Where are the gaps in After-School programs in Georgetown, SC?
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Abstract

In America today, millions of young people are alone and unaccompanied in the hours after school. After school programs are especially important for poor children. This situation places children into greater risk for juvenile crime, substance abuse, teen pregnancy, and other problems. This study explores the issue with the use of demographic, geospatial, and statistical data. By creating a layer of the after-school programs in the county, we are able to see the spaces in the county where such programs are located. We use map (1) to display the after-school programs in the county, and map (2) to display the after-school programs in specific census tracts.

1. Introduction

Today, many parents can no longer take the job, and many struggle to secure adequate after-school care for their children. U.S. Department of Education and U.S. Department of Justice, 1998. Consequently, many children are alone and unsupervised when school ends. The After School Corp., 1998. Studies have shown that the after-school hours can be dangerous ones for children. After-school programs are often seen as an effective way to help children and supervised. Professionals believe that the after-school hours are vital for young people to help tremendously in educationally nurturing today's student. An article by Jill Posner and Deborah Lowe Winner was implemented and studied children from three different after-school programs and their school performances. The researchers concluded these activities have a high level of children coming from low-income houses. Children living in these conditions tend to do poorly in school and need the benefits that an after-school program can provide for them. Therefore, the project idea when programs and where programs need to be implemented to execute academic nurturing in those areas.

For further research I would like to do a participant analyst of the students for selected after-school programs in the county. Looking at the homes where children live in and their overall progress, or regression since participating in the program. And, maybe find some instances where the student has not shown signs of improvement or regression.

IV. Results and Discussion

Map (1) shows the conclusion of this study. The stars indicated where after-school programs should be. The schools are labeled and the children than go to Carvers Bay schools and the students at Pleasant Hill Elementary and surrounding areas could really benefit. Also, the students that attend Sampit Elementary could benefit from more after-school programs in their area. Map (2) shows the black groups by median income. The threshold is set at $35,000. At first glance, it seems as if most census tracts in Georgetown County are earning more than $35,000 per household. The map simply shows the places in the county where after-school programs are located in lower income areas. Map (3) gives stacked percentage graphs of the median incomes by census tracts. In the census tract areas of interest (where after-school programs should be placed). Both census tract area 9201 and 9207 have around 70% of the households with incomes of less than $35,000 a year. Census tract 9202.01 has a substantial amount of households with less than $35,000 per year. The American Fact Finder reported 22.8%. Educational attainment was important to analyze for this study. Educational attainment was important to analyze for this study. Many of the students in Georgetown county have only attained a high school diploma, the highest percentages lie in census tract 9201 and 9207 both hovering at about 25%. And only about 12% of the individuals in the area have 9-12 of the individuals obtained Bachelor's degrees or higher. This is very detrimental for the children. Living in low-income households and having caregivers with low educational attainment is a combination that after-school programs can help with. They can provide nutritious snacks, homework help, an opportunity for social development, and physical education.

III. Literature Review

There has been a lot of research done about school-age children and their academic success. Some people have shown that after-school programs have been shown to help tremendously in educationally nurturing today’s student. An article by Jill Posner and Deborah Lowe Winner discusses the fact that after-school programs provide an outlet to learn some of the harmful results of urban poverty on children. This article entitled, “Low Income Children's After-School Care: Are Three-Beneficial Effects of After-School Programs?” examined approximately 256 low-income children with 4 different types of after-school programs. These programs were: 1) formal after-school programs, 2) neither care, 3) informal adult supervision, and 4) self-care (Posner et al). These researchers formally concluded that the formal programs provided the children with experiences that enhanced their development. The point of the article was that formal programs located in the community of the child showed great potential as a protactive factor for the children living in low-income homes with caregivers with low educational attainment (Posner et al). Prominently discussed in “The Effects of Homework, Programs and After-School Activities on School Success,” is the impact of after-school activities on the performance of children in school. In this article by Merith Leadon, the students were divided into different programs and their school performances. The researchers concluded that all programs have a positive effect on children. These benefits included increased academic achievement and after-school programs served as an aid to working families to offer the children needed help with their homework.

Programs and After-School Activities on School Success, the impact of after-school activities on the performance of children in school. In this article by Merith Leadon, the students were divided into different programs and their school performances. The researchers concluded that all programs have a positive effect on children. These benefits included increased academic achievement and after-school programs served as an aid to working families to offer the children needed help with their homework. (Cosden et al presents, “The Refuge: An After-School Care Program for African American Children in Poverty; this study examines an after-school care program in the southeastern United States that provides for African American children both psychologically and academically (Posner et al)”. The researchers utilized different methods to gather their data. They conducted interviews with the staff, held small group discussions with children, and obtained persistent observations. Through their research they conclude that the study supports children’s want for after-school programs to help them safe during the hours of the day that they are at risk. This research concludes that after-school programs have a positive effect on children’s performance in school.

V. Conclusion

After-school programs deeply touch a child’s development socially and academically. From this study, I have concluded that there are gaps in after-school programs in the St. Luke Area and the Lampkin Area. These areas are represented by census tract 9201 and 9207. These areas between 20 and 25% of the individuals do not have high school diploma. And, also between 45 and 50% of the households in these census tracts have household incomes of less than $35,000. Because of the low level of income and educational attainment in these areas, children are likely to be home-schooled from poverty. This in turn affects their academic performance and their social development. However, placing after-school programs in these areas would solve this problem.

This area has 9-12% of the adults have Bachelor’s degrees or higher. This is very detrimental for the children. Living in low-income households and having caregivers with low educational attainment is a combination that after-school programs can help with. They can provide nutritious snacks, homework help, an opportunity for social development, and physical education.

VII. References

- Tigerline files from : U.S Census Bureau
- All maps created with ESRI, Revit, 10.2 (2012)
- U.S. Department of Education, 2000

- KML file from: US Census Bureau

- Map (2) is at the block group level. Extracting data from American Fact Finder. I obtained the median income for programs and the schoolhouses represent each elementary and middle school within the county at the Census Tract level.

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