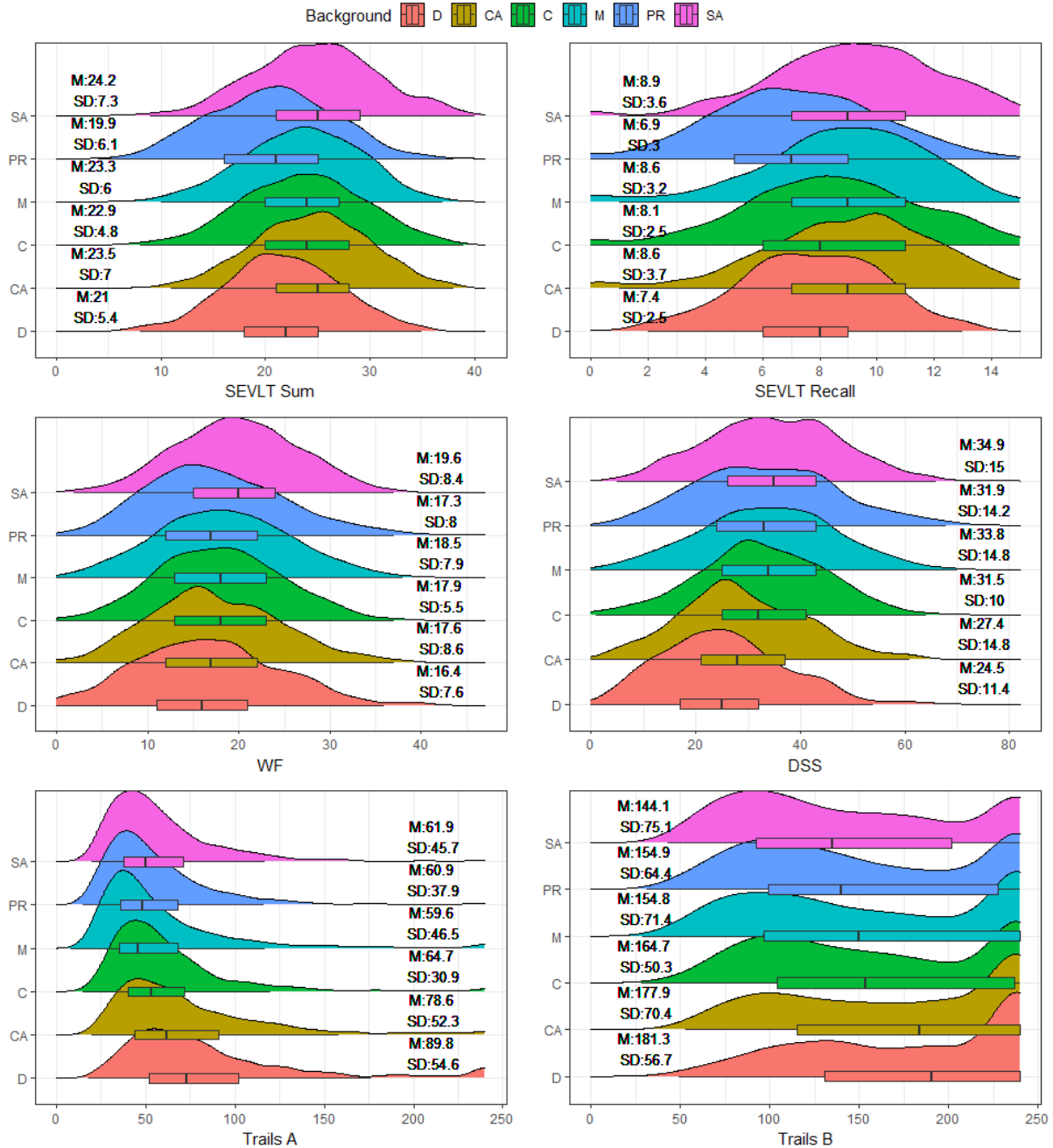**Supplemental Figure 1.** Distributions of cognitive outcomes by Latino background.
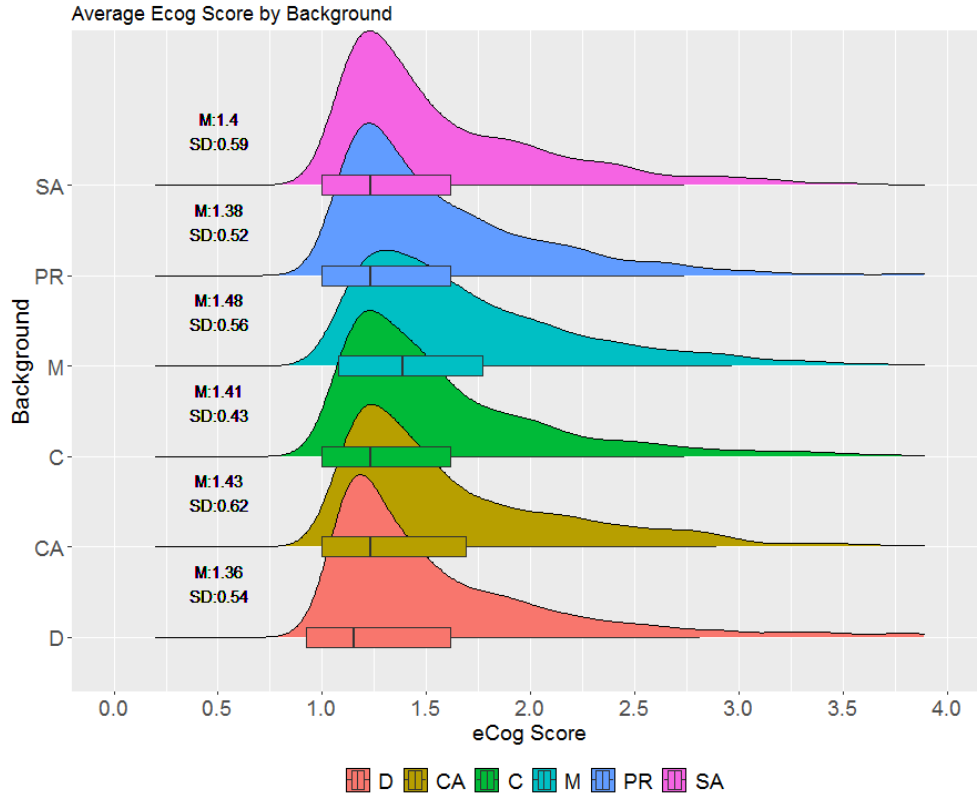

