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**RACIAL/ETHNIC VARIATION IN RESIDENTIAL FATHERS' TIME IN CHILDCARE AND  
CO-PRESENCE WITH CHILDREN**

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## Racial/ethnic Variation in Residential Fathers' Time in Childcare and Co-presence with Children

### **Abstract**

Past research on racial/ethnic minority fathers' involvement in children's lives tends to focus on subgroups of fathers and narrow definitions of involvement, making knowledge of racial/ethnic variation in fathering obscure. Using ordinary-least-squared regression models with the 2003-2019 American Time Use Survey ( $N = 30,622$ ), we compare White, Black, Latino, and Asian residential fathers' time spent in four childcare activities and 10 additional daily activities when fathers are co-present with children, attending to variation by age of children. Results show that how fathers spend time with children varies by racial/ethnic group across stages of children's lives. Latino fathers spend more time in presence of young children than other fathers, whereas Black and Asian fathers spend less time in presence of older children than other fathers, with differences concentrated in the amount of downtime spent together. Within father-child co-present time, Black fathers spend more time in religious activities, Latino fathers in shopping, and Asian fathers in hobbies. Considering the narrower arena of childcare, Black and Latino fathers spend less time overall, White fathers spend more time on play, and Black and Asian fathers spend more time teaching children. These findings suggest that broadening assessments of time beyond childcare and being attentive to fathers in different racial/ethnic statuses enrich our understanding of how fathers spend time with children and align more with the whole of family life across children's developmental stages.

When scholars examine fathers' time with children, and use the term "fathers," it is implicitly referring to White fathers who live with their children (Burton & Snyder, 1998). In a society where race/ethnicity is a key social structure in that economic, political, social, and ideological levels are structured by the placement of individuals in racial categories (Bonilla-Silva, 1997), parenting structures and priorities vary depending on racial/ethnic categories (Bulcroft et al., 1996; Collins, 1990; Dow, 2019). Thereby, we argue, the ways through which fathers of color connect with their children may differ from the way White fathers do. By *parenting structures*, we mean the ways in which childrearing responsibilities are assigned to adult members in a society, namely, whether biological parents alone or multiple adults. By *parenting priorities*, we mean aspects of parenting responsibilities that are considered more salient or urgent. As parenting structures and priorities of White families are considered normative and idealized (Dow, 2016a), research tends to use them as a standard, leaving alternative narratives that may be better suited to describing racial/ethnic differences in father-child time less developed. This paper makes contributions primarily in two ways:

First, we argue that knowledge of racial/ethnic minority fathers and their activities with children and teenagers has remained partial, scant, or hidden. Research examining fathers in racial/ethnic minority groups often focuses on stereotyped subgroups, such as non-resident, working-class Black fathers (Ellerbe et al., 2018; Roy & Dyson, 2005; Swisher & Waller, 2008) and Mexican working-class immigrant fathers (Capps et al., 2010; Coltrane et al., 2004; Varela et al., 2005). Asian fathers are largely excluded, despite the increasing attention to the Asian community's parenting priorities that seemingly contribute to children's academic success (Hsin & Xie, 2014). We know less about how racial status shapes the ways through which fathers are

involved in children's daily life even at the same socioeconomic status (SES), living arrangements, and other background characteristics (Hofferth, 2003).

Second, we measure fathers' time with children beyond "childcare" or activities that are aimed at taking care of (young) children. Moving the focus away from a narrow band of fathers' involvement, like play (Schoppe-Sullivan & Fagan, 2020), is vital to scrutinize variation by racial/ethnic group and to capture the whole picture of father-child togetherness across children's developmental stages. Childcare time is a small fraction of parental time (Folbre et al., 2005), with one estimate suggesting that it is only about one-third of the total time parents spend with children (Wray et al., 2021). The vast majority of parent-child time happens when parents are doing their own things—daily routine or leisure activities—while children are present in their reach, which we call *parent-child co-present time*. This is especially the case when children are adolescents (Milkie et al., 2021).

Using data from the 2003-2019 American Time Use Surveys (ATUS), we examine variation in residential fathers' time with children in three age groups—young children (aged 0-4), elementary school age children (aged 5-11), and adolescent children (aged 12-17)—across non-Latino-White (thereafter White), non-Latino Black (thereafter Black), Latino, and non-Latino Asian (thereafter Asian) fathers. We look at fathers' time in four activity areas of childcare (basic care, play, teaching, and management), and in 10 daily routine and leisure activity areas of father-child presence (meals, housework, shopping, screen media, relaxation, hobbies, social/civic activities, outings, physical activities, religious activities). This research moves family and fatherhood research forward by shifting the focus from the mainstream interpretations to the narratives that focus on parenting structures and strategies in racial/ethnic

minority communities, and providing a rich description of residential fathers' childcare and the presence of children in their daily lives across racial/ethnic groups.

#### RACE/ETHNICITY AND RESIDENTIAL FATHERS' TIME WITH CHILDREN

Past research examining racial/ethnic variation in fathers' involvement in children's lives often uses economic and cultural perspectives (Chao, 1994; Hofferth, 2003; White et al., 2009). The economic perspective takes the mainstream idea of how fathers should be co-parenting with mothers within the nuclear family and assumes that observed deficiencies of fathers of color are due to lack of resources in racial/ethnic minority parents (Cheadle & Amato, 2011; Gennetian & Rodrigues, 2020). Although we agree that part of racial/ethnic differences in fathers' time with children is attributed to racial/ethnic inequalities in SES and other characteristics, we urge scholars to develop alternative perspectives to better interpret racial/ethnic variation that exists at the same SES (Dow, 2019; Vallejo, 2012). We avoid the term "culture" to name non-economic explanations because essentialist notions of culture are not useful in understanding race-related structural barriers and their variation across different racial/ethnic minority groups (Lee & Zhou, 2015). As we will detail below, we consider non-economic differences in parenting structures and priorities as adaptive strategies of racial/ethnic minority groups to raise children (Bulcroft et al., 1996; Varela & Vernberg, 2004).

The critical race perspective points out that race/ethnicity is a social structure that shapes opportunities and constraints differently according to one's position in the racial order (Bonilla-Silva, 1997). Racial/ethnic stratification plays a central role in influencing parenting priorities in minority communities (Doucet et al., 2018; Dow 2016b; Elliott & Aseltine, 2013). Asian parents' emphasis on children's hard work and academic achievement tends to be interpreted as ethnic values (Chao, 1994; Hsin & Xie, 2014). Yet, Lee and Zhou (2015) argue that Asian

parents' investments in children's education are charged by the belief that their children must have far better educational credentials than their White counterparts to be successful in the job market. Though less highlighted, Black and Latino parents also emphasize educational attainments as a most reliable ticket to overcoming racial inequality (Allen, 2013; Lee & Zhou, 2015), albeit some research emphasizes that the Latinx community tends to value a broader notion of education than narrowly focusing on academics (Halgunseth et al., 2006). Black parents in qualitative research express the common saying in their community that their children must work twice as hard as White counterparts to be recognized (Doucet et al., 2018; Putnam 2015). Quantitative research has shown that Asian and Black parents have higher educational aspirations for their children and spend more time monitoring their elementary-school-age children's homework than White parents (Li & Hamlin, 2019; Nomaguchi et al., 2020; Sonnenschein & Galindo, 2015). Thus, we expect that minority fathers, particularly Asian and Black fathers, spend more childcare time in educational activities than White fathers.

Family racial/ethnic socialization refers to families' effort to teach children regarding the values, traditions, and practices associated with their racial/ethnic group, about potential racial/ethnic related threats, and how to cope with such threats (Umaña-Taylor & Hill, 2020). It is an aspect of parenting that parents of color prioritize, who must communicate with their children about racial/ethnic inequality in the society while making sure that their children develop optimism for their future despite their potential disadvantages (Chao & Otsuki-Clutter, 2011; Dow, 2019; Juang et al., 2016). Fathers may contribute to racial/ethnic socialization of children through their connections with co-ethnic social groups, religious organizations, and ethnic media. Qualitative research documents that church and ethnic media are public spaces where Black people come together to identify languages, rituals, racial experience, and history as

shared experiences with comfort (Florini, 2015; Harris-Lacewell, 2010; Pattillo-McCoy, 1998; Ward et al., 2010). In Asian and Latinx communities, too, ethnic media play an instrumental role in maintaining ethnic social networks and ethnic identities (Li & Tsai 2015; Ramasubramanian & Doshi, 2017; Zhou & Cai, 2002). Together, we expect that racial/ethnic minority fathers spend more time than White fathers using screen media, attending social activities, and doing religious activities accompanied by children.

The dominant fatherhood ideal reflects parenting structures of the White community where biological parents shoulder responsibilities and the increase in maternal employment has resulted in the needs for fathers' involvement in daily childcare (Lamb, 2000). Racial/ethnic minority communities emphasize more collective approaches to raising children, where adults among extended families or close friends share parenting responsibilities on a daily basis (Bulcroft et al., 1996; Chao & Otsuki-Clutter, 2011; Collins, 1990; Coltrane et al., 2004; Dow 2016a, Halgunseth et al., 2006). In the Black community, a communal approach—where the boundary between family- and non-family-members is less clear—to childrearing has been necessary, as mothers' paid work is assumed in part because of Black men's economic disadvantages and in part because of higher relationship instability among Black parents than other racial/ethnic parents (Collins, 1990; Dow, 2019). Because of the regular involvement of non-parents in raising children, individual parents in the Black community may spend less time caring for their children than individual parents in the White community. Further, the centrality of female-kin or non-kin networks in childrearing indicates that women are in charge of caring for children, signaling a sharper gender divide in parenting responsibilities in families of color than White families. Researchers have pointed out that despite their favorable views of mothers' employment, Black men tend to emphasize men's authority in the family (Carter et al., 2009;

Haynes, 2000; Kane, 2000). In Latino and Asian communities, where a majority of parents are recent immigrants, parents tend to rely on extended families and co-ethnic networks to meet childrearing demands (Fram & Kim, 2008; Lee & Zhou, 2015), under strong norms of commitment to one's family (Bulcroft et al., 1996; Chao & Otsuki-Clutter, 2011). Latino and Asian communities hold more patriarchal norms, with men sharing a smaller portion of housework with their spouses/partners than in White and Black communities (Wight et al., 2013). Given these different parenting structures and gender norms in the communities, we expect that fathers of color may spend less time providing young children with direct care or interacting with elementary school-age children than White fathers. Fathers of color may spend more time with children in other activities, such as watching TV, relaxing, doing hobbies, or going for shopping than doing household chores with them.

As they prepare for the transition to young adulthood, time with parents becomes less salient for adolescents (Longmore et al., 2013). With extracurriculars, part-time jobs, and socializing with friends, adolescents tend to face scheduling conflicts with their parents' daily routine activities such as meals. Parents begin to let go of their children to ensure that their teenage children can make the right decisions on their own, especially about things considered personal, like how to spend free time (Chao & Otsuki-Clutter, 2011). The degree to which fathers prioritize time with adolescents may vary by racial/ethnic group. Qualitative studies have illustrated that while they are restrictive of their adolescents' behaviors in public, concerning their adolescents' safety (Dow, 2016b), Black parents emphasize the importance of developing their children's strong sense of independence in order for them to make their way in the unequal society (Collins, 1990; Dow, 2019). In a society where a fathers' role focuses more on ensuring their children's survival than cultivating a close relationship with children, like Asian and Black



communities, fathers may place less importance on having shared downtime with their teenage children, when compared with fathers in dominant positions in society, who are privileged to consider recreation central in the father-child connection, like the White community.

#### AREAS OF PARENTAL TIME: A BROADER SCOPE OF FATHER-CHILD TIME

Parenting involves multifaceted arenas including the broad areas of childcare and everyday activities with children. Allocations of parents' time in different types of activities may reflect differences in parenting priorities (Kalil et al., 2012). We argue that although childcare is one important component of parent-child time, going beyond this narrow category not only provides a richer understanding of parents' lives and priorities with children, but also, as we discussed above, it moves the center away from White fathers.

We categorize childcare activities in four areas, including basic care, play/recreational activities, teaching/educational activities, and management, similar to prior research (Negraia et al., 2018; Raley et al., 2012). *Basic care* includes physical care (e.g., bathing, dressing), providing medical care to children, comforting children, and looking after children. Particularly for fathers, spending more time with children providing basic care is an indicator of "real" involvement in caring for children (Raley et al., 2012). *Play*, or recreational activities, typically includes general play, arts and crafts, and doing sports. Much research has emphasized the importance of father-child play (Schoppe-Sullivan & Fagan, 2020). *Teaching*, or parenting related to educational activities, refers to a variety of activities including reading to children, talking or listening to children, supervising children's academic work, attending children's school events or meeting with children's teachers. Historically, before fathers' responsibilities were shifted to the breadwinning role, fathers took the primary responsibility for the moral development and education of children (Lamb, 2000). Today, mothers are increasingly held

accountable for children's educational activities (Nomaguchi & Milkie, 2020); however, among disadvantaged communities, teaching children key life lessons may be a vital piece of a fathers' role in ensuring children's survival in a racist world (Allen, 2013). *Management* refers to planning, scheduling, organizing, and monitoring the child's life outside the home (Raley et al., 2012), and includes arranging childcare, extracurricular activities, or events for children, picking up and dropping off children, and waiting for any services to be done to meet children's needs.

