

# REIMAGINING FEDERAL PELL GRANTS

Reshaping the Talent  
Pipeline for Young Adults

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Young Invincibles’ mission is to amplify the voices of young adults in the political process and expand economic opportunity for our generation. We envision a world of opportunity, cooperation, and abundance. A world that does not yet exist. So, we work to ensure political, educational, social, and economic equality for young people by understanding the complex and interconnected systems of power and white supremacy that created entrenched inequities. We hope that young adult leaders will be viewed by society as the change agents that they are by inserting themselves into political conversations to address systemic barriers.

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# Introduction

The Federal Pell Grant program continues to be a cornerstone of federal financial aid for students from low- and moderate-income families, with over 30 percent of undergraduate students receiving a Pell Grant in the 2020-2021 award year.<sup>1</sup> Additionally, from the most recent data on Pell Grant distribution, postsecondary students from marginalized communities were more likely to receive a Pell Grant.<sup>2</sup> While generations of college students have received crucial financial support to access and complete college due to the Federal Pell Grant program<sup>3</sup>, the program has not kept up with the rising costs of college or shifts in workforce needs. According to The Institute of College Access and Success (TICAS), today, Pell Grant recipients are more than twice as likely as other students to have student loans, with the Pell Grant currently covering less than 30 percent of the cost of attendance – compared to more than 75 percent at its onset in the 1975-76 award year.<sup>4</sup> Further, institutional eligibility for Pell Grants requires the program’s minimum length to be 600 hours<sup>5</sup>, and due to this limitation, employers and workers call for efficient and sustainable alternatives, such as robust, short-term career readiness programs, to obtain tangible and transferable workforce skills.<sup>6</sup>

Today, many Americans have no choice but to pursue multiple jobs and economic security programs due to increasing college costs, rising inflation, and stagnant wages<sup>7</sup>. Fortunately, Congress has options to reverse the detrimental effects of inflation and stagnant wages disproportionately affecting historically marginalized communities. Due to the scarcity of funding designated for workforce development, such recourse will require significant investments – in institutional capacity, consumer education, and ultimately, pay. In addition, improvements to workforce development will require policymakers to address larger systemic inequities through a racial equity lens to identify the root causes of economic and racial disparities.

One tangible solution with bipartisan and bicameral support is expanding the Federal Pell Grant program for certificate and credential readiness programs.

1 National Center for Education Statistics (n.d.). Percent of undergraduate students receiving Pell grants. Retrieved July 19, 2023, from <https://nces.ed.gov/ipeds/trendgenerator/app/answer/8/35>

2 Hanson, M. (2023, June 5). Pell Grant Statistics. Retrieved July 19, 2023, from <https://educationdata.org/pell-grant-statistics>

3 TICAS (2020, May 1). PELL GRANTS HELP KEEP COLLEGE AFFORDABLE. Retrieved July 19, 2023, from

[ticas.org/wp-content/uploads/2020/05/Pell-Grants-Help-Keep-College-Affordable-for-Millions-of-Americans-logo.pdf](https://ticas.org/wp-content/uploads/2020/05/Pell-Grants-Help-Keep-College-Affordable-for-Millions-of-Americans-logo.pdf)

4 TICAS (2022, June 1). To Celebrate #PellTurns50, Let's #DOUBLEPELL! Retrieved July 19, 2023, from [https://ticas.org/wp-content/uploads/2022/06/To-Celebrate-Pell-Turns-50-Lets-Double-Pell\\_Fact-sheet.pdf](https://ticas.org/wp-content/uploads/2022/06/To-Celebrate-Pell-Turns-50-Lets-Double-Pell_Fact-sheet.pdf)

5 Code of Federal Regulations (1985, March 15). 34 CFR 690.2. Retrieved July 19, 2023, from <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-690>

6 Urban Institute (2020, December 1). Should the Federal Government Fund Short-Term Postsecondary Certificate Programs? Retrieved July 19, 2023, from [https://www.urban.org/sites/default/files/publication/103370/should-the-federal-government-fund-short-term-postsecondary-certificate-programs\\_0\\_0.pdf](https://www.urban.org/sites/default/files/publication/103370/should-the-federal-government-fund-short-term-postsecondary-certificate-programs_0_0.pdf)

7 Glasmeier, A. (2023, February 1). NEW DATA POSTED: 2023 Living Wage Calculator. Retrieved July 19, 2023, from <https://livingwage.mit.edu/articles/103-new-data-posted-2023-living-wage-calculator#:~:text=An%20analysis%20of%20the%20living,in%20the%20United%20States%20is>





