



How Well Do National Surveys Measure Hispanic Families and Households?

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Overview

National surveys provide important information about the United States population. Researchers, policymakers, program developers, and government officials use data from these surveys to describe the characteristics of the population, study patterns of behavior and how they differ for subgroups of individuals, make decisions about how to allocate resources, and inform programs and policies. As a result, it is critical to maintain a data infrastructure that reflects the current U.S. population.

The United States is increasingly becoming more racially and ethnically diverse, and Hispanics are, in many respects, leading many of the shifts in the population.^{1,2} The Hispanic population has not only grown rapidly over the past few decades, but has diversified in terms of nativity, country of origin, citizenship status, and [geographic location](#) within the United States. As the U.S. Hispanic population continues to diversify and comprise an increasing proportion of the general population, data are needed to understand what Latino^a families and households look like, how their family life is organized, how Hispanic couples interact with one another, how they parent their children, and how their experiences differ (if at all) from other racial/ethnic groups and within Latino subgroups. This information is necessary to identify the strengths and needs of the Hispanic population today, and to inform the design of culturally relevant policies and programs. However, the ability to do so is contingent on the availability of current data on this population.

This brief examines the capacity of our nation's data infrastructure to measure, describe, and understand the structure, diversity, complexity, and dynamics of Hispanic family life. We reviewed more than 20 mostly national surveys with large Latino sample sizes to assess the extent to which they include measures critical to understanding the characteristics and experiences of Hispanic families and households. We specifically examined the extent to which these surveys collect information about family and household composition, family formation and stability, relationship dynamics, and parenting and co-parenting. We selected these domains based on their relevance to Hispanic family life and their importance in predicting children's outcomes.^b

AT A GLANCE

Our nation's data infrastructure has not kept up with demographic shifts.

- While data are available to adequately describe the structure of Hispanic families and households, there is a dearth of information on Hispanic family life and couples' relationship dynamics.
- Our knowledge of parenting behaviors—and fathering, in particular—among Latino families is especially limited.
- No survey allows us to get a complete picture of Hispanic diversity and family life.

Our review signals a need for a new national survey of families and households that addresses existing gaps by:

- Assembling a new population-based cohort
- Collecting demographic data to unpack diversity within Hispanic families
- Inquiring about couple dynamics, parenting, and co-parenting
- Gathering data across multiple points

^a In this brief, we use the terms Hispanic and Latino interchangeably. Most large-scale surveys included in this review give respondents the option of identifying themselves (or their children) as being “of Spanish, Hispanic, or Latino origin.”

^b Other important dimensions not examined here include family and household emotional and economic well-being, child abuse or neglect, family stress, and parenting by nonbiological parents. We also did not search for the availability of information on culturally relevant factors that influence family life, such as culture-related intergenerational conflict, religiosity, and acculturation gap between parents and their children. These exclusions were primarily due to the absence of such information in national data sets and a desire to contain the scope of the project.

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As the Hispanic population diversifies, it has become increasingly important to measure and describe the varied experiences within Hispanic families. For this reason, we also assessed the extent to which data sets include information that can characterize the heterogeneity of Hispanic families. We searched for the availability of 10 [key data elements](#) identified by a Hispanic Research Work Group convened by the Administration for Children and Families (ACF) as those that are central to understanding the diverse social experiences of low-income Hispanic populations in the United States. Our review is intended to serve as a resource for researchers interested in studying Hispanic family life and those interested in identifying data sets that can inform policies and programs specifically designed for Latinos. The scan can also inform future data collection efforts.

Key Findings

The capacity of our nation's current data infrastructure to describe the characteristics and experiences of Latino families and households is limited. On the one hand, large-scale and national surveys are collecting the needed information to count and describe the types of families and households in which Hispanic children and adults live. Additionally, several surveys provide at least some information to understand how Hispanic families are formed and how stable they are. However, our data infrastructure provides less information about what happens inside the Latino family, and is limited in its ability to describe the diversity within Latino communities. Although many surveys capture some (albeit limited) information about parenting, few, for example, collect information on family functioning and processes that include couples' relationship quality, co-parenting, and fathers' involvement with children—restricting our ability to understand family processes among Latinos. More specifically, we found that:

- **Data are available to adequately describe the structure of Hispanic families and households.**

- All surveys reviewed here contain information about the number of individuals, adults, and children in the household; most contain at least partial information about how individuals are related to one another—information that is critical to determining household and family composition.
- Additionally, most surveys include questions about how families are formed, and many ask about stability over time. For all data sets, we can determine whether individuals are currently married

and, often, their marital and cohabitation history, as well as family and relationship changes over time.

- **Our nation's data infrastructure has not kept up with the demographic shifts in the country.**

- The majority of surveys reviewed are longitudinal, providing a valuable opportunity to understand changes in family life and how they shape adult and child well-being over time.
- However, the sampling frame of most longitudinal data sets does not adequately represent the current demographic composition of the country in general, and the Hispanic population specifically. Due to the nature of longitudinal studies, the sampling frame of most longitudinal data sets included in our review is at least a decade old, and about half is at least 15 years old. Therefore, these data miss much of the recent growth in, and diversification of, the Latino population.

- **There is a dearth of information on relationship dynamics among Hispanic couples.**

- The majority of surveys contained no information about couples' relationship quality.
- Notably, relationship conflict was the most commonly examined dimension of couples' relationship quality, yet only six surveys included questions about this aspect of couple relationships. Only two surveys measured multiple aspects of relationship dynamics extensively; however, these surveys include samples that may not be representative of all Hispanic families.

- **Additionally, our knowledge of parenting behaviors—and fathering, in particular—among Latino families is limited.**

- Most surveys collect at least some information on parenting, but information is often minimal and restricted to the responding parent, which is usually the mother. Consequently, limited information is available about the father.
- Moreover, there is limited information about co-parenting in two-parent families. Questions about how co-resident parents come together in their parenting role are rarely included in surveys.

- **No survey allows us to get a complete picture of Hispanic diversity and family life.**

- Most surveys contain at least some information on five or more key data elements needed to unpack Hispanic diversity, but none has complete information on all 10 elements.^c

^c The 10 data elements include Hispanic heritage, child and parent country of birth, U.S. citizenship, time spent in the United States, language used in the home, English language proficiency of the parent, parent literacy in any language, parental educational attainment outside of the United States, and legal status. For more information on the 10 data elements needed to measure diversity within the Hispanic population, see https://www.acf.hhs.gov/sites/default/files/opre/brief_survey_data_to_unpack_hispanic_final_03_27_2014.pdf.

- Notably, most data sets allow for comparisons between foreign-born and U.S.-born Hispanics, and most contain information on basic indicators of acculturation (specifically, time spent in the United States and language spoken at home).
- However, limitations in the availability of information on Hispanic diversity, coupled with insufficient information about family life, hinder our ability to adequately describe Hispanic families and the diversity in their experiences.

Recommendations

Overall, based on our review, limitations in the sampling frame of existing large data sets—together with the lack of sufficient information about what occurs inside the home—signal a need for a new national survey of families and households. To adequately assess existing gaps in knowledge, this survey should:

- Assemble a new population-based cohort that captures the current demographic composition of the United States
- Obtain more granular demographic information that can help unpack the diversity within Hispanic families—namely, the 10 key data elements
- Inquire about couple dynamics, parenting, and co-parenting from both parents' perspectives, regardless of residential status
- Collect data across multiple points in time to allow for examinations of change over time

Method

In this scan, we reviewed surveys of large-scale data sets that are commonly used to understand the well-being of children and families. We began our data set selection with the list of data sets included in the prior Center briefs in this series (see About this Brief box). Our list of data sets includes those funded by federal agencies such as the Administration for Children and Families, the Centers for Disease Control and Prevention, the National Center for Health Statistics, the National Center for Education Statistics, the Census Bureau, and Bureau of Labor Statistics, among others; as well as data sets funded through academic, government, and foundation partnerships. To ensure that we captured the full range of data sets, we also reviewed the Inter-University Consortium for Political and Social Research website and various scholarly journal databases, and consulted with scholars in relevant disciplines to identify additional data sets. We relied on study documentation available online to identify the study design and sample characteristics.

About this Brief

This brief extends other Center efforts aimed at assessing and inventorying the capacity of our nation's data infrastructure to measure and describe the characteristics and experiences of Hispanics in the United States. A second companion brief takes a closer look at the Supporting Healthy Marriage dataset, one of the few datasets with extensive information about couple dynamics, and assesses how well these data represent low-income Hispanic couples in the United States. Other briefs in this series include:

[*Improving Data Infrastructure to Recognize Hispanic Diversity in the United States*](#): This brief identifies which key data elements needed to capture the diversity of the Hispanic population are available in nationally representative, large-scale data sets used to examine key topics related to child and family well-being.

[*Using Existing Large-Scale Data to Study Early Care and Education among Hispanics*](#): A series of briefs that inventory and critically assess the availability of data elements related to early care and education search, access, decision-making, and utilization that have been measured in large-scale data sets with sizeable Latino samples.

Accompanying these briefs is a series of [*online interactive tools*](#) that help users identify which data sets are best suited to answer their research questions. These tools contain information on several data sets and key variables for studying Hispanic families and related topics.