As Folbre and colleagues (2005) eloquently argue, these childcare activities capture only a small fraction of parents' time spent for the care for children. The vast majority of parental time with children is done in the form of parent-child copresence and it happens across the day during family daily routine activities, such as eating meals, doing household chores, going to grocery stores, or just being in the sight of children in case parents' help is needed. Parents include their children in their own leisure time, doing physical activities or using screen media such as watching TV, DVDs, movies, or playing video games or taking them along to activities such as concerts or sports events (Coyne et al., 2014; Yeung et al., 2001). Parents take children with them to social functions and religious services, which cultivates children's social skills and support networks (Marsiglio et al., 2000; Shears, 2007). Examining fathers' time spent in these daily routine and leisure activities accompanied by children is important to capture a holistic picture of how fathers and children are involved in each other's life.

## THE CURRENT STUDY

Highlighting perspectives that emphasize fathers' roles in racial/ethnic minority communities reveals that the nature of research on "fathers" has been research on White fathers alone. The critical race perspective sheds light on non-dominant parenting structures and priorities that differentially shape how fathers spend time with children. It also demands that

researchers examine a broader scope of fathering than a narrow focus on “childcare.” In this paper, we ask: How do Black, Latino, Asian and White fathers vary in their time spent in childcare activities? How do they vary in the ways they are co-present with children? We expect that fathers of color, especially Black and Asian fathers, spend more childcare time in educational activities and less in basic care and recreational activities than White fathers. We expect that fathers of color spend more co-present time with their young and elementary-school-age children than White fathers, especially when they are engaged in activities such as using screen media, relaxing, going shopping, attending social activities, and doing religious activities rather than activities such as eating and doing household chores. We expect that Black and Asian fathers spend less time in the presence of their adolescents than White fathers.

We control analyses for SES and other characteristics that vary across the four racial/ethnic groups and may be related to fathers’ time with children. Long paid work hours are a major constraint for fathers to spend time with children (Raley et al., 2012); Black and Latino fathers spend less time in paid work than White fathers (Gennetian & Rodrigues, 2021). Fathers who work the evening shift spend less time with children, whereas fathers who work the night shift spend more time; Black parents and parents of other races are more likely than White parents to work on evening and night shifts (Wight et al., 2008). Single fathers spend more time providing basic care for children than partnered fathers; Black fathers are more likely than other fathers to be single fathers (Hook & Chalasani, 2008). Among the partnered, partners’/spouses’ paid work hours are positively related to fathers’ childcare hours (Raley et al., 2012); Black fathers are more likely than other fathers to have partners who are employed full-time (Florian, 2018). Fathers with a college degree are more likely than those without a college degree to spend more time with children in educational activities (Negraia et al., 2018; Raley et al., 2012); White

and Asian fathers are more likely than Black and Latino fathers to have a college degree (de Brey et al., 2019). More family income is related to more basic care time (Raley et al., 2012); and Asian and White families have higher levels of family income than Black and Latino families (de Brey et al., 2019; Semega et al., 2020). Older fathers are more likely than younger fathers to spend time providing basic care or playing with children (Raley et al., 2012); on average Asian and White fathers are older than Black and Latino fathers (Smock & Schwartz, 2020). Immigrant fathers spend less time providing childcare than their U.S.-born counterparts (Hook & Chalasani, 2008); Latino and Asian fathers are more likely than White and Black fathers to be foreign-born (de Brey et al., 2019). Having a greater number of children may result in more time spending with children overall, but less time spending with each child (Raley et al., 2012); on average Latino and Black fathers have more children than White and Asian fathers (Smock & Schwartz, 2020). Standard time diary controls are also included, which are: whether the diary was taken during the summer break, whether it was a holiday or weekend, the number of activities reported, and year of the survey (Milkie et al., 2021).

## METHODS

### *Data*

Data are drawn from the 2003-2019 American Time Use Survey (ATUS). The ATUS is an ongoing cross-sectional study examining time use of American people aged 15 and older drawn from households that participate in the Current Population Survey (U.S. Bureau of Labor Statistics, 2020). Multiple years of surveys are used to secure sufficient sample sizes for subgroups by race/ethnicity and child age. Respondents reported on all of their primary activities as they occurred during the 24-hour period from 4 am in the day before the interview day to 4 am of the interview day, including type, location, and time of each activity. The respondents were

also asked to report the person(s) in the room with or accompanying them during each activity, except for some activities such as sleeping or grooming (the “who was with you” question).

Of the respondents in the 17 years of ATUS ( $n = 210,586$ ), we select those living with at least one child of their own under age 18 ( $n = 74,994$ ), who were aged 18 or older ( $n = 74,942$ ), and who identified themselves as male ( $n = 30,801$ ). In the ATUS, a respondent’s “own household child” includes a biological, step, or adopted child without distinctions. Respondents who identified themselves as “other” race/ethnicity including more than one race were excluded from the analysis, because the sample size was too small to be broken down by age of children ( $n = 179$ ). This procedure led to the final sample size to be  $N = 30,622$  residential fathers. Data have very few missing values except for family income (4.9%), for which we create a dummy variable to retain in the analysis.

### *Measures*

*Dependent variables.* Fathers’ time with children is categorized in 14 types of activities (see Table 1), measured in minutes spent per day. Four types are reported as fathers’ time spent in *childcare* activities, which include: (a) basic care, (b) play or recreational activities, (c) teaching or educational activities, and (d) management. The total childcare time is the sum of minutes spent in these four activities. These four categories of childcare time are similar to those used in Kalil et al. (2012) and Negraia et al. (2018), with some alterations to fit to the focus of the present analysis. Ten types are reported as fathers’ time spent in *father-child copresence* during daily routine and leisure activities, which include: (e) meals, (f) household chores, (g) shopping, (h) screen media, (i) hobbies, (j) relaxing, (k) outings, (l) physical activities, (m) social and civic activities, and (n) religious activities.

[Table 1 about here]

The amount of time fathers spend in childcare activities and father-child copresence varies markedly by the age of children—fathers spend more time with younger children than older children (Hook & Chalasani, 2008; Raley et al., 2012). A majority of fathers have more than one child living in the household. To better capture father-child togetherness, we measure fathers' time with children in three age groups—young children (ages 0-4), elementary school-age children (ages 5-11), and teenage children (ages 12-17)—and the analyses are done for the three groups of fathers by age of children separately (see below the Analytical Plan section). To create fathers' time variables with specific age groups of children, we use the information from the “who was with you” question and the relationship of the person to the respondents, and the information about the age of the person linked from the household roster. For example, we create three measures of fathers' basic care time, one with young children, one with elementary school-age children, and one with teenage children. Some fathers have two or more children in a given age group and spend time on an activity with more than one of them co-present. In this case, we make sure that fathers' time spent on the activity with children in the given age group is counted only once. In each activity for each age group, extreme values are top-coded with values at the 99th percentile.

*Independent variable.* Racial/ethnic groups are measured as dummy variables based on respondents' self-reports including White, Black, Latino, and Asian.

*Control variables.* *Father's age* is measured in years. *Father's education* is a dummy variable whether fathers have Bachelors' degrees (0 = *no Bachelor's degree*, 1 = *Bachelor's degrees or higher*). Family income is originally provided in ATUS as an ordinal scale ranging from 1 = *less than \$5,000* through 16 = *\$150,000 or more*. We measure family income as four dummy variables including (a) *less than \$35,000*, (b) *\$35,000-\$99,999* (reference), (c) *\$100,000*

or more, and (d) *missing*. Family income is the only variable that has missing values. *Father's immigration status* is a dummy variable (1 = *foreign born*, 0 = *US born*). *The number of children living in the household* is measured as three variables, including the number of young children, the number of elementary school-age children, the number of teenage children. These measures are created using information from the household roster file. *Father's paid work activities on the diary day* are measured as four dummy variables including (a) no time was spent on paid work activities, (b) some time was spent on paid work activities, no information about the timing of the day, (c) some time was spent on paid work activities, the majority of which was spent during the day (8 am to 4 pm) (reference), (d) some time was spent on paid work activities, the majority of which was spent during evening or night (4 pm to 8 am). The timing of paid work activities is measured using the information about the time when each activity started and ended. *Father's relationship status* is measured as dummy variables combining his partner's employment status, including (a) single, (b) living with a spouse or partner who was not employed (reference), (c) living with a spouse or partner who was employed part-time (1-34 hours per week), (d) living with a spouse or partner who was employed full-time (35 hours or more per week). Various diary characteristics are controlled, including whether the diary day was weekend or holiday, summer (1 = *June, July, August*, 0 = *other months*), year of the survey (ranging from 2003 to 2019), and the number of activities reported in the diary.

#### *Analytical plans*

We use ordinary-least-squared (OLS) regression models for fathers' time in each of the 14 activities with children, the total childcare time, and the total father-child copresence time in daily routine or leisure activities. Time use variables have many zero minutes and thus are not normally distributed. After a long debate, researchers have concluded that OLS regression

models produce less biased estimates than Tobit models (Stewart, 2013). Most of recent studies using data from the ATUS used OLS (e.g., Negraia et al., 2018; Pepin et al., 2018). The regression models are conducted for fathers with young children ( $n = 12,569$ ), fathers with elementary-school-age children ( $n = 17,125$ ), and fathers with teenage children ( $n = 12,725$ ) separately. Fathers who have children in more than one age group are represented in more than one of these groups; thus, the sum of the number of cases in the three subsamples ( $n = 42,419$ ) is higher than the total sample of fathers ( $N = 30,622$ ) that we stated in the Data section above.

To examine fathers' time spent on basic care for young children, for example, we conduct an OLS regression model for fathers who lived with at least one young child, regressing the dependent measure of fathers' time spent on basic care for young children on independent and control variables. This procedure results in conducting a total of 48 OLS regression models, which are presented in the Appendix. To present the findings, we calculate predicted fathers' daily minutes spent on each activity with young children, elementary-school-age children, and teenage children for White, Black, Latino, and Asian parents, respectively, using the coefficients from the OLS regression models and the means. All analyses are weighted to adjust for the survey design of the ATUS (U.S. Bureau of Labor Statistics, 2020).

## RESULTS

The means and percentage distributions for all measures for the total sample and by race/ethnicity for each age group are presented in Tables 2 to 4. Across the board, fathers spend more time being accompanied by children than providing childcare. Fathers spend less childcare time and father-child presence time as their children get older. Fathers across the four racial/ethnic groups differ in SES and other characteristics as documented in prior research.

[Tables 2 to 4 about here]



Figure 1 presents predicted fathers' daily minutes spent on the four types of childcare activities with three age groups of children. With young children (Figure 1a), we find that Black fathers (58.10 minutes) and Latino fathers (65.0 minutes) spend less total childcare time than White fathers (83.0 minutes). These differences are concentrated in time for basic care and play. The difference between White fathers and Asian fathers (76.5 minutes) in the total childcare time is not significant. Notably, White fathers spend more time playing with their young children than fathers of all of the three other groups: White fathers spend 35.7 minutes per day playing with their young children, compared with 18.2 minutes for Black fathers, 24.9 minutes for Latino fathers, and 27.9 minutes for Asian fathers.

With elementary school-age children (Figure 1b), Black fathers (43.0 minutes) and Latino fathers (42.2 minutes) spend less total amount of time in these childcare activities with this age group of children than White fathers (51.7 minutes) and Asian fathers (55.6 minutes), with differences concentrated in basic care and play. As expected, Black fathers (11.9 minutes) and Asian fathers (14.3 minutes) spend more childcare time in educational activities than White fathers (9.0 minutes). Unlike our expectation, there is no difference between White fathers and Latino fathers (8.3 minutes) in time spent on educational activities with children.

With adolescent children (Figure 1c), Latino fathers (20.2 minutes) spend less total time than Asian fathers (28.1 minutes) and White fathers (23.8 minutes). The differences between Black fathers (21.2 minutes) and White fathers or Latino fathers are not significant, although the difference between Black fathers and Asian fathers is significant. When comparing time spent in each of the four activities, Asian fathers and Black fathers spend more time in educational activities, Latino fathers spend less time in educational activities, Black fathers spend less time in basic care, and White fathers spend more time in play, compared with other fathers.