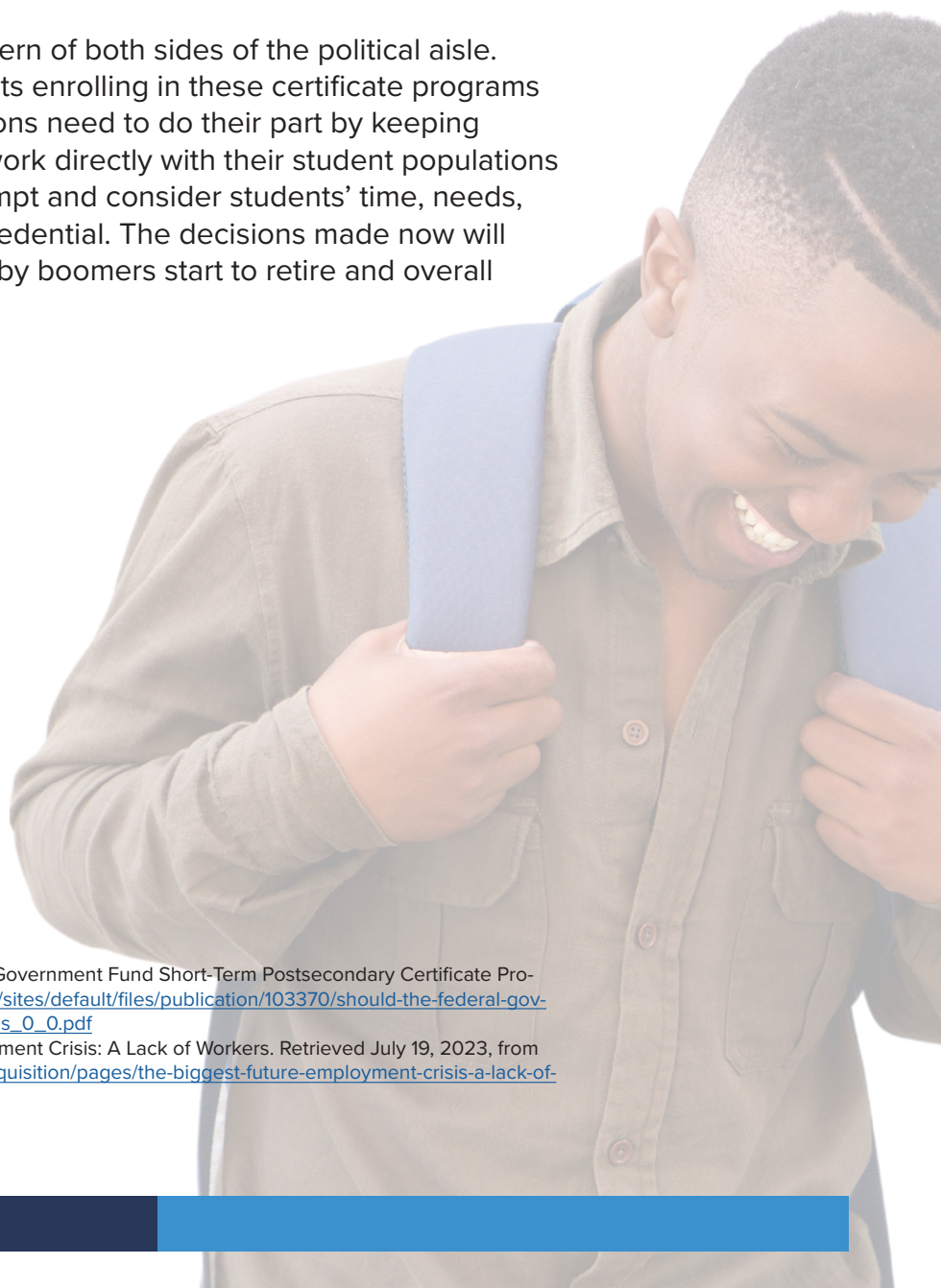
According to the Urban Institute, certificate programs in many fields have a reasonable rate of return, and there is no clear justification for the minimum length requirement for the Pell-eligible programs.<sup>8</sup>

Additionally, access to these programs will support communities from historically marginalized backgrounds to enter new workforce sectors for higher wages. To be sure, ensuring student and taxpayer protection is equally important. Thus, any expansion of the Federal Pell Grant program for short-term certificates and credentials must include quality guardrails not limited to – eligible institutional types, instructional spending requirements, campus climate, and student support services. Students' participation in certificate programs should also result in their ability to receive a higher, sustainable wage, stable access to basic needs, and opportunities for rewarding and remunerative careers. It is also important that such programs do not contribute to the current student debt crisis, which raises a grave concern – college affordability.

College affordability is also a chief concern of both sides of the political aisle. Ensuring debt-free outcomes for students enrolling in these certificate programs is pivotal, and higher education institutions need to do their part by keeping programs affordable. Institutions must work directly with their student populations to ensure no student experience is exempt and consider students' time, needs, and capacity to obtain a certificate or credential. The decisions made now will shape the future of our workforce as baby boomers start to retire and overall participation in the labor force falls.<sup>9</sup>

<sup>8</sup> Urban Institute (2020, December 1). Should the Federal Government Fund Short-Term Postsecondary Certificate Programs? Retrieved July 19, 2023, from [https://www.urban.org/sites/default/files/publication/103370/should-the-federal-government-fund-short-term-postsecondary-certificate-programs\\_0\\_0.pdf](https://www.urban.org/sites/default/files/publication/103370/should-the-federal-government-fund-short-term-postsecondary-certificate-programs_0_0.pdf)

<sup>9</sup> Maurer, R. (2021, October 19). The Biggest Future Employment Crisis: A Lack of Workers. Retrieved July 19, 2023, from <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/the-biggest-future-employment-crisis-a-lack-of-workers.aspx>





From the young adult perspective, there are equitable ways to combat such predictions if higher education, workforce leaders, and policymakers work proactively. Now more than ever, young adults are reimagining alternative education and career paths<sup>10</sup>. If done correctly, and with the success and wholeness of students at the center, access to Pell Grants for short-term workforce development programs can be an opportunity to skill and reskill a fluctuating workforce.