The inclusion criteria for data sets reviewed in this scan were as follows:

- Data available from the last 10 years (as of 2016, when analyses were conducted)
- National U.S. sample, with a few exceptions for rigorously designed surveys with large samples of Hispanics (e.g., Building Strong Families, Supporting Healthy Marriage, and Los Angeles Family and Neighborhood Survey)
- Presence of at least one of the following domains of family life: family and household composition; family formation and stability; relationship dynamics; parenting and co-parenting
- Large sample of Hispanics (at least 10 percent of the full sample, or 500 cases)
- Publicly available data and codebooks

In total, 22 data sets met our inclusion criteria (see **Table 1**). We reviewed the survey instruments used for each data set and assessed the extent to which they captured family life across four domains—(1) family and household composition, (2) family formation and stability, (3) relationship dynamics, and (4) parenting and co-parenting—with several dimensions under each domain.

We also assessed the extent to which the surveys included information on the 10 key data elements to unpack Hispanic diversity identified by the [Hispanic Research Work Group](#). These key data elements are Hispanic ancestry/heritage subgroup, country of birth, parent country of birth, U.S. citizenship, time in the United States, language(s) spoken at home, English speaking proficiency, literacy in any language, highest educational level outside of the United States, and legal residency.^{3,4}

Many of the data sets reviewed include multiple waves or administrations. For cross-sectional surveys that contain repeated administrations, we describe the most recent assessment for which data were available at the time we initiated our review, unless otherwise noted. For longitudinal surveys, in most cases, we assessed the first wave of data collection with a few exceptions—notably, when a topical module of interest was included in later waves. For instance, the National Longitudinal Survey of Youth 1979 sample did not include an explicit focus on fathers until 1998. Similarly, the National Longitudinal Survey of Adolescent to Adult Health did not collect information on the focal child's own children and their parenting until the third wave of assessment. In those cases, we reviewed the first instance when the relevant information was collected, in addition to the baseline survey. More broadly, all of our findings are based on reviews conducted in the latter part of 2016.

We summarized the availability of information for each dimension by indicating whether the study included (✓) or did not include (-) questions that capture that data element, whether extensive information was available (✓+), or whether partial information was obtained (✦). An example of extensive information for the dimension “relationship of responding adult to other adults in the household” (in Table 3) would be the availability of data on how all individuals in the household are related to one another, as opposed to data just on how the responding adult is related to other adults in the household. In most cases, a partial mark indicates that the measure provided incomplete information about the dimension of interest. For example, a partial measure for the number of individuals living in a household would be one that asked about the number of individuals under age 18 who lived in the household, but did not collect information on the number of individuals above this age. Information that could be partially inferred from another question or

source (but was not directly asked) was also considered to be a partial measure. For example, if childbearing history was not inquired about directly, but if the number of children living in a household and their relationship to the respondent are known from a household roster, this would be considered a partial measure of childbearing. Additionally, when data are available for individuals other than the respondent, we specify whether data are available for the responding parent (“P”), child (“C”), up to two parents (“2P”), both partners (“BP”), or at the household level (“H”).

Findings

This section describes the data elements assessed, reports on their availability across data sets reviewed, and highlights key findings.

Data sources available to measure and describe Hispanic families and households

Table 1 describes the methodological characteristics of the surveys reviewed in this scan, including the study design (e.g., longitudinal, cross-sectional), time frame, sampling frame, overall sample size and number of Hispanics in the sample, informant (e.g., parent, randomly selected household member), individuals for whom data are available (e.g., all household members, focal child), and whether geographic or other linking variable(s) are available. For surveys that had repeated assessments, we specify the specific survey wave or administration used for our review under the column labeled “featured survey and timeframe.” Exceptions to our general assessment rules are indicated in footnotes in Table 1 and in the relevant tables throughout.

The capacity of our current data infrastructure to adequately capture recent growth and diversification of the Latino population in the United States is mixed.

On the one hand, seven out of the 22 (32 percent) surveys reviewed are repeated cross-sectional surveys and the majority are ongoing, thereby providing current snapshots of the Hispanic population and how it may be changing over time. On the other hand, most of the data sets reviewed (15 out of 22, or 68 percent) are longitudinal and most (10 out of 15) assembled their samples more than 10 years ago. These samples do not capture recent growth and diversification of Latinos in the United States, so our ability to understand changes in family life over time among newer subgroups of Hispanics may be hampered.

Collectively, data are available to examine Hispanic families and households from more than one perspective. However, few surveys collect data from both parents, limiting our ability to understand

parenting and family dynamics. Fifteen data sets included more than one informant, often at least one parent and a child (nine data sets); only four data sets collected information from two parents.

The capacity is available to link geographic information and, perhaps, to understand the geographic diversity of Hispanics and how it shapes family life. With the exception of the National Survey of Family Growth, all data sets provide at least some geographic information, although the amount of information available varies greatly across data sets—ranging from a mere indication of the state where the participant lived to detailed geocoded data that can be linked to census and other data.

Measuring diversity in Hispanic family life

Table 2 shows the extent to which each data set includes information on the 10 key data elements needed to unpack Hispanic diversity.^{3,4} Findings presented in this portion of the table are based on those reported in our previous brief, [Improving Data Infrastructure to Recognize Hispanic Diversity in the United States](#). The right panel of this table summarizes the degree to which each survey captures the different dimensions within each of the four domains of family life examined. We also indicate whether information was collected for all dimensions within a domain (“ALL”), regardless of whether the information obtained was extensive, complete, or partial; whether information was obtained for some but not all dimensions (“SOME”); and whenever no information was obtained on any dimensions (“-”). Together, this information allows us to determine the extent to which we can understand the diversity of family life experiences among Latinos in the United States.

The majority (19 out of 22, or 86 percent) of surveys had at least some information on five or more of the 10 key data elements for measuring Hispanic diversity, but only one (NAWS) had at least partial information on all 10 elements. **Although most data sets (86 percent) collected information on both parent and child country of birth, only 13 of the 22 surveys inquired about U.S. citizenship.** Both of these data elements are critical to understanding social capital and how it shape families’ experiences. The largest gap in information relevant to unpacking Hispanic diversity is related to legal status. **Only four data sets obtained information on legal status** (L.A. FANS, NAWS, NLSY79, SIPP), limiting our ability to understand how families fare when members lack legal status. **Less than one-third of the data sets (six out of 22) collected information about parents’ literacy in any language and their educational attainment outside of the United States**—critical components to understanding

challenges to social integration and intergenerational mobility.

Overall, it was uncommon for data sets to collect information on both parents or all household members.

For example, the Survey of Income and Program Participation was the only study that obtained information on U.S. citizenship status for everyone in the household. Roughly half of the data sets that included information about parent country of birth inquired about both parents’ country of birth, an important piece of information for establishing generational status.

All data sets collected data to describe Latino family and household composition. All include at least some data on current family status (e.g., married, cohabiting) and many collect information to examine changes in family status over time. Most data sets included at least some information to describe parenting in Latino families. However, there were pronounced gaps in our ability to measure, describe, and understand relationship dynamics among Latinos and, to a lesser degree, co-parenting (particularly among co-residential parents).

Data elements measuring key characteristics of Latino family and household composition

Table 3 summarizes the availability of data on family and household composition. Specifically, we assessed whether surveys included information on the number of individuals, children, and adults in the household, and the relationship of the responding adult to children and other adults in the household. These data allow researchers to determine household and family type and/or structure.^d

All data sets contained at least partial information on all dimensions of family and household composition.

All surveys included complete information about the number of children in the household, and all included at least some information about the number of individuals and adults in the household. For the most part, information is available regarding the relationship of the responding adult to all children in the household (18 had complete information, and four partial) and to other adults in the household (all had at least partial information). However, in some cases (six surveys), only partial information is available about the relationship of the responding adult to other adults. Only a few data sets obtained detailed information about how *all* adults and children were related to all adults in the household. This information is needed to fully understand the arrangements of complex households (e.g., multi-family households).

^d Household and family type often, but not always, overlap. The household refers to all persons who occupy a housing unit, whereas family refers to those linked by blood, marriage, or adoption.

Data elements measuring key characteristics of Latino family stability

Table 4 indicates the extent to which surveys include information about marital, cohabiting, and childbearing history. This table also contains information about whether surveys included questions about family (in)stability. Specifically, we searched for the availability of information regarding the number of family or relationship transitions (i.e., change in romantic residential relationship status), the type of transition (i.e., change in residential, marital, or relationship status), and the timing of these transitions.

Nearly half of the surveys (10 of 22) captured, to some degree, all dimensions of family formation and stability examined. However, eight of the 22 surveys collected only partial or no information on this domain. All data sets asked about at least partial marital history, and most asked about cohabitation history (82 percent) and childbearing history (82 percent). Half (11 of 22) of the surveys asked about the number of family or relationship transitions, roughly two-thirds inquired about the type of transitions experienced, and over half asked about the timing of these transitions. Notably, surveys rarely contained information about family formation and family stability for *both* parents.

Data elements measuring key characteristics of Latino relationship dynamics

Table 5 focuses on the presence of data on six dimensions of relationship dynamics: relationship quality, happiness, communication, conflict, physical violence, and intimacy.

In general, **information on couple relationship dynamics is extremely limited.** More than half of the data sets (12) did not contain any information on this domain of family life. Only two data sets, Building Strong Families and Supporting Healthy Marriage, inquired about all six dimensions. Both of these data sets are based on samples of couples who participated in evaluations of government-funded programs aimed at strengthening the relationships of low-income couples with their young children. Currently, no national data set is available that can speak to the characteristics of couples who were not targeted by these programs, or couples who may benefit from such programs but were not included in the studies.

Data on relationship dynamics is rarely collected, but when it is, it is often collected from both partners.

Of the 10 surveys that collected information on relationship dynamics, seven did so from both partners, thereby allowing researchers to understand relationship experiences from the perspective of both partners, and how these experiences may differ.