[Figure 1 about here]

Turning to fathers' time with children in copresence—time spent in the 10 types of daily routine and leisure activities when children are present, Figure 2 presents fathers' predicted daily minutes spent in presence of young children. Across the four groups, the majority of father-child copresence occurs when fathers are using screen media or relaxing, followed by when fathers are eating, engaged in social activities, or doing housework. Latino fathers spend more total amount of time in presence of children than other fathers, spending more time using screen media, relaxing, or going shopping, while spending less time doing hobbies compared with other fathers, with young children. Although there is no significant difference between Black fathers and White fathers (237.8 minutes vs. 236.8 minutes) in the total time spent in copresence with children, Black fathers differ from White fathers in types of activities they spent on while children are around them. Within the 10 activity types, compared with White fathers, Black fathers spend more time using screen media, relaxing, or engaged in religious activities and spend less time eating, doing household chores, or engaged in physical activities when children are present. There is little difference between Asian fathers and White fathers in the total amount time and types of activities in which fathers spend while accompanied by children, except that Asian fathers spend more time doing hobbies than White fathers when young children are present.

[Figure 2 about here]

For fathers' copresence time with elementary-school-age children (Figure 3), Black fathers and Asian fathers spend less total time than White fathers and Latino fathers. Asian fathers spend less time in using screen media and relaxing with school-age children than White fathers, suggesting that Asian fathers spend less down time with school-age children than White

fathers. Compared with White fathers, Black fathers spend less time in eating, doing housework, going shopping, doing physical activities, or outings with children, and spend more time in religious activities, while accompanied by school-age children. These patterns suggest that Black fathers spend less time than White fathers—and fathers of all other racial ethnic groups—sharing the same space with their school-age children in daily routine activities. Latino fathers do not differ from White fathers in the total amount of time being together with school-age children, but in different activities: Latino fathers spend more time going shopping and using screen media, but less time in housework or physical activities, than White fathers.

[Figure 3 about here]

With adolescent children, again Black fathers and Asian fathers spend less total time than White fathers and Latino fathers in copresence in daily routine and leisure activities, with less time spent using screen media or relaxing while their teenagers are present. Black fathers also spend less time eating or doing housework with adolescent children than other fathers, resulting in the least amount of father-youth copresence. Black fathers, however, spend more time in religious activities with teenage children than other fathers. Latino fathers do not differ from White fathers in the total amount of time accompanied by their teenage children, with little difference in activity areas except for spending less time doing hobbies with teenage children than White fathers. These findings indicate that Black and Asian fathers spend less down time and daily routine activities with their teenage children than White and Latino fathers.

[Figure 4 about here]

In sum, as shown in Table 5, our findings show racial/ethnic variation in how residential fathers spend time with children with different patterns across children's developmental stages. Looking at childcare, White fathers spend more time playing with their young children than

fathers of color. Black and Latino fathers spend less time in basic care than White and Asian fathers. Asian and Black fathers spend more time in educational activities than White and Latino fathers. Examining the 10 areas of father-child copresence, regardless of race/ethnicity and age of children, such time occurs mostly during downtime—using screen media or relaxing—followed by daily routine activities—eating and doing chores—and attending social activities. Unlike our prediction, fathers of color do not necessarily spend more time in the company of children than White fathers, except for Latino fathers with young children. Black and Asian fathers spend less total time accompanied by adolescent children than their White and Latino counterparts, with a greater reduction in father-adolescent shared downtime and daily routine activities for Black and Asian fathers than White and Latino fathers. Compared with other fathers, Black fathers spend more time in religious activities, Latino fathers spend more time shopping, and Asian fathers spend more time in hobbies. Black fathers spend less time having meals, doing housework, or doing physical activities, while Latino fathers spend less time in hobbies, while accompanied by children. Together, our findings suggest that in addition to different areas of childcare activities, highlighting “presence” with children may depict fathers’ activities with children better, revealing nuanced differences across racial/ethnic groups.

[Table 5 about here]

## DISCUSSION

How do residential fathers of color spend time with children in various childcare and everyday activities compared with their White counterparts? In key activity areas of childcare and social time, what is the scope of time that fathers spend with children across the arch of infancy through adolescence? An understanding of these questions enriches our picture of American family life and enables us to discover differences in parenting structures and priorities,

and thus fathers' activities with children, in racial/ethnic minority communities from those in White communities. The present study demonstrates that across fathers of different racial/ethnic groups, there are divergent pictures of time spent with children.

To theorize and predict these racial/ethnic differences in fathers' time, we used a critical race perspective, which points out that the context surrounding parenting differs depending on the position in the racial/ethnic order in U.S. society. Fathers of color are living with different parenting and community structures, often with more collective visions than the dominant White group (Chao & Otsuki-Clutter, 2011; Collins, 1990; Dow, 2019). Children are cared for by other adults from extended families or close friends on a regular basis, so children may not be available as often for fathers to provide basic care for, play with, prepare food for, or eat together. The activity patterns of Black fathers compared with those of White fathers that we found in this study—i.e., less in basic care, play, meals, or household chores—can be linked to a more collective approach to childrearing. Fathers in a traditionally gendered division of household labor may be more likely to spend time watching TV and going shopping than providing basic care for young children, preparing meals, or doing dishes, while their children are with them. The activity patterns of Latino fathers compared with those of White fathers that we found in this study—i.e., less in basic care or play, but more in shopping and screen time—may be part of this scenario. Unlike prior research focusing on housework (Wight et al., 2013), Asian fathers spend similar amounts of time in basic care, and household chores with children as White fathers. Although often bundled as unpaid domestic work, housework and childrearing tasks have different meanings for fathers, who seem to be more motivated to participate in childrearing than housework (Bianchi, 2011). Researchers tend to depict interdependence across extended families as a common feature between Asian and Latinx American families (Chao &

Otsuki-Clutter, 2011). Yet, our findings, which show different patterns between Asian and Latino fathers' time with children, suggest the need for nuances in theorizing parenting responsibilities in these communities.

Racial inequality in the larger society is a reality that parents of color are constantly reminded of and for which they must prepare their children (Dow, 2019; Umaña-Taylor & Hill, 2020). Time diary data do not provide information about parents' racial socialization, such as talking with children about race, or about the mental labor parents use to protect children from a racist world, which qualitative work has illustrated (Elliott & Aseltine, 2013; Doucet et al., 2018; Dow 2016b). However, time diary data do allow us to capture parents' racial socialization that is co-occurring with social and childcare time. Racial/ethnic minority communities, especially Asians and Blacks, emphasize education as a reliable pathway to economic success (Lee & Zhou, 2015). The present findings that Asian and Black fathers report spending more childcare time in educational activities than White fathers—e.g., Asian and Black fathers spend one-fourth (26-28%) of the total childcare time with elementary school age children in educational activities compared with White fathers spending less than one-fifth (17%)—may reflect this lens. Parents' involvement in a supportive community, such as religious organizations and friends within the community, is invaluable for successful parenting, especially for those who are marginalized (Furstenberg, 2020). The finding that Black fathers spend more time in religious activities with children echoes this idea, consistent with research suggesting the role of religion in the Black community for racial identity and as coping resources against the stress of discrimination (Pattillo-McCoy, 1998; Williams, 2018).

More time spent on screen media among communities of color than the White community has been found in previous studies (Nomaguchi et al., 2020; Pepin et al., 2018; Ward

et al., 2010). Researchers typically interpret it as a reflection of lack of economic resources within households or in neighborhoods of racial/ethnic minorities which do not provide other entertainments or leisure activities (Pepin et al., 2018). This interpretation is insufficient because these measures are often controlled for, and Asian families do not have lower levels of SES than Whites. The common narrative on using screen media or relaxing is that these are passive and unproductive activities that parents who have sufficient resources would avoid. Evidence suggests that racial/ethnic minority communities have more positive views toward screen media than the White community, as ethnic media play a vital role for people of color (Ramasubramanian & Doshi, 2017; Ward et al., 2010). In addition, when the outside world is stressful with potential racial threats, what one wants from their home life may be time for relaxation rather than time for scheduled productive activities. In short, the race as a social structure perspective sheds light on a non-dominant perspective that guides researchers to pose and pay attention to diverse family lives than family lives idealized through an individualistic, dominant lens.

Adolescence is the period when parents must balance their wishes to maintain a close relationship with their teenagers while they must also guide them toward independent adulthood. While it is likely that parents and adolescents may not have the same taste in activities, hobbies, or kinds of media content, some parents may cherish time in shared activities with their adolescents (Milkie et al., 2021). We find that Black and Asian fathers spend less down time—using screen media or relaxing—with their adolescent children than their White and Latino counterparts. It could be that fathers' parenting priority at that stage focuses primarily on education in the Asian community and on education and religion in the Black community.

Altogether, our findings underscore the importance of examining racial/ethnic differences in fathers' time with children across children's developmental stages.

We would say that racial/ethnic variation is more nuanced than dramatic because overall activity patterns are similar across the four racial ethnic groups. Fathers spend far more time being around their children than in direct childcare activities with them, which suggests that, as Folbre and colleagues (2005) noted, it is crucial to examine fathers' time "being there" with children in order to capture the whole picture of father-child togetherness. Father-child copresence occurs mostly when using screen media or relaxing, which tend to be labeled as "unproductive" (Hsin & Felfe, 2014), but may be a downtime that is much needed for busy families with children (Daly, 2001) and among groups whose home is haven from a harsh outside world (Ray, 2017). Furthermore, the conversation and connection that occurs during everyday activities is considered "quality time" by many parents (Kremer-Sadlik & Paugh, 2007; Snyder, 2007). Developmental changes in father-child activity areas are also similar across racial/ethnic groups: As children get older, areas of childcare shifts from basic care and play to education and management, consistent to prior research looking at children under age 13 (Kalil et al., 2012). Fathers spend less time with children as they get older, particularly in basic care activities since children need less of this. As pointed out in recent research (Milkie et al., 2021; Wray et al., 2021), examining father-child copresence, not just fathers' direct parenting time, is especially important when investigating fathers' involvement in children's lives for older children.

This study has limitations that future research could improve upon. First, time diary research has been considered more reliable than regular surveys to estimate parental time (Robinson et al., 2011). Yet there may be some interpretive differences when fathers are asked



who they are “with” in activities. For example, the same activity of using a tablet and a smart phone with children may be reported as childcare by some fathers but as screen media use (with the child listed as copresent) by other fathers. Such interpretations could differ across the racial/ethnic groups, given potential differences in social desirability of screen media use by racial/ethnic group. Second, by focusing on fathers’ time with children and not accounting for other adults present in activities within the household or outside it, we are only capturing the context where fathers are spending time with children. Doing so is beyond the scope of the present analysis; we encourage researchers in the future to capture more nuanced assessments of fathers’ activities with children present in relation to other adults and siblings (Folbre et al., 2005). Third, the ATUS does not distinguish stepchildren from biological children. Research has shown that stepfathers are less involved than biological fathers with their children and that Black fathers are more likely than White and Asian fathers to be stepfathers (Hofferth & Anderson, 2003). Children may not be available to spend time because they are visiting or in joint custody arrangements with other parents outside the household. Fourth, various subgroup differences that intersect with racial/ethnic differences, such as gender of the child, SES, and immigration status, are also important to investigate in future research. Fifth, we focused on the four racial/ethnic groups. Future research should investigate other racial/ethnic fathers: Assessments of Native American fathers’ involvement and time spent with children is scant or hidden (Nomaguchi & House, 2013). We are hopeful that the present analysis may encourage subsequent analyses of racial/ethnic variation in fathers’ time with children using national data, with a conceptual guide from a critical race perspective. To be clear, racial/ethnic stratification most fundamentally influences economic positions of men as they enter the labor market, form intimate partnerships, or become fathers, including whether fathers are part of household structures or not (Smock &

Schwartz, 2020). Moreover, contextual factors like neighborhood segregation and discrimination, as well as children's school environments, may also shape fathers' activities and time with children. This study, focusing only on residential fathers, reflects a grouping of fathers already shaped by racial/ethnic inequality. The picture that the present analysis produced is incomplete; yet it is illustrative of American family life for children living with fathers.

In conclusion, we see diverse approaches that fathers take to spending time with their children, which occurs within communities that are more or less involved within extended families and collectively focused. The findings of this paper indicate that nuances are important to explore in both quantitative and qualitative future research why there are certain emphases in involvement with children of different ages across different racial/ethnic groups, and to better assess economic and other constraints on the ways in which fathers are present with children.