This brief illustrates the need for Short-Term Pell (STP) Grants for young adults in this ever-changing economic climate. The brief also acknowledges varying opinions on the effectiveness and implications of STP and wants to shed light on the young adult perspective on this issue. With the Young Invincibles (YI) mission in mind, this brief provides a snapshot of the current workforce for young adults ages 18-34.



<sup>10</sup> Bruner, R. (2021, October 29). Young People Are Leaving Their Jobs in Record Numbers—And Not Going Back. Retrieved July 19, 2023, from <https://time.com/6111245/young-workers-quitting/>



## The Young Adult Workforce

We used publicly available data from the American Community Survey (ACS) to analyze the young adult workforce<sup>11</sup>. Researchers downloaded, cleaned, and organized the data to produce descriptive statistics that look at common occupations and the average pay of young adult workers in the labor force.

The analysis also provides descriptive statistics for common occupations and the average pay of young adult workers with some college and a bachelor's degree, as well as a breakdown of high demand and skilled occupations. Additionally, the data goes further into looking at the common occupations of young adult workers by race and gender.

Table 1 shows the top ten most common occupations among young adults ages 18-34, no matter their education level. The table also includes the average earnings of young adults in these career fields and the highest possible pay using the 90 percentile from the Bureau of Labor Statistics (BLS). Young adults frequently occupy what is defined by the BLS as unskilled labor (e.g., low-skill)<sup>12</sup> (e.g., cashiers, retail salespersons, customer service, cooks, and servers)<sup>13</sup> and are paid considerably lower than the 2022 national mean for yearly pay, which was \$61,900<sup>14</sup>.

**Table 1**

### Top 8 Occupations of Young Adults

Rank	Occupation	Average Earnings (ACS)	(BLS) Highest Possible Pay (90th)
1	Cashier	\$11,864	\$35,900
2	Retail Salesperson	\$20,417	\$47,200
3	Server	\$15,446	\$55,360
4	Customer Service Representative	\$24,974	\$59,630
5	Elementary School Teacher	\$40,502	\$101,310
6	Retail Supervisor	\$37,154	\$74,580
7	Laborer and Freight	\$21,390	\$48,560
8	Registered Nurse	\$53,349	\$129,400
	<b>Average</b>	<b>\$27,379</b>	<b>\$65,444</b>

11 YI defines young adult(s) from the age of 18-34.

12 Among advocates, including YI, there is a desire to shift the narrative around how public policy describes occupations, such as cashiers, customer service representatives, or retail salespersons, as unskilled jobs. Throughout the remainder of the brief, the term "low-skill" will replace the term "unskilled" to start to shift the narrative around these specific occupations.

13 Dangermond, N. (2019, July 1). Has the required skill level of part-time jobs changed over time? Retrieved July 19, 2023, from <https://www.bls.gov/opub/btn/volume-8/has-the-required-skill-level-of-part-time-jobs-changed-over-time.htm#:~:text=Work%20level%20determination&text=Level%20of%20work%20is%20characterized,which%20little%20training%20is%20required.>

14 Bureau of Labor Statistics (2022, May 1). Occupational Employment and Wage Statistics. Retrieved July 19, 2023, from [https://www.bls.gov/oes/current/oes\\_nat.htm#00-0000](https://www.bls.gov/oes/current/oes_nat.htm#00-0000)



In addition, young adults occupy low-skill jobs in high frequencies, as these jobs are listed as the top three occupations for these individuals.

Typically young adults work low-skill jobs while in high school or as a first job when joining the labor force for the first time<sup>15</sup>, but there are some young adults with some college-level education and those who even obtain a bachelor's degree who still work these jobs. Table 2 shows the top eight occupations young adults with some college-level experience obtain. Low-skill jobs remained in the top eight occupations for young adults with some college. Having some college among young adults only increased the average earnings by nearly \$2,000 when compared to Table 1, where the data includes all young adults, no matter their education level.

## Table 2

### Top 8 Occupations of Young Adults with Some College (Associate's Degree Included)

Rank	Occupation	Average Earnings (ACS)	(BLS) Highest Possible Pay (90th)
1	Retail Supervisor	\$37,154	\$74,580
2	Retail Salesperson	\$20,417	\$47,200
3	Registered Nurse	\$53,349	\$129,400
4	Customer Service Representative	\$24,974	\$59,630
5	Servers	\$15,446	\$55,360
6	Cashiers	\$11,864	\$35,900
7	Truck Drivers	\$48,749	\$72,730
8	Laborers in Freight & Stock	\$21,390	\$48,560
	<b>Average</b>	<b>\$29,168</b>	<b>\$65,420</b>

Table 3<sup>16</sup> shows the top eight most common occupations among young adults ages 18-34 with a bachelor's degree.<sup>17</sup> Having a college degree improves the career outlook for many young adults as there are more "skilled" and higher-paying jobs that these adults occupy, such as registered nurses, accountants, and teachers. However, there are a few low-skill jobs that still remain in the top five occupations (e.g., retail salesperson and customer service representative) for young adults with a bachelor's degree. Additionally, the average earnings nearly double compared to the average earnings among young adults, no matter their education level and those with some college-level education.

