned a degree/certificate, or who have completed a unique program (Prepared for work is defined as completing 45 vocational credits or more with a 2.0 grade-point average). This data is calculated by exiting cohort – all students who exit their respective colleges and do not re-enroll the following year – for credential-seeking professional-technical program students (Intent code: “F”).
- **Job Placement and Job Retention** Using data provided by the Employment Security Department (ESD), the job placement metric looks at the number of WRT-coded students who become and stay employed after leaving training. Employment placement is measured two quarters after training. Employment retention is measured four quarters after training. This aligns with statewide Workforce Innovation and Opportunity Act (WIOA) performance measures. The target goal is 75 percent. Because the data relies on a data match to ESD Unemployment Insurance (UI) records, the employment rate includes only those with a valid Social Security number placed in UI-covered jobs.
- **Wages and Wage Recovery** This measure compares earnings of WRT students prior to job loss to earnings after retraining. This involves data matching with ESD and captures pre-training wages five quarters before exit and post-training wages three quarters after exit. The target goal is 100 percent for low- and middle-wage earners and 85 percent for high-wage earners. If a college’s performance does not meet the established benchmarks, SBCTC staff will coordinate a program review. The review will assess if the performance is related to items within a college’s control, and, if so, help identify possible solutions and policy ramifications.

Focus on Equity and Diversity

The State Board for Community and Technical Colleges, and the college system as a whole, has increasingly focused on equity and diversity efforts as the system serves a more diverse student body and seeks to close attainment gaps. To further assist colleges and policymakers in these efforts, this report examines gaps for certain underserved populations. SBCTC reviewed several metrics, such as financial aid eligibility and socioeconomic status by census block. However, based on the data available and as illustrated in the metrics discussed later, the most significant indicator of equity gaps appears to be race/ethnicity. To illustrate these gaps, this report provides the various metrics disaggregated by those who are and are not

designated as historically underserved¹ (HU) students of color. The report further suggests explanations for certain gaps, with an eye toward aiding stakeholders in improving outcomes for these students to achieve equity.

SBCTC staff will continue to review other factors that play a role in student success, such as socioeconomic status, for inclusion in future reports.

ENROLLMENT ⁱⁱ

Colleges must meet or exceed the enrollment target tied to the annual WRT allocation. Colleges falling below the allocated target for two years in a row are subject to a take-back policy in an effort to redistribute funding to areas of the state with greater need. SBCTC provides ongoing quarterly and annual reports to the CTC system showing actual enrollments against allocated targeted enrollments. WRT quarterly enrollment figures are also available on the SBCTC public data dashboards.

System-wide WRT headcounts over the last four years (see Figure 1) increased but then returned to 2014-15 levels. Enrollments of historically underserved students of color, on the other hand, have increased 13 percent over the last four years (see Figure 2). This can be seen in further detail in Figure 3, where the proportion of students reported as White has decreased 10 percent, giving way to a higher percentage of Hispanic students and students who are 2+ races. A breakdown of enrollment by college is available in Appendix I.

Figure 1
Worker retraining headcount and FTE enrollment

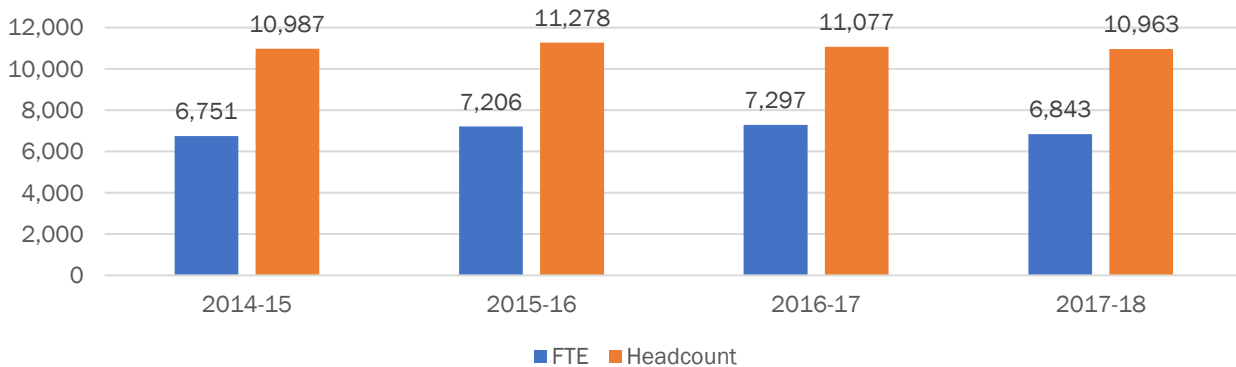


Figure 2
Worker retraining headcount and FTE enrollment for historically underserved students of color

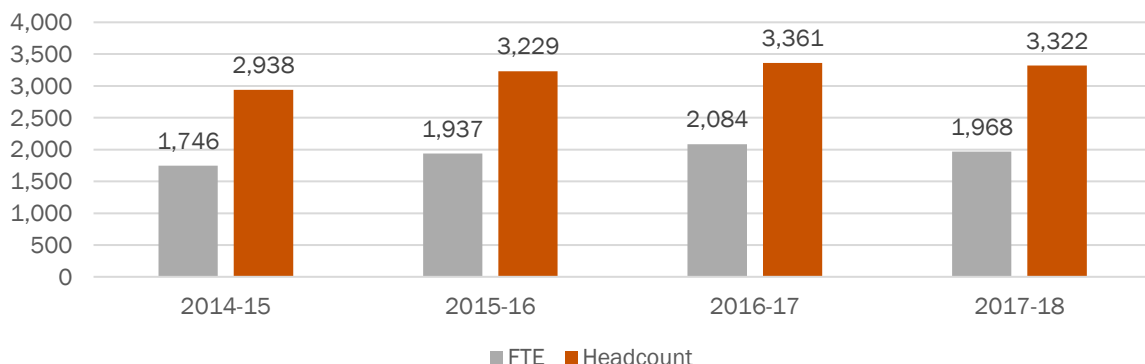
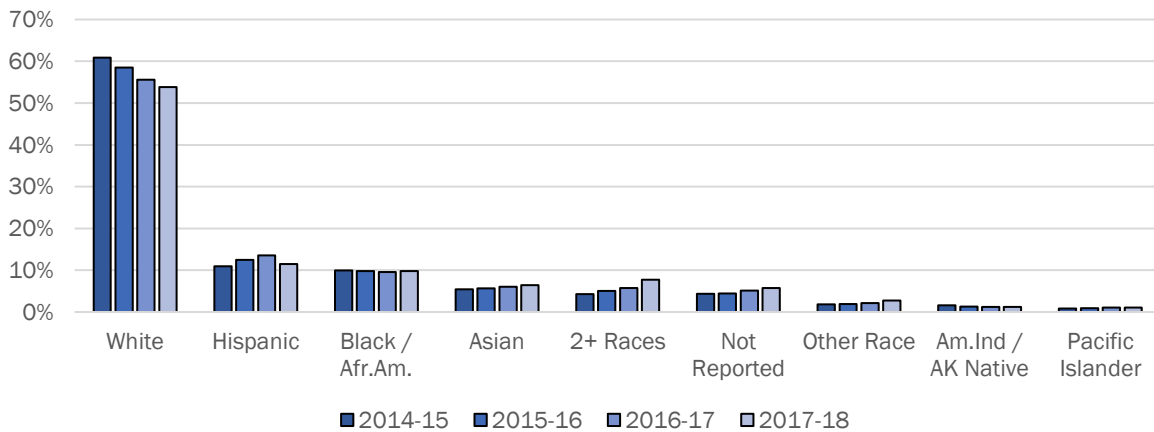