Conflict is the most commonly available data element related to relationship dynamics, yet only six of the 22 surveys include it. Roughly one in four data sets included information on happiness and physical violence. Data on relationship quality and physical intimacy were collected in four surveys; only two surveys collected data on how couples communicate.

Data elements measuring key characteristics of Latino parenting and co-parenting

Tables 6 and 7 document the extent to which surveys included information on the six dimensions of parenting and co-parenting. The aspects of parenting reviewed here are parent-child activities (e.g., having meals together, reading); parent-child relationship/parenting behaviors (e.g., communication, monitoring); parenting knowledge, attitudes, and beliefs (e.g., educational expectations, parenting values); and fathers' early involvement (e.g., participation in prenatal visits). Co-parenting refers to the ways in which both parents come together in their parenting roles. For this dimension, we searched for the inclusion of items regarding parents' attitudes about co-parenting, relationship quality with the co-parent, roles and responsibilities, and conflict. Finally, we reviewed surveys for the availability of information about parental support and involvement in children's lives among nonresidential parents. Because information on the dimensions examined was often available from several sources, we indicate the extent to which the survey included questions that reflect each dimension collectively for the mother (m), the father (f), and the resident (r) or nonresident (nr) parent.

Overall, our review indicates that most data sets lack complete information about parenting and co-parenting. Indeed, five of the 22 surveys reviewed contained zero or just one of the 28 dimensions examined. Early paternal involvement has received little attention, with 16 (73 percent) of the data sets lacking information in this area. On the other hand, nearly three-quarters of the surveys (73 percent) examined parent-child activities, and nearly two-thirds (64 percent) examined parenting behaviors to some degree. For information about co-parenting and nonresidential parents' involvement, more information is available on nonresidential fathers than on how the two co-residential parents come together in their parenting roles. Below, we describe our findings across the six areas of parenting and co-parenting examined.

Roughly three-quarters of the surveys contained information on activities that parents and children do together, but in many cases, information was collected at the household level without specifying the person interacting with the child. For parent-child activities, most surveys collect information that falls into "other" general activities with parents (14 surveys), which

includes activities like going to the museum, sporting events, and running errands. Ten surveys asked whether, or how often, the parent read to the child. A smaller number of surveys (nine) included questions about learning opportunities and activities at home (e.g., playing with blocks, letters, numbers). Approximately one-third of the surveys (eight) asked whether or how often the family ate meals together. Fewer surveys (seven) included questions about involvement in physical activities with the child (e.g., playing sports); general caregiving (five), including feeding, bathing, and dressing the child; and homework (four).

The communication between parent and child (including frequency, quality, and content) is the aspect of the parent-child relationship and parenting behavior that is most commonly inquired about; still, only about half (12 of 22) of the data sets included items in this area. Fewer than half (10) of the surveys contain data on the quality of the parent-child relationship, which includes warmth, affection, and global relationship quality. Less than half (nine) of the data sets included items on parental monitoring and rules. Questions in this dimension often asked about parents' knowledge of their children's whereabouts, but some asked about monitoring and rules regarding specific activities (e.g., watching television). Measures of parental behaviors and attitudes regarding discipline are included in more than one-third (eight) of the data sets. Nearly one-third (seven) of the surveys ask about parents' involvement in school.

For parenting knowledge, attitudes, and beliefs, we reviewed the extent to which surveys included information about parental educational expectations, parental self-efficacy, parenting values and beliefs, and parental knowledge about parenting and child development. **At most, data sets included three of the four dimensions of parenting knowledge, attitudes, and beliefs.** Parenting values and beliefs appeared in 41 percent of the surveys. Only one survey (ECLS-B) included questions about parents' knowledge about parenting and child development.

Fathers' early involvement includes questions about fathers' participation in prenatal visits, their presence at birth, and whether paternity was established. We found that **only two data sets**, both birth cohorts (ECLS-B and FFCWS), **collected data on all three dimensions of fathers' early involvement.** Just six data sets asked questions about whether parents had established paternity, and only two collected data on fathers' participation in prenatal visits and their presence at birth.

To determine how much information our current data infrastructure provides about co-parenting, or the ways in which two parents work together and relate to each other in their parenting roles, we reviewed the extent to which surveys assessed parents' attitudes toward co-parenting, the quality of the relationship between the two

parents, their roles and responsibilities in childrearing, and communication and conflict about co-parenting. Our review indicated that **13 of the 22 data sets contained at least some information on co-parenting; only one asked questions on all co-parenting dimensions examined.** The most common dimension of co-parenting assessed—in eight of the 22 data sets—was the quality of the relationship with the co-parent. Nearly one-quarter of the surveys included questions about attitudes toward co-parenting. Only four data sets asked about communication or conflict in the co-parenting relationship, and three asked about roles and responsibilities regarding childrearing. Questions were generally asked from the perspective of one parent.



We also reviewed the degree to which surveys included information about nonresident parents. In this area, we searched for the inclusion of questions about legal arrangements (e.g., custody agreements), financial aid provided by a nonresident parent (both formal, through child support, and informal), in-kind support provided by a nonresident parent, and information about the amount of time the nonresident parent spends with the child. **Seventeen data sets included at least some information about the nonresidential parent's support and involvement in their child's life.** Most of the information obtained addressed the time spent with children (68 percent included questions in this dimension). For the types of support provided by the nonresident parent, most data sets focused on the provision of financial support (59 percent), and only five asked about other types of nonfinancial support (e.g., social support). Eight data sets included questions about legal arrangements (e.g., custody).

Summary and Implications

Our review of 22 primarily national surveys suggests that the current data infrastructure allows us to describe how Latino families are structured, but that data are limited for understanding family life beyond basic sociodemographic descriptors. Specifically, there is insufficient information about relationships, and parenting and co-parenting. Overall, the data available may not represent the current demographic composition of the Hispanic population in the United States.

Where information exists

There are adequate data to describe how Hispanic families are structured, which is critical to our understanding of Hispanic family life. Family structure and stability are key indicators of family well-being that are related to both parental and child outcomes.⁵⁻⁷ With the current data infrastructure, we are able to answer questions about the number of individuals that live in the same household, whether children are growing up in single or two-parent households, and (to some degree) whether extended family members and nonrelated individuals live in the household. Many surveys also collect information about changes in family composition. Importantly, many existing data sets contain sample sizes of Latinos large enough for subgroup analyses (e.g., by nativity status and, to a lesser extent, country of origin).

The information available can be used to identify potential resources and stressors that are present in Latino families, and how these differ for foreign-born and U.S.-born Latinos. Program developers can rely on this information to define their target population and the appropriate timing of interventions. For example, analyses using national data sets like those reviewed here have revealed that most births to low-income Hispanics occur in two-parent unions,^{8,9} and that the first five years of a child's life are characterized by high levels of family stability.¹⁰ Thus, the first few years following a child's birth are prime periods to engage fathers in parenting programs, and engage couples in family strengthening interventions. The importance of a child's early years also calls attention to the need for programs to support two-parent unions, in addition to single-parent families.

Where gaps exist

Our review indicates that current surveys do not adequately capture the more dynamic aspects of family life that are indicative of how a family functions, including couple dynamics, parenting, and co-parenting. For example, existing surveys allow us to determine whether fathers are present in Hispanic children's homes, but

Caveats

Our review is constrained by our decision to select the first (in longitudinal data sets) and most current (in repeated, cross-sectional data sets) survey available for review, with a few exceptions. We recognize that, in doing so, we may not capture a data set's full potential to inform on Hispanic family life. However, we based our review on baseline surveys (in the case of longitudinal data sets) because these usually contain the most comprehensive demographic information and the most complete data on their sample, compared with later waves that often have attrition. For repeated cross-sectional data sets, we selected the latest survey available for review, as it generally contains the most current information. More generally, we provide a rich array of information that can serve as a resource to researchers interested in studying Hispanic family life and guide future plans for data collection efforts.

there is insufficient information about how fathers interact with their children, how the two parents come together in their parenting roles, or the quality of the relationship between the two parents. Importantly, most surveys do not capture fathering; when they do, they focus on nonresidential fathers. This gap is especially noteworthy for Hispanic families, given that most Hispanic fathers live with all of their children.¹¹

The absence of information on family processes hinders our ability to design programs and policies that respond to the specific needs and challenges of Latino families. Previous work has shown a deficit of marriage programs specifically designed with Latino populations in mind.¹² Programs could be optimized with the aid of research that focuses on the unique challenges that Latinos relationships face, and by devising specific strategies to support Hispanic families. Only two surveys contain extensive information about couples' relationship dynamics. In both cases, the samples are select groups of individuals who agreed to be part of an evaluation of programs targeting couples, but who may not represent Latino couples typically not reached by these programs.

In addition, there continues to be insufficient information about critical variables that speak to the diverse experiences of Latino families in the United States. Our and others' work have noted divergent experiences among immigrant and nonimmigrant families and individuals. As we continue to delve into these differences, we must better understand the drivers of those differences: legal or citizenship status, linguistic isolation, English language fluency, education, or other factors. Each explanation

points to different challenges and implications for programs and policies. To address these questions, adequate data are needed that capture the diverse experiences of Latinos. Legal status is missing in most surveys, and parental literacy and educational attainment outside the United States are also not often collected. These three elements play a central role in determining Hispanic families' access to resources and opportunities, and their potential for upward mobility. However, obtaining sensitive information like legal status presents challenges that must be considered when designing future surveys.