Note1: Backgrounds: D=Dominican; CA=Central American; C=Cuban; M=Mexican; PR=Puerto Rican; SA=South American.

Note2: SEVLT=Spanish English Verbal Fluency; WF=Word Fluency; DSS=Digist Symbol Substitution.

Note3: Distributional plots for the cognitive tests included in SOL-INCA by Latino background. Means (M) and Standard Deviations (SDs) by subgroups are embedded in the subplots.

Note4: The boxplots included in the graphs detail the IQRs and the median values.

Supplemental Figure 2. Distribution of overall eCog by Latino background.

Average Ecog Score by Background

Note1: Backgrounds: D=Dominican; CA=Central American; C=Cuban; M=Mexican; PR=Puerto Rican; SA=South American.
Note2: eCog=Every day cognition.
Note3: Distributional plots for the eCog scale index (sum of 12 Likert Scale items)[2] included in SOL-INCA by Latino background. Means (M) and Standard Deviations (SDs) by subgroups are embedded in the subplots.
Note3: The boxplots included in the graphs detail the IQRs and the median values.

Supplemental Figure 3. Distributions of cognitive tests by impairment thresholds by age groups and Latino background. Note1: Backgrounds:
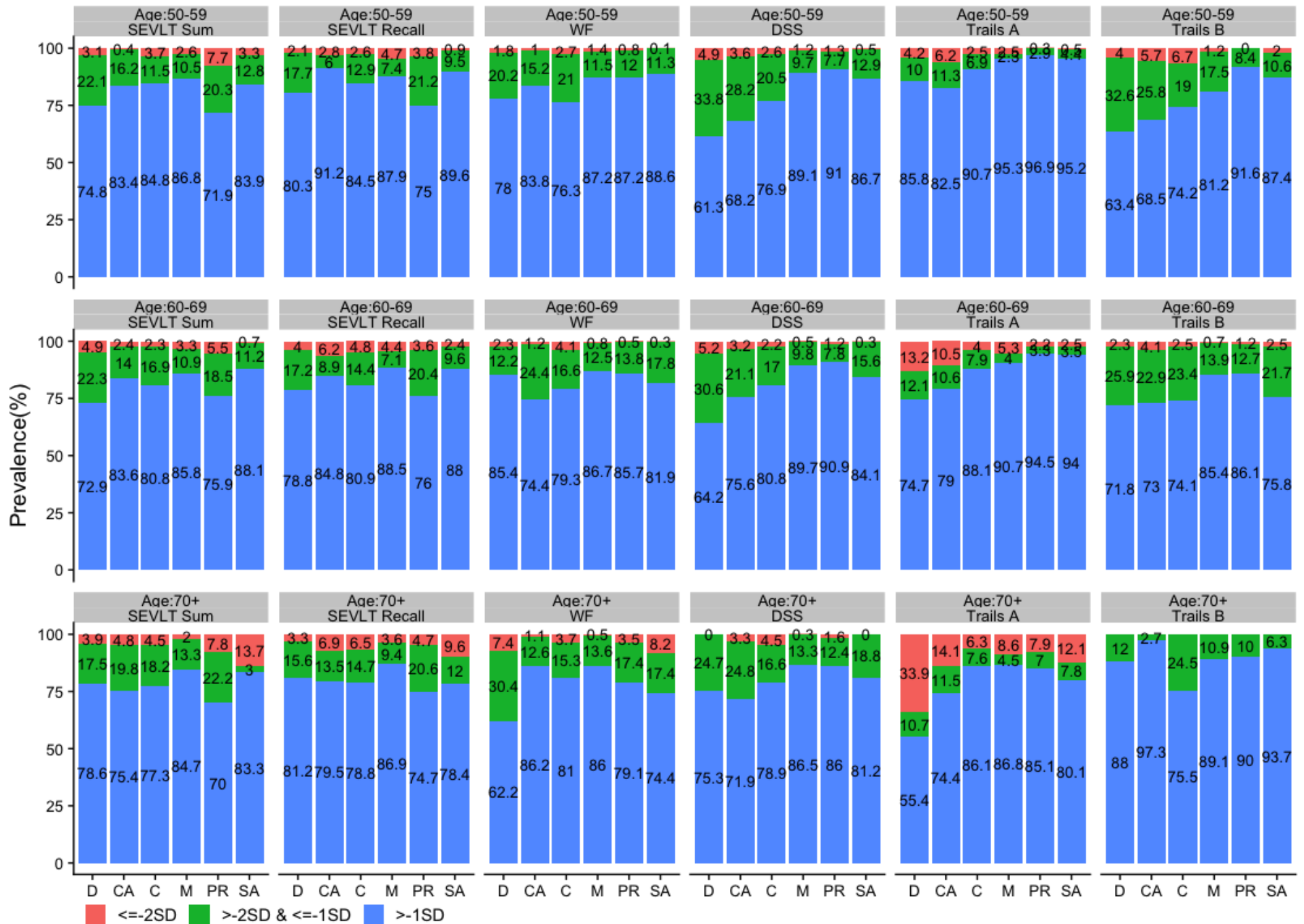
D=Dominican; CA=Central American; C=Cuban; M=Mexican; PR=Puerto Rican; SA=South American.

SD=Standard deviation.

Note2: Distribution of absolute cognitive test scores by cognitive test, age group (50-59; 60-69; and 70+), and Latino background. In line with the NIA-AA, the three categories consisted of: 1) < -2 SDs; 2) $\geqq$ -2 & $\leqq$ -1; and 3) > -1 for the SEVLT, WF, and DSS **AND** 1) > 2 SDs; 2) $\geqq$ 1 & $\leqq$ 2; and 3) < 1 for the Trails. Values below than or equal to -1 SD signals possible impairment. The cut-points on the z-score distributions of the considered tests were based on an internal normative sample. Classification took into account the natural interpretation of scores on the cognitive tests (higher is better for the SEVLT, WF, and DSS; vs. higher is worse for the Trails A and B).

Supplemental Figure 4. Distribution of self-reported decline (eCog) measures by age groups (in years) and Latino background.
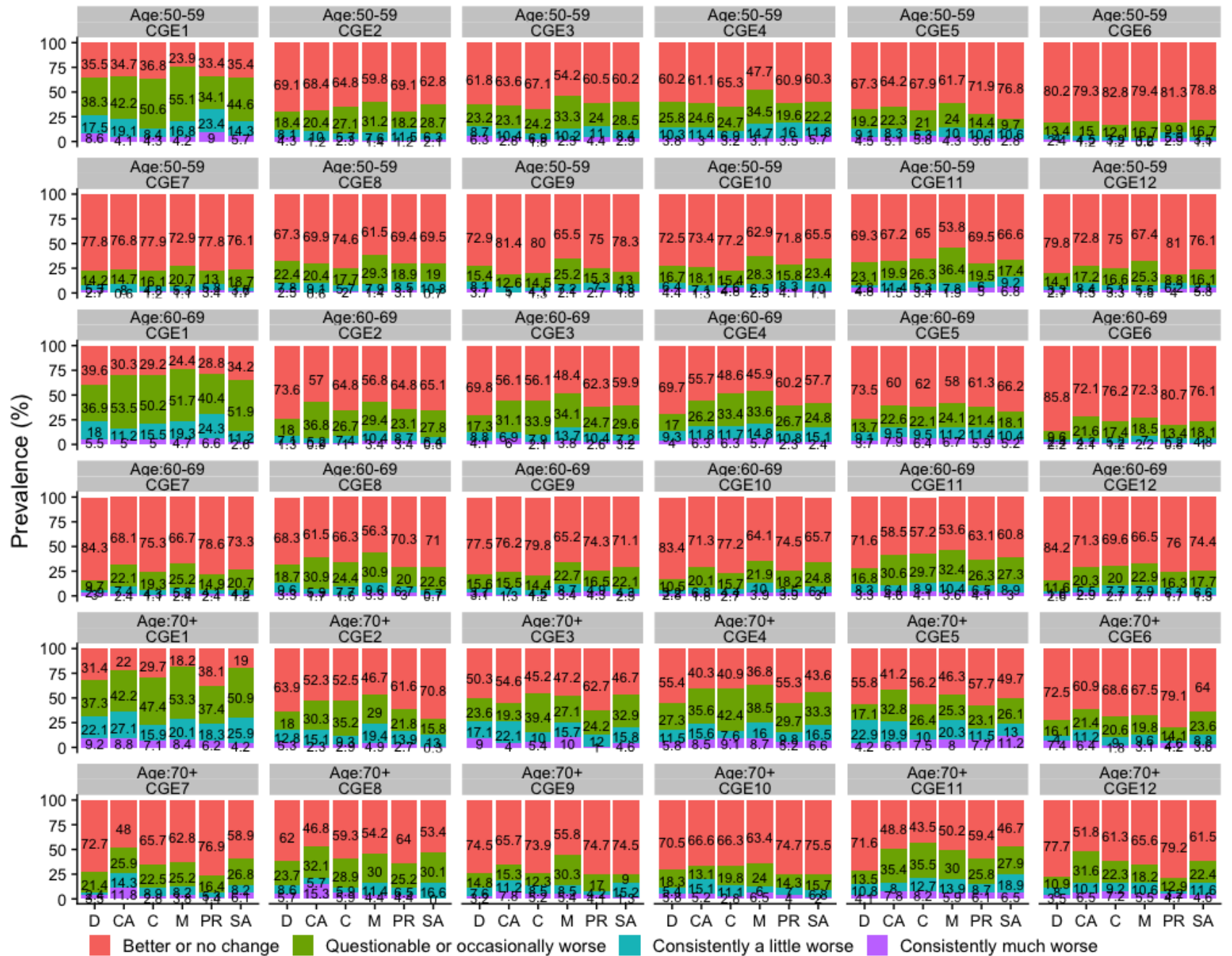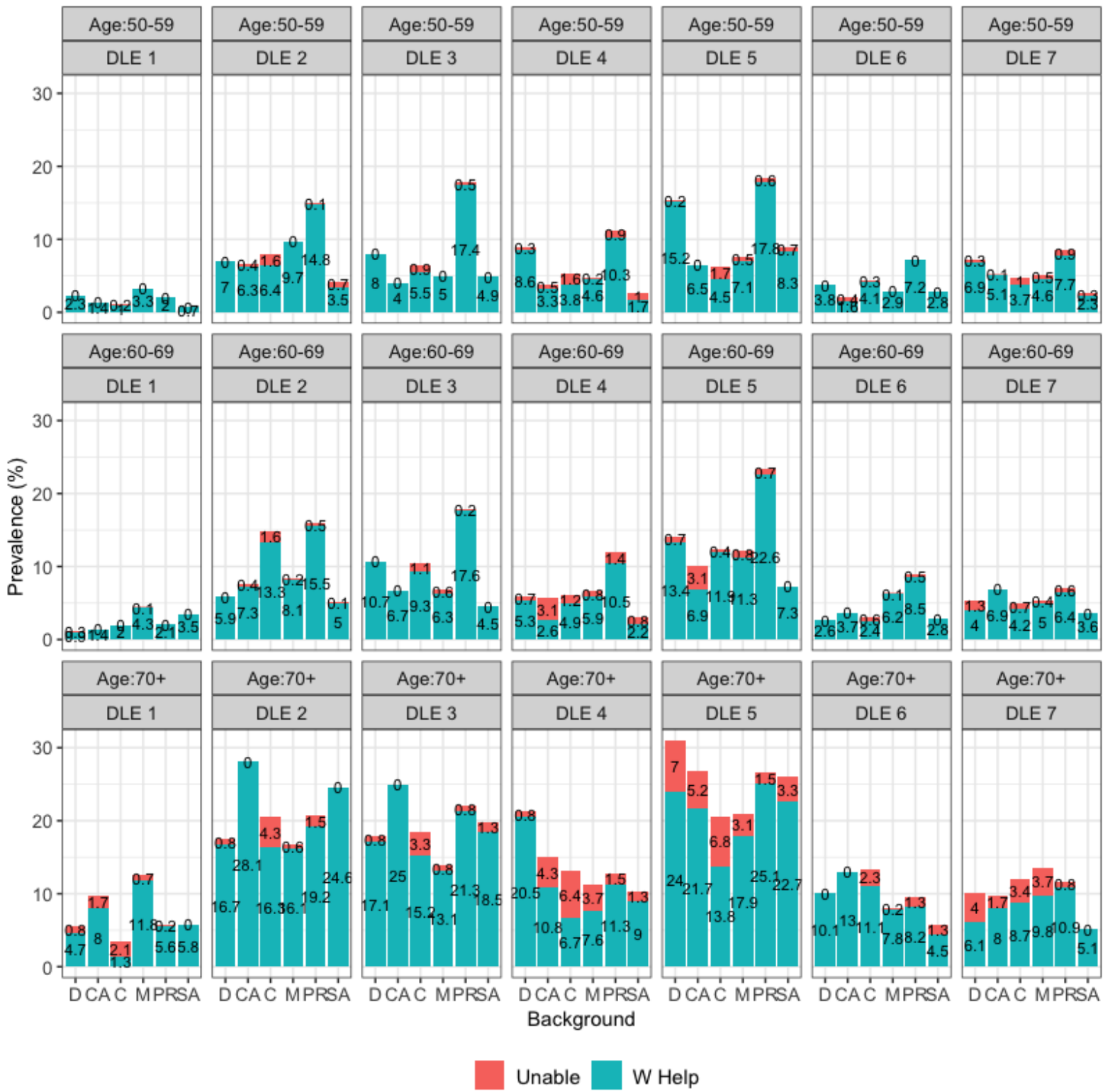
Indicator	Question
CGE 1	Remembering where you have placed things
CGE 2	Remembering the current date or day of the week
CGE 3	Communicating thoughts in a conversation
CGE 4	Understanding spoken directions or instructions
CGE 5	Reading a map and help with directions when someone else is driving
CGE 6	Finding your way around a house/building that you have visited many times
CGE 7	Anticipating weather changes and planning accordingly
CGE 8	Thinking ahead
CGE 9	Keeping living and workspace organized
CGE 10	Balancing the checkbook/account without error
CGE 11	Doing two things at once
CGE 12	Cooking or working, and talking at the same time

Note1: Backgrounds: D=Dominican; CA=Central American; C=Cuban; M=Mexican; PR=Puerto Rican; SA=South American.
Note2: Prevalence of self-reported cognitive change based on the 12-item Likert scale every day cognition (eCog; see question in Table above) scale[2] by age group and Latino background.

Supplemental Figure 5. Prevalence of Instrumental Activity of Daily Living (IADL) limitations by age groups and Latino background.

Indicator	Question
DLE 1	Can you use the telephone?
DLE 2	Can you get to places out of walking distance?
DLE 3	Can you go shopping for groceries or clothes?
DLE 4	Can you prepare your own meals?
DLE 5	Can you do your housework?
DLE 6	Can you take your own medicine?
DLE 7	Can you handle your own money?

Note1: Backgrounds: D=Dominican; CA=Central American; C=Cuban; M=Mexican; PR=Puerto Rican; SA=South American.

Note2: Prevalence of participants satisfying criteria for "Unable" and "With Help" on the Instrumental Activities of Daily Living scale (IADL; see 7 items above). IADL is measured using a three-category indicator: "Unable", "With Help", and "Without Any Help". The prevalence of "Without Any Help" is excluded (100%- Prevalence("Unable" + "With Help")) to avoid cluttering the graph.

REFERENCES

1.   Kievit R, Brandmaier A, Ziegler G, et al. Developmental cognitive neuroscience using Latent Change Score models: A tutorial and applications. *bioRxiv.* 2017:110429.
2.   Farias ST, Mungas D, Reed BR, et al. The measurement of everyday cognition (ECog): scale development and psychometric properties. *Neuropsychology.* 2008;22(4):531.