Figure 3
Worker retraining headcount by race/ethnicity



POST-TRAINING OUTCOMESⁱⁱⁱ

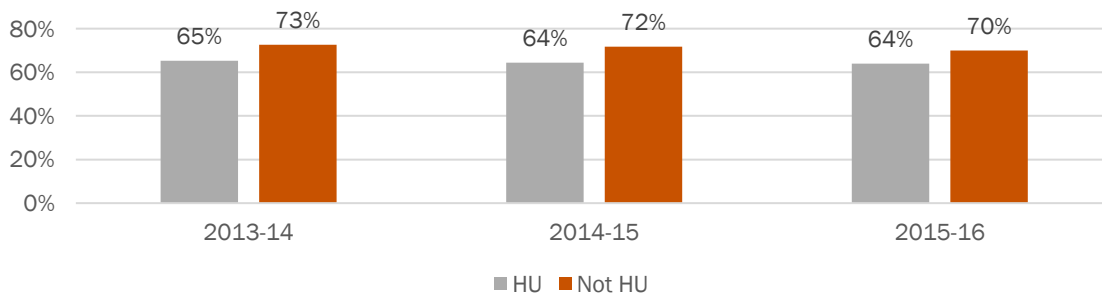
In addition to enrollment measures, colleges are monitored against post-training outcomes for completions, job placement and retention, and wage recovery. The data contained in the following section is based on exiting cohorts in academic years 2014-15 through 2015-16. The cohorts include any student coded as WRT during the four academic years preceding the exiting cohort year and not enrolled anywhere in the system the following year.

Completions

About 70 percent of worker retraining students in a professional-technical program complete their program. However, as demonstrated in the figures below, some populations have higher completion rates than others, which has implications for post-training wages. Completions figures in this report include students who are prepared for work, earned a credential, or who have completed a unique program. SBCTC considers those “prepared for work” as any student who has completed 45 vocational credits with a grade-point average of 2.0 or higher.

Historically underserved students are less likely to complete a credential or exit the system prepared for work, based on the 6 percent to 8 percent gap each year in completion rates (see Figure 4).

Figure 4
Completion rates for historically underserved and non-historically-underserved students



Just over half of students completing a credential receive an associate degree; the vast majority of these degrees are in a professional-technical program, while others (9 percent of all completers) receive an applied science degree. However, when disaggregating by HU status (see Figure 6), the data demonstrate that historically underserved students of color are more likely to earn a one- to 44-credit certificate, and less likely to earn an associate degree, than their peers. This likely has implications for post-training wages, further discussed later in the report.