<sup>15</sup> Brookings Institute (2023, August 23). Meet the Low Wage Workforce. <https://www.brookings.edu/articles/meet-the-low-wage-workforce/>

<sup>16</sup> There are nursing programs that result in an associate's degree which explains how registered nurses appear in the top careers of young adults with some college. Here is an example of accelerated nursing program: [https://www.triton.edu/academics/areas-of-study/?utm\\_source=hibu&utm\\_medium=ppc&qclid=EALalQobChMI6M7T1dXDgAMVJyzyAB2HUQw9EAAAYAiAAEgJOyvD\\_BwE](https://www.triton.edu/academics/areas-of-study/?utm_source=hibu&utm_medium=ppc&qclid=EALalQobChMI6M7T1dXDgAMVJyzyAB2HUQw9EAAAYAiAAEgJOyvD_BwE)

<sup>17</sup> This section of our analysis is not intended to devalue a higher education. A bachelor's degree is still the most valuable path to higher lifetime earnings.





### Table 3

#### Top 8 Occupations of Young Adults with a Bachelor's Degree

Rank	Occupation	Average Earnings (ACS)	(BLS) Highest Possible Pay (90th)
1	Elementary & Middle School Teachers	\$40,502	\$101,310
2	Registered Nurse	\$53,349	\$129,400
3	Accountants	\$58,748	\$128,970
4	Customer Service Representative	\$24,974	\$59,630
5	Retail Salesperson	\$20,417	\$47,200
6	Retail Supervisor	\$37,154	\$74,580
7	Misc. Managers	\$60,577	\$218,550
8	Software Developer	\$87,763	\$153,250
	<b>Average</b>	<b>\$47,936</b>	<b>\$114,111</b>

Table 4 provides samples of high-demand occupations with median pay, top earnings (e.g., 90th percentile of pay data) made available from the BLS<sup>18</sup>, and program length by hours. Careers in high demand have higher median pay and long-term pay outcomes than careers young adults occupy no matter their level of education, some college-level education, and those who have obtained a bachelor's degree. Many of these occupations have short-term vocational or workforce development programs at higher education institutions that fit within some of the proposed plans and their requirements for STP eligibility.<sup>19</sup>

### Table 4

#### Top 7 High Demand and High-Skill Occupations<sup>20</sup>

High Demand/Skill Occupation	Media Pay (BLS)	Highest Possible Pay (90th Percentile)	Program Length (Hrs)
Computer Programming	\$78,300	\$129,760	412 ( <a href="#">UIC Coding Bootcamp</a> )
Emergency Medical Technician	\$35,470	\$47,580	170 ( <a href="#">UCLA</a> )
Certified Nurse Assistant	\$30,310	\$44,240	240 ( <a href="#">College of Dupage</a> )
Dental Assistant	\$38,660	\$59,540	170 ( <a href="#">UIC Health</a> )
Commercial Truck Driver	\$48,310	\$72,730	252 ( <a href="#">Lone Star College</a> )
Firefighter	\$50,700	\$81,640	396 ( <a href="#">Oakland Community College</a> )
Fitness/Nutrition Trainer	\$40,700	\$75,940	320 ( <a href="#">Elgin Community College</a> )

<sup>18</sup> There is a limitation to this data. Highest possible pay is not fully representative of long-term pay of a worker when staying in the same job. This data point is intended to represent the highest possible pay a young adult could eventually receive in this job

<sup>19</sup> Bureau of Labor Statistics (n.d.). Occupational Outlook Handbook. Retrieved July 27, 2023, from <https://www.bls.gov/ooh>

<sup>20</sup> For purposes of this analysis, we define skilled jobs as any job requiring some formal credential or training certificate



## Young Adult Workers from Communities Historically Marginalized

Significant investments in career development are essential when addressing the systemic inequities present in the United States labor market. Still, it is not the sole answer to remedy intentional exclusionary practices and harms inflicted on communities from historically marginalized backgrounds<sup>21</sup>. Figure 1 shows the percentage of young adults by race working low-skill jobs compared to the overall population of the entire U.S. labor force. Figure 1 shows roughly 18 percent of the young adult Black labor force occupy low-skill jobs compared to the young adult white labor force, which was roughly 12 percent. In addition to Black young adults – Latine and Indigenous young adults were the next highest racial group to occupy low-skill jobs, 16 percent and 15 percent, respectively.

