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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 _____.
   a. 1930s to 1940s
   b. 1940s to 1950s
   *c. 1960s to early 1970s
   d. 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.
   a. 9%
   b. 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.
   a. Poverty Index
   *b. Supplemental Poverty Measure
   c. 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

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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.

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*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

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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

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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%

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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

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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. False
   Learning 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. False
   Learning 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. False
   Learning 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. False
   Learning 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

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*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

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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 a 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

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