Importantly, our nation's data infrastructure has not kept up with national demographic shifts. The Latino population has not only grown significantly over the recent decades, but has diversified and dispersed to areas with little previous representation of Latinos. Specifically, a sizable increase in the presence of Hispanics in the Southeast and in rural and suburban communities since the 1990s has altered the demographic landscape of the United States.^{1,13} The countries of origin for Latinos are also more diverse. Although repeated cross-sectional surveys likely adequately capture these demographic shifts—especially by providing potential links to geographic data—many of the longitudinal data sets reviewed compiled their samples prior to these changes and may not reflect these emerging Hispanic communities.

Implications

This review signals a need for improvements to the nation's data infrastructure that enhances our ability to study and serve Hispanic families and children. Future data collection efforts should assemble a new population-based cohort that captures the current demographic composition of the United States and follows participants over time. The survey should obtain more granular demographic information that can unpack the diversity within Latino families and inquire about indicators of family functioning beyond family structure (i.e., couple dynamics, parenting, and co-parenting, and from both parents' perspectives). Even though some studies not reviewed here have focused specifically on family dynamics among Latinos, they tend to be small and based on convenience samples that do not represent the diversity of the Hispanic population in the United States. While the task at hand may be perceived as daunting, the foundation for a future national survey of families and households exists in our current array of surveys.

Why research on low-income Hispanic children and families matters

Hispanic or Latino children currently make up roughly 1 in 4 of all children in the United States,^a and by 2050 are projected to make up 1 in 3, similar to the number of white children.^b Given this increase, how Hispanic children fare will have a profound impact on the social and economic well-being of the country as a whole.

Notably, though, 5.7 million Hispanic children, or one third of all Hispanic children in the United States, are in poverty, more than in any other racial/ethnic group.^c Nearly two thirds of Hispanic children live in low-income families, defined as having incomes of less than two times the federal poverty level.^d Despite their high levels of economic need, Hispanics, particularly those in immigrant families, have lower rates of participation in many government support programs when compared with other racial/ethnic minority groups.^{e-g} High-quality, research-based information on the characteristics, experiences, and diversity of Hispanic children and families is needed to inform programs and policies supporting the sizable population of low-income Hispanic families and children.

^a Federal Interagency Forum on Child and Family Statistics. (2017). America's children: Key national indicators of well-being, 2017, Table POP3. Washington, DC: Government Printing Office. Retrieved from <http://www.childstats.gov/americaschildren/tables.asp>.

^b Ibid.

^c DeNavas-Walt, C. & Proctor, B.D. (2015). Income and Poverty in the United States: 2014, Table B-2, Current Population Reports, P60-252. Washington, DC: U.S. Department of Commerce, U.S. Census Bureau. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p60-252.pdf#TableB-2>.

^d Lopez, M. H. & Velasco, G. (2011). Childhood poverty among Hispanics sets record, leads nation. Washington, DC: Pew Research Hispanic Center. Retrieved from <http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/>.

^e Williams, S. (2013). Public assistance participation among U.S. children in poverty, 2010. Bowling Green, Ohio: National Center for Family & Marriage Research. Retrieved from http://scholarworks.bgsu.edu/cgi/viewcontent.cgi?article=1021&context=ncfmr_family_profiles.

^f Lichter, D., Sanders, S., & Johnson, K. (2015). Behind at the starting line: Poverty among Hispanic infants. Durham, NH: University of New Hampshire, Carsey School of Public Policy. Retrieved from <http://scholars.unh.edu/cgi/viewcontent.cgi?article=1250&context=carsey>.

^g Child Trends Databank. (2014). Health care coverage. Bethesda, MD: Child Trends. Retrieved from <http://www.childtrends.org/?indicators=health-care-coverage>.

Table 1. Design Characteristics of Large-scale Data Sets Relevant to Studying Latino Families and Household

Dataset	Acronym	Longitudinal or Cross-sectional	Featured Survey(s) and Timeframe ¹	Design and Sampling Frame	Approximate Overall Sample Size	Approximate Hispanic Sample Size/ Percentage Hispanic	Person(s) Reporting	Data Available for Whom?	Geographic or Other Linking Variable(s)?
American Community Survey	ACS	Cross-Sectional	2015 questionnaire	Rolling monthly survey; two samples produced based on housing unit addresses and residents of group quarters facilities	2.3 million households	440,000	Household member	All household members	Census region, town, state, county, city, block, Census tract, and more
National Longitudinal Survey of Adolescent Health	Add Health	Longitudinal	1994-95 Wave I in-home interview ²	School-based nationally representative sample of students who were in 7th-12th grade in 1994-95 school year and followed through young adulthood (ages 24-32); includes special samples of saturation, disability, race/ethnicity, and sibling/twin	20,745	5,525	Adolescent, siblings, fellow students, school administrators, parent (preferably resident mother), friends, romantic partners	Adolescent; siblings; adolescent's friends, friends' parents; parent and parent's partner; school admin/school and teachers	Geocoding for household; neighborhood- and community-level characteristics; data for social network analysis
American Time Use Survey	ATUS	Cross-Sectional	2015 questionnaire	Subset of households that completed their eighth (final) interview for CPS (described below)	26,400	4,300	Randomly selected household member >14 years old	Randomly selected household member	Census region, town, state, county, city, block, Census tract, and more
Building Strong Families	BSF	Longitudinal	2005 baseline information form; eligibility screener ³	Low-income, unmarried couples either expecting a baby or who had a young baby; followed up when child was 3 years old; study conducted in seven sites (GA, MD, LA, FL, IN, OK, and TX), based on an intervention, volunteered	5,102 couples (including intervention and control groups)	25% of couples	Both partners	Both partners	Evaluation site location
Current Population Survey	CPS	Cross-Sectional	March 2015 Annual Social and Economic (ASEC) Supplement	Nationally representative sample of individuals ages 15+	200,000	37,000	Randomly selected household respondent age 15+	Respondent, respondent spouse/partner, other family/ household members, children	Census region, state, metro area, city, and county; link to other monthly supplements

Table 1, cont. Design Characteristics of Large-scale Data Sets Relevant to Studying Latino Families and Household Experiences

Dataset	Acronym	Longitudinal or Cross-sectional	Featured Survey(s) and Timeframe ¹	Design and Sampling Frame	Approximate Overall Sample Size	Approximate Hispanic Sample Size/ Percentage Hispanic	Person(s) Reporting	Data Available for Whom?	Geographic or Other Linking Variable(s)?
Early Childhood Educational Study-Birth Cohort	ECLS-B	Longitudinal	2001-02 nine-month parent surveys (including resident and nonresident father surveys); 2003-04 24-month parent survey ⁴	Nationally representative sample of children born in 2001, followed from birth until kindergarten entry	10,700	2,200	2 parents, ECE and child care providers	Focal child, parent, ECE/care settings	Zipcode, county, and state info for household and ECE provider; NCES school IDs, links to Common Core Data (CCD) and Private School Survey (PSS)
Early Childhood Educational Study-Kindergarten Class of 2010-11	ECLS-K:2011	Longitudinal	2010-11 Fall and Spring kindergarten parent surveys	Nationally representative sample of children attending public and private kindergarten in 2010, with annual data collections through fifth grade	18,174	4,500	Most knowledgeable parent or guardian, school and care staff	Focal child, 2 parents, school/ care setting	Census tract and zip code tabulation area (ZCTA) codes for children's homes and schools; NCES school IDs, links to Common Core Data (CCD) and Private School Survey (PSS)
Education Longitudinal Study of 2002	ELS	Longitudinal	2002 baseline parent questionnaire, 2002 baseline student questionnaire ⁵	Nationally representative sample of 10th graders followed through post-secondary years, with an oversample of Asians, Hispanics, and private schools	17,000	2,257	Student, most knowledgeable parent or guardian, teacher	Student, parent/ guardian, parent spouse/partner, school and school staff	Link to NELS:88 test scores, transcripts, geocode available in restricted data
Head Start Family and Child Experiences Survey	FACES	Longitudinal	2009 cohort, year 1 Fall parent survey	Cohort study of a nationally representative sample of children attending Head Start followed for 2-3 years, depending on when child enters study; excludes Migrant and Seasonal Head Start (MSHS), American Indian and Alaska Native (AI/AN) programs, programs in Puerto Rico and other U.S. territories	3,349	1,275	Any 1 parent (usually bio. mother), child assessment and observation, Head Start and care providers/ staff	Focal child, parent, Head Start and care settings	State

Table 1, cont. Design Characteristics of Large-scale Data Sets Relevant to Studying Latino Families and Household Experiences

Dataset	Acronym	Longitudinal or Cross-sectional	Featured Survey(s) and Timeframe ¹	Design and Sampling Frame	Approximate Overall Sample Size	Approximate Hispanic Sample Size/ Percentage Hispanic	Person(s) Reporting	Data Available for Whom?	Geographic or Other Linking Variable(s)?
The Fragile Families and Child Wellbeing Study	FFCWS	Longitudinal	1998-2000 mothers and fathers baseline surveys ⁶	Representative sample of non-marital births in 20 major cities and cities with population over 200,000; sample drawn from hospitals; child followed through age 15	4,700	35% ⁷	Both parents (plus in-home child assessments in select follow-ups; child interviews at later follow-ups)	Both parents, focal child at follow-up interviews	Sample city, state, stratum/ PSU available in restricted data
Head Start Impact Study	HSIS	Longitudinal	2002 Fall parent interview	Random-assignment study of nationally representative sample of 3- and 4- year olds who applied to Head Start in 2002, followed until spring of 1st grade in 2006	4,667	37% (weighted)	Any 1 parent (usually mother), child assessment and observation, Head Start and care providers/ staff	Focal child, parent, Head Start and care settings	NCES school IDs, links to Common Core Data(CCD) and Private School Survey (PSS); Great Schools Database
High School Longitudinal Study	HSL:2009	Longitudinal	2009 baseline parent questionnaire, 2009 baseline student questionnaire	Nationally representative sample of 9th graders in 2009, followed through secondary and post-secondary years	21,444	3,516	Student, most knowledgeable parent (usually bio. mother), teacher, school administrator, school counselor	Student, parent/ guardian, parent spouse/partner/ other parent, school and school staff	Census region, division, and state of school; link to transcript data