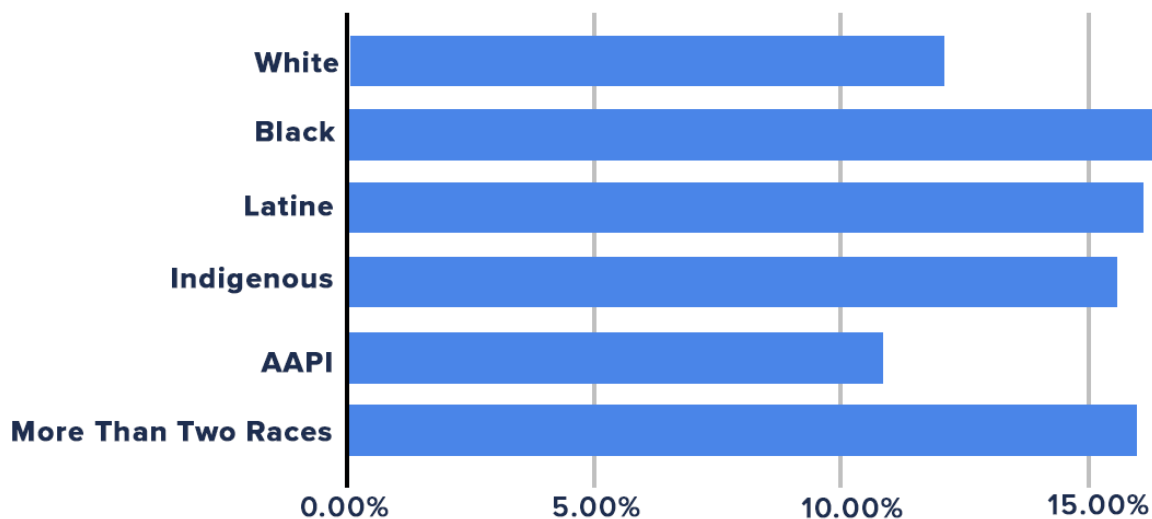
### Figure 1

#### Young Adults by Race Working Low-Skill Jobs<sup>22</sup>

*(Cashiers, Retail Salespersons, Customer Service Representatives, Cooks, and Servers)*

#### Young Adults by Race Working Low-Skill Jobs

*Percent of Racial Group's Total Labor Force*



<sup>21</sup> National Skills Coalition (2023, July). Affordability, Quality, and Equity: State Investments in High Quality Credentials. Retrieved July 31, 2023, from [https://nationalskillscoalition.org/wp-content/uploads/2023/07/The-NDCQ-Imperative-report\\_fnl2-1.pdf](https://nationalskillscoalition.org/wp-content/uploads/2023/07/The-NDCQ-Imperative-report_fnl2-1.pdf)

<sup>22</sup> Appendix A provides a more detailed breakdown of young adults by race working low-skill jobs with rank, average wage, and percentage of young adult group's total employment.



Figures 2 and 3 provide descriptive statistics of low-skill jobs by young adult women and men by race. More than 20 percent of Black young adult women occupy low-skill jobs, followed by young adult women who identify as more than two races (19 percent) and Indigenous young adult women (19 percent). Young adult women identifying as Black, Latine, indigenous, or more than two races are 2.3 times as likely to work as customer service representatives, cashiers, or retail salespersons.

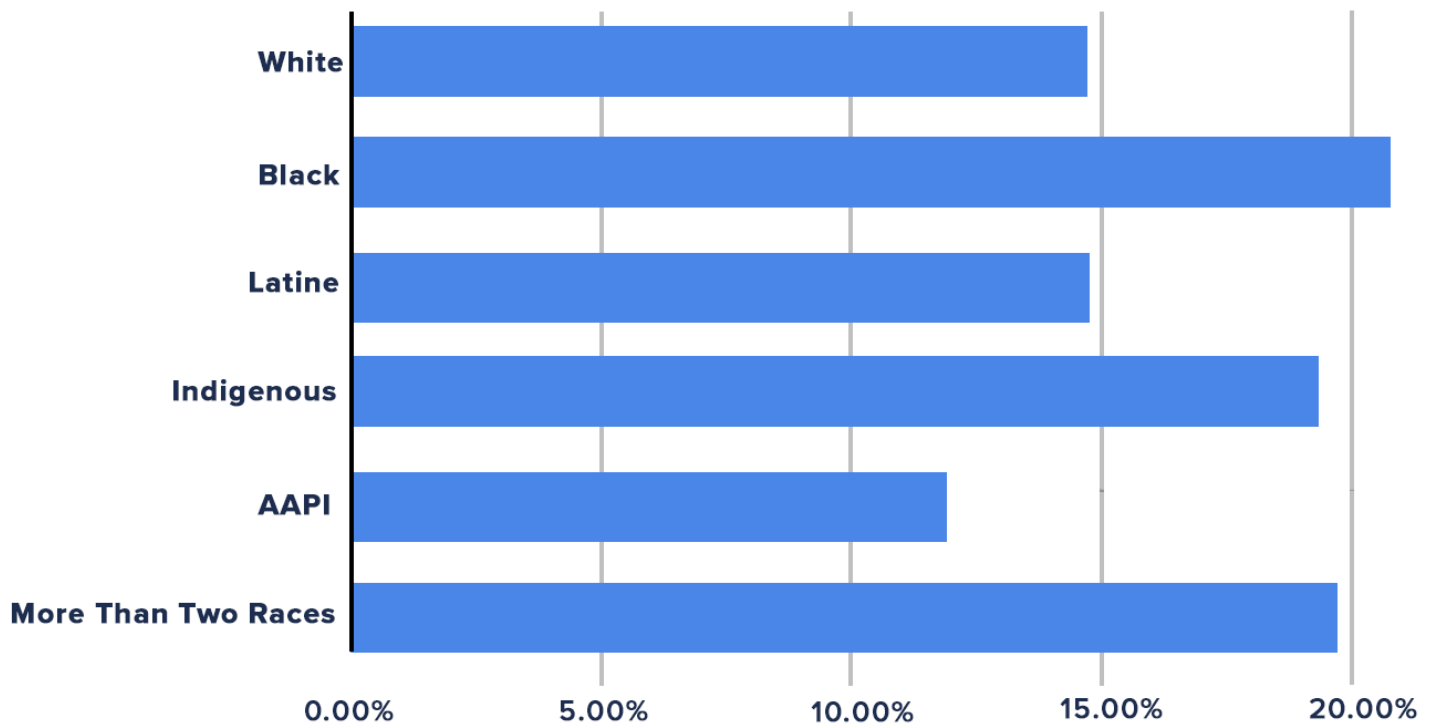
## Figure 2

### Young Adults Women by Race Working Low-Skill Jobs<sup>23</sup>

(Cashiers, Retail Salespersons, Customer Service Representatives, Cooks, and Servers)