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Table 1. Activity Categories and Types

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Childcare activities	
Basic care	Feeding, bathing, comforting, attending to health needs, putting a child to sleep, looking after a child, activities related to a child's health
Play, Recreation	Playing sports or nonsports, arts and crafts, general play
Teaching, education	Reading, talking and helping with homework or any other educational activities (solving a puzzle with a child)
Management	Attending events, traveling, and planning or arranging activities on children's behalf, driving a child to an activity, travel related to caring for and helping children or using childcare services, waiting associated with purchasing childcare services
Copresence with children	
Meals	Eating, drinking
Household chores	Housework (e.g., cleaning, laundry), food preparation, maintenance, repair, decoration, lawn, garden, care for pets, vehicle repair, appliance, household management
Shopping	Shopping (grocery, food, gas), Researching purchases, security procedures related to consumer purchases
Screen time	TV watching, computer use for leisure, attending movies, listening to radio
Relaxing	Relaxing
Hobbies	Listening to or playing music, playing games, arts and crafts, hobbies, reading, writing
Social activities	Gathering, organizational or civic activities, volunteering,
Outing	Attending museums, watching sports, music concerts, theater
Physical activities	Playing sports, doing exercise or any recreation, walking
Religious activities	Attending religious services, participating religious practices, religious education

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*Note.* In each activity type, time spent on travel related to the given activity is included.

Table 2. Means (SD) or % Distribution for Variables for Fathers with Young Children (Aged 0-4)

	Total	White	Black	Latino	Asian
Any copresence	92.13%	92.58%	84.67%	93.20%	93.51%
Any childcare	67.23%	73.74%	57.11%	51.61%	70.39%
Total childcare	76.54 (99.04)	86.02 (96.13)	57.91 (100.34)	54.89 (104.28)	82.23 (99.34)
Basic care	33.07 (56.69)	38.19 (54.50)	27.89 (65.67)	19.99 (58.68)	34.77 (57.72)
Teaching	5.20 (16.11)	5.50 (14.89)	5.83 (22.99)	3.66 (17.35)	6.81 (17.54)
Play	31.41 (67.11)	35.20 (66.83)	17.13 (56.43)	25.28 (71.95)	33.59 (62.11)
Management	6.86 (18.34)	7.13 (17.75)	7.06 (20.89)	5.96 (19.84)	7.06 (18.25)
Total copresence	246.44 (265.30)	223.94 (235.56)	251.39 (342.93)	310.53 (338.33)	238.65 (238.96)
Meals	42.56 (47.75)	43.62 (45.10)	28.78 (49.16)	43.04 (55.48)	48.26 (50.30)
Housework	16.79 (41.57)	18.78 (41.10)	11.87 (40.59)	13.87 (45.82)	13.44 (34.10)
Shopping	10.98 (34.52)	8.48 (27.88)	7.65 (33.97)	18.62 (53.03)	13.39 (36.53)
Screen media	61.49 (104.00)	50.38 (88.31)	76.89 (147.30)	89.60 (138.59)	53.39 (88.52)
Physical activity	4.67 (23.66)	4.97 (23.30)	2.44 (18.44)	4.76 (27.67)	4.25 (20.46)
Outing	2.96 (21.98)	3.36 (21.82)	2.16 (23.16)	2.09 (22.00)	3.11 (22.41)
Social activity	26.98 (75.62)	26.75 (69.72)	23.14 (84.60)	29.22 (95.18)	26.24 (72.68)
Religion	4.32 (24.44)	3.71 (20.97)	7.18 (38.53)	5.15 (31.70)	3.79 (21.35)
Hobby	4.52 (20.54)	4.86 (20.11)	5.10 (26.15)	2.71 (18.29)	6.77 (24.08)
Relaxing	71.16 (114.25)	59.03 (97.63)	86.18 (159.10)	101.48 (150.99)	66.03 (100.93)
Age	34.25 (7.26)	34.39 (6.56)	35.39 (10.05)	32.95 (8.73)	35.98 (6.46)
College degree	36.70%	44.05%	27.61%	10.16%	70.01%
Foreign-born	25.75%	6.20%	22.76%	67.98%	78.36%
# of child < 5	1.30 (0.54)	1.32 (0.52)	1.31 (0.69)	1.25 (0.59)	1.25 (0.47)
# of child 5-11	0.61 (0.84)	0.58 (0.78)	0.69 (1.07)	0.70 (0.99)	0.48 (0.74)
# of child 12-17	0.14 (0.46)	0.11 (0.40)	0.18 (0.59)	0.21 (0.63)	0.09 (0.36)
Family income					
< \$35,000	26.42%	17.05%	38.35%	51.25%	16.89%
\$35,000-\$99,999	47.57%	52.38%	43.33%	37.16%	41.39%
\$100,000 or more	21.65%	26.73%	11.30%	6.63%	37.79%
Missing	4.36%	3.84%	7.02%	4.97%	3.93%
Single	4.28%	3.46%	10.33%	5.34%	0.83%
Partnered, no emp	40.43%	35.30%	29.23%	55.07%	55.06%
Partnered, pt emp	18.17%	20.65%	17.91%	13.13%	11.07%
Partnered, ft emp	37.12%	40.58%	42.53%	26.46%	33.04%
Did not work	31.40%	29.45%	36.50%	35.92%	28.25%
Worked, day	36.90%	36.05%	32.34%	37.83%	48.56%
Worked, eve or ngt	14.91%	15.65%	17.71%	12.12%	13.69%
Worked, no timing	16.79%	18.85%	13.45%	14.13%	9.50%
Summer	24.74%	24.80%	26.59%	24.40%	22.87%
Weekend/holiday	30.11%	28.98%	30.84%	33.33%	29.08%
# of activities	19.27 (7.60)	19.82 (7.21)	18.96 (10.01)	17.66 (8.07)	19.73 (7.10)
Year	2011	2011	2011	2011	2012
N	12,569	8,934	751	2,075	809

Table 3. Means (SD) or % Distribution for Variables for Fathers with Elementary School Age Children (Aged 5-11)

	Total	White	Black	Latino	Asian
Any copresence	89.04%	89.62%	83.64%	88.96%	91.72%
Any childcare	57.30%	61.59%	52.82%	45.69%	35.33%
Total childcare	48.89 (68.93)	52.79 (65.67)	42.81 (71.41)	37.96 (78.01)	61.23 (71.89)
Basic care	17.25 (33.54)	19.85 (32.05)	14.75 (37.50)	11.30 (36.61)	17.25 (34.13)
Teaching	9.38 (23.71)	9.16 (20.88)	11.94 (32.32)	7.47 (27.13)	15.90 (31.62)
Play	12.68 (38.60)	13.69 (37.51)	6.39 (30.03)	11.94 (45.39)	14.81 (39.33)
Management	9.58 (24.99)	10.10 (24.53)	9.74 (27.90)	7.25 (24.52)	13.28 (27.44)
Total copresence	225.29 (251.23)	216.40 (225.86)	201.87 (295.79)	259.17 (326.83)	220.96 (235.00)
Meals	39.60 (49.25)	40.75 (45.63)	26.50 (46.99)	39.41 (61.17)	49.12 (53.70)
Housework	16.72 (41.35)	18.72 (40.70)	13.27 (40.08)	13.25 (46.15)	14.38 (34.66)
Shopping	8.04 (28.33)	6.72 (23.38)	5.41 (26.96)	11.97 (42.45)	10.71 (34.05)
Screen media	54.85 (94.55)	48.83 (82.34)	55.15 (118.77)	73.24 (128.39)	44.52 (80.71)
Physical activity	5.43 (27.07)	6.19 (27.30)	2.54 (21.93)	4.26 (27.75)	6.50 (27.37)
Outing	4.24 (26.85)	5.02 (27.06)	2.64 (24.50)	2.87 (27.42)	3.82 (24.80)
Social activity	23.09 (72.98)	23.02 (66.07)	20.27 (83.42)	23.78 (93.46)	25.54 (75.69)
Religion	4.79 (24.63)	4.16 (20.87)	7.35 (36.99)	5.40 (32.20)	5.08 (24.46)
Hobby	4.57 (19.93)	5.31 (19.89)	4.42 (23.61)	2.11 (16.34)	6.93 (23.61)
Relaxing	63.97 (103.51)	57.67 (91.19)	64.33 (131.75)	82.90 (137.31)	54.37 (87.94)
Age	39.62 (7.62)	40.00 (6.78)	40.06 (9.67)	37.85 (9.67)	42.19 (6.66)
College degree	35.00%	42.18%	26.36%	11.61%	67.38%
Foreign-born	26.65%	5.89%	22.71%	70.13%	84.51%
# of child < 5	0.42 (0.65)	0.41 (0.61)	0.43 (0.81)	0.45 (0.76)	0.37 (0.57)
# of child 5-11	1.43 (0.65)	1.44 (0.61)	1.43 (0.79)	1.42 (0.77)	1.38 (0.60)
# of child 12-17	0.47 (0.73)	0.46 (0.68)	0.52 (0.91)	0.48 (0.86)	0.41 (0.62)
Family income					
< \$35,000	22.47%	13.10%	30.13%	47.15%	11.31%
\$35,000-\$99,999	48.38%	51.42%	49.50%	40.67%	44.71%
\$100,000 or more	24.61%	30.80%	15.41%	8.09%	40.03%
Missing	4.54%	4.69%	4.97%	4.09%	3.96%
Single	5.60%	5.51%	10.55%	4.64%	2.56%
Partnered, no emp	34.53%	30.00%	26.99%	48.50%	39.15%
Partnered, pt emp	20.34%	23.07%	15.38%	16.15%	15.40%
Partnered, ft emp	39.52%	41.42%	47.08%	30.71%	42.89%
Did not work	31.25%	30.11%	36.21%	33.16%	27.91%
Worked, day	36.97%	36.01%	30.52%	39.33%	48.54%
Worked, eve or ngt	14.43%	14.73%	18.36%	12.32%	13.49%
Worked, no timing	17.35%	19.15%	14.91%	15.19%	10.07%
Summer	24.53%	24.80%	25.32%	23.80%	23.32%
Weekend/holiday	29.82%	29.75%	29.61%	30.00%	30.31%
# of activities	19.30 (7.54)	19.92 (7.19)	19.25 (9.26)	17.45 (7.85)	20.23 (7.37)
Year	2011	2011	2011	2011	2012
N	17,125	12,208	1,170	2,763	984

Table 4. Means (SD) or % Distribution for Variables for Fathers with Adolescent Children (Aged 12-17)

	Total		White		Black		Latino		Asian	
Any copresence	79.81%		80.34%		71.00%		81.50%		83.31%	
Any childcare	35.12%		36.31%		34.22%		29.56%		44.52%	
Total childcare	23.12	(58.97)	23.36	(56.44)	22.84	(71.64)	20.77	(64.45)	30.51	(57.17)
Basic care	5.61	(27.04)	5.95	(25.25)	4.98	(35.61)	4.81	(31.42)	5.60	(23.65)
Teaching	5.74	(24.56)	5.57	(22.68)	7.65	(34.43)	4.13	(24.51)	11.02	(32.20)
Play	3.64	(25.74)	3.31	(23.98)	2.23	(26.07)	5.34	(34.03)	3.86	(20.96)
Management	8.13	(32.23)	8.52	(32.68)	7.98	(37.70)	6.49	(28.43)	10.02	(26.15)
Total copresence	185.68	(249.10)	181.43	(229.50)	151.06	(269.74)	220.01	(323.99)	168.56	(221.77)
Meals	31.19	(42.99)	31.62	(40.58)	21.32	(42.73)	32.71	(51.33)	39.18	(47.52)
Housework	14.06	(41.87)	14.90	(40.64)	10.12	(40.32)	13.71	(49.85)	11.93	(34.74)
Shopping	5.87	(29.94)	4.85	(24.66)	4.54	(27.00)	9.57	(48.46)	6.91	(32.48)
Screen media	47.08	(93.82)	44.82	(86.03)	40.01	(103.58)	60.25	(124.77)	36.50	(73.99)
Physical activity	4.08	(25.21)	4.40	(25.15)	1.54	(16.61)	4.45	(29.60)	3.36	(21.93)
Outing	3.28	(24.81)	3.82	(25.14)	2.04	(22.87)	2.11	(23.89)	3.28	(25.07)
Social activity	17.27	(60.05)	17.15	(55.27)	12.97	(59.06)	20.07	(80.85)	15.85	(56.65)
Religion	4.61	(25.66)	4.10	(22.62)	5.73	(34.25)	5.74	(33.84)	4.45	(25.00)
Hobby	3.61	(19.13)	3.93	(18.43)	3.32	(22.62)	2.41	(19.15)	5.04	(23.11)
Relaxing	54.63	(103.59)	51.85	(94.55)	49.47	(120.84)	68.99	(136.72)	42.04	(80.83)
Age	45.12	(8.00)	45.52	(7.24)	45.32	(10.58)	43.23	(9.72)	47.38	(7.15)
College degree	33.58%		39.64%		24.92%		12.12%		59.97%	
Foreign-born	23.48%		5.42%		22.77%		68.53%		82.97%	
# of child < 5	0.12	(0.42)	0.10	(0.36)	0.14	(0.56)	0.19	(0.57)	0.10	(0.39)
# of child 5-11	0.56	(0.83)	0.52	(0.77)	0.60	(1.03)	0.68	(0.98)	0.62	(0.84)
# of child 12-17	1.35	(0.63)	1.36	(0.59)	1.39	(0.80)	1.34	(0.71)	1.26	(0.51)
Family income										
< \$35,000	19.73%		11.75%		29.49%		42.58%		12.13%	
\$35,000-\$99,999	47.40%		49.34%		45.22%		43.24%		42.89%	
\$100,000 or more	27.66%		33.38%		19.58%		10.06%		40.87%	
Missing	5.20%		5.53%		5.71%		4.13%		4.11%	
Single	7.00%		6.60%		12.72%		6.24%		3.91%	
Partnered, no emp	28.75%		25.49%		22.42%		42.47%		28.11%	
Partnered, pt emp	20.04%		22.45%		13.87%		15.54%		18.71%	
Partnered, ft emp	44.21%		45.46%		51.00%		35.75%		49.27%	
Did not work	31.74%		30.32%		40.71%		33.47%		25.36%	
Worked, day	36.89%		36.72%		30.12%		38.49%		46.47%	
Worked, eve or ngt	14.10%		14.26%		16.00%		12.21%		15.92%	
Worked, no timing	17.28%		18.70%		13.17%		15.83%		12.25%	
Summer	24.56%		24.92%		25.25%		23.49%		22.63%	
Weekend/holiday	29.25%		29.12%		29.05%		30.06%		27.99%	
# of activities	18.76	(8.03)	19.19	(7.68)	18.58	(9.82)	17.35	(8.53)	19.28	(7.73)
Year	2011		2011		2011		2012		2012	
N	12,725		9,328		933		1,861		603	