Figure 5
Credential attainment, all cohorts

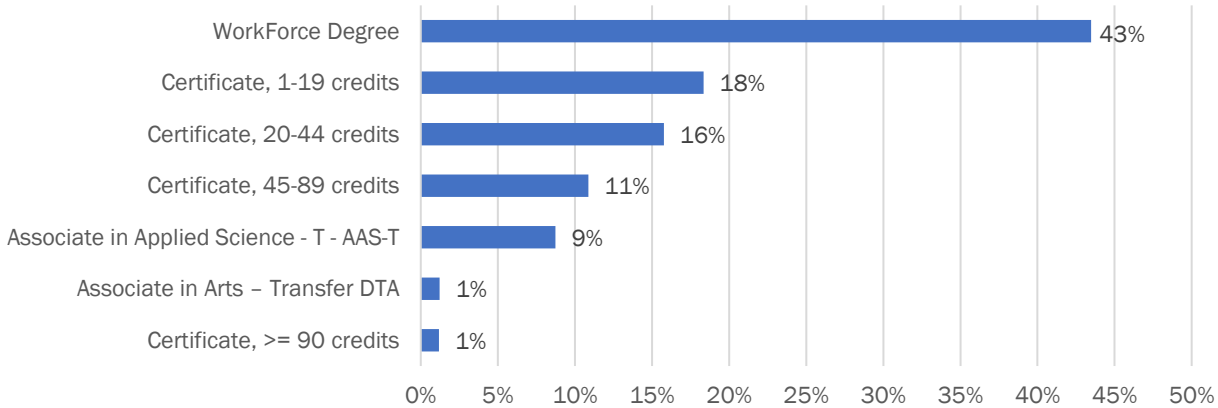


Figure 6
Credential Attainment by historically underserved status, all cohorts

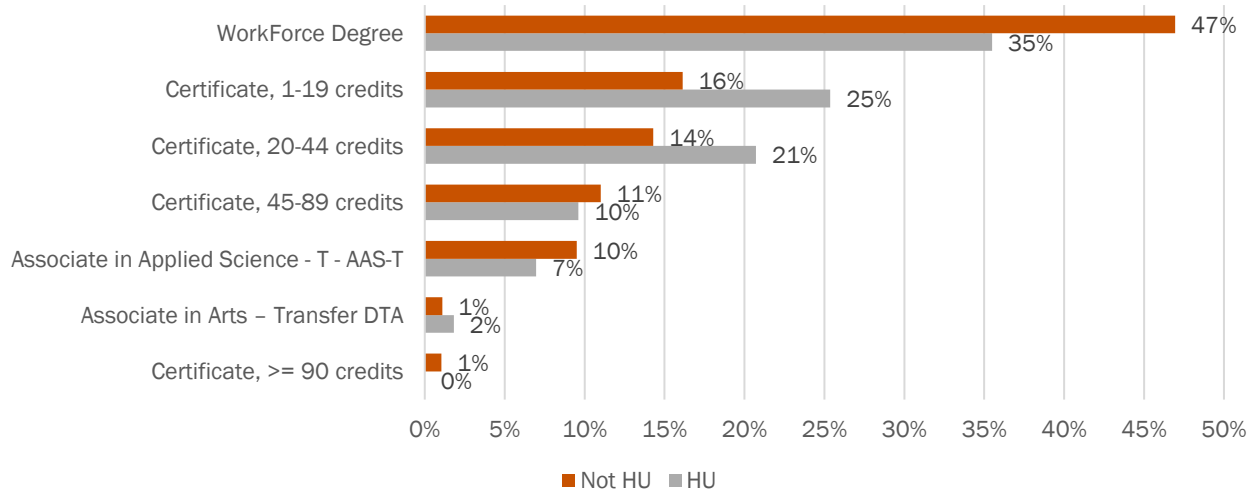


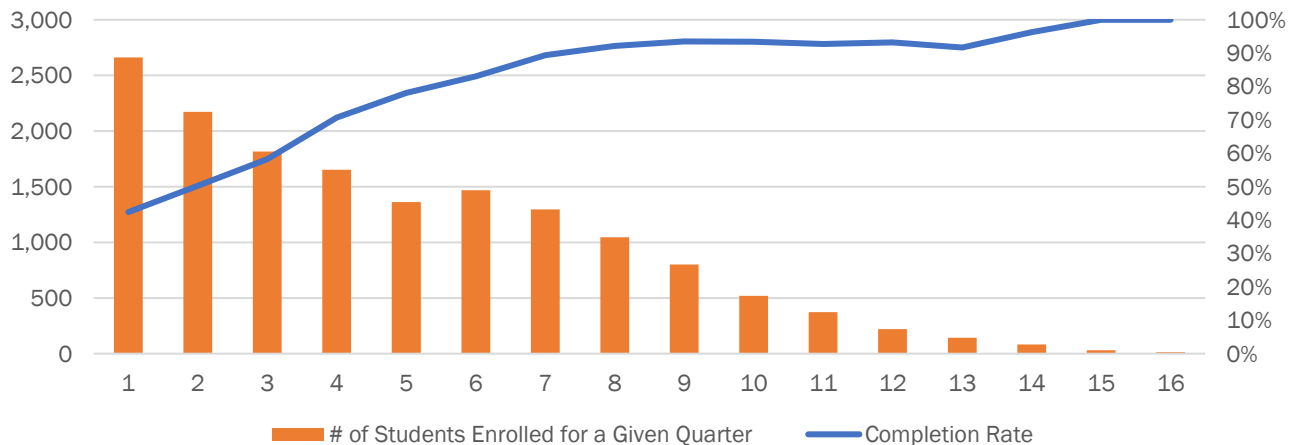
Table 1
Completer career cluster & most common program of study

Career Cluster	Exit Cohort			Most Common Program of Study
	2013-14	2014-15	2015-16	
Bus, Mgmt & Admin	21%	22%	23%	Accounting Tech & Bookkpg
Manufacturing	13%	12%	12%	Welding Tech
Health Services	12%	12%	9%	Medical/Clinical Asst
Info Tech	10%	10%	9%	Comp Sys Network/Telecomm
Nursing	8%	7%	9%	Registered Nursing
Transp, Distrib & Logistics	7%	6%	7%	Truck & Bus Driver
Education & Training	4%	6%	8%	Early Childhood Educ & Tch
Health Tech	6%	6%	5%	Health Info/Medical Record
Architect & Construct	5%	4%	5%	Heat/AC/Vent/Refrig Maint
Human Services	3%	4%	4%	Substance Abuse/Addiction
Law, Public Safe, Corr & Security	3%	3%	3%	Legal Asst/Paralegal
Marketing, Sales & Services	2%	2%	2%	Marketing MGMT
Arts, A/V & Comm	2%	2%	2%	Visual Communications
Hospitality & Tourism	1%	2%	2%	Culinary Arts/Chef Train
Agri, Food & Natl Resource	2%	1%	2%	Agri Mechanics & Operation
Science, Tech, Engineering & Math	1%	1%	1%	Engineering Tech, Genl

Retention

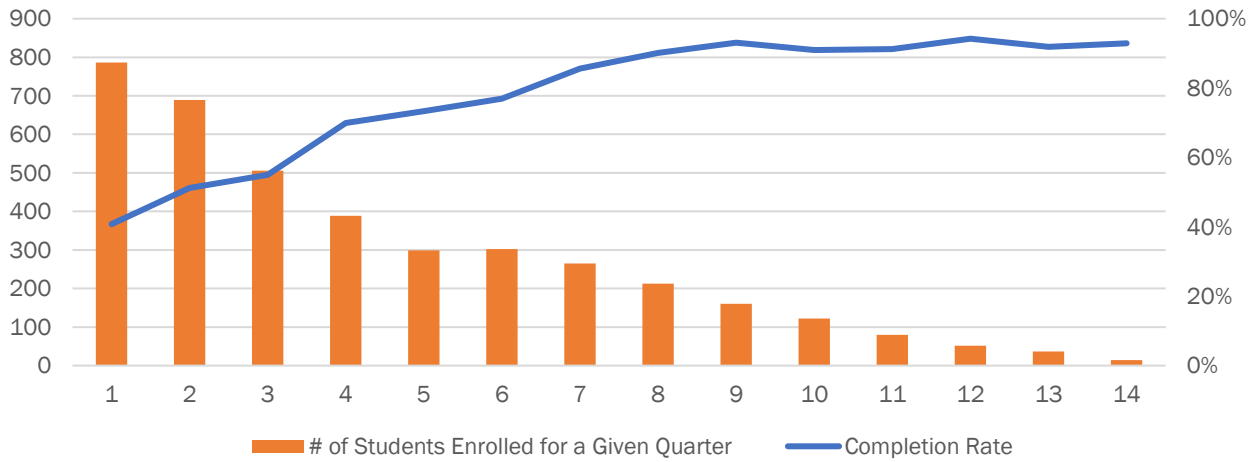
As one would expect, the longer WRT students stay enrolled, the more likely they are to complete a credential. This effect evens out once students hit their eighth quarter. Figure 7 illustrates this relationship between retention and completion, showing the number of students exiting by how many quarters they were enrolled and the aggregate completion rate of students enrolled for a given quarter. For example, 89 percent of students enrolled for seven quarters completed a credential or exited prepared for work. Note that these are not consecutive quarters, but instead a simple count of the number of quarters each student was enrolled over a four-year period.

Figure 7
Retention and completion rate



About 17 percent of WRT students attended a CTC for just one quarter, and about half of students attended for four or fewer quarters. This figure is higher for historically underserved students of color – about 60 percent stay enrolled for four or fewer quarters – and improved completion rates as they relate to the number of quarters enrolled begin to level off around the ninth quarter (see Figure 8).