Table 1, cont. Design Characteristics of Large-scale Data Sets Relevant to Studying Latino Families and Household Experiences

Dataset	Acronym	Longitudinal or Cross-sectional	Featured Survey(s) and Timeframe ¹	Design and Sampling Frame	Approximate Overall Sample Size	Approximate Hispanic Sample Size/ Percentage Hispanic	Person(s) Reporting	Data Available for Whom?	Geographic or Other Linking Variable(s)?
Los Angeles Family and Neighborhood Survey	L.A. FANS	Longitudinal	2001-02 adult, household, and parent surveys	Representative sample of Los Angeles County neighborhoods and households followed up from 2006-2008; designed as multilevel survey; low-income families and families with children oversampled; stratified random sample of 3,090 households in 65 neighborhoods based on census tracts	3,090 households; 3,165 children	57% (weighted)	Randomly selected adult, child and child's mother or primary caregiver, and sibling <18 if applicable	One child, sibling, and primary caregiver, caregiver's spouse/partner, respondent, respondent's spouse/partner	State, country, Census region; ArcView and GIS geocodes; public-use data has Public Service Area (PSA) and Euclidean distance from residence to Census tract; restricted-use data has Census tract assignment for each location reported by respondent
National Agricultural Workers Survey	NAWS	Cross-Sectional	2011-2012 questionnaire	National probability sample of crop agriculture workers	3,000	>80%	Selected adult	Parent, spouse, child	State-level data for California workers only
New Immigrant Survey	NIS	Longitudinal	2003-04 questionnaire	Two nationally representative samples of (a) adult immigrants admitted to the Lawful Permanent Residence (LPR) program and (b) both children with child-of-U.S.-citizen visas who are under 18 years of age and adopted orphans under five years of age; a follow-up interview in 2007-2009	8,573 adult immigrants; 810 child immigrants	40% of adult immigrants (weighted); 35% of child immigrants	Selected adult, parent/caregiver of selected child	Selected adult, selected child, sponsor	Region (multi-state, large states like NY and CA, and other)

Table 1, cont. Design Characteristics of Large-scale Data Sets Relevant to Studying Latino Families and Household Experiences

Dataset	Acronym	Longitudinal or Cross-sectional	Featured Survey(s) and Timeframe ¹	Design and Sampling Frame	Approximate Overall Sample Size	Approximate Hispanic Sample Size/ Percentage Hispanic	Person(s) Reporting	Data Available for Whom?	Geographic or Other Linking Variable(s)?
National Longitudinal Survey of Youth 1979	NLSY79	Longitudinal	1979 ⁸	Nationally representative sample of those born in 1957-1964; follow-up interview annually through 1994 and biannually thereafter	12,686	2,002	Selected youth, 1 knowledgeable person in the household (usually a parent)	Youth respondent, parents, siblings, respondent's spouse/partner, respondent's children under 13	Census region; geocode data for residence in restricted data; NLSY79 Child and Young Adult cohort longitudinal study following children of NLSY79 female respondents; school transcript data
National Longitudinal Survey of Youth 1997	NLSY97	Longitudinal	1997 youth and parent questionnaires	Nationally representative sample of 12-16-year olds in 1996 (born between 1980 and 1984); follow-up interview annually	8,984	1,901	Selected youth, any 1 parent (preferably bio. mother)	Youth respondent, parents, respondent's spouse/partner, respondent's children under 13	Census region; geocode data for residence in restricted data
National Survey of Children's Health	NSCH	Cross-Sectional	2011-12 questionnaire	Nationally representative sample of noninstitutionalized population ages 0-17	100,000	23.7%	Most knowledgeable parent	Parent, parent partner, focal child	State
National Survey of Early Care and Education	NSECE	Cross-Sectional	2012 Household questionnaire	Nationally representative sample of households with children <13 years old; integrated with 3 other nationally representative surveys of home-based providers, center-based providers, and center workforce; oversampled from low-income communities	11,629 households; 21,665 children	3,158 households; 7,125 children	Any 1 parent	Parent, each child in household age 0-13, childcare providers and staff	State; geographic indicators for household, ECE provider, and parent employment
National Survey of Family Growth	NSFG	Cross-Sectional	2011-13 female and male questionnaires	Nationally representative sample of women and men of reproductive age (15-44 and 15-49, respectively)	10,416	2,495	Selected woman or man (no association)	Respondent, respondent's past and current partner(s)	—

Table 1, cont. Design Characteristics of Large-scale Data Sets Relevant to Studying Latino Families and Household Experiences

Dataset	Acronym	Longitudinal or Cross-sectional	Featured Survey(s) and Timeframe ¹	Design and Sampling Frame	Approximate Overall Sample Size	Approximate Hispanic Sample Size/ Percentage Hispanic	Person(s) Reporting	Data Available for Whom?	Geographic or Other Linking Variable(s)?
Supporting Healthy Marriage	SHM	Longitudinal	2007-2009 baseline questionnaire ⁹	Multi-site, multiyear voluntary evaluation of marriage programs for low-income married couples in FL, KS, NY, OK, PA, TX, and WA; follow-up 30 months after study entry	6,298 couples	43% (both partners)	Both partners, focal child	Both partners, focal child	Site location
Survey of Income and Program Participation	SIPP	Longitudinal	2008 panel, wave 1 core questionnaire	Nationally representative sample of households; core interviews at four-month intervals for four years and topical interviews at some waves; oversampled low-income population	42,032	13% (weighted)	Household member(s) ¹⁰	Parent, spouse/partner, each child in household (0-14 for child care/ ECE)	State (but not designed for subnational estimates); link topical and core modules

¹ For repeated, cross-sectional surveys, we reviewed the most recent survey available at the time of our analysis. For longitudinal studies, we reviewed the first assessment, or baseline, with a few exceptions.

² We used the 2001–02 Wave III in-home interview to complete Table 6 because Wave III was when respondents were of parenting age and were first asked about parenting.

³ Data elements from BSF were pulled from the baseline, 15-month, and 36-month follow-ups. The baseline was missing key demographic info such as parent country of birth and time in United States. Data on parent country of birth was collected at the 36-month follow-up, and time in the United States was collected at the 15-month follow-up. Parenting and relationship information were first asked in detail in the 15-month follow-up; Table 6 reports on that assessment.

⁴ Some data elements in Table 2 (Mothers' country of birth, time in the United States, and citizenship status) comes from the second wave of data collection for the 2003-04 24-month parent survey.

⁵ We reviewed the student questionnaire for the availability of parenting measures.

⁶ Parenting and relationship information was first asked in detail for the 1-year follow-up; we reviewed that survey to complete tables 5 and 6.

⁷ This information is based on maternal race/ethnicity, since the Fragile Families documentation does not include information on children's race/ethnicity.

⁸ We also reviewed 1990 and 1998 surveys for specific content areas that were not inquired about in detail until later assessments. Table 4 uses the detailed cohabitating history and more detailed family/relationship transitions from 1990 and Table 6 uses the fatherhood questions in the 1998 survey.

⁹ Data elements from SHM were pulled from the baseline and the 12-month follow-up. Furthermore, detailed information on relationship dynamics and parenting was not collected until the 12-month follow-up. For that reason, we reviewed the follow-up in addition to baseline to complete tables 5 and 6.

¹⁰ The SIPP collected interviews for all physically and mentally able members of housing units who were age 15 or older.

Table 2. Data Elements Measuring Key Characteristics of Latino Families and Households, by Data Set

	Priority Data Elements for Studying Hispanic Populations										Additional Data Elements Relevant to Studying Family and Household Life			
Data Set	Hispanic Heritage	Child Country of Birth	Parent Country of Birth	U.S. Citizenship	Time in United States	Home Language	Parent English Speaking Proficiency	Parent Literacy in Any Language	Parent Educational Attainment Outside United States	Legal Status	Family and Household Composition	Family Formation and Stability	Relationship Dynamics	Parenting and Co-Parenting
ACS	✓	✓	✓	✓	✓	✓	✓	-	-	-	All	All	-	-
Add Health	✓ P, C	❖ P, C	✓	✓ P, C	✓	✓	❖ ²	❖ ²	-	-	All	All	Some	Some
ATUS ³	✓	✓	✓	✓	✓	-	-	-	-	-	All	Some	-	Some
BSF ⁴	✓	-	❖	-	✓	✓	❖	-	-	-	All	All	All	Some
CPS	✓	✓	✓ 2P	✓	✓	-	-	-	-	-	All	Some	-	Some
ECLS-B ⁵	✓ 2P, C	✓ ¹	✓ 2P	✓ 2P, C	✓ 2P	✓ P, H	✓ 2P	❖ 2P	-	-	All	All	Some	Some
ECLS-K:2011	✓	✓	✓ 2P	❖ P, C	✓ 2P, C	✓ ⁺ P, C, H	✓	❖	✓	-	All	All	-	Some
ELS	✓ P, C	❖	❖ 2P	-	✓	✓ C	✓	❖	✓	-	All	Some	-	Some
FACES	✓ 2P, C	✓	✓ 2P	-	✓ 2P, C	✓ ⁺ P, C, H	✓	✓	-	-	All	Some	Some	Some
FFCWS	✓ 2P	✓	✓ 2P, GP	✓ 2P, C	✓ 2P	❖	-	-	-	-	All	Some	Some	Some
HSIS	✓ 2P, C	✓	✓ 2P	-	✓ 2P, C	✓ P, H	❖	-	-	-	All	Some	Some	Some
HSL:2009	✓ P, C	✓	✓ 2P	-	✓	✓ C	❖	-	✓	-	All	Some	-	Some
L.A. FANS	✓ 2P, C	✓	✓	✓ P, C	✓	✓	-	-	✓	✓	All	All	Some	Some
NAWS	✓	✓	✓ P, H+, GP	✓	✓ P, H+	✓	✓	✓	❖ P, H+	✓	All	Some	-	-

“✓+” = extensive information available; “✓” = data element included in the survey; “❖” = partial or limited information available; “-” = no information available. The “Additional Data Elements Relevant to Studying Family and Household Life” indicates, for each domain, whether surveys collected at least partial information for all dimensions (“All”), or some but not all of the dimensions (“Some”), or whether no information was obtained on any dimensions (“-”).