### Young Adults Women by Race Working Low-Skill Jobs

Percent of Racial & Gender's Group's Total Labor Force



<sup>23</sup> Appendix B provides a more detailed breakdown of young adult women by race working low-skill jobs with rank, average wage, and percentage of young adult group's total employment compared to White men.



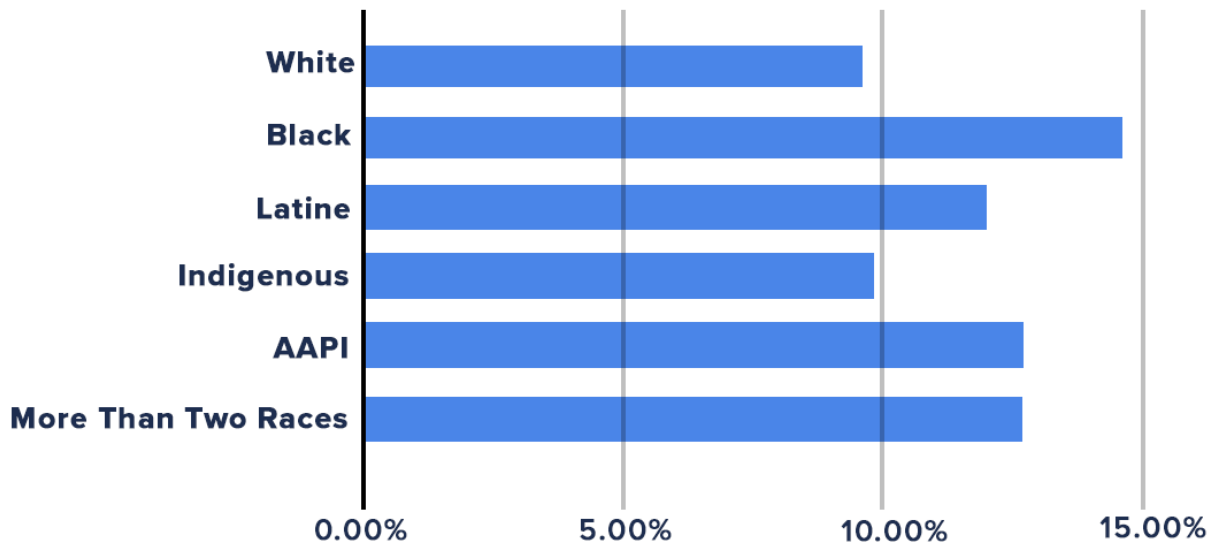
### Figure 3<sup>24</sup>

#### Young Adult Men by Race Working Low-Skill Jobs

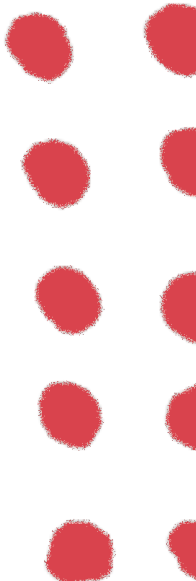
(Cashiers, Retail Salespersons, Customer Service Representatives, Cooks, and Servers)

#### Young Adult Men by Race Working Low-Skill Jobs

Percent of Racial Group's Total Labor Force



24



24 Appendix B provides a more detailed breakdown of young adult women by race working low-skill jobs with rank, average wage, and percentage of young adult group's total employment.





# Conclusion

From the key findings, there are four major key takeaways for higher education and workforce development.

- Young adult workers are more often occupying low-skill and low-wage jobs;
- Young adult workers with some college-level education could benefit significantly from STP;
- A bachelor's degree is still a valuable path towards higher lifelong earnings. However, customer service representatives and retail salespersons being in the top five occupations held by young adults with bachelor's degrees demonstrate the need for more credential or career readiness opportunities to access better jobs;
- Young adult workers from historically marginalized communities, especially women, are occupying more low-skill jobs at higher percentages than white men. These groups could uniquely benefit from STP.

As the research of this brief outlines, providing young adults with the access and ability to explore alternative career pathways could offer much-needed economic mobility to this age group, as illustrated in Table 4. Specifically, reskilling young adults from historically marginalized communities, especially women, could impact the stratified labor market and results of occupational segregation. Graph 1 demonstrates that young adults from Black, Latine, Indigenous, and mixed races concentrated in low-wage jobs. And though occupying low-wage jobs appear to be a characteristic of the labor market for young adults generally, young adults from marginalized communities were often paid significantly less than their white counterparts. This effect was compounding when we further examined the data considering race and gender. Young adult women of color were the most affected by occupational segregation, according to Graph 2. To be sure, granting access to Federal Pell Grants is not the sole cure to redress occupational segregation or other systemic inequities, but it is a positive step toward making our workforce more equitable – aligning the labor market with the natural progression of diversity in the country, which, the National Skills Coalition estimates that by 2030 more than half the workforce growth will be made up of people of color.<sup>25</sup>

Moving forward, higher education and workforce leaders must make postsecondary education affordable and accessible for all students. While ensuring any Pell Grant program expansions or developments include quality guardrails, are data-informed, and designed with a racial equity lens to protect students and taxpayers – especially given the documented history of specific institutional sectors' predatory behavior and poor student outcomes, such as for-profit institutions<sup>26</sup>.