Figure 8
Retention and completion rate for historically underserved students of color

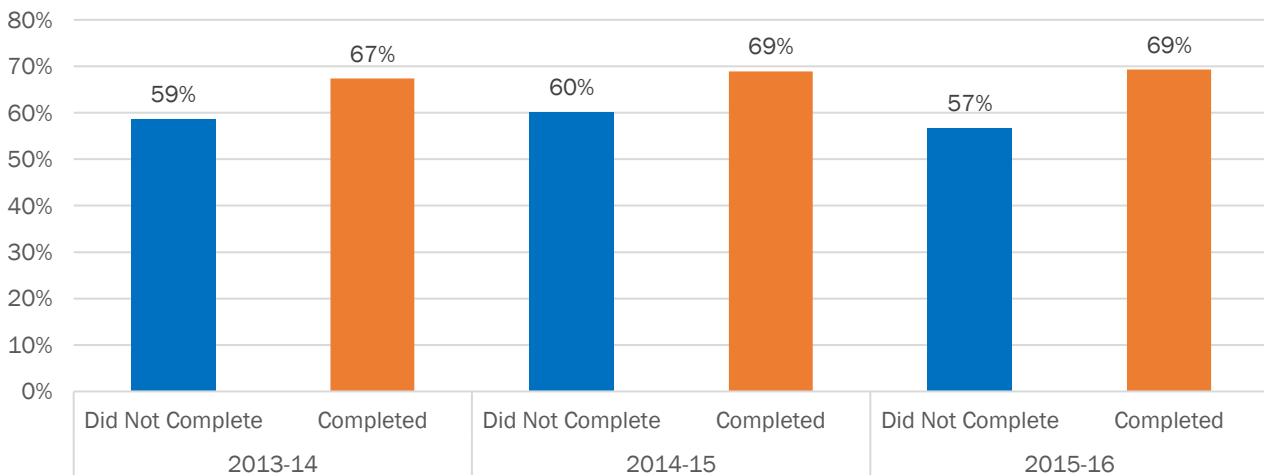


Employment

Job Placement

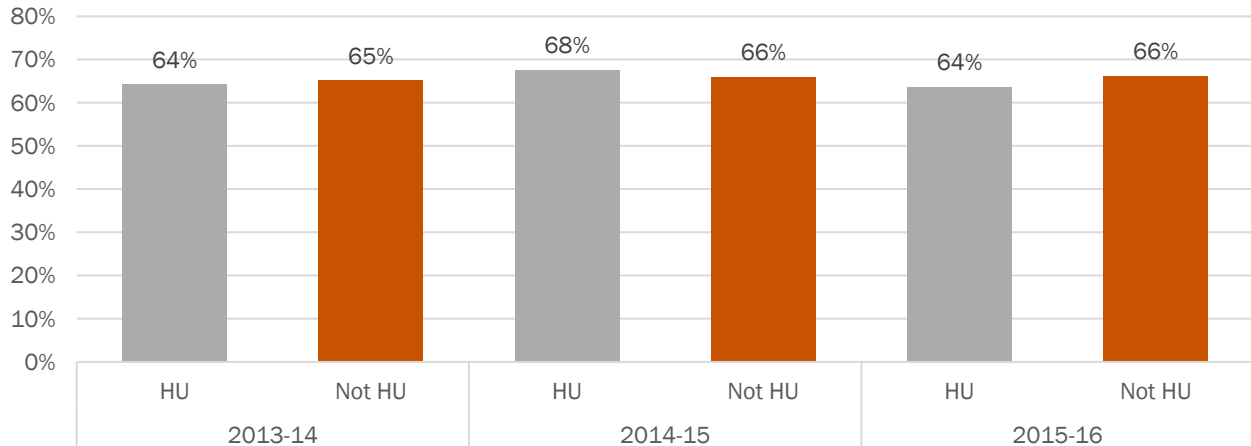
[As observed with all professional-technical program participants](#), completing a program results in higher placement rates. For worker retraining students, the gap between placement rates for those who completed and those who did not ranges from 9 percent to 12 percent.

Figure 9
Job placement rates by completion status and year



Despite lower completion rates among historically underserved students, this gap in placement rates does not appear when comparing placement rates of historically underserved students with their peers. The primary gap in employment outcomes occurs when reviewing wages, further discussed below.

Figure 10
Job placement rates by HU status

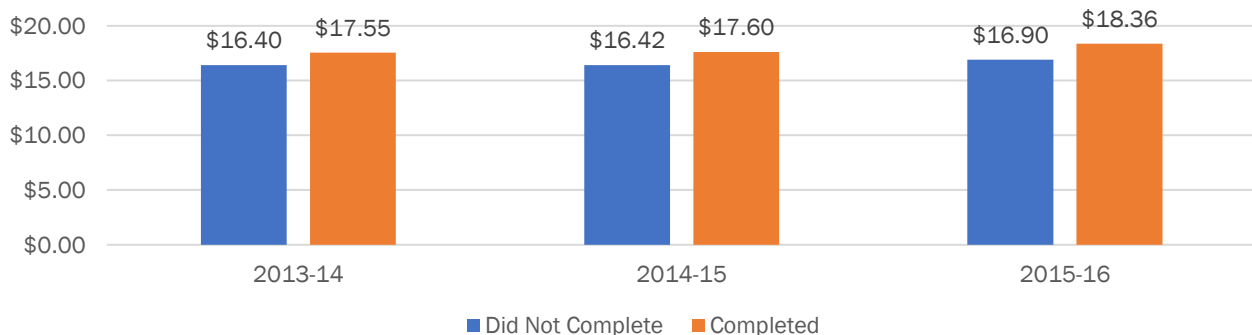


Wages

Although WRT evaluation focuses on wage recovery, median post-training wages can provide insight on after-college success. The wages contained in this section are measured three quarters after exiting college. All wages are adjusted for inflation to the first quarter of 2017.

Those who completed their WRT program consistently experienced higher median wages, as much as 8.6 percent in the 2015-16 cohort (see Figure 11).

Figure 11
Median wages by completion status and year



Historically underserved students earned wages 8 to 10 percent below their peers (see Figure 12). Top wage earners graduated from Nursing and Health Tech programs, while completers in the most popular career cluster by far – Business, Management, & Administration – experienced the fifth lowest median wages (see Figure 13).