Table 2, cont. Data Elements Measuring Key Characteristics of Latino Families and Households, by Data Set

	Priority Data Elements for Studying Hispanic Populations										Additional Data Elements Relevant to Studying Family and Household Life			
Data Set	Hispanic Heritage	Child Country of Birth	Parent Country of Birth	U.S. Citizenship	Time in United States	Home Language	Parent English Speaking Proficiency	Parent Literacy in Any Language	Parent Educational Attainment Outside United States	Legal Status	Family and Household Composition	Family Formation and Stability	Relationship Dynamics	Parenting and Co-Parenting
NIS	✓	✓	✓ 2P	✓ 2P, GP	✓ 2P, C, GP	✓	❖	-	✓ 2P, GP	-	All	All	All	Some
NLSY79	-	❖	❖	✓	-	❖	-	-	-	✓	All	All	-	Some
NLSY97	-	-	✓ 2P	❖	✓ 2P	✓ 2P	-	-	-	-	All	All	-	Some
NSCH	-	❖	❖	-	✓	✓	-	-	-	-	All	Some	Some	Some
NSECE	-	✓	✓ 2P	-	✓ 2P, C	✓ P, H	-	-	-	-	All	Some	-	Some
NSFG	✓	❖	-	-	✓	✓	❖	-	-	-	All	All	Some	Some
SHM	✓	✓	❖	-	✓	✓	✓	-	-	-	All	Some	All	Some
SIPP	✓ P, H+	❖	❖ P, H+	✓ P, H+	✓ P, H+	✓ P, H+	✓	-	-	✓	All	Some	-	-

"✓+" = extensive information available; "✓" = data element included in the survey; "❖" = partial or limited information available; "-" = no information available. The "Additional Data Elements Relevant to Studying Family and Household Life" indicates, for each domain, whether surveys collected at least partial information for all dimensions ("All"), or some but not all of the dimensions ("Some"), or whether no information was obtained on any dimensions ("-").

Unless otherwise noted, data element is available for the responding parent. C = available for child; P = available for one parent; 2P = available for up to 2 parents; GP = available for grandparents; H = available at household level; H+ = available for all household members. We only explicitly qualify that information is available for the responding parent ("P") when it is also available for other household members.

¹ Given the birth cohort design of this study, all focal children were born in the United States.

² Add Health assesses how well each respondent speaks or reads in English, but does not distinguish between speaking proficiency and literacy.

³ ATUS is linked to CPS data.

⁴ Parent country of birth was collected in the 36-month follow-up, and time in the United States in the 15 month follow-up.

⁵ Mothers' country of birth, time in the United States, and citizenship status comes from the 24-month parent survey.

ACS = American Community Survey; Add Health = National Longitudinal Survey of Adolescent Health; ATUS = American Time Use Survey; BSF = Building Strong Families; CPS = Current Population Survey; ECLS-B = Early Childhood Longitudinal Birth Cohort; ECLS-K = Early Childhood Longitudinal Study, Kindergarten Cohort; ELS = Education Longitudinal Study; FACES = Head Start Family and Child Experiences Survey; FFCWS = Fragile Families and Child Well-Being Study; HSIS = Head Start Impact Study; HSL:2009 = High School Longitudinal Study; L.A. FANS = Los Angeles Family and Neighborhood Survey; NAWs = National Agricultural Workers Survey; NIS = New Immigrant Survey; NLSY79 = National Longitudinal Survey of Youth of 1979; NLSY97 = National Longitudinal Survey of Youth of 1997; NSCH = National Survey of Children's Health; NSECE = National Survey of Early Care and Education; NSFG = National Survey of Family Growth; SHM = Supporting Healthy Marriage; SIPP = Survey of Income and Program Participation

Table 3. Data Elements Measuring Key Characteristics of Latino Family and Household Composition, by Data Set

	Family and Household Composition						
Dataset	Number of Individuals in Household	Number of Children in Household	Number of Adults in Household	Relationship of Responding Adult to Children in Household	Relationship of Responding Adult to Other Adults in Household	Relationship of All Children to All Adults in Household	Relationship of All Adults to All Other Adults in Household
ACS	✓	✓	✓	✓+	✓+	✱	✱
Add Health	✓	✓	✓	✓+	✓+	✱	✱
ATUS	✓	✓	✓	✓+	✓+	✱	✱
BSF	✱	✓	✱	✱	✱	✱	✱
CPS	✓	✓	✓	✓+	✓+	✓+	✓+
ECLS-B	✓	✓	✓	✱	✱	✱	✱
ECLS-K:2011	✓	✓	✓	✱	✱	✱	✱
ELS	✓	✓	✓	✓	✓	✓	✱
FACES	✓	✓	✓	✱	✱	✱	✱
FFCWS	✓	✓	✓	✓+	✓+	✱	✱
HSIS	✓	✓	✓	✓+	✓+	✱	✱
HSLS:2009	✓	✓	✓	✓	✱	✱	✱
L.A. FANS	✓	✓	✓	✓	✓	✱	✱
NAWS	✓	✓	✓	✓+	✓+	✱	✱
NIS	✓	✓	✓	✓+	✓+	✓	✱
NLSY79	✓	✓	✓	✓+	✓+	✓	✓
NLSY97	✓	✓	✓	✓	✱	✱	✱
NSCH	✓	✓	✓	✓	✓	✱	✓
NSCECE	✓	✓	✓	✓	✓	✱	✱
NSFG	✓	✓	✓	✓+	✓+	✓	✓
SHM	✓	✓	✓	✓	✓	✱	✱
SIPP	✓	✓	✓	✓+	✓+	✓+ ¹	✓+

“✓+” = extensive information available; “✓” = data element included in the survey; “✱” = partial or limited information available; “-” = no information available.

¹ The SIPP collected interviews for all physically and mentally able members of housing units who were 15 years of age or older.

ACS = American Community Survey; Add Health = National Longitudinal Survey of Adolescent Health; ATUS = American Time Use Survey; BSF = Building Strong Families; CPS = Current Population Survey; ECLS-B = Early Childhood Longitudinal Birth Cohort; ECLS-K = Early Childhood Longitudinal Study, Kindergarten Cohort; ELS = Education Longitudinal Study; FACES = Head Start Family and Child Experiences Survey; FFCWS = Fragile Families and Child Well-Being Study; HSIS = Head Start Impact Study; HSLS:2009 = High School Longitudinal Study; L.A. FANS = Los Angeles Family and Neighborhood Survey; NAWS = National Agricultural Workers Survey; NIS = New Immigrant Survey; NLSY79 = National Longitudinal Survey of Youth of 1979; NLSY97 = National Longitudinal Survey of Youth of 1997; NSCH = National Survey of Children's Health; NSCECE = National Survey of Early Care and Education; NSFG = National Survey of Family Growth; SHM = Supporting Healthy Marriage; SIPP = Survey of Income and Program Participation

Table 4. Data Elements Measuring Key Characteristics of Latino Family Stability, by Data Set

Family Formation and Stability						
Data Set	Marital History	Cohabiting History	Childbearing History	Number of Family/ Relationship Transitions	Type of Transitions ¹	Timing of Family/ Relationship Transitions
ACS	✓+	✓	❖	✓	✓	✓
Add Health	✓+ C	✓+	✓+ C	✓ C	✓+ C	✓+ C
ATUS	❖	❖	❖	-	-	-
BSF	✓	✓	✓	❖	✓	✓
CPS	❖	❖	❖	-	❖	❖
ECLS-B	✓ 2P	✓ 2P	✓ 2P	✓ 2P	✓ 2P	✓
ECLS-K:2011	✓	✓	✓	❖	❖	✓
ELS	❖	❖	-	-	-	-
FACES	❖	-	✓	-	❖	✓
FFCWS	❖ 2P	❖ 2P	✓+ 2P	❖ 2P	-	-
HSIS	❖	-	✓	-	-	-
HSLs:2009	❖	-	-	-	-	-
L.A. FANS	✓+ 2P	✓+ 2P	✓+ 2P	✓+ 2P	✓+ 2P	✓+ 2P
NAWS	❖	❖	-	-	-	-
NIS	✓+	✓	✓+	✓	✓	✓+
NLSY79 ²	✓+	✓+	✓+	✓+	✓+	✓+
NLSY97	✓ C	✓+ C	✓+ C	✓ C	✓+ C	✓+ C
NSCH	❖	❖	-	-	❖	-
NSCECE	❖	-	❖	-	-	-
NSFG	✓+	✓+	✓+	✓+	✓+	✓+
SHM	✓ 2P	✓ 2P	❖	-	-	-
SIPP	✓	✓	❖ 2P	-	✓	❖

"✓+" = extensive information available; "✓" = data element included in the survey; "❖" = partial or limited information available; "-" = no information available.