<sup>25</sup> National Skills Coalition (2019, September 1). THE ROADMAP FOR RACIAL EQUITY. Retrieved July 19, 2023, from [https://national-skillscoalition.org/wp-content/uploads/2020/12/Racial-Equity-Report\\_6x9\\_web.pdf](https://national-skillscoalition.org/wp-content/uploads/2020/12/Racial-Equity-Report_6x9_web.pdf)

<sup>26</sup> Jacobs, J., Cormier, M., and Brock, T. (2021, May 20). Short-Term Pell Grants Must Be Designed to Protect Students, Taxpayers. Retrieved July 27, 2023, from <https://ccrc.tc.columbia.edu/easyblog/short-term-pell-protection.html>





Additionally, guardrails should ensure that eligible institutions allocate at least 50 percent of funding for instructional spending. To ensure a highly skilled and equitable workforce, legislators must consider the recommendations outlined in the brief to be proactive and not reactive to the state of our workforce. Though not a comprehensive list, the recommendations provide steps in the right direction. Additionally, considering the evidence, our analysis supports the need for a Short-Term Pell Grant program. The following section includes our considerations for implementing a Short-Term Pell Grant program, grounded in our data analysis.

## Recommendations

- Be offered by an eligible public or private nonprofit institution of higher education; be offered by an eligible, accredited institution approved to operate workforce readiness programs; easily transfer credits to at least one eligible public or private nonprofit institution of higher education in the State where the institution is located; satisfy educational requirements for licensure or certification in the State where the short-term workforce program is located, including for individuals impacted by incarceration and citizenship status; ensure academic and career counseling has comprehensive cultural competence training; and offer resources for wraparound services (childcare, food assistance, or transportation) that reduce entry barriers for students from communities historically marginalized.
- Be introduced alongside the Workforce Innovation and Opportunity Act (WIOA) amendments. Many outdated definitions currently in WIOA could hinder this new law's implementation when determining eligibility for programs, identifying high-demand industries, and diversifying workforce readiness programs. Additionally, many youth and adult apprentices from underserved communities need access to wraparound services like childcare, SNAP, and TANF. A robust WIOA reauthorization could be made with provisions that increase funding for these services to help more young adult learners access apprenticeship programs.
- Be introduced alongside the College Transparency Act (CTA) that establishes a post-secondary education database for tracking enrollment patterns, degree completion rates, higher education costs, and federal aid. Data collection is crucial to understanding how a system is operating. If we know more about college students, legislators, and decision-makers can more accurately create programs that benefit them.



- Carefully choose how to measure economic payoff when using it to determine program eligibility. Policy experts note that including economic value rules would make many short-term career readiness programs ineligible for Pell Grants, especially when you consider factors that affect median pay, like race and gender.<sup>27</sup> Additionally, it is equally essential that the Department considers how the debt-to-earnings measures may impact institutions. In a recent brief by The Institute of College Access and & Success (TICAS), researchers introduced a new metric that captured economic outcomes by the institution's composition of racially marginalized students<sup>28</sup>. In the researchers' analysis, they found that students that attended colleges that served larger shares of students of color earn less in income ten years after graduation than their peers who attended colleges with fewer shares of students of color.<sup>29</sup>
- Require credit articulation agreements between institutions with eligible programs. The unexpected in life always comes around, and students need the flexibility to transfer to similar programs or into another program without having to start completely over. Requiring institutions to provide credit articulation agreements to receive Federal Pell Grants for their short-term career training programs could ensure students can quickly transfer.
- Require eligible institutions to demonstrate that they have allocated, at minimum, 50 percent of revenue for instructional spending
- Establish clear guidelines for evaluating and reporting outcomes for students who receive Pell Grants for short-term programs, such as requiring that data be disaggregated by age, race/ethnicity, and gender. Disaggregating data from participants and Pell Grant recipients is crucial to understanding the outcomes of STP for historically marginalized communities.
- Be coupled with doubling the maximum Pell Grant to \$13,000.<sup>30</sup>

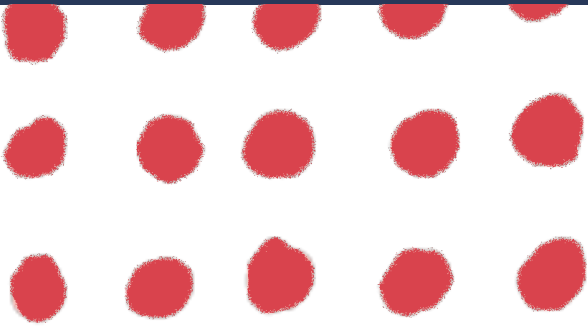


27 Cohn, J. (2023, March 1). How Many Short-Term Training Programs Would Gain Access to Pell Grants under the New Proposal? Retrieved July 19, 2023, from <https://www.urban.org/sites/default/files/2023-03/How%20Many%20Short-Term%20Training%20Programs%20Would%20Gain%20Access%20to%20Pell%20Grants%20under%20the%20New%20Proposal.pdf>