Figure 12
Median wages by HU status and year

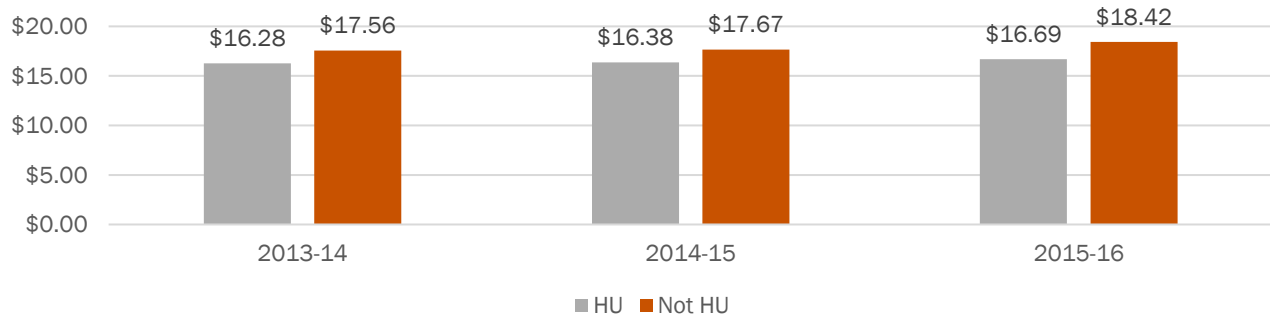
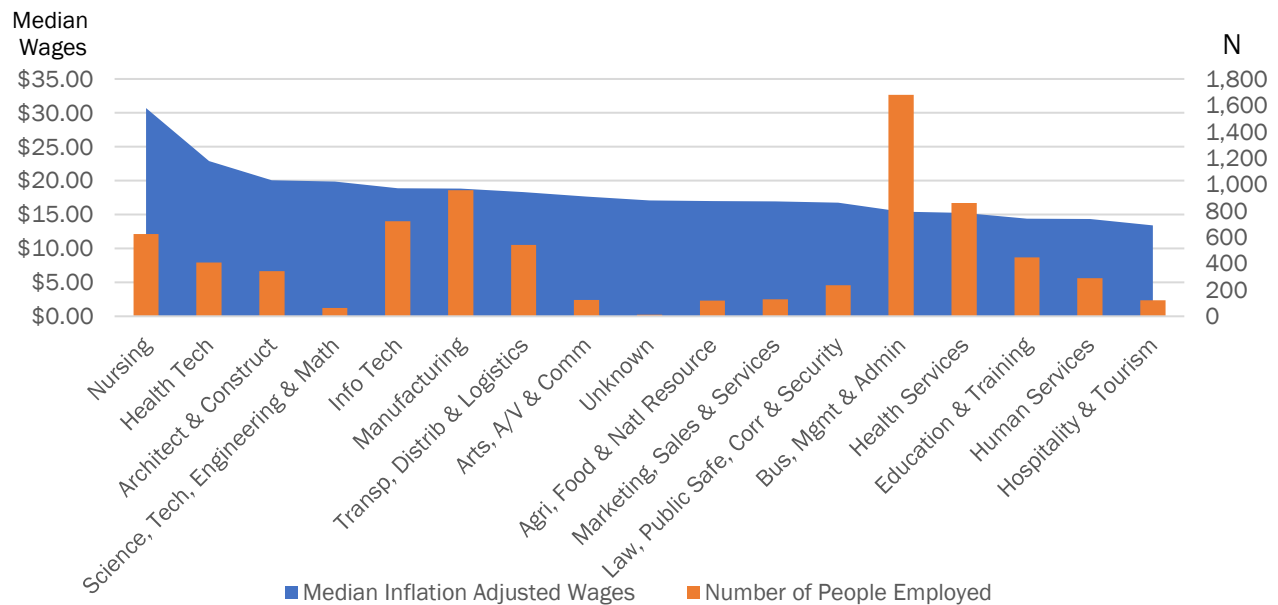


Figure 13
Median wages among completers by career cluster



Understanding the Wage Gap

A number of social and economic factors play a role in post-training wages. Although this report cannot explore all of them, certain themes allow for further understanding of the wage data. First, the data demonstrates a correlation between completion and wages. As previously mentioned, median wages for those who complete their certificate or degree program are 8 to 10 percent higher than those who do not (see Figure 11). Coupling this with a 6 percent to 8 percent deficit in completion rates for historically underserved students of color (see Figure 4) allows for at least part of the explanation.

Second, as demonstrated in Figure 14, beyond completion status, the type of credential earned plays a factor in post-training wages.

Figure 14
Median wages by type of credential 2013-14 to 2015-16



Recall that one-fourth of historically underserved students of color earned a 1-19 credit certificate (see Figure 6), the credential with the lowest median wages, compared with 16 percent of non-HU designated students. Meanwhile, nearly half of non-HU designated students earned a workforce degree – a degree that comes with median wages 12 percent higher than the lowest level certificate – compared with 35 percent of historically underserved students of color earning a workforce associate degree.

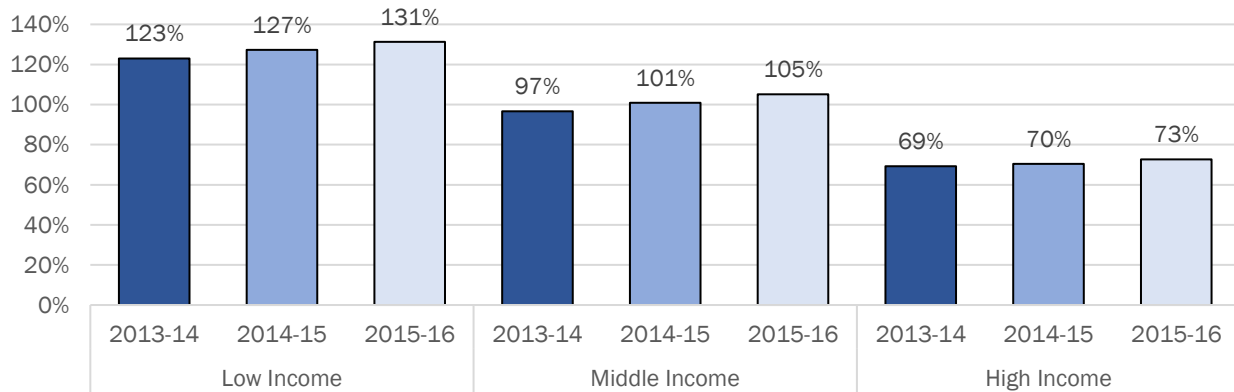
Finally, Appendix IV shows the distribution of completers in each career cluster, further disaggregated by those who are and are not designated as historically underserved students of color. Most notably, a disproportionate share – 13 percent – of HU completers pursue careers in Education & Training, the third lowest paying career cluster, as noted in Figure 13. This compares with 4 percent of non-HU designated completers completing a credential in the Education & Training career cluster. Likewise, representation among HU students in higher-paying career clusters such as Nursing and Info Tech lags behind their peers. This is not to say students should be discouraged from pursuing Education & Training careers, but instead a noteworthy data point that may help to explain the wage gap.

Wage Recovery

Wage recovery divides wages received by a student after completion by wages received before completion (e.g. a student who earned \$15/hr. before completing a professional-technical program and then earned \$15/hr. after completion would have a 100 percent wage recovery rate). The figures used in this report are adjusted for inflation so that pre- and post-training wages are comparable. A wage recovery table by college can be found in Appendix VI.

Recovery rates are displayed by pre-training income status – low, middle, and high income. The three categories are based on pre-training quartiles. Low-income exiters have pre-training wages in the bottom quartile, middle-income exiters in the second and third quartiles, and high-income exiters in the top pre-training wage quartile. Low- and middle-income participants have a target of 100 percent wage recovery, which, except for one year, the system as a whole met or exceeded over the last three cohorts. Wage recovery for high-income earners, however, has not met its 85 percent target (see Figure 15).