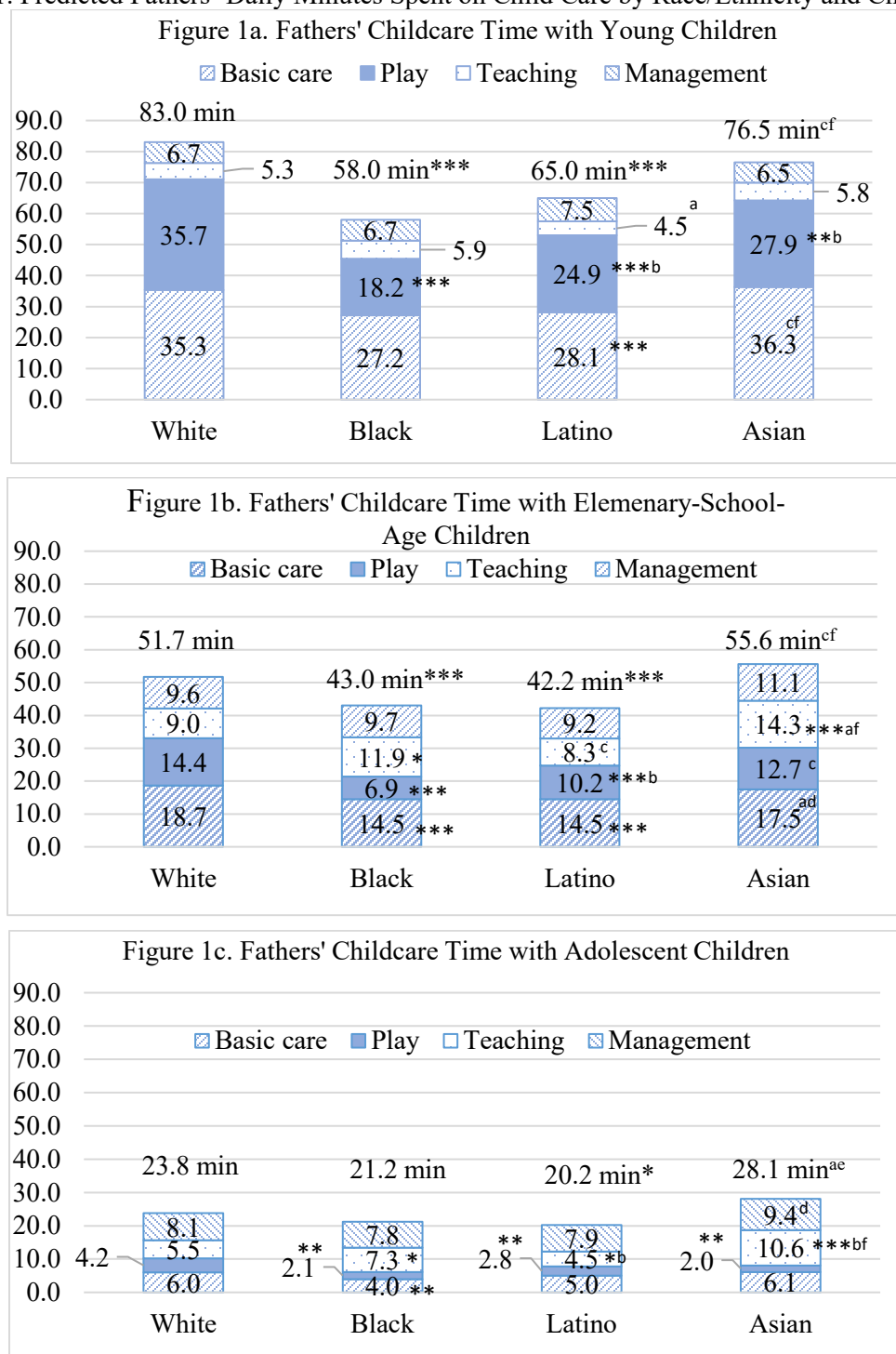


Table 5. Summary of the Findings

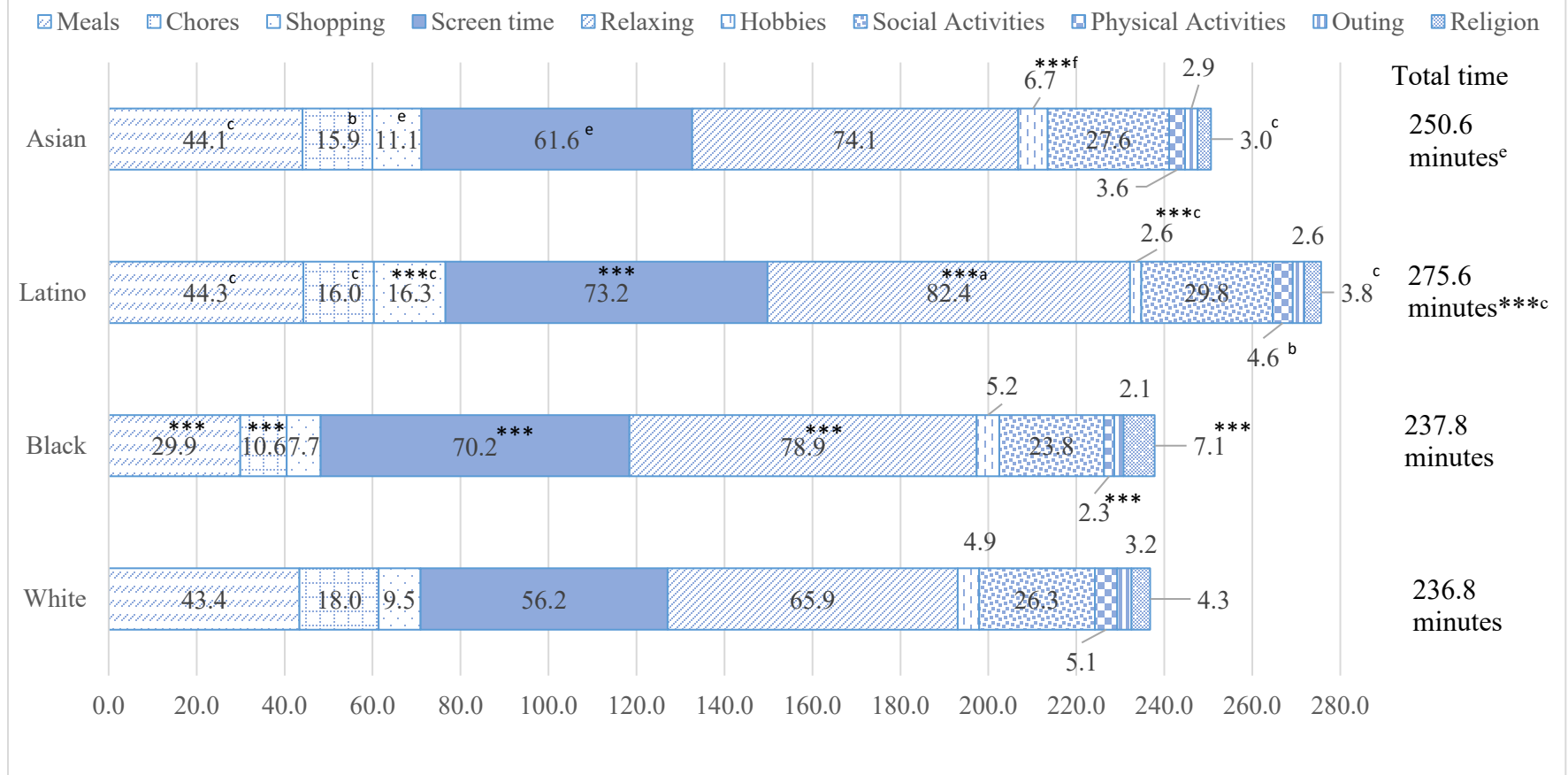
	Fathers' Time with Young Children			Fathers' Time with Elementary-School-Age Children			Fathers' Time With Adolescent Children		
	Compared with White Black	Latino	Asian	Compared with White Black	Latino	Asian	Compared with White Black	Latino	Asian
<b>Childcare</b>									
Total childcare	-	-		-	-			-	
By activity area:									
Basic care	-	-		-	-		-		
Play	-	-	-	-	-		-	-	-
Teaching/education				+		+	+		+
Management									
<b>Daily Routine and Leisure in the Presence of Children (father-child copresence)</b>									
Total Father-child copresence		+		-		-	-		-
By activity area:									
Meals	-			-			-		
Household chores	-			-	-		-		
Shopping		+		-	+				
Screen time	+	+			+	-	-		-
Relaxing	+	+					-		-
Hobbies		-	+		-	+		-	
Social activities									
Outing				-					
Physical activities	-			-	-		-		
Religious activities	+			+			+		

Notes. "+" indicates more time; "-" indicates less time.

Figure 1. Predicted Fathers' Daily Minutes Spent on Child Care by Race/Ethnicity and Child's Age

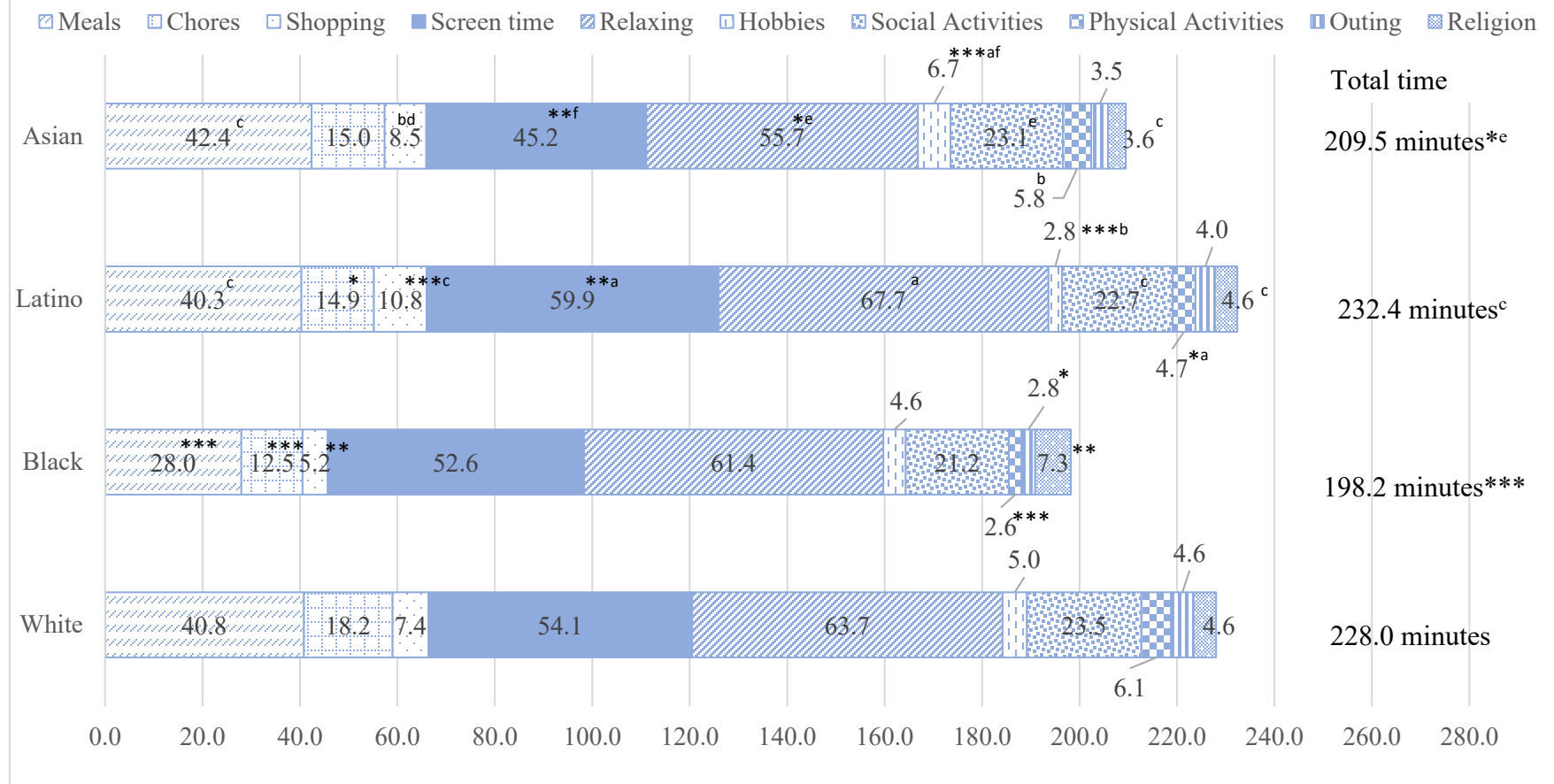


Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Predicted minutes were calculated using coefficients from regression models controlling for father's age, foreign-born status, education, partnership status and partner's employment status, family income, employment activities on the diary day (not worked, worked during the day, worked during the evening or night, or no report on timing), number of children aged 0-4, the number of children aged 5-11, the number of children aged 12-17, summer, weekend or holiday, year, and number of activities.

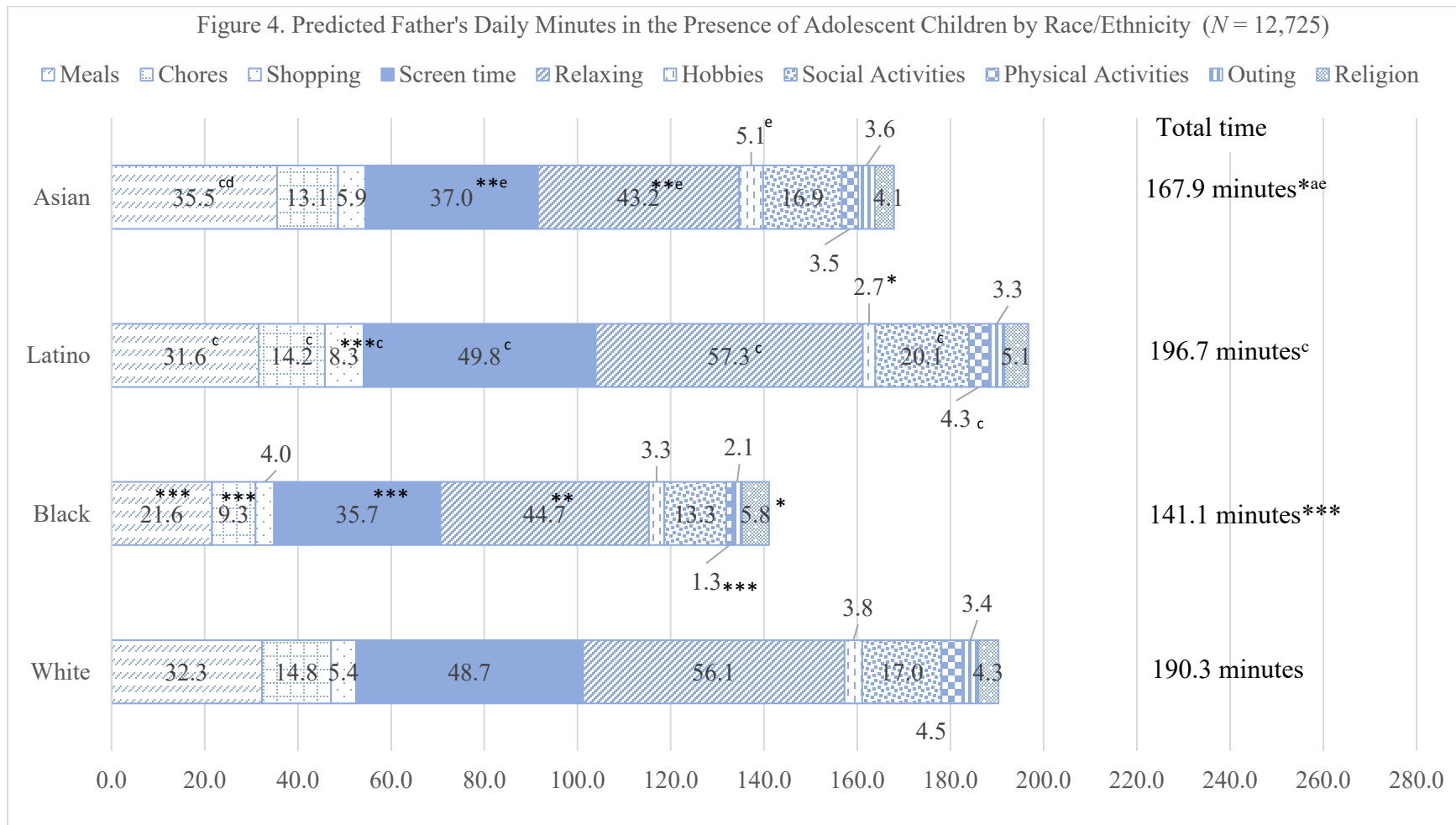
Figure 2. Predicted Father's Daily Minutes in the Presence of Young Children by Race/Ethnicity ( $N = 12,569$ )

Notes. Differences from White fathers are significant at: <sup>\*</sup> $p < .05$ ; <sup>\*\*</sup> $p < .01$ ; <sup>\*\*\*</sup> $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Predicted minutes were calculated using coefficients from regression models controlling for father's age, foreign-born status, education, partnership status and partner's employment status, family income, employment activities on the diary day (not worked, worked during the day, worked during the evening or night, or no report on timing), number of children aged 0-4, the number of children aged 5-11, the number of children aged 12-17, existence of nonresidential child, summer, weekend or holiday, year, and number of activities.

Figure 3. Predicted Father's Daily Minutes in the Presence of Elementary-School-Age Children by Race/Ethnicity ( $N = 17,125$ )



Notes. Differences from White fathers are significant at:  $*p < .05$ ;  $**p < .01$ ;  $***p < .001$ . Differences from Black fathers are significant at  $^ap < .05$ ;  $^bp < .01$ ;  $^cp < .001$ . Differences from Latino fathers are significant at  $^dp < .05$ ;  $^ep < .01$ ;  $^fp < .001$ . Predicted minutes were calculated using coefficients from regression models controlling for father's age, foreign-born status, education, partnership status and partner's employment status, family income, employment activities on the diary day (not worked, worked during the day, worked during the evening or night, or no report on timing), number of children aged 0-4, the number of children aged 5-11, the number of children aged 12-17, existence of nonresidential child, summer, weekend or holiday, year, and number of activities.



Notes. Differences from White fathers are significant at: <sup>\*</sup> $p < .05$ ; <sup>\*\*</sup> $p < .01$ ; <sup>\*\*\*</sup> $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Predicted minutes were calculated using coefficients from regression models controlling for father's age, foreign-born status, education, partnership status and partner's employment status, family income, employment activities on the diary day (not worked, worked during the day, worked during the evening or night, or no report on timing), number of children aged 0-4, the number of children aged 5-11, the number of children aged 12-17, existence of nonresidential child, summer, weekend or holiday, year, and number of activities.

## APPENDIX

Table A1. OLS Regression Models Predicting Fathers' Daily Minutes Spent on Childcare with Young Children (N = 12,569)

	Total care		Basic		Teaching		Play		Management	
	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>
Black	-24.928	2.981***	-8.019	1.747***	.588	.514	-17.515	2.128***	.018	.566
Hispanic	-17.982	2.518***	-7.134	1.475***	-.851	.434 <sup>a</sup>	-10.782	1.797*** <sup>b</sup>	.784	.478
Asian	-6.464	3.752 <sup>cf</sup>	1.079	2.199 <sup>cf</sup>	.458	.647	-7.788	2.678*** <sup>b</sup>	-.213	.712
N. of children < 5	20.907	1.541***	13.764	.903***	.954	.266***	5.693	1.100***	.496	.293
N. of children 5-11	-8.150	1.023***	-2.046	.600***	1.487	.176***	-8.356	.730***	.765	.194***
N. of children 12-17	-13.208	1.869***	-5.985	1.095***	-.862	.322**	-5.618	1.334***	-.744	.355*
College degree	5.676	1.926**	3.160	1.129**	.734	.332*	1.492	1.375	.290	.366
Family income										
Less than < \$35000	-4.721	2.087*	-1.725	1.223	-.498	.360	-2.470	1.490	-.028	.396
\$100,000 or more	7.440	2.190***	4.073	1.284**	.933	.378*	1.244	1.564	1.190	.416**
Missing	-7.990	3.977*	-2.137	2.331	.263	.686	-5.578	2.839*	-.538	.755
Paid work on diary day										
Did not work	45.190	2.175***	18.004	1.275***	1.088	.375**	22.447	1.552***	3.651	.413***
Evening or night shift	-2.870	2.411	-1.054	1.413	-.337	.416	-1.540	1.721	.062	.458
Worked, missing timing	-3.494	2.363	-1.720	1.385	-.410	.407	-3.055	1.687	1.691	.449***
Age	.371	.126**	.219	.074**	.099	.022***	-.016	.090	.069	.024**
Foreign-born	2.710	2.421	-5.542	1.419***	.813	.417	6.470	1.728***	.969	.460*
Partner status										
Single	9.446	4.060*	9.381	2.380***	.277	.700	-5.242	2.898	5.030	.771***
Partnered, emp. pt-time	8.321	2.245***	5.737	1.316***	.276	.387	1.182	1.603	1.127	.426**
Partnered, emp. fl-time	13.075	1.896***	8.374	1.111***	.432	.327	-.244	1.354	4.512	.360***
Summer	-8.355	1.803***	-2.019	1.057	-1.025	.311**	-3.968	1.287**	-1.343	.342***
Weekend or holiday	-3.360	1.979	-.282	1.160	-2.194	.341***	2.438	1.413	-3.322	.376***
Number of activities	2.833	.113***	1.358	.066***	.328	.020***	.471	.081***	.676	.022***
Year	.405	.165*	-.083	.097	.058	.028*	.381	.118**	.049	.031
Intercept	-838.475	332.117*	143.188	194.648	-122.576	57.266*	-747.951	237.077**	-111.136	63.047
<i>R</i> <sup>2</sup>	.155		.114		.050		.062		.112	

Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4-p m), and partnered who are not employed.

Table A2. OLS Regression Models Predicting Fathers' Daily Minutes Spent on Childcare with Elementary School Age Children (N = 17,125)

	Total care		Basic		Teaching		Play		Management	
	b	SE	b	SE	b	SE	b	SE	b	SE
Black	-8.766	1.748***	-4.186	.866***	2.877	.628***	-7.529	1.037***	.071	.653
Hispanic	-9.514	1.572***	-4.176	.779***	-.708	.565	-4.239	.932*** <sup>b</sup>	-.391	.587
Asian	3.974	2.457 <sup>cf</sup>	-1.116	1.218 <sup>ad</sup>	5.310	.883*** <sup>af</sup>	-1.769	1.457 <sup>c</sup>	1.550	.918
N. of children < 5	12.560	.840***	7.634	.416***	-.289	.302	5.854	.498***	-.639	.314*
N. of children 5-11	9.357	.764***	4.853	.378***	1.997	.275***	.470	.453	2.036	.285***
N. of children 12-17	-8.889	.711***	-3.018	.352***	-1.098	.256***	-3.795	.422***	-.978	.266***
College degree	7.481	1.193***	3.332	.591***	.881	.429*	2.449	.707***	.818	.446
Family income										
Less than < \$35000	3.478	1.339**	.640	.664	.420	.481	2.042	.794*	.377	.500
\$100,000 or more	4.847	1.310***	1.290	.649*	.188	.471	.409	.777	2.961	.489***
Missing	-.364	2.399	.929	1.189	-1.257	.862	-.548	1.423	.512	.896
Paid work on diary day										
Did not work	22.181	1.347***	9.537	.667***	2.841	.484***	4.759	.799***	5.044	.503***
Evening or night shift	-2.048	1.507	-.498	.747	-1.372	.542*	-.685	.893	.507	.563
Worked, missing timing	.835	1.441	.205	.714	.201	.518	-.547	.854	.976	.538
Age	-.144	.073*	-.106	.036**	.099	.026***	-.167	.043***	.030	.027
Foreign-born	3.876	1.503**	-2.053	.745**	1.203	.540*	3.272	.891***	1.454	.561**
Partner status										
Single	6.709	2.263**	4.573	1.121***	1.701	.813*	-2.167	1.342	2.603	.845**
Partnered, emp. pt-time	3.684	1.370**	2.074	.679**	.488	.492	.845	.812	.277	.512
Partnered, emp. fl-time	5.822	1.184***	2.805	.587***	1.588	.426***	-1.350	.702	2.779	.442***
Summer	-6.979	1.117***	-1.247	.553*	-5.349	.401***	1.409	.662*	-1.792	.417***
Weekend or holiday	-5.269	1.228***	-2.376	.609***	-6.629	.441***	6.088	.728***	-2.352	.459***
Number of activities	2.400	.069***	.879	.034***	.502	.025***	.130	.041**	.889	.026***
Year	.241	.102*	.091	.051	.022	.037	.143	.061*	-.014	.038
Intercept	-500.334	205.919*	-190.482	102.036	-49.513	74.018	-275.020	122.111*	14.681	76.908
R <sup>2</sup>	.147***		.115***		.068***		.043***		.095***	

Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4-p m), and partnered who are not employed.

Table A3. OLS Regression Models Predicting Fathers' Daily Minutes Spent on Childcare with Adolescent Children (N = 12,725)

	Total care		Basic		Teaching		Play		Management	
	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>
Black	-2.812	1.657	-2.033	.771**	1.732	.704*	-2.194	.741**	-.317	.920
Hispanic	-3.611	1.570*	-.951	.731	-1.022	.667 <sup>b</sup>	-1.427	.702*	-.211	.871
Asian	4.229	2.536 <sup>ae</sup>	.157	1.180	5.069	1.077*** <sup>bf</sup>	-2.276	1.134*	1.280	1.407 <sup>d</sup>
N. of children < 5	6.358	1.274***	4.028	.593***	-.404	.541	3.047	.570***	-.313	.707
N. of children 5-11	7.143	.667***	3.813	.311***	1.493	.283***	1.144	.298***	.693	.370
N. of children 12-17	7.073	.817***	1.697	.380***	1.679	.347***	.909	.365*	2.788	.453***
College degree	5.613	1.155***	1.872	.537***	2.506	.490***	.653	.516	.581	.641
Family income										
Less than < \$35000	1.233	1.357	1.377	.632*	.584	.576	.536	.607	-1.264	.753
\$100,000 or more	1.977	1.238	.275	.576	-.573	.526	.423	.554	1.851	.687**
Missing	2.747	2.208	.292	1.028	1.502	.938	.238	.987	.715	1.225
Paid work on diary day										
Did not work	15.828	1.304***	5.228	.607***	2.663	.554***	2.468	.583***	5.470	.724***
Evening or night shift	-1.560	1.482	.341	.690	-1.050	.630	-1.012	.663	.161	.823
Worked, missing timing	.648	1.405	.044	.654	-.351	.597	-.448	.628	1.404	.780
Age	-.277	.072***	-.073	.033*	-.021	.030	-.188	.032***	.005	.040
Foreign-born	3.185	1.496*	-1.056	.696	-.086	.635	3.959	.669***	.369	.830
Partner status										
Single	8.948	2.028***	5.852	.944***	2.356	.861**	.061	.907	.679	1.125
Partnered, emp. pt-time	1.892	1.389	1.574	.647*	-1.089	.590	.649	.621	.758	.771
Partnered, emp. fl-time	1.627	1.180	1.666	.549**	-.053	.501	-.721	.528	.735	.655
Summer	-5.367	1.089***	-.157	.507	-3.776	.463***	.494	.487	-1.927	.604**
Weekend or holiday	-6.023	1.190***	-2.643	.554***	-4.604	.505***	1.168	.532*	.056	.660
Number of activities	1.120	.067***	.235	.031***	.218	.028***	.006	.030	.660	.037***
Year	.322	.101**	.117	.047*	.028	.043	.067	.045	.111	.056*
Intercept	-654.483	202.989**	-237.478	94.480*	-55.153	86.204	-126.981	90.782	-234.871	112.630*
<i>R</i> <sup>2</sup>	.067***		.039***		.031***		.021***		.039***	

Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4 p m), and partnered who are not employed.



Table A4. OLS Regression Models Predicting Fathers' Daily Minutes Spent in Presence of Young Children (N = 12,569)

	Total		Meals		Housework		Shopping		Screen time	
	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>
Black	1.015	7.421	-13.552	1.424***	-7.396	1.312***	-1.775	1.069	13.969	3.166***
Hispanic	38.755	6.267*** <sup>c</sup>	.802	1.203 <sup>c</sup>	-1.952	1.108 <sup>c</sup>	6.808	.903*** <sup>c</sup>	16.962	2.674***
Asian	14.051	9.340 <sup>e</sup>	.631	1.792 <sup>c</sup>	-2.047	1.652 <sup>b</sup>	1.568	1.346 <sup>e</sup>	5.365	3.985 <sup>e</sup>
N. of children < 5	-9.675	3.836*	.586	.736	3.551	.678***	-1.785	.553**	-4.140	1.637*
N. of children 5-11	-7.095	2.547**	-.182	.489	.704	.450	-2.417	.367***	-2.465	1.087*
N. of children 12-17	7.419	4.653	-1.613	.893	-.948	.823	-.676	.671	6.333	1.985**
College degree	-24.780	4.794***	6.515	.920***	-2.065	.848*	.003	.691	-17.602	2.046***
Family income										
Less than < \$35000	29.553	5.197***	-2.848	.997**	-3.692	.919***	1.040	.749	16.709	2.217***
\$100,000 or more	-22.833	5.453***	2.908	1.046**	-1.957	.964*	-1.467	.786	-10.055	2.327***
Missing	19.530	9.900*	.556	1.900	-4.154	1.751*	1.116	1.427	13.037	4.224**
Paid work on diary day										
Did not work	176.130	5.414***	24.378	1.039***	15.757	.957***	12.812	.780***	38.739	2.310***
Evening or night shift	-23.503	6.001***	.482	1.151	.792	1.061	3.162	.865***	-13.229	2.561***
Worked, missing timing	-31.018	5.882***	-1.652	1.129	.299	1.040	1.917	.848*	-13.522	2.510***
Age	-.535	.313	.129	.060*	.221	.055***	-.038	.045	-.197	.134
Foreign-born	6.655	6.026	1.342	1.156	-2.510	1.066*	4.145	.868***	2.344	2.571
Partner status										
Single	-59.729	10.108***	-14.887	1.940***	4.151	1.788*	-5.621	1.457***	-9.896	4.313*
Partnered, emp. pt-time	-12.343	5.590*	-2.033	1.073	1.914	.989	-3.770	.806***	-3.690	2.385
Partnered, emp. fl-time	-9.058	4.721	-6.176	.906***	2.815	.835***	-3.224	.680***	3.491	2.014
Summer	1.153	4.488	1.666	.861	1.757	.794*	-1.005	.647	-5.548	1.915**
Weekend or holiday	114.398	4.927***	18.559	.945***	4.929	.871***	9.269	.710***	17.800	2.102***
Number of activities	.296	.282	.577	.054***	.622	.050***	.655	.041***	-.969	.120***
Year	-.213	.411	-.058	.079	.022	.073	-.165	.059**	.004	.176
Intercept	624.840	826.804	130.967	158.651	-57.223	146.216	327.269	119.151***	70.576	352.788
<i>R</i> <sup>2</sup>	.270***		.170***		.070***		.104***		.135***	

Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4-p m), and partnered who are not employed.

Table A4. *Cont.*

	Relaxing		Hobbies		Social		Physical activities		Outing		Religious activities	
	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>
Black	13.014	3.452***	.307	.664	-2.507	2.378	-2.773	.762***	-1.100	.713	2.828	.777***
Hispanic	16.480	2.916*** <sup>a</sup>	-2.278	.561*** <sup>c</sup>	3.432	2.008	-.419	.643 <sup>b</sup>	-.592	.602	-.488	.656 <sup>c</sup>
Asian	8.143	4.346	1.815	.836* <sup>f</sup>	1.287	2.993	-1.101	.959	-.293	.897	-1.318	.978 <sup>c</sup>
N. of children < 5	-6.247	1.785***	-1.295	.343***	-.325	1.229	-.182	.394	.013	.368	.149	.402
N. of children 5-11	-2.452	1.185*	-.557	.228*	-1.667	.816*	.168	.261	.747	.245**	1.025	.267***
N. of children 12-17	6.971	2.165**	.338	.416	-1.940	1.491	-.513	.478	-.328	.447	-.206	.487
College degree	-18.843	2.230***	.709	.429	3.482	1.536*	.657	.492	1.432	.460**	.932	.502
Family income												
Less than < \$35000	19.263	2.418***	.377	.465	-2.288	1.665	.350	.533	-.434	.499	1.076	.544*
\$100,000 or more	-10.663	2.537***	-.756	.488	-1.277	1.747	1.203	.560*	.445	.524	-1.214	.571*
Missing	11.610	4.606*	-1.264	.886	-.675	3.172	-.957	1.016	.794	.951	-.533	1.036
Paid work on diary day												
Did not work	46.245	2.519***	3.934	.484***	23.758	1.735***	4.217	.556***	2.259	.520***	4.031	.567***
Evening or night shift	-15.998	2.792***	.049	.537	-1.406	1.923	2.472	.616***	-.096	.576	.269	.628
Worked, missing timing	-17.382	2.736***	-.402	.526	-.993	1.885	.259	.604	-.084	.565	.543	.616
Age	-.179	.146	-.024	.028	-.368	.100***	-.044	.032	-.023	.030	-.010	.033
Foreign-born	3.401	2.804	-.211	.539	-3.946	1.931*	.539	.619	-.169	.579	1.720	.631**
Partner status												
Single	-15.080	4.703**	-2.563	.904**	-14.891	3.239***	1.436	1.038	.655	.971	-3.033	1.058**
Partnered, emp. pt-time	-2.938	2.601	.587	.500	-2.160	1.791	.658	.574	.005	.537	-.914	.585
Partnered, emp. fl-time	1.445	2.196	-1.546	.422***	-3.912	1.513**	-.938	.485	.979	.453*	-1.994	.494***
Summer	-5.049	2.088*	.068	.402	2.373	1.438	5.076	.461***	1.508	.431***	.306	.470
Weekend or holiday	20.523	2.292***	1.836	.441***	24.826	1.579***	4.006	.506***	3.890	.473***	8.760	.516***
Number of activities	-1.209	.131***	.165	.025***	.060	.090	.115	.029***	.067	.027*	.213	.030***
Year	.187	.191	-.064	.037	-.094	.132	.013	.042	-.017	.040	-.042	.043
Intercept	-282.865	384.669	131.276	73.982	216.740	264.923	-26.043	84.876	33.402	79.409	80.740	86.540
<i>R</i> <sup>2</sup>	.148		.025		.078		.033		.019		.058	

*Notes.* Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4-p m), and partnered who are not employed.

