

**Chapter 2 – Antipoverty Policies and Programs for Children and Families****TEST BANK****Multiple Choice Questions (22)**

1. Child poverty rates reached a low during the \_\_\_\_\_.
- 1930s to 1940s
  - 1940s to 1950s
  - \*c. 1960s to early 1970s
  - 1980s to 1990s

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Prevalence and Trends in Poverty

Question type: MC

2. By 2012, nearly \_\_\_\_\_ of all children under the age of 18 lived in poverty.
- 9%
  - 11%
  - c. 19%
  - \*d. 22%

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Prevalence and Trends in Poverty

Question type: MC

3. The \_\_\_\_\_ includes the value of noncash benefits for basic needs and subtracts taxes and other expenses.
- Poverty Index
  - \*b. Supplemental Poverty Measure
  - Census Poverty Tracker
  - d. Alternate Poverty Measure

Learning objective number (if applicable):

Cognitive domain: Comprehension

Answer location: Prevalence and Trends in Poverty

Question type: MC

4. When noncash benefits for basic needs and expenses are taken into consideration, the percentage of children considered poor in 2012:
- \*a. Decreases
  - b. Increases

- c. Stays the same

Learning objective number (if applicable):

Cognitive domain: Comprehension

Answer location: Prevalence and Trends in Poverty

Question type: MC

5. Critics charge that the majority of surveys that measure income flows into a household miss an important aspect of a household's financial situation because they fail to consider \_\_\_\_\_.
- a. family debt
  - \*b. family assets
  - c. family mental health
  - d. neighborhood value

Learning objective number (if applicable):

Cognitive domain: Comprehension

Answer location: Prevalence and Trends in Poverty

Question type: MC

6. Which ethnicities are twice as likely to be poor compared with Asian and non-Hispanic White children?
- a. Eastern European and Pacific Islander
  - \*b. Black and Hispanic
  - c. Black and Pacific Islander
  - d. Hispanic and Eastern European

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Prevalence and Trends in Poverty

Question type: MC

7. In 2007, female-headed households with children had asset poverty rates as high as \_\_\_\_\_.
- a. 55%
  - b. 62%
  - \*c. 77%
  - d. 84%

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Prevalence Trends in Poverty

Question type: MC

8. Generally, a poor neighborhood is one in which \_\_\_\_\_ of residents live below the poverty line.

- \*a. 20% to 40%
- b. 30% to 50%
- c. 40% to 60%
- d. 60% to 80%

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Prevalence and Trends in Poverty

Question type: MC

9. Neighborhood poverty is experienced at much higher rates among \_\_\_\_.
- a. White people
  - \*b. people of color
  - c. older people
  - d. young adults

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Prevalence and Trends in Poverty

Question type: MC

10. Only \_\_\_\_ of White children born between 1955 and 1970 lived in poor neighborhoods.
- a. 10%
  - b. 7%
  - c. 5%
  - \*d. 1%

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Prevalence and Trends in Poverty

Question type: MC

11. According to Figure 2.6, what is the furthest sphere of influence on childhood family poverty?
- a. institutions
  - b. community
  - \*c. policies
  - d. family

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Interpersonal and Social Risk Factors

Question type: MC

12. This term can be defined as being unable to afford balanced meals, having to cut the size of meals, or having too little money for food.

- \*a. food insecurity
- b. neighborhood poverty
- c. welfare
- d. food stamp program

Learning objective number (if applicable):

Cognitive domain: Comprehension

Answer location: Interpersonal and Social Risk Factors

Question type: MC

13. Which of the following is not associated with Conger and colleagues' family process model that considers the influences of material hardship and financial stress on child and youth development?

- a. low self-esteem
- \*b. decreased marriage hostility
- c. less sense of control over one's life
- d. feelings of helplessness among parents

Learning objective number (if applicable):

Cognitive domain: Comprehension

Answer location: Interpersonal and Social Risk Factors

Question type: MC

14. According to Clear (2009), what is considered "a central factor determining the social ecology of poor neighborhoods"?

- a. urbanization
- b. having very few parks and recreational areas for children
- \*c. having so many young men go in and out of jails and prisons
- d. failing schools

Learning objective number (if applicable):

Cognitive domain: Analysis

Answer location: Environmental Risks

Question type: MC

15. No federal role in cash aid to poor children and families existed prior to \_\_\_\_\_.

- \*a. 1935
- b. 1940
- c. 1945
- d. 1950

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Antipoverty Policies and Programs

Question type: MC

16. Which of the programs below was the first federal welfare program?

- a. subsidized housing
- b. Women, Infants, and Children (WIC)
- c. food stamps
- \*d. Aid to Dependent Children

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Antipoverty Policies and Programs

Question type: MC

17. Which of the following federal antipoverty programs provides income assistance for aged, blind, and disabled people?

- a. SNAP
- b. WIC
- \*c. SSI
- d. EITC

Learning objective number (if applicable):

Cognitive domain: Comprehension

Answer location: Antipoverty Policies and Programs

Question type: MC

18. Which of the following federal antipoverty programs provides child care vouchers to families, who choose the type of care?

- a. WIC
- b. SNAP
- c. TANF
- \*d. CCDBG

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Antipoverty Policies and Programs

Question type: MC

19. Only \_\_\_\_\_ of those eligible for the Child Care and Development Block Grant (CCDBG) receive assistance with child care.

- a. 10%
- \*b. 20%
- c. 30%
- d. 40%

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Antipoverty Policies and Programs

Question type: MC

20. What federal program offers incentives for those earning below 200% of the Federal Poverty line to save for a home, pursue higher education, or capitalize a small business?

- a. Moving to Opportunity (MTO)
- b. Supplemental Security Income (SSI)
- c. The Workforce Investment Act of 1998 (WIA)
- \*d. The Assets for Independence Act (AFIA)

Learning objective number (if applicable):

Cognitive domain: Application

Answer location: Antipoverty Policies and Programs

Question type: MC

21. The \_\_\_\_\_ signed by President Bill Clinton in August 1996 ended AFDC's 60-year history and resulted in major changes in the structure of the program and its diminished role as a resource for the poor.

- \*a. PRWORA
- b. TANF
- c. Omnibus Reconciliation Act
- d. Family Support Act

Learning objective number (if applicable):

Cognitive domain: Comprehension

Answer location: Antipoverty Policies and Programs

Question type: MC

22. In the United Kingdom, the Child Trust Fund (CTF) provides a certificate for at least £250 to the parents of every baby born in the country; parents use these certificates to open an account on their child's behalf, which can grow tax-exempt until the child reaches age \_\_\_\_\_.

- a. 16
- \*b. 18
- c. 21
- d. 25

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Using Knowledge of Risk, Protection, and Resilience to Achieve Service Integration

Question type: MC

**True/False Questions (8)**

1. A principal goal of antipoverty policies is to forge a link between poor resources of parents or caregivers and adverse child outcomes.
  - a. True
  - \*b. FalseLearning objective number (if applicable):  
Cognitive domain: Comprehension  
Answer location: Antipoverty Policies and Programs for Children and Families  
Question type: TF
2. Children residing in female-headed households experience poverty at 4 times the rate of all other households.
  - \*a. True
  - b. FalseLearning objective number (if applicable):  
Cognitive domain: Knowledge  
Answer location: Prevalence and Trends in Poverty  
Question type: TF
3. Since 1990, the number of people living in poor neighborhoods and the number of poor neighborhoods fell in the first decade and rose again in the 2000s.
  - \*a. True
  - b. FalseLearning objective number (if applicable):  
Cognitive domain: Knowledge  
Answer location: Prevalence and Trends in Poverty  
Question type: TF
4. A positive home environment is especially important for children's academic growth during the summer, when school resources are not available.
  - \*a. True
  - b. FalseLearning objective number (if applicable):  
Cognitive domain: Comprehension  
Answer location: Interpersonal and Social Risk Factors  
Question type: TF
5. States administer SNAP and set the eligibility requirements, and its funding is through the mechanism of a limited block grant to states rather than an open-ended entitlement.
  - a. True

\*b. False

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Antipoverty Policies and Programs

Question type: TF

6. EITC has now outstripped TANF as a source of income support.

\*a. True

b. False

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Antipoverty Policies and Programs

Question type: TF

7. The U.S. child poverty rate is more than 4 times higher than rates in such European countries as Sweden, Norway, Finland, and Denmark.

\*a. True

b. False

Learning objective number (if applicable):

Cognitive domain: Knowledge

Answer location: Antipoverty Policies and Programs

Question type: TF

8. Welfare caseloads have fallen since the mid-1990s and did not increase during the Great Recession.

\*a. True

b. False

Learning objective number (if applicable):

Cognitive domain: Comprehension

Answer location: Antipoverty Policies and Programs

Question type: TF

### Essay/Short Answer Questions (6)

1. Name two ways in which antipoverty policies achieve their goals. Is one way better than the other? Explain.

Learning objective number (if applicable):

Cognitive domain: Analysis

Answer location: Using Knowledge of Risk, Protection, and Resilience to Achieve Service Integration



Question type: SA

2. Identify the two main macroeconomic changes that contributed to the shifting spatial distribution of poor families between 1970 and 1990.

Learning objective number (if applicable):

Cognitive domain: Application

Answer location: Prevalence and Trends in Poverty

Question type: SA

3. Explain why the Harlem Children's Zone (HCZ) in New York City is considered a comprehensive community-change strategy. What is a new initiative based on the HCZ model?

Learning objective number (if applicable):

Cognitive domain: Application

Answer location: Using Knowledge of Risk, Protection, and Resilience to Achieve Service Integration

Question type: SA

4. How does the Earned Income Tax Credit (EITC) benefit antipoverty efforts?

Learning objective number (if applicable):

Cognitive domain: Application

Answer location: Antipoverty Policies and Programs

Question type: SA

5. Discuss how the character of public housing in the United States has been changing over the last two decades.

Learning objective number (if applicable):

Cognitive domain: Analysis

Answer location: Antipoverty Policies and Programs

Question type: SA

6. Describe the impact the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA, PL 104-93) has had on antipoverty programs.

Learning objective number (if applicable):

Cognitive domain: Analysis

Answer location: Antipoverty Policies and Programs

Question type: SA