Figure 15
Median wage recovery by cohort



Despite the improved wage recovery rates among low-income WRT students, it should be noted Washington State, as well as several municipalities, increased the minimum wage rate around the timeframe captured in this wage data (three quarters after completion). This minimum wage increase is likely to have influenced wage gains for low-income WRT students, whose pre-training inflation adjusted median wages ranged between \$10.67 and \$10.96.

Certain career clusters demonstrate higher wage recovery rates than others, particularly health-related and information technology career clusters (see Table 2).

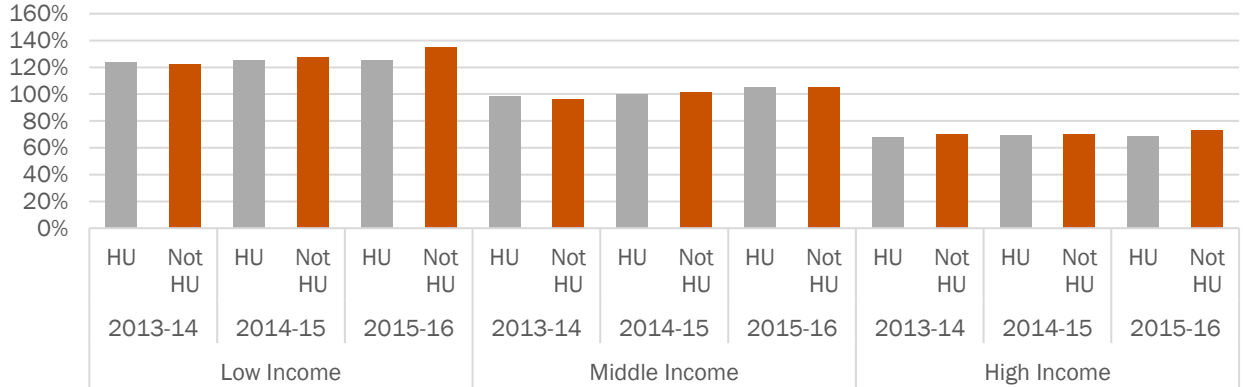
Table 2
Median wage recovery by career cluster

Career Cluster	Low Income			Middle Income			High Income		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Agri, Food & Natl Resource	133%	130%	135%	88%	97%	98%	97%	72%	97%
Architect & Construct	151%	126%	151%	107%	110%	105%	93%	72%	75%
Arts, A/V & Comm	*	151%	*	90%	89%	124%	*	83%	*
Bus, Mgmt & Admin	116%	119%	122%	92%	96%	95%	68%	68%	65%
Education & Training	115%	114%	123%	100%	92%	102%	47%	76%	98%
Health Services	118%	135%	125%	90%	93%	97%	59%	59%	59%
Health Tech	167%	127%	166%	99%	111%	118%	74%	84%	109%
Hospitality & Tourism	111%	122%	120%	79%	71%	87%	66%	59%	*
Human Services	108%	115%	115%	97%	89%	87%	54%	51%	74%
Info Tech	143%	121%	129%	97%	106%	110%	76%	77%	74%
Law, Public Safe, Corr & Security	114%	124%	146%	90%	97%	103%	62%	80%	74%
Manufacturing	133%	141%	138%	104%	106%	106%	63%	74%	71%
Marketing, Sales & Services	111%	135%	131%	87%	87%	108%	71%	56%	66%
Nursing	234%	265%	254%	148%	180%	182%	98%	81%	113%
Science, Tech, Engineering & Math	*	*	*	110%	105%	*	78%	55%	*
Transp, Distrib & Logistics	145%	148%	138%	99%	98%	110%	61%	82%	74%

*N<10

Historically underserved students of color appear to have similar, if not slightly lower, wage recovery rates when compared with their peers. However, bearing in mind the wage gap that exists between the two groups of students, CTCs would want to see wage recovery well above 100 percent for historically underserved students to close this gap.

Figure 16
Median wage recovery by HU status and year



APPENDIX I. ENROLLMENT BY COLLEGE AND ACADEMIC YEAR

College	2014-15		2015-16		2016-17		2017-18	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
System Total	6,751	10,987	7,206	11,278	7,297	11,077	6,843	10,963
Bates	300	331	373	415	405	485	285	330
Bellevue	282	462	256	428	206	324	167	277
Bellingham	175	220	169	215	172	202	132	166
Big Bend	65	108	93	154	97	157	83	132
Cascadia	32	52	31	65	35	60	43	66
Centralia	195	304	221	291	165	252	167	257
Clark	213	419	215	356	204	351	192	339
Clover Park	312	386	330	365	299	354	305	387
Columbia Basin	251	541	301	628	390	723	343	702
Edmonds	276	431	236	379	228	386	181	336
Everett	161	267	177	349	215	383	213	375
Grays Harbor	189	283	182	281	190	300	184	285
Green River	407	668	416	673	431	676	430	701
Highline	240	444	191	392	225	477	284	578
Lake Washington	205	313	236	335	267	359	222	345
Lower Columbia	99	147	109	133	103	131	110	133
Olympic	273	473	282	512	313	468	285	513
Peninsula	97	164	182	275	196	273	216	293
Pierce Fort Steilacoom	138	294	145	280	109	211	89	207
Pierce Puyallup	129	275	125	293	107	257	104	227
Renton	165	234	188	252	215	250	260	284
Seattle Central/SVI	315	572	307	503	315	477	288	491
Seattle North	215	424	231	394	226	400	226	413
Seattle South	281	480	318	542	301	514	303	556
Shoreline	243	393	240	339	199	293	201	308
Skagit Valley	171	294	167	283	148	255	143	261
South Puget Sound	71	118	91	159	138	193	109	162
Spokane	288	646	332	537	277	412	308	485
Spokane Falls	48	73	38	55	49	78	56	73
Tacoma	220	377	240	406	212	330	194	345
Walla Walla	424	549	452	649	484	676	397	590
Wenatchee Valley	109	160	132	209	179	228	145	198
Whatcom	60	99	55	96	44	80	38	76
Yakima Valley	101	194	145	265	153	252	139	260

APPENDIX II. COMPLETION RATES BY COLLEGE

College	Exit Cohort		
	2013-14	2014-15	2015-16
Bates	80%	85%	77%
Bellevue	66%	59%	54%
Bellingham	77%	68%	71%
Big Bend	71%	76%	74%
Cascadia*	35%	47%	52%
Centralia	71%	74%	75%
Clark	84%	90%	73%
Clover Park	85%	79%	80%
Columbia Basin	55%	48%	64%
Edmonds	74%	70%	69%
Everett	65%	63%	54%
Grays Harbor	74%	75%	65%
Green River	61%	61%	65%
Highline	66%	60%	62%
Lake Washington	71%	73%	74%
Lower Columbia	67%	70%	59%
Olympic	58%	49%	58%
Peninsula	71%	72%	75%
Pierce Fort Steilacoom	61%	50%	63%
Pierce Puyallup	65%	75%	86%
Renton	80%	78%	69%
Seattle Central/SVI	77%	83%	73%
Seattle North	52%	60%	51%
Seattle South	72%	74%	67%
Shoreline	75%	75%	73%
Skagit Valley	61%	68%	63%
South Puget Sound	73%	77%	69%
Spokane	81%	77%	76%
Spokane Falls	73%	67%	79%
Tacoma	87%	76%	61%
Walla Walla	78%	78%	81%
Wenatchee Valley	81%	81%	81%
Whatcom	62%	74%	76%
Yakima Valley	71%	86%	70%

*Lower than average completion rates at Cascadia may be attributable to small N-sizes of ~ 20-30 students.

