

# Labor Market Experiences among Not Working, Not-in-School Young Adults in Indiana

## Who are they?

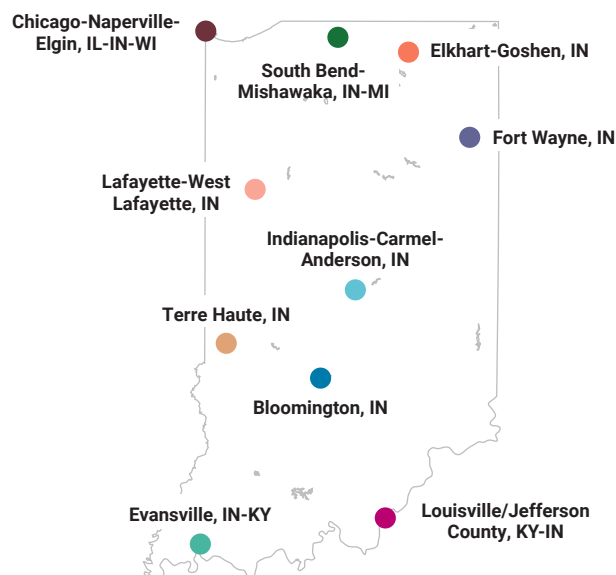
Young adults ages 18 to 24 who are neither working nor in school.

## Why is this a problem?

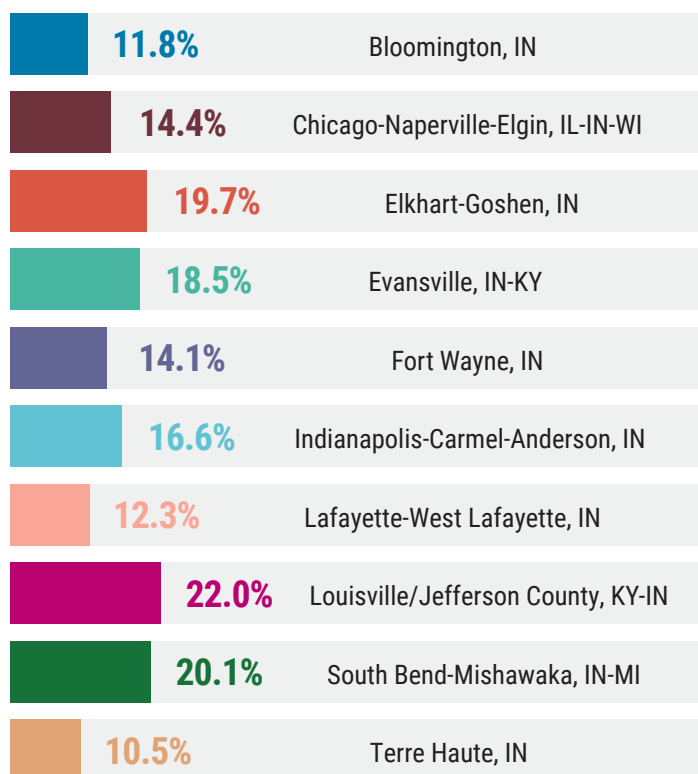
Economic disconnection can have negative effects for both the individual and the broader economy. For example, it makes it harder for young adults to reenter the labor force and more difficult for employers to fill open job positions.

## How does it happen?

Barriers like a lack of access to affordable child care or transportation and difficulty getting or holding a job due to mental health challenges, disability or experience with the criminal justice system can impede young adults' participation in school or the labor force.



## Metro Area Young Adult Disconnection Rates



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## Young Adult Disconnection Rates by Selected Demographic Characteristics

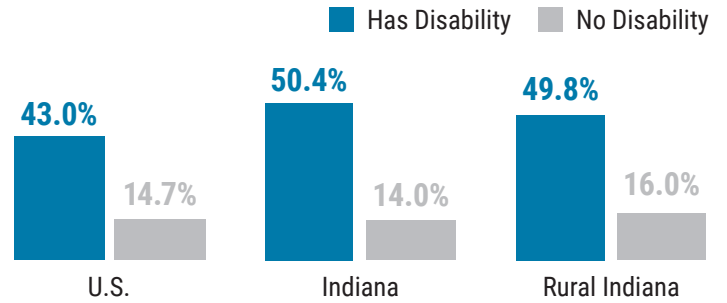


	U.S.	Indiana	Rural Indiana
<b>Total</b>	16.0%	15.7%	17.2%
<b>Race/Ethnicity</b>			
White	13.9%	14.7%	18.0%
Black	21.4%	23.4%	7.5%
Hispanic	17.9%	17.4%	17.7%
Other Race(s)	15.7%	11.8%	4.6%
<b>Education</b>			
Some High School	21.9%	21.1%	22.8%
High School Diploma	24.3%	21.5%	21.8%
Some College	8.7%	8.1%	8.0%
Bachelor's or More	10.8%	8.7%	5.3%
<b>Family Income</b>			
< \$25K	25.0%	27.6%	36.4%
\$25K to < 35K	21.1%	23.4%	34.7%
\$35K to < 50K	18.3%	14.6%	13.3%
\$50K to < 75K	15.4%	12.9%	11.3%
\$75K to < 100K	13.4%	10.9%	5.2%
\$100K to < 150K	11.5%	13.0%	15.9%
\$150K or More	10.0%	8.5%	7.0%

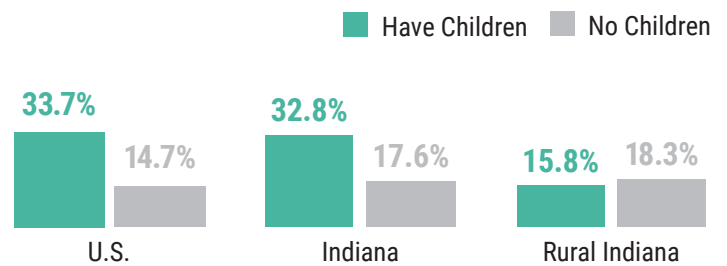
How to interpret: Out of all young adults in the U.S. with a high school diploma, for example, 24.9% of them are disconnected. Rural describes areas outside the state's metropolitan and micropolitan statistical areas as identified in the Current Population Survey.

SOURCES: Current Population Survey microdata from January 2017 to June 2024 and Institute for Economic Equity calculations.

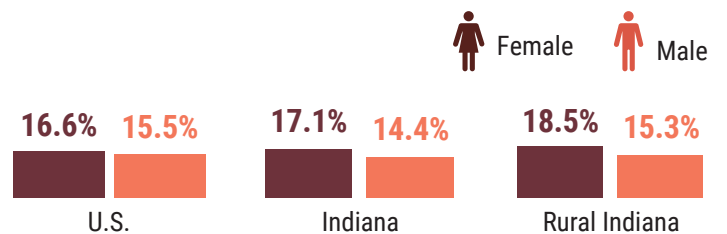
### Disability



### Children



### Sex



## Opportunities for Community Response

- **Promote a supportive environment for choosing employment directly out of high school**
- Improve the child care ecosystem for families and providers
- Review accommodations for physical disabilities and mental health needs
- Assess whether there are local, entry-level job opportunities that do not require work experience or a college degree
- Create carpooling opportunities or offer shuttles to places of employment

- **Increase investment in and exposure to career pathways through experiential and project-based learning, internships, and career and technical education**

**Jobs for America's Graduates**, or JAG, is a national drop-out prevention program for keeping students on track to graduate. An assigned JAG specialist builds trust and mentoring relationships with participants. Students in southwest Indiana with any kind of barrier to graduation are eligible for JAG programs, which are built on 37 employability competencies.

**RAMP**, which stands for Real-World Application; Maximizing Potential, is a partnership between the Evansville Vanderburgh School Corp. and AmeriQual Foods. Students entering the RAMP program have an average school attendance rate of 52%, which increases to an average of more than 90% toward the end of the program. Students in the program spend half the day in the classroom, including on CTE courses in supply chain management and logistics, and half the day working in the company's facility through a paid, work-based learning program that builds skills to increase employability.