Unless otherwise noted, data element is available for the respondent adult (who is usually, but not always, a parent). C = available for child (reported by child when age-appropriate); 2P = available for up to 2 parents; H = available at household level; H+ = available for all household members.

¹ Types of transitions refers to changes in family structure and composition, including marriage and divorce.

² Includes information collected at baseline and in the 1990 survey.

ACS = American Community Survey; Add Health = National Longitudinal Survey of Adolescent Health; ATUS = American Time Use Survey; BSF = Building Strong Families; CPS = Current Population Survey; ECLS-B = Early Childhood Longitudinal Birth Cohort; ECLS-K = Early Childhood Longitudinal Study, Kindergarten Cohort; ELS = Education Longitudinal Study; FACES = Head Start Family and Child Experiences Survey; FFCWS = Fragile Families and Child Well-Being Study; HSIS = Head Start Impact Study; HSLs:2009 = High School Longitudinal Study; L.A. FANS = Los Angeles Family and Neighborhood Survey; NAWS = National Agricultural Workers Survey; NIS = New Immigrant Survey; NLSY79 = National Longitudinal Survey of Youth of 1979; NLSY97 = National Longitudinal Survey of Youth of 1997; NSCH = National Survey of Children's Health; NSCECE = National Survey of Early Care and Education; NSFG = National Survey of Family Growth; SHM = Supporting Healthy Marriage; SIPP = Survey of Income and Program Participation

Table 5. Data Elements Measuring Key Characteristics of Latino Relationship Dynamics, by Data Set

Relationship Dynamics						
Data Set	Relationship Quality	Happiness	Communication	Conflict	Physical Violence	Sexual Relations/ Physical Intimacy
ACS	-	-	-	-	-	-
Add Health	-	✓	-	✓	-	-
ATUS	-	-	-	-	-	-
BSF ¹	✓+ BP	✓ BP	✓+ BP	✓+ BP	✓+ BP	✓ BP
CPS	-	-	-	-	-	-
ECLS-B	✓ BP	✓ BP	-	✓ BP	-	-
ECLS-K:2011	-	-	-	-	-	-
ELS	-	-	-	-	-	-
FACES	-	-	-	-	❖ ²	-
FFCWS ³	✓+ BP	-	-	✓+ BP	✓ ⁴	❖ BP
HSIS	-	-	-	-	❖ ²	-
HSL:2009	-	-	-	-	-	-
L.A. FANS	-	-	-	✓+ BP	-	-
NAWS	-	-	-	-	-	-
NIS	-	-	-	-	-	-
NLSY79	-	-	-	-	-	-
NLSY97	-	-	-	-	-	-
NSCH	-	✓ BP	-	-	-	-
NSECE	-	-	-	-	-	-
NSFG	-	-	-	-	-	✓ BP
SHM ⁵	✓+ BP	✓ BP	✓+ BP	✓+ BP	✓ ⁴	✓ BP
SIPP	-	-	-	-	-	-

"✓+" = extensive information available; "✓" = data element included in the survey; "❖" = partial or limited information available; "-" = no information available. Unless otherwise noted, data element is available for the respondent partner, usually the female. BP=available for both partners.

¹ Includes information collected at baseline and in the 15-month follow-up.

² Respondents are asked about witnessing or experiencing domestic violence, but not about the identity of the perpetrator.

³ Includes information collected at baseline and the 1-year follow-up.

⁴ Question was only asked of wives/mothers.

⁵ Includes information collected at baseline and the 12-month follow-up.

Table 6. Data Elements Measuring Key Characteristics of Latino Parenting, by Data Set: Parent-child Activities; Relationships/Behavior and Parenting Knowledge, Attitudes, and Beliefs

	Parent-child Activities							Parent-child Relationships/Parenting Behaviors					Parenting Knowledge, Attitudes, and Beliefs			
Data Set	Meals together	Reading	Other home-based learning activities (e.g., letters, blocks) ¹	Homework	Physical activities with child	General caregiving (clothes, food, bathing)	Other general activities with child	Parent-child communication ²	Quality of parent-child relationship ³	Parental monitoring and rules	Discipline ⁴	Parental involvement in school	Parental educational expectations	Parental self-efficacy	Parenting values and beliefs	Knowledge about parenting and child development
ACS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Add Health ⁵	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ATUS	✓ m/f	-	-	-	-	✓ m/f	✓ m/f	-	-	-	-	-	-	-	-	-
BSF ⁶	-	✓ m/f	✓ m/f	-	-	✓ m/f	-	-	✓ m/f	-	✓ m,f	-	-	✓ m/f	✓+ m/f	-
CPS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ECLS-B	-	✓ Δ, f(r)	✓ m/f, f(r)	-	✓ m/f, f(r)	✓+ m/f, f(r)	✓ Δ, m/f, f(r)	✓ f(r)	✓ f(r)	-	-	-	-	-	✓+ m/f, f(r,nr)	✓+ f(r)
ECLS-K:2011	✓ Δ	✓ Δ	✓+ Δ	-	✓ Δ	-	✓+ Δ	✓ Δ, m(nr)/ f(nr)	✓+ m/f	✓ m/f	✓ m/f	✓ m(r,nr)/ f(r,nr)	✓ m/f	✓ m/f	-	-
ELS	✓ m/f	-	-	✓ m/f	❖ m/f	-	✓+ m/f	✓+ m/f	-	✓+ m/f	-	✓+ Δ, m(nr)/ f(nr)	✓ m,f, m/f	-	-	-
FACES	✓ Δ	✓+ Δ	✓ Δ	-	✓ Δ	-	✓+ Δ	✓ Δ	✓ m/f	-	✓ m/f	✓+ m, f, m/f	-	✓ m/f	✓+ m/f	-
FFCWS ⁷	-	✓ m,f	✓ m,f	-	✓ m,f	✓ m,f	✓ m,f	✓ m,f	-	-	✓ m,f	-	-	-	✓+ m,f	-
HSIS	-	✓+ Δ	✓+ Δ	-	✓ Δ	-	✓+ Δ	✓ m/f	✓ m/f	✓+ m/f	✓ m/f	-	-	✓ m/f	✓+ m/f	-
HSLs:2009	-	-	✓+ Δ	-	-	-	✓ Δ	✓ Δ	-	-	-	✓+ Δ	✓+ m/f	-	-	-
L.A. FANS	✓+ Δ	✓+ Δ, m/f, f	-	✓ f	✓ f	-	-	✓+ m(r,nr), f(r,nr)	✓ m/f	✓+ m/f	✓ m/f	✓+ m/f	✓ m/f	✓ m/f	✓ m/f	-

“✓+”= extensive information available; “✓”= data element included in the survey; “❖”= partial or limited information available; “-”= no information available. Information is often available from different perspectives (e.g., mother, father). The codes reported here reflect the information available across informants, and not any one perspective.

Table 6, cont. Data Elements Measuring Key Characteristics of Latino Parenting, by Data Set: Parent-child Activities; Relationships/Behavior and Parenting Knowledge, Attitudes, and Beliefs

	Parent-child Activities							Parent-child Relationships/Parenting Behaviors					Parenting Knowledge, Attitudes, and Beliefs			
Data Set	Meals together	Reading	Other home-based learning activities (e.g., letters, blocks) ¹	Homework	Physical activities with child	General caregiving (clothes, food, bathing)	Other general activities with child	Parent-child communication ²	Quality of parent-child relationship ³	Parental monitoring and rules	Discipline ⁴	Parental involvement in school	Parental educational expectations	Parental self-efficacy	Parenting values and beliefs	Knowledge about parenting and child development
NAWS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NIS	-	-	-	✓ Δ	-	-	✓ Δ	✓ Δ	-	✓ Δ	-	✓+ Δ	✓ m/f	-	-	-
NLSY79 ⁸	-	-	-	-	-	-	✓ f	-	-	-	-	-	-	-	✓ f	-
NLSY97	✓ Δ	-	-	-	-	-	✓ Δ	✓+ m(r,nr), f(r,nr)	✓+ m(r,nr), f(r,nr)	✓+ m(r,nr), f(r,nr)	❖ m(r,nr), f(r,nr)	✓ Δ	✓ m/f	-	-	-
NSCH	✓ Δ	✓ Δ	✓ Δ	-	-	-	✓ Δ	✓ m/f,Δ	✓ m/f	✓+ m/f	-	-	-	✓ m/f	-	-
NSECE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NSFG	✓ f(r,nr)	✓ f(r,nr)	-	✓ f(r,nr)	-	✓ f(r,nr)	✓ f(r,nr)	✓ f(r,nr)	✓ f(r,nr)	✓ f(r,nr)	✓ f(r,nr)	-	-	-	✓ m,f	-
SHM ⁹	-	✓ m,f	✓ m,f	-	✓ m,f	-	✓ m,f	✓+ m,f	✓+ m,f	✓+ m,f	✓ m,f	-	-	-	✓ m,f	-
SIPP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

^t✓+ = extensive information available; ✓ = data element included in the survey; ❖ = partial or limited information available; - = no information available. Information is often available from different perspectives (e.g., mother, father). The codes reported here reflect the information available across informants, and not any one perspective.

m = information about mother, f = information about father, m/f = information about either the mother or father, Δ = unspecified person in the household, (r) = residential parent, (nr) = nonresidential parent; if there is no (r) or (nr), default is residential. (Nr) indicates questions are explicitly asked of nonresidential parents.