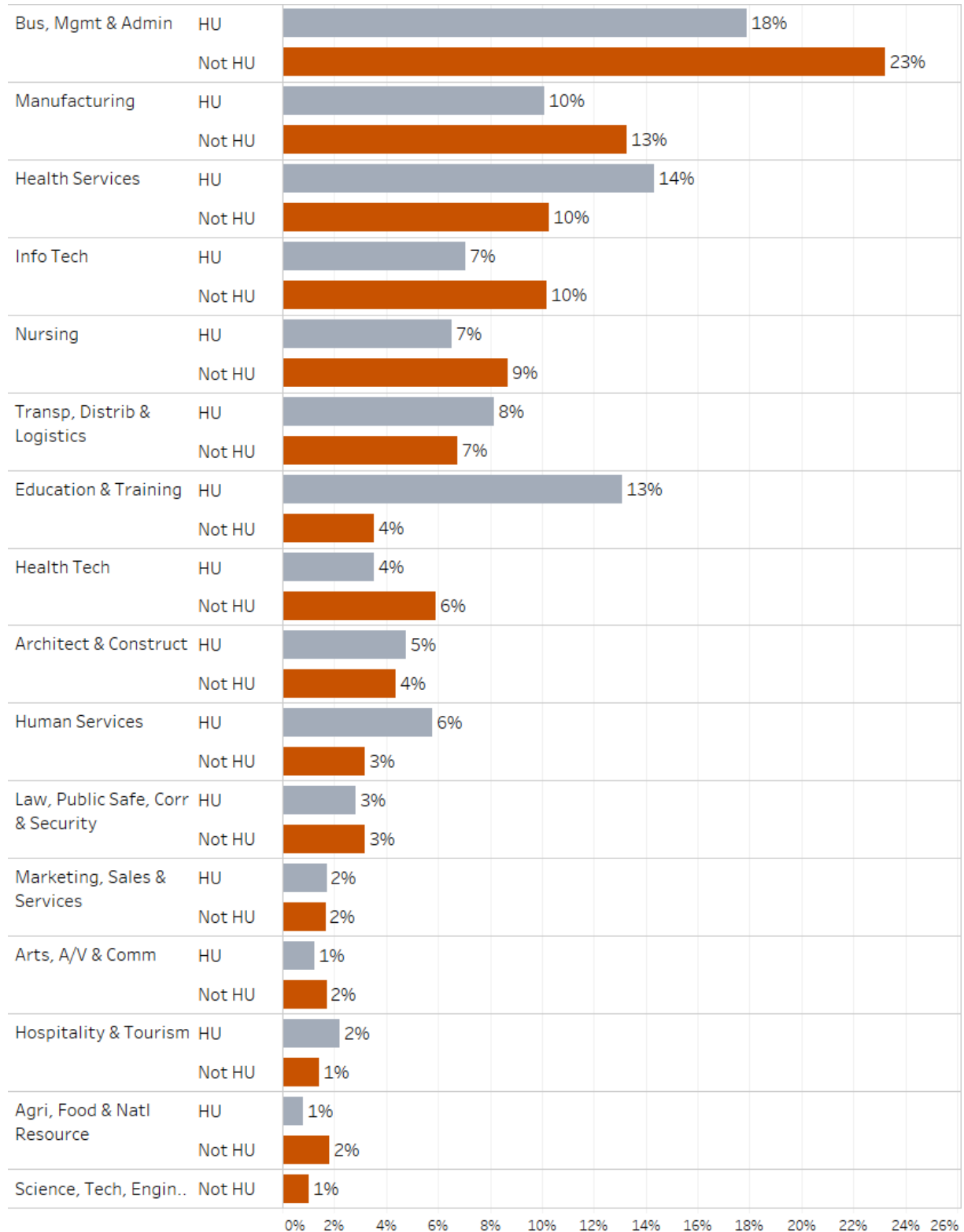
APPENDIX III. JOB PLACEMENT RATES BY COLLEGE

College	Exit Cohort		
	2013-14	2014-15	2015-16
Bates	66%	59%	68%
Bellevue	66%	67%	60%
Bellingham	67%	67%	72%
Big Bend	73%	71%	64%
Cascadia	50%	83%	78%
Centralia	62%	59%	68%
Clark	67%	72%	73%
Clover Park	61%	65%	58%
Columbia Basin	63%	70%	76%
Edmonds	69%	68%	67%
Everett	74%	68%	60%
Grays Harbor	68%	56%	62%
Green River	65%	73%	65%
Highline	56%	63%	63%
Lake Washington	64%	70%	64%
Lower Columbia	59%	68%	63%
Olympic	58%	59%	63%
Peninsula	57%	60%	65%
Pierce Fort Steilacoom	64%	64%	70%
Pierce Puyallup	66%	55%	61%
Renton	70%	69%	69%
Seattle Central/SVI	56%	67%	62%
Seattle North	65%	66%	63%
Seattle South	65%	68%	62%
Shoreline	69%	64%	65%
Skagit Valley	66%	67%	61%
South Puget Sound	65%	73%	68%
Spokane	60%	63%	61%
Spokane Falls	60%	64%	43%
Tacoma	71%	76%	65%
Walla Walla	67%	62%	69%
Wenatchee Valley	80%	75%	75%
Whatcom	71%	75%	79%
Yakima Valley	73%	73%	77%

APPENDIX IV. MEDIAN EARNINGS AND WAGES BY COLLEGE

College	2013-14		2014-15		2015-16	
	Median Inflation Adjusted Annual Earnings	Median Inflation Adjusted Wages	Median Inflation Adjusted Annual Earnings	Median Inflation Adjusted Wages	Median Inflation Adjusted Annual Earnings	Median Inflation Adjusted Wages
Bates	\$33.9K	\$18.29	\$33.0K	\$17.75	\$34.8K	\$18.68
Bellevue	\$39.2K	\$21.14	\$39.3K	\$20.95	\$40.2K	\$24.42
Bellingham	\$35.8K	\$19.67	\$37.1K	\$20.36	\$28.8K	\$19.03
Big Bend	\$30.3K	\$17.45	\$30.9K	\$17.44	\$34.3K	\$16.95
Cascadia	\$50.2K	\$27.52	\$46.1K	\$23.53	\$41.4K	\$21.71
Centralia	\$25.3K	\$14.94	\$26.4K	\$15.28	\$25.3K	\$16.75
Clark	\$32.0K	\$17.04	\$29.9K	\$17.35	\$32.9K	\$19.74
Clover Park	\$32.1K	\$17.54	\$29.9K	\$17.05	\$28.8K	\$16.66
Columbia Basin	\$32.1K	\$17.41	\$30.7K	\$16.13	\$39.4K	\$20.95
Edmonds	\$33.1K	\$17.91	\$32.1K	\$17.88	\$38.2K	\$20.37
Everett	\$31.3K	\$17.96	\$38.3K	\$18.86	\$32.6K	\$17.62
Grays Harbor	\$29.6K	\$17.57	\$24.6K	\$14.84	\$31.6K	\$18.00
Green River	\$31.0K	\$17.98	\$30.8K	\$18.06	\$32.8K	\$18.03
Highline	\$29.2K	\$15.55	\$30.0K	\$17.04	\$30.6K	\$16.76
Lake Washington	\$34.2K	\$18.46	\$31.5K	\$18.79	\$35.8K	\$20.66
Lower Columbia	\$26.4K	\$15.45	\$30.0K	\$18.90	\$25.2K	\$14.47
Olympic	\$26.1K	\$15.19	\$27.8K	\$15.48	\$27.8K	\$16.18
Peninsula	\$22.2K	\$14.37	\$26.2K	\$15.03	\$25.9K	\$15.11
Pierce Fort Steilacoom	\$23.6K	\$14.60	\$28.2K	\$15.86	\$31.6K	\$18.03
Pierce Puyallup	\$31.7K	\$16.04	\$29.2K	\$17.42	\$31.1K	\$17.04
Renton	\$32.4K	\$17.77	\$34.8K	\$18.37	\$33.2K	\$17.89
Seattle Central/SVI	\$24.7K	\$15.46	\$29.2K	\$18.01	\$27.4K	\$17.85
Seattle North	\$34.0K	\$19.60	\$37.8K	\$18.89	\$36.2K	\$20.31
Seattle South	\$31.4K	\$17.71	\$33.0K	\$17.61	\$32.1K	\$18.34
Shoreline	\$35.3K	\$18.58	\$34.4K	\$19.68	\$36.5K	\$20.13
Skagit Valley	\$29.9K	\$16.83	\$28.3K	\$16.04	\$29.1K	\$16.75
South Puget Sound	\$30.7K	\$17.47	\$30.6K	\$15.29	\$35.0K	\$19.12
Spokane	\$27.3K	\$14.83	\$29.3K	\$15.95	\$29.3K	\$15.51
Spokane Falls	\$27.5K	\$13.93	\$22.6K	\$14.20	\$23.2K	\$11.92
Tacoma	\$34.5K	\$18.55	\$28.7K	\$16.42	\$31.3K	\$17.91
Walla Walla	\$28.1K	\$15.41	\$26.9K	\$15.17	\$31.2K	\$16.50
Wenatchee Valley	\$33.6K	\$17.63	\$29.8K	\$15.21	\$29.8K	\$16.54
Whatcom	\$23.9K	\$15.42	\$25.5K	\$17.40	\$37.6K	\$23.36
Yakima Valley	\$22.3K	\$13.15	\$23.9K	\$15.30	\$24.4K	\$13.56

APPENDIX V. COMPLETER CAREER CLUSTER DISTRIBUTION



APPENDIX VI. WAGE RECOVERY BY COLLEGE

College	Low Income			Middle Income			High Income		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Bates	133%	137%	144%	103%	95%	110%	72%	66%	65%
Bellevue	141%	136%	133%	105%	102%	110%	80%	78%	76%
Bellingham	155%	138%	112%	110%	101%	100%	61%	71%	88%
Big Bend	126%	*	151%	116%	84%	104%	*	*	*
Cascadia	*	*	*	*	103%	122%	*	90%	*
Centralia	121%	117%	139%	85%	118%	97%	108%	*	105%
Clark	168%	105%	172%	96%	110%	127%	83%	*	76%
Clover Park	149%	122%	137%	98%	109%	100%	63%	64%	75%
Columbia Basin	133%	119%	128%	90%	87%	128%	84%	57%	78%
Edmonds	117%	132%	166%	97%	99%	93%	61%	66%	69%
Everett	158%	137%	145%	102%	105%	96%	57%	79%	70%
Grays Harbor	138%	118%	118%	101%	98%	115%	*	*	*
Green River	116%	127%	139%	97%	102%	101%	71%	86%	91%
Highline	120%	120%	129%	96%	94%	105%	59%	67%	62%
Lake Washington	140%	*	171%	96%	102%	107%	72%	70%	69%
Lower Columbia	111%	*	125%	101%	101%	71%	*	59%	*
Olympic	105%	108%	127%	69%	96%	95%	49%	62%	49%
Peninsula	109%	118%	127%	91%	103%	96%	*	*	*
Pierce Fort Steilacoom	*	*	136%	83%	86%	94%	*	79%	74%
Pierce Puyallup	*	*	*	84%	88%	93%	*	*	60%
Renton	110%	142%	*	96%	102%	106%	*	61%	75%
Seattle Central/SVI	124%	130%	136%	96%	113%	110%	*	88%	74%
Seattle North	112%	128%	118%	96%	110%	120%	80%	67%	72%
Seattle South	136%	138%	141%	105%	106%	105%	70%	65%	85%
Shoreline	115%	128%	192%	103%	103%	108%	74%	101%	83%
Skagit Valley	119%	128%	126%	96%	93%	99%	65%	*	*
South Puget Sound	*	*	*	99%	83%	120%	63%	*	66%
Spokane	114%	134%	118%	95%	108%	103%	*	*	*
Spokane Falls	*	*	*	87%	85%	*	*	*	*
Tacoma	*	115%	129%	99%	115%	115%	88%	72%	*
Walla Walla	120%	130%	130%	96%	103%	115%	75%	*	*
Wenatchee Valley	123%	116%	127%	108%	109%	102%	*	*	*
Whatcom	*	148%	*	69%	102%	104%	*	*	*
Yakima Valley	*	122%	113%	88%	75%	99%	*	*	*

*N<10

ⁱ Historically underserved students of color are defined in this report as Hispanic or Latino, American Indian or Alaska Native, Black or African American, or Native Hawaiian or Other Pacific Islander. If a student lists one of the aforementioned races/ethnicities in combination with a race/ethnicity designated as non-historically underserved, the student is still identified as a historically underserved student of color in this report.

ⁱⁱ Enrollment data is generated from the SMIS Student table in the SBCTC Data Warehouse.

ⁱⁱⁱ Post-training outcomes data is generated from the Data Linking for Outcomes Assessment database in the SBCTC Data Warehouse, matching students with a worker retraining flag in the SMIS Student table in the previous four years with those in the Job Prep Post College table. As a result, the data includes only those in a professional-technical program (Intent code "F").