



# 2025 Addendum: 2024 Prince George's County Economic Inequities

Employ Prince George's, Inc.

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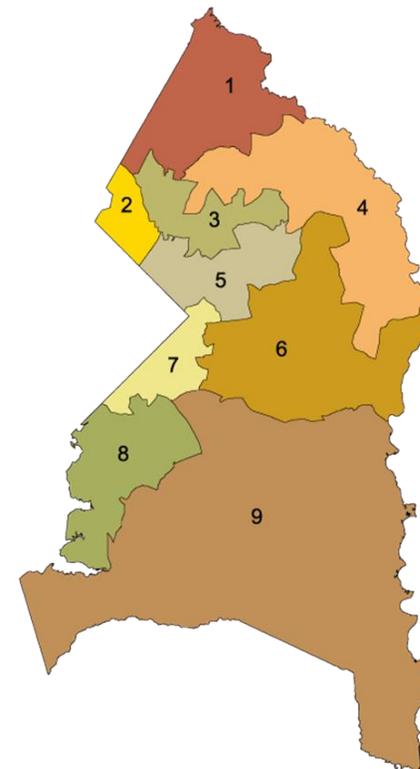
## Overview

This addendum outlines targeted workforce development recommendations with a specific focus on addressing racial and income-based inequities across Prince George’s County. Drawing from both the [2024 Prince George’s County State of the Workforce Report](#) and the 2024 Socioeconomic & Educational Inequities Report, these recommendations prioritize inclusive growth and equitable opportunity across all Prince George’s County Councilmanic Districts.

The Inequities Report analyzed key demographic data at the County Council District level, while the State of the Workforce report examined data more broadly at the County level. Reviewing data at both levels enables a more nuanced, district-specific analysis aligned with overarching countywide workforce goals and strategies.

### Councilmanic Districts (Neighborhoods):

- District 1 (including Beltsville, North College Park, Vansville, Hillandale, Bucklodge, and Laurel)
- District 2 (including Brentwood, Hyattsville, Lewisