

# Impacts of COVID-19 Pandemic on Young Adult Caregivers

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MATEO USECHE MACALESTER COLLEGE 2024

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# Background

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- I. Increase in number of caregivers
- II. Estimated 12.7 million young caregivers (18-34)
- III. Around 5.4 million are younger than 18
- IV. Effects of pandemic on caregiving

# Significance

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- I. We do not know the effects on youth
- II. Effect of pandemic on historically marginalized communities
  - I. Related hardships
- III. Little evidence regarding quantifying the impact of the COVID-19 pandemic youth caregivers



<https://images.squarespace-cdn.com/content/v1/56bbdc34a3360c65dfec8b6c/1594410568039-3P9RDF38MI2VMBK4CK8Y/HBJracial-disparity-840x321.png>

# Aims

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- I. **Aim 1: Estimate the prevalence of young adult/youth caregivers and describe demographic characteristics and intensity of caregiving.**
- II. **Aim 2: Examine the association of the ongoing pandemic on time-use among caregivers under 35.**



<https://uploads.desmos.com/activitybuilder/754d8722439ffd36e2697f3f56e553db>

# Data & Sample

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## I. Data

- I. Using American Time Use Survey Data, 2015-2019

## II. Sample

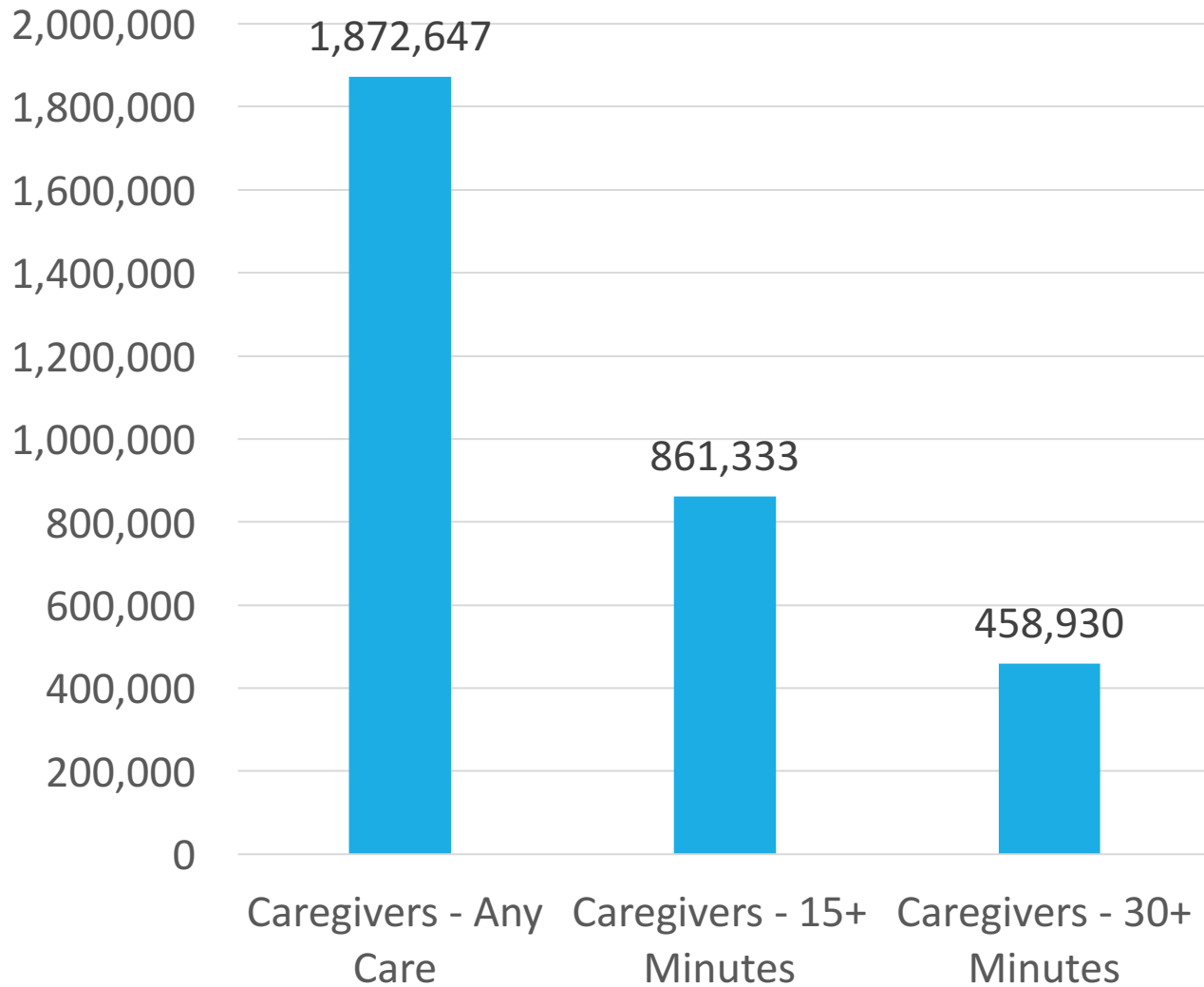
- I. Individuals who perform caring and helping activities for household and non-household adults
  - I. Any care
  - II. 15+ Minutes of care
  - III. 30+ Minutes of care
- II. Stratified by 3 different age categories
  - I. 15-18
  - II. 19-25
  - III. 26-34

# Activities of Caregiving Definition

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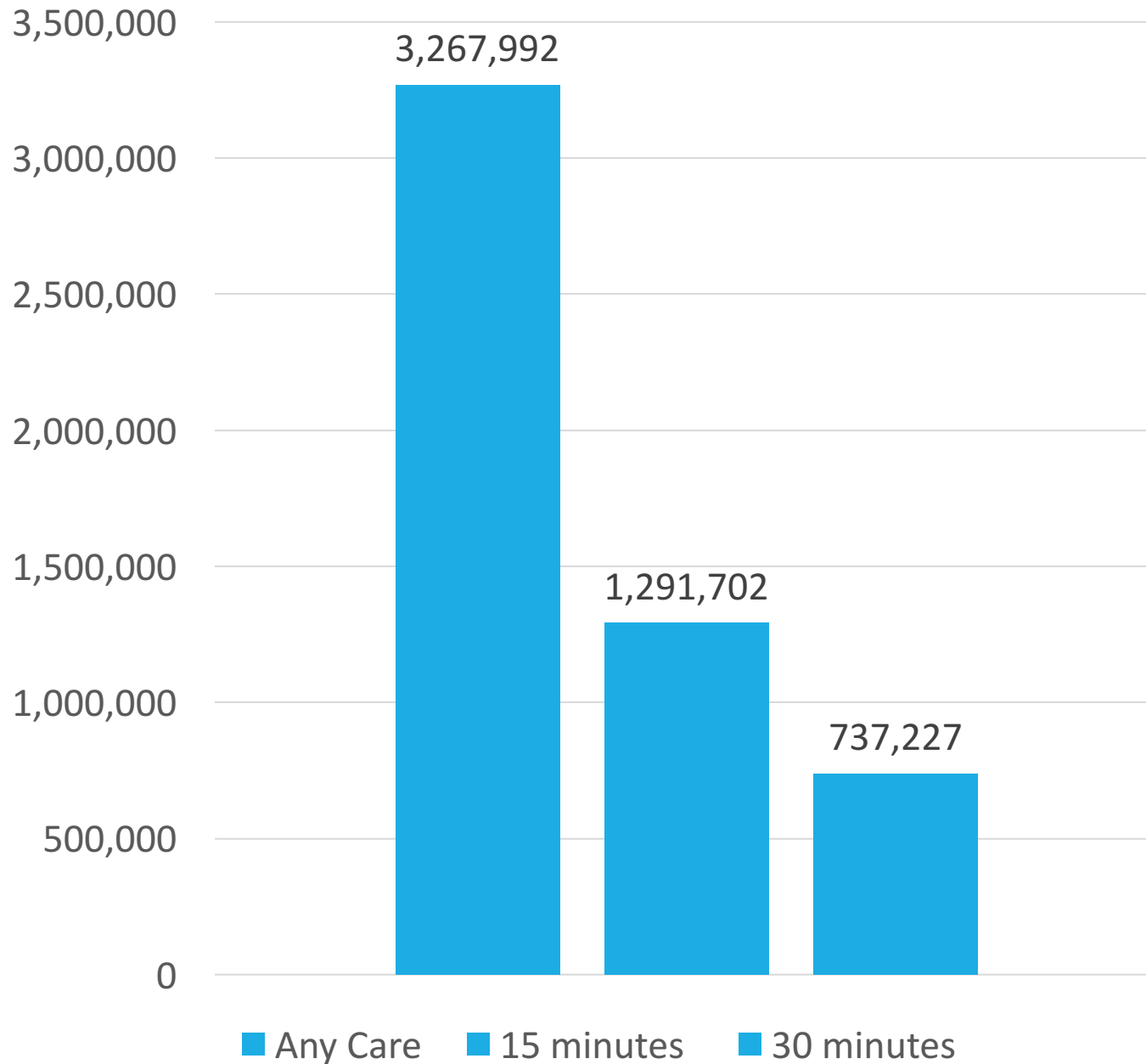
- I. Caring for Household or Non-Household Adults (040400)
- II. Helping Household Adults (030500)
- III. Caring for and Helping Household Members, n.e.c. (039900)
- IV. Housework, cooking, and shopping assistance for non-household adults(040501)
- V. House and lawn maintenance and repair assistance for non-household adults(040502)
- VI. Financial management assistance for non-household adults (040505)
- VII. Household management and paperwork assistance for non-household adults(040506)
- VIII. Picking up or dropping off non-household adult (040507)
- IX. Waiting associated with helping non-household adults (040508)

Estimate of Youth Caregivers, aged 15-18



Average Estimated Number of Youth Caregivers per year, 2015-2019

Estimated of Youth Caregivers, aged 19-25



Average Estimated  
Number of Youth  
Caregivers per  
year, 2015-2019



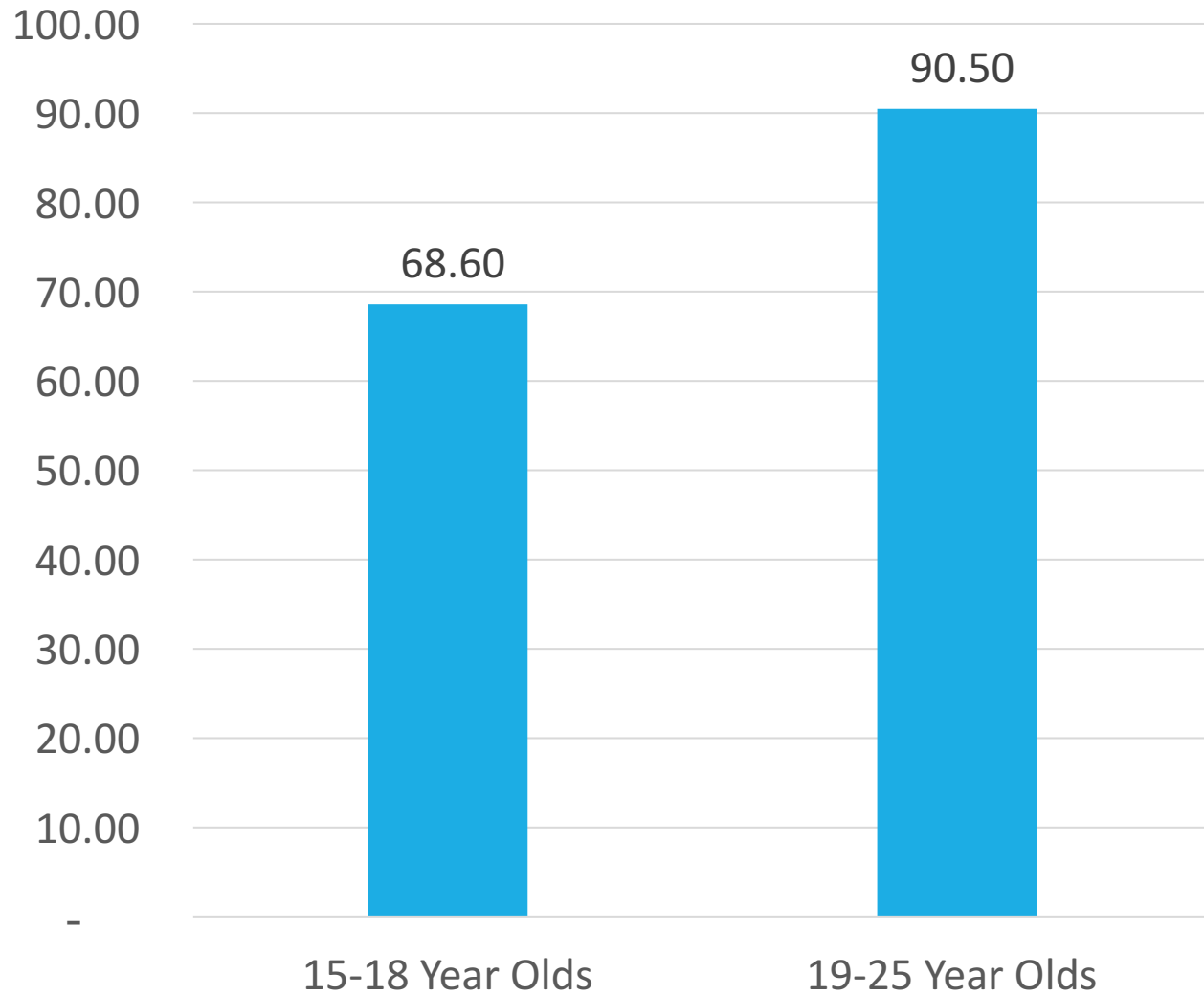
# Demographics of Youth Caregivers, 2015-2019

	Non-Caregivers Aged 15-18	Caregivers Aged 15-18
Male, %	52.2%	47.3%
Race, %		
White	78.1%	64.1%
Black or African American	11.9%	19.1%
American Indian, Alaskan Native, or Asian	6.6%	11.5%
Other or multiple races	3.3%	5.4%
Highest level of Education, %		
Less than 12th Grade	89.9%	86.3%
12th Grade Completed/GED	7.9%	11.24%
Some College/Associates/Vocational	1.9%	2.4%
Employed, %	27.0%	34.2%

# Demographics of Youth Caregivers, 2015-2019

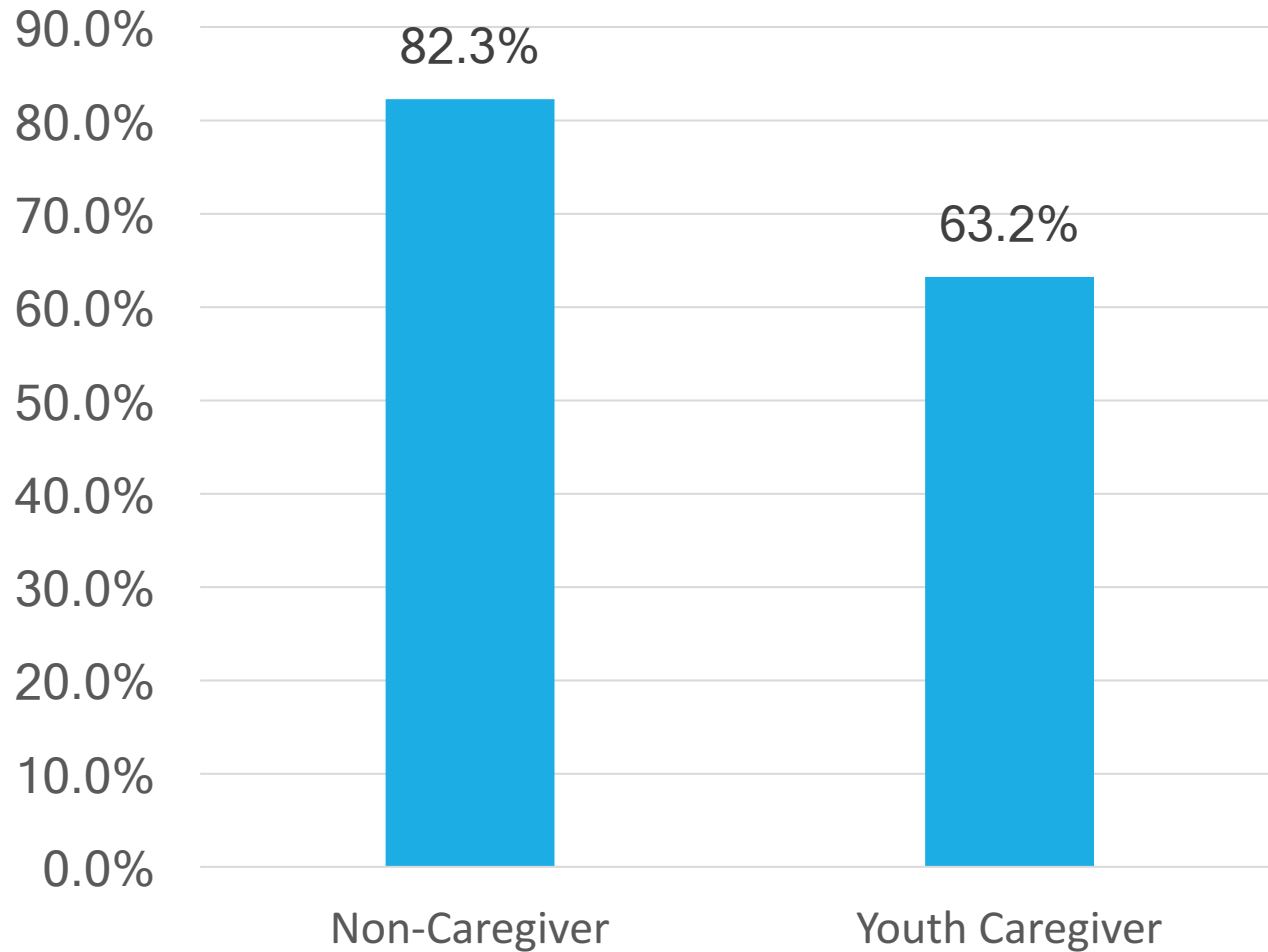
	Non-Caregivers Aged 19-25	Caregivers Aged 19-25
Male, %	50.2%	50.2%
Race, %		
White	78.5%	77.8%
Black or African American	11.7%	11.4%
American Indian, Alaskan Native, or Asian	7.1%	9.9%
Other or multiple races	2.6%	0.9%
Highest level of Education, %		
Less than 12th Grade	7.5%	7.9%
12th Grade Completed	30.1%	37.2%
Some College/Associates/Vocational	36.6%	34.8%
Bachelor's, Graduate's Degree	25.8%	20.2%
Employed, %	73.1%	63.8%

Average Caregiving Time



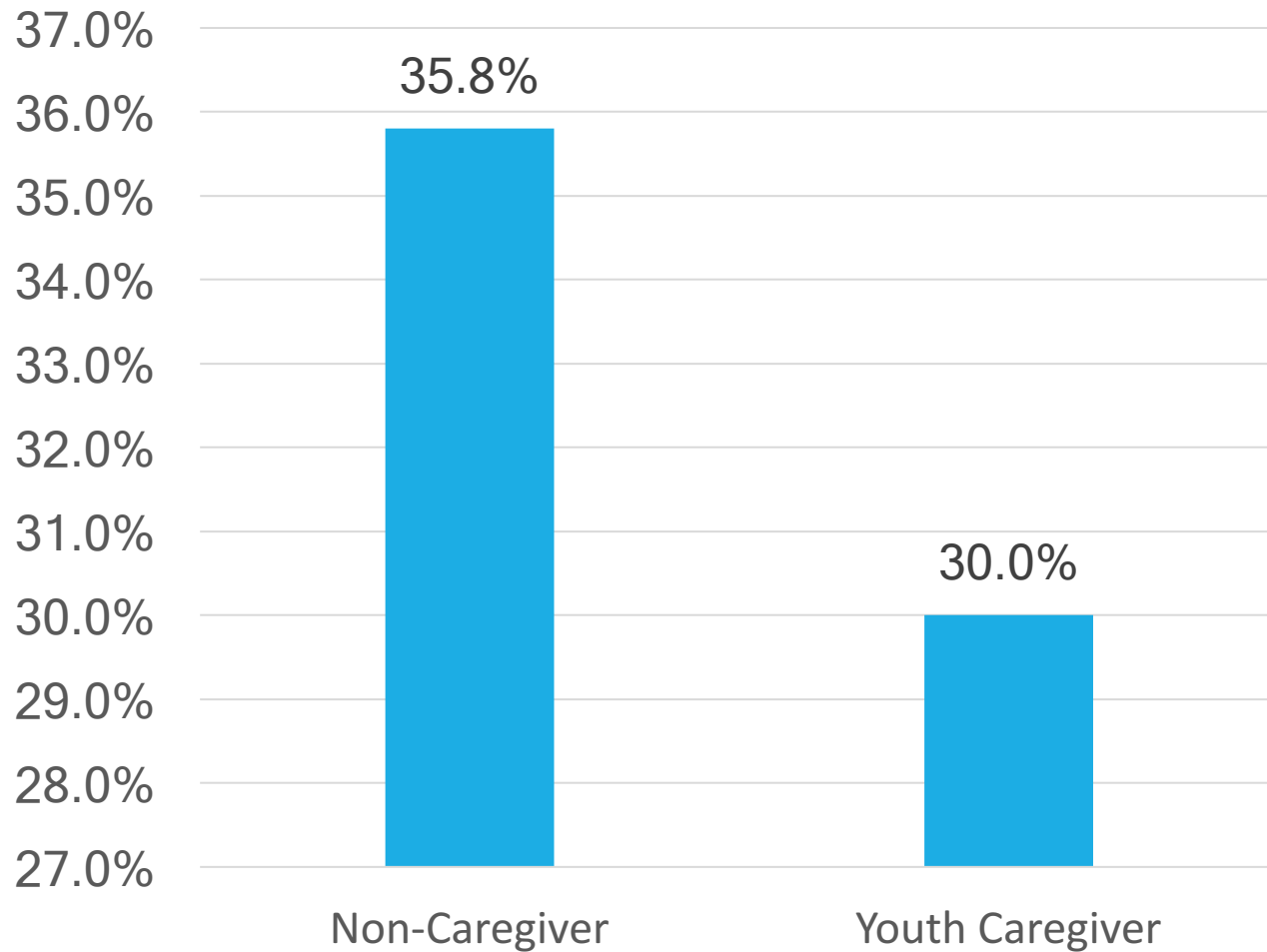
Average  
Minutes per  
day spent  
Caregiving

## 15-18 Year Olds Enrolled in Highschool/College



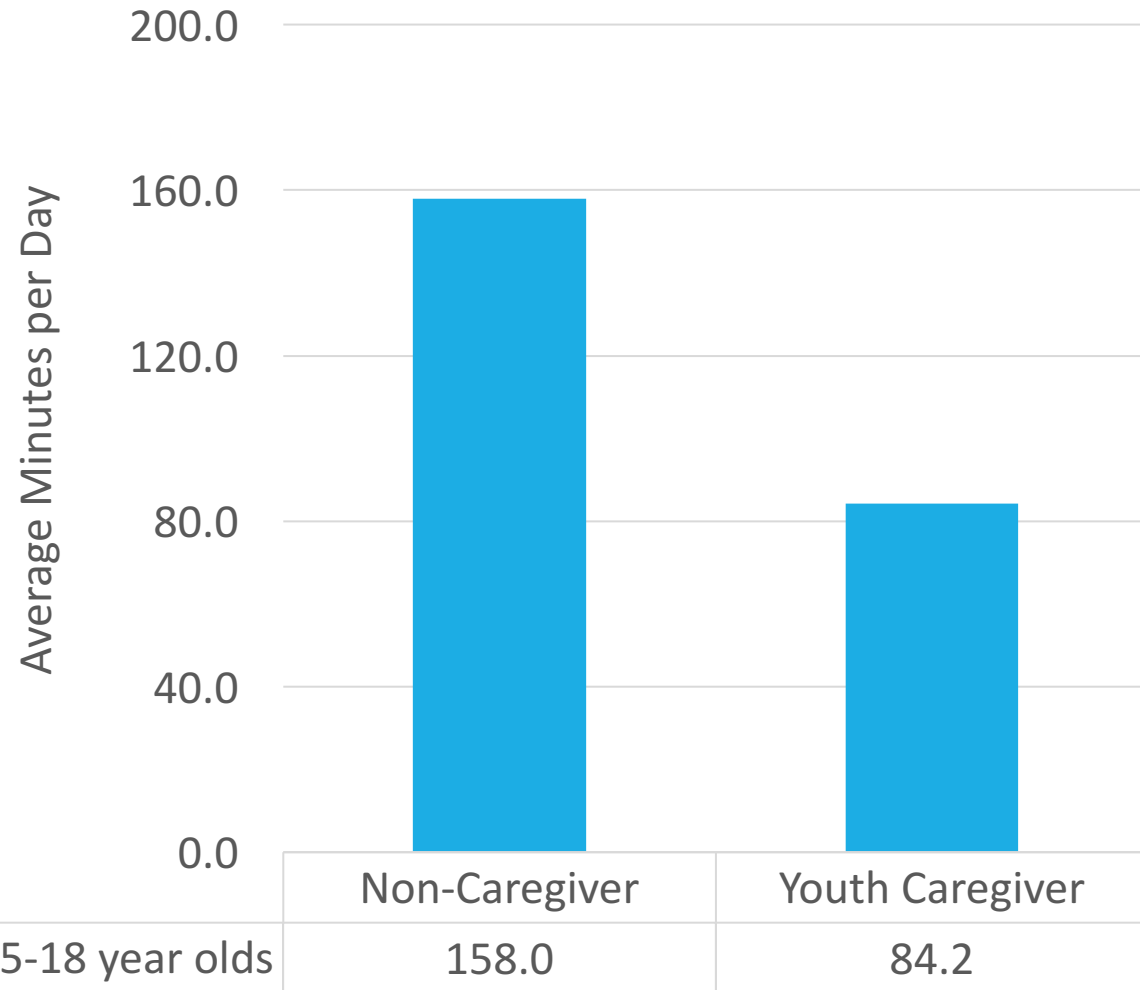
Enrollment in  
School, ages  
15-18

## 19-25 Year Olds Enrolled in Highschool/College



Enrollment in School, ages 19-25

Time Spent in Class,  
conditional on full-time enrollment



# Time Spent on Education

# Key Takeaways

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- I. The estimated number of caregivers is higher than the one survey we benchmarked it against
- II. Youth caregivers spend between 69-90 minutes caregiving each day
- III. Male % is close to evenly split
- IV. Education % is lower for youth caregivers 19-25
- V. Caregivers are less likely to be enrolled in school

# Project Role

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- I. Helped create analytical dataset involving the ATUS
- II. Descriptive Statistics
- III. Contributed to documentation
- IV. Helped present results, internally, to the team for feedback and revisions
- V. Will write the data and methods section of the paper this this fall



# Lessons Learned

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- I. Time management & multi-tasking
- II. Exposure to STATA
- III. Communication with supervisors
- IV. Presentation Skills

# Acknowledgements

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Thank you:

- I. Dr. Katherine Miller
- II. Dr. Norma Coe
- III. Dr. Joanna Hart
- IV. Joanne Levy
- V. SUMR Scholars

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Thank You!