28 Nguyen, C. K., & Anthony Jr, M. (2023). Shifting Narratives: Centering Race in Defining and Measuring College Value. Institute for College Access & Success. <https://ticas.org/college-value/shifting-narratives-centering-race-in-defining-and-measuring-college-value/>

29 Ibid.

30 Double the Pell (n.d.). Retrieved August 4, 2023, from <https://doublepell.org/>





# Appendix A

Table 5 provides a ranking of the most frequent occupations among young adults by race, the average wage of workers occupying these jobs, and the percentage of young adult workers in these jobs compared to the overall population participating in the labor force.

## Table 5

### Top Ten Most Frequent Careers by Race

	White	Black	Hispanic	Indigenous	Asian	Mixed & Other Race
Rank						
1	Cashiers	Cashiers	Cashiers	Cashier	Software Developers	Cashiers
2	Retail Salesperson	Customer Service Representatives	Retail Salesperson	Cooks	Cashiers	Retail Salesperson
3	Servers	Retail Salespersons	Customer Service Rep	Janitors and Building Cleaners	Computer Programmers	Servers
4	Elementary & Middle School Teachers	Laborers in Freight and Stock	Servers	Servers	Registered Nurses	Customer Service Representatives
5	Customer Service Representatives	Cooks	Cooks	Retail Salesperson	Servers	Cooks
6	Registered Nurses	Servers	Construction Laborers	Laborers in Freight and Stock	Retail Salesperson	Laborers in Freight and Stock
7	Retail Supervisors	Truck Drivers	Laborers in Freight and Stock	Customer Service Representatives	Accountants	Construction Laborers
8	Laborers in Freight and Stock	Security Guards	Truck Drivers	Construction Laborers	Customer Service Representatives	Truck Drivers
9	Cooks	Nursing, Psychiatric, and Home Health Aides	Retail Supervisors	Retail Supervisors	Construction Manager	Retail Supervisors
10	Truck Drivers	Retail Supervisors	Janitors and Building Cleaners	Truck Drivers	Retail Supervisors	Janitor & Building Cleaners
<b>Average Wage</b>	<b>\$27,521</b>	<b>\$19,268</b>	<b>\$20,953</b>	<b>\$19,577</b>	<b>\$50,839</b>	<b>\$21,064</b>
<b>Percent of young adult group's total employment</b>	<b>22.01%</b>	<b>28.29%</b>	<b>26.19%</b>	<b>29.49%</b>	<b>23.96%</b>	<b>25.86%</b>



# Appendix B

Table 6 provides a ranking of the most frequent occupations among young adults by race and gender (e.g., comparing white men to women of all racial and ethnic categories), the average wage pay of the workers occupying these jobs, as well as the percentage of young adult workers in these jobs compared to the overall population participating in the labor force.

**Table 6**

**Top Ten Most Frequent Careers by Race & Gender**

	White Men	White Women	Black Women	Latine Women	Indigenous Women	AAPI Women	Women of Two or More Races
<b>Rank</b>							
1	Laborers in Freight and Stock	Cashiers	Cashiers	Cashiers	Cashiers	Registered Nurses	Cashiers
2	Truck Drivers	Elementary & Middle School Teachers	Customer Service Representatives	Retail Salesperson	Servers	Cashiers	Retail Salespersons
3	Retail Salesperson	Servers	Retail Salesperson	Customer Service Representatives	Customer Service Representatives	Servers	Servers
4	Cooks	Registered Nurses	Nursing, Psychiatric, Home, Health Aides	Servers	Retail Salesperson	Accountants	Customer Service Representative
5	Construction Laborers	Retail Salesperson	Servers	Receptionist & Information Clerk	Maids & Housekeeping Cleaners	Retail Salesperson	Receptionist & Information Clerks
6	Retail Supervisors	Customer Service Representatives	Registered Nurses	Maids and Housekeeping Cleaners	Receptionists & Information Clerks	Customer Service Representative	Childcare Workers
7	Cashiers	Retail Supervisors	Receptionists & Information Clerks	Elementary School Teachers	Cooks	Software Developers	Retail Supervisor
8	Customer Service Representatives	Childcare Workers	Elementary & Middle School Teachers	Retail Supervisors	Childcare Workers	Elementary & Middle School Teachers	Maids & Housekeeping Cleaner
9	Janitors & Building Cleaners	Receptionists & Information Clerks	Childcare Workers	Childcare Workers	Retail Supervisors	Receptionists & Information Clerks	Registered Nurse
10	Servers	Secretaries & Administrative Assistants	Retail Supervisors	Office Clerks	Office Clerks	Postsecondary Teachers	Cooks
<b>Average Wage</b>	<b>\$25,934</b>	<b>\$25,685</b>	<b>\$20,410</b>	<b>\$18,523</b>	<b>\$16,801</b>	<b>\$38,773</b>	<b>\$19,271</b>
<b>Percent of young adult group's total employment</b>	<b>20.76%</b>	<b>29.49%</b>	<b>31.78%</b>	<b>31.44%</b>	<b>30.76%</b>	<b>30.76%</b>	<b>30.50%</b>