¹ This measure excludes homework.

² This includes quality and content of communication.

³ Quality of relationship includes measures of how comfortable parents feel with kids, warmth, and parent-child conflict.

⁴ This includes behaviors as well as attitudes and beliefs.

⁵ Includes information collected at Wave III.

⁶ Includes information collected at the 15-month follow-up.

⁷ Includes information collected at the one-year follow-up.

⁸ Includes information in the 1998 survey.

⁹ Includes information available at baseline and in the 12-month follow-up.

ACS = American Community Survey; Add Health = National Longitudinal Survey of Adolescent Health; ATUS = American Time Use Survey; BSF = Building Strong Families; CPS = Current Population Survey; ECLS-B = Early Childhood Longitudinal Birth Cohort; ECLS-K = Early Childhood

Longitudinal Study, Kindergarten Cohort; ELS = Education Longitudinal Study; FACES = Head Start Family and Child Experiences Survey; FFCWS = Fragile Families and Child Well-Being Study; HSIS = Head Start Impact Study; HSLS:2009 = High School Longitudinal Study; L.A. FANS = Los Angeles Family and Neighborhood Survey; NAWS = National Agricultural Workers Survey; NIS = New Immigrant Survey; NLSY79 = National Longitudinal Survey of Youth of 1979; NLSY97 = National Longitudinal Survey of Youth of 1997; NSCH = National Survey of Children's Health; NSECE = National Survey of Early Care and Education; NSFG = National Survey of Family Growth; SHM = Supporting Healthy Marriage; SIPP = Survey of Income and

Table 7. Data Elements Measuring Key Characteristics of Latino Parenting, by Data Set: Fathers' Early Involvement, Co-parenting, Nonresidential Parent Support and Involvement

	Fathers' Early Involvement			Co-parenting					Non-residential parent support and involvement with children			
Dataset	Father participation in prenatal visits	Father's presence at birth	Establishing paternity ¹	Attitudes toward co-parenting	Relationship quality ² with co-parent	Division of roles and responsibilities about childrearing	Communication about co-parenting	Conflict about co-parenting	Legal agreements (excluding child support)	Financial aid exchange between non-resident parents	Nonfinancial support between non-resident parents (measures of social support)	Time nonresident parent spends with children ³
ACS	-	-	-	-	-	-	-	-	-	-	-	-
Add Health ⁴	-	-	-	-	-	-	-	-	✓ m(r)/f(r), m(nr)/f(nr)	✓+ m(r)/f(r), m(nr)/f(nr)	✓ m(r)/f(r), m(nr)/f(nr)	✓ m(r)/f(r), m(nr)/f(nr)
ATUS	-	-	-	-	-	-	-	-	-	-	-	✓ m/f
BSF ⁵	-	-	✓ m/f	✓ m/f	✓+ m/f	-	♣ m/f	-	✓ m/f	✓+ f	✓ m/f	✓ m/f
CPS	-	-	-	-	-	-	-	-	-	♣ Δ	-	-
ECLS-B	✓ f	✓+ f(r,nr)	✓ f(nr)	✓ f(r,nr)	✓ m/f, f(nr)	✓ m/f, f(r)	✓ f(r,nr)	✓ m/f, f(r,nr)	✓ f(r,nr)	✓+ f(nr)	✓ f(nr)	✓ m, f(r,nr)
ECLS-K:2011	-	-	-	-	✓ m/f	-	-	-	✓ f(r,nr)	✓ m(nr)/f(nr)	-	✓ m(r,nr)/ f(r,nr)
ELS	-	-	-	-	-	-	✓ m(nr)/f(nr)	-	-	-	-	✓ m(r,nr)/ f(r,nr)
FACES	-	-	-	-	♣ m/f	-	-	-	-	✓ m(r,nr), f(r,nr)	-	✓ m(r,nr), f(r,nr)
FFCWS ⁶	♣ f	✓ f	♣ f	✓ m,f	✓+ m,f	♣ m,f	✓ m,f	-	✓ m,f	✓ m,f	✓ m,f	✓ m(r,nr)/ f(r,nr)
HSIS	-	-	-	-	-	♣ f(nr)	-	-	-	✓ m(r,nr), f(r,nr)	♣ m(r,nr), f(r,nr)	✓ m(r,nr), f(r,nr)

“✓+” = extensive information available; “✓” = data element included in the survey; “♣” = partial or limited information available; “-” = no information available.

m = information about mother, f = information about father, m/f = information about either the mother or father, Δ = unspecified person in the household, (r) = residential parent, (nr) = nonresidential parent; if there is no (r) or (nr), default is residential. (nr) indicates questions are explicitly asked of nonresidential parents.

Table 7, cont. Data Elements Measuring Key Characteristics of Latino Parenting, by Data Set: Fathers' Early Involvement, Co-parenting, Nonresidential Parent Support and Involvement

	Fathers' Early Involvement			Co-parenting					Non-residential parent support and involvement with children			
Dataset	Father participation in prenatal visits	Father's presence at birth	Establishing paternity ¹	Attitudes toward co-parenting	Relationship quality ² with co-parent	Division of roles and responsibilities about childrearing	Communication about co-parenting	Conflict about co-parenting	Legal agreements (excluding child support)	Financial aid exchange between non-resident parents	Nonfinancial support between non-resident parents (measures of social support)	Time nonresident parent spends with children ³
HSLs:2009	-	-	-	-	-	-	-	-	-	-	-	-
L.A. FANS	-	-	✓ f	-	-	-	-	✓ + m(nr)/ f(nr)	✓ f	✓ m(r,nr), f(r,nr)	-	✓ m(r,nr), f(r,nr)
NAWS	-	-	-	-	-	-	-	-	-	-	-	-
NIS	-	-	-	-	-	-	-	-	-	-	-	-
NLSY79 ⁷	-	-	-	-	-	-	-	✓ m/f	-	✓ m/f	-	✓ f
NLSY97	-	-	✓ f	-	✓ m/f	-	-	-	✓ m/f	-	-	✓ m(nr), f(nr)
NSCH	-	-	-	-	✓ m/f	-	-	-	-	-	-	-
NSECE	-	-	-	-	-	-	-	-	-	-	-	✓ m(nr), f(nr)
NSFG	-	-	✓ f	♣ f	-	-	-	-	✓ f	✓ f(nr)	-	✓ f(nr)
SHM ⁸	-	-	-	✓ m,f	✓ + m,f	-	✓ m,f	✓ + m,f	✓ m(nr)/f(nr)	✓ m(nr)/f(nr)	-	✓ m(nr)/f(nr)
SIPP	-	-	-	-	-	-	-	-	-	♣ Δ	-	-

"✓ + " = extensive information available; "✓" = data element included in the survey; "♣" = partial or limited information available; "-" = no information available.

m = information about mother, f = information about father, m/f = information about either the mother or father, Δ = unspecified person in the household, (r) = residential parent, (nr) = nonresidential parent; if there is no (r) or (nr), default is residential. (nr) indicates questions are explicitly asked of nonresidential parents.

¹ Paternity indicates whether genetic and blood testing methods were used to establish paternity.

² In cases when parents are still together, this dimension overlaps with relationship dynamics presented in Table 5.

³ This variable was primarily collected about nonresidential fathers. However, some surveys asked this question of fathers regardless of residential status.

⁴ Includes information collected at Wave III.

⁵ Includes information collected at the 15-month follow-up.

⁶ Includes information collected at the one-year follow-up.

⁷ Includes information in the 1998 survey.

⁸ Includes information available at baseline and in the 12-month follow-up. ACS = American Community Survey; Add Health = National Longitudinal Survey of Adolescent Health; ATUS = American Time Use Survey; BSF = Building Strong Families; CPS = Current Population Survey; ECLS-B = Early

Childhood Longitudinal Birth Cohort; ECLS-K = Early Childhood Longitudinal Study, Kindergarten Cohort; ELS = Education Longitudinal Study; FACES = Head Start Family and Child Experiences Survey; FFCWS = Fragile Families and Child Well-Being Study; HSIS = Head Start Impact Study; HSLs:2009 = High School Longitudinal Study; L.A. FANS = Los Angeles Family and Neighborhood Survey; NAWS = National Agricultural Workers Survey; NIS = New Immigrant Survey; NLSY79 = National Longitudinal Survey of Youth of 1979; NLSY97 = National Longitudinal Survey of Youth of 1997; NSCH = National Survey of Children's Health; NSECE = National Survey of Early Care and Education; NSFG = National Survey of Family Growth; SHM = Supporting Healthy Marriage; SIPP = Survey of Income and Program Participation

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About the Center

The National Research Center on Hispanic Children & Families is a hub of research to help programs and policy better serve low-income Hispanics across three priority areas—poverty reduction and economic self-sufficiency, healthy marriage and responsible fatherhood, and early care and education. The Center was established in 2013 by a five-year cooperative agreement from the Office of Planning, Research and Evaluation within the Administration for Children and Families in the U.S. Department of Health and Human Services to Child Trends in partnership with Abt Associates and New York University, University of North Carolina at Greensboro, and University of Maryland, College Park. This publication was made possible by Grant Number 90PH0025 from OPRE. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of OPRE, ACF, or HHS.

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