Table A5. OLS Regression Models Predicting Fathers' Daily Minutes Spent in Presence of Elementary School Age Children (N = 17,125)

	Total		Meals		Housework		Shopping		Screen time	
	b	SE	b	SE	b	SE	b	SE	b	SE
Black	-29.561	5.978***	-12.809	1.246***	-5.670	1.102***	-2.136	.746**	-1.548	2.453
Hispanic	4.490	5.375 <sup>c</sup>	-.420	1.120 <sup>c</sup>	-3.314	.991***	3.387	.671*** <sup>c</sup>	5.783	2.205** <sup>a</sup>
Asian	-18.388	8.401* <sup>e</sup>	1.652	1.751 <sup>c</sup>	-3.204	1.549*	1.138	1.048 <sup>bd</sup>	-8.973	3.447** <sup>f</sup>
N. of children < 5	-6.045	2.873*	1.551	.599**	1.215	.530*	-.281	.359	-3.679	1.179**
N. of children 5-11	6.138	2.611*	1.387	.544*	3.517	.482***	-.828	.326*	.380	1.071
N. of children 12-17	-5.489	2.431*	-1.636	.506**	-.162	.448	-1.371	.303***	-.800	.997
College degree	-8.105	4.079*	8.263	.850***	-.586	.752	.295	.509	-11.657	1.674***
Family income										
Less than < \$35000	15.472	4.578***	-3.741	.954***	-1.794	.844*	.202	.571	11.428	1.878***
\$100,000 or more	1.106	4.479	2.999	.933**	-.395	.826	-.061	.559	-1.557	1.838
Missing	2.871	8.202	.971	1.709	-.431	1.513	.892	1.023	4.247	3.366
Paid work on diary day										
Did not work	141.181	4.604***	19.753	.959***	10.239	.849***	8.864	.574***	31.793	1.889***
Evening or night shift	-35.300	5.151***	-2.331	1.073*	-1.196	.950	1.388	.643*	-15.592	2.114***
Worked, missing timing	-19.988	4.926***	-1.566	1.027	-1.297	.908	1.650	.615**	-8.354	2.021***
Age	-.503	.248*	.009	.052	.097	.046*	-.067	.031*	-.102	.102
Foreign-born	33.180	5.137***	5.043	1.070***	-.878	.947	3.763	.641***	10.311	2.108***
Partner status										
Single	-41.283	7.736***	-12.002	1.612***	3.749	1.427**	-.457	.965	-5.409	3.174
Partnered, emp. pt-time	-2.032	4.684	-.939	.976	1.872	.864*	-1.545	.584**	-.029	1.922
Partnered, emp. fl-time	-6.728	4.047	-3.050	.843***	2.169	.746**	-.896	.505	1.308	1.661
Summer	19.184	3.818***	2.340	.796**	4.784	.704***	.486	.476	-2.748	1.567
Weekend or holiday	145.932	4.199***	22.979	.875***	10.441	.774***	9.454	.524***	23.376	1.723***
Number of activities	-.760	.235**	.375	.049***	.395	.043***	.411	.029***	-1.078	.096***
Year	-.571	.350	.050	.073	-.032	.065	-.072	.044	-.315	.144*
Intercept	1319.277	703.994	-84.003	146.699	58.960	129.827	141.946	87.839	699.571	288.862*
R <sup>2</sup>	0.249***		0.152***		0.058***		0.069***		0.108***	

Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4-p m), and partnered who are not employed.

Table A5. *Cont.*

	Relaxing		Hobbies		Social		Physical activities		Outing		Religious activities	
	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>
Black	-2.232	2.665	-.396	.540	-2.283	1.933	-3.413	.729***	-1.827	.729*	2.754	.655***
Hispanic	4.005	2.396 <sup>a</sup>	-2.248	.485***	-.756	1.738 <sup>c</sup>	-1.331	.655* <sup>a</sup>	-.616	.655	-.001	.589 <sup>c</sup>
Asian	-8.022	3.745* <sup>e</sup>	1.652	.758* <sup>af</sup>	-.371	2.717 <sup>e</sup>	-.212	1.024 <sup>b</sup>	-1.091	1.024	-.959	.920 <sup>c</sup>
N. of children < 5	-4.774	1.281***	-1.224	.259***	.845	.929	-.087	.350	-.546	.350	.935	.315**
N. of children 5-11	.665	1.164	-.124	.236	-.694	.844	.163	.318	.575	.318	1.098	.286***
N. of children 12-17	-1.472	1.084	-.733	.219***	-.301	.786	-.128	.296	-.257	.296	1.371	.266***
College degree	-11.501	1.818***	1.915	.368***	1.575	1.319	1.471	.497**	1.363	.497**	.755	.447
Family income												
Less than < \$35000	15.592	2.041***	.088	.413	-3.481	1.480*	-.884	.558	-1.546	.558**	-.391	.501
\$100,000 or more	-3.431	1.997	-.638	.404	3.133	1.448*	1.100	.546*	1.393	.546*	-1.438	.490**
Missing	3.133	3.657	-1.727	.740*	-2.617	2.652	-.855	1.000	-.792	1.000	.049	.898
Paid work on diary day												
Did not work	38.247	2.053***	2.512	.416***	17.255	1.489***	4.751	.561***	4.583	.561***	3.184	.504***
Evening or night shift	-16.791	2.296***	-.007	.465	-2.881	1.666	1.420	.628*	-.084	.628	.775	.564
Worked, missing timing	-8.699	2.196***	-.161	.445	-1.859	1.593	-.101	.601	.021	.601	.377	.539
Age	-.113	.111	-.019	.022	-.243	.080**	-.067	.030*	-.038	.030	.040	.027
Foreign-born	10.331	2.290***	-.778	.464	3.233	1.661	.459	.626	-.480	.626	2.177	.562***
Partner status												
Single	-10.183	3.449**	-2.672	.698***	-10.441	2.501***	-.610	.943	-.390	.943	-2.869	.847***
Partnered, emp. pt-time	.461	2.088	-.304	.423	.779	1.514	-.410	.571	-.220	.571	-1.699	.513***
Partnered, emp. fl-time	.375	1.804	-1.186	.365**	-2.753	1.309*	-1.125	.494*	.162	.493	-1.733	.443***
Summer	-.573	1.702	.302	.345	5.890	1.235***	7.195	.466***	2.078	.466***	-.571	.418
Weekend or holiday	28.100	1.872***	3.889	.379***	27.608	1.358***	5.227	.512***	4.234	.512***	10.625	.460***
Number of activities	-1.226	.105***	.118	.021***	-.086	.076	.089	.029**	.040	.029	.202	.026***
Year	-.052	.156	-.001	.032	.011	.113	-.061	.043	-.080	.043	-.019	.038
Intercept	179.766	313.850***	5.367	63.543	-.579	227.637	124.151	85.838	161.935	85.835	32.163	77.087
<i>R</i> <sup>2</sup>	0.121***		0.028***		0.007***		0.039***		0.023***		0.063***	

Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4-p m), and partnered who are not employed.

Table A6. OLS Regression Models Predicting Fathers' Daily Minutes Spent in Presence of Adolescent Children (N = 12,725)

	Total		Meals		Housework		Shopping		Screen time	
	b	SE	b	SE	b	SE	b	SE	b	SE
Black	-49.096	6.573***	-10.527	1.175***	-5.461	1.193***	-1.331	.849	-12.980	2.621***
Hispanic	6.572	6.226 <sup>c</sup>	-.548	1.113 <sup>c</sup>	-.586	1.130 <sup>c</sup>	2.957	.804*** <sup>c</sup>	1.129	2.482 <sup>c</sup>
Asian	-22.254	10.057* <sup>ae</sup>	3.331	1.798 <sup>cd</sup>	-1.655	1.825	.497	1.299	-11.657	4.009*** <sup>e</sup>
N. of children < 5	-1.912	5.053	2.077	.903*	-.300	.917	1.047	.653	-.792	2.014
N. of children 5-11	2.550	2.646	1.642	.473***	1.325	.480**	-.425	.342	-.669	1.055
N. of children 12-17	29.034	3.240***	3.409	.579***	3.769	.588***	.535	.418	7.432	1.292***
College degree	-5.156	4.579	5.344	.819***	-1.496	.831	.633	.591	-7.026	1.826***
Family income										
Less than < \$35000	6.600	5.382	-1.964	.962*	-3.779	.977***	-.190	.695	6.550	2.146**
\$100,000 or more	-2.710	4.911	2.104	.878*	.698	.891	-.129	.634	-3.480	1.958
Missing	-15.329	8.756	1.038	1.566	.982	1.589	-1.117	1.131	-6.015	3.491
Paid work on diary day										
Did not work	108.117	5.173***	12.261	.925***	8.582	.939***	7.672	.668***	26.504	2.062***
Evening or night shift	-30.566	5.879***	-2.908	1.051**	-1.641	1.067	1.249	.759	-11.868	2.344***
Worked, missing timing	-18.441	5.573***	-1.748	.996	-1.752	1.011	1.285	.720	-7.374	2.222***
Age	-1.590	.284***	-.108	.051*	-.106	.052*	-.138	.037***	-.378	.113***
Foreign-born	28.718	5.933***	4.752	1.061***	-.065	1.076	2.844	.766***	10.409	2.365***
Partner status										
Single	-10.263	8.043	-7.818	1.438***	2.795	1.459	-.127	1.039	4.854	3.206
Partnered, emp. pt-time	7.311	5.511	-.085	.985	.222	1.000	-.592	.712	2.858	2.197
Partnered, emp. fl-time	-8.431	4.680	-3.900	.837***	.072	.849	-.607	.604	1.750	1.866
Summer	.257	4.320	.258	.772	1.316	.784	.527	.558	-6.535	1.722***
Weekend or holiday	114.050	4.719***	17.414	.844***	9.073	.856***	7.055	.609***	18.301	1.881***
Number of activities	-.219	.264	.383	.047***	.190	.048***	.309	.034***	-.767	.105***
Year	-.051	.401	.231	.072**	-.014	.073	.052	.052	-.230	.160
Intercept	265.734	805.047	-450.678	143.946**	33.272	146.069	-104.505	103.963	522.653	320.950
R <sup>2</sup>	.178***		.118***		.042***		.051***		.079***	

Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4-p m), and partnered who are not employed.

Table A6. *Cont.*

	Relaxing		Hobbies		Social		Physical activities		Outing		Religious activities	
	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>	<i>b</i>	<i>SE</i>
Black	-11.463	2.877***	-.522	.552	-3.788	1.697*	-3.208	.724***	-1.259	.716	1.443	.727*
Hispanic	1.150	2.725 <sup>c</sup>	-1.154	.523*	3.040	1.607 <sup>c</sup>	-.138	.686 <sup>c</sup>	-.061	.678	.783	.688
Asian	-12.951	4.402** <sup>e</sup>	1.273	.844 <sup>e</sup>	-.156	2.596	-.958	1.107	.237	1.095	-.217	1.112
N. of children < 5	-1.172	2.212	-.562	.424	-.745	1.305	-.274	.556	-1.287	.550*	.096	.559
N. of children 5-11	-.837	1.158	-.498	.222*	.859	.683	.261	.291	.439	.288	.454	.293
N. of children 12-17	7.873	1.418***	.505	.272	1.862	.837*	1.950	.357***	.393	.353	1.306	.358***
College degree	-6.185	2.004**	1.468	.385***	1.453	1.182	.431	.504	.374	.498	-.150	.506
Family income												
Less than < \$35000	9.676	2.356***	-.406	.452	-1.091	1.390	-.502	.593	-1.552	.586**	-.140	.595
\$100,000 or more	-4.278	2.149*	-.911	.412*	.768	1.268	.856	.541	2.114	.535***	-.452	.543
Missing	-7.812	3.832*	-1.186	.735	-2.184	2.261	.481	.964	.235	.953	.248	.968
Paid work on diary day												
Did not work	31.719	2.264***	2.791	.434***	9.076	1.336***	3.852	.570***	2.577	.563***	3.084	.572***
Evening or night shift	-13.152	2.573***	-.028	.494	-2.984	1.518*	.045	.647	-.647	.640	1.367	.650*
Worked, missing timing	-8.042	2.439**	-.107	.468	-.243	1.439	-.405	.614	-.780	.607	.725	.616
Age	-.479	.125***	-.049	.024*	-.201	.073**	-.104	.031***	-.038	.031	.010	.031
Foreign-born	10.694	2.597***	-.130	.498	-.519	1.532	.560	.653	-.948	.646	1.121	.656
Partner status												
Single	2.799	3.520	-1.132	.675	-8.297	2.076***	.580	.886	.459	.875	-4.375	.889***
Partnered, emp. pt-time	5.834	2.412*	.248	.463	.743	1.423	-.426	.607	.011	.600	-1.503	.609*
Partnered, emp. fl-time	1.967	2.049	-.584	.393	-3.466	1.208**	-.887	.515	-.273	.509	-2.502	.517***
Summer	-5.218	1.891**	-.044	.363	4.594	1.115***	4.830	.476***	1.447	.470**	-.919	.478
Weekend or holiday	22.143	2.066***	2.214	.396***	21.851	1.218***	2.981	.520***	3.624	.514***	9.394	.522***
Number of activities	-.965	.116***	.074	.022***	.147	.068*	.069	.029*	.076	.029**	.266	.029***
Year	-.196	.175	.025	.034	.076	.103	.025	.044	-.015	.044	-.005	.044
Intercept	465.456	352.378	-48.006	67.598	-140.896	207.844	-48.387	88.652	31.387	87.632	5.438	89.003
<i>R</i> <sup>2</sup>	.089***		.017***		.057***		.027***		.018***		.054***	

Notes. Differences from White fathers are significant at: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ . Differences from Black fathers are significant at <sup>a</sup> $p < .05$ ; <sup>b</sup> $p < .01$ ; <sup>c</sup> $p < .001$ . Differences from Latino fathers are significant at <sup>d</sup> $p < .05$ ; <sup>e</sup> $p < .01$ ; <sup>f</sup> $p < .001$ . Data are weighted. Omitted reference groups are: White, family income \$35,000-\$100,000, worked on diary day with day shift (8 am - 4-p m), and partnered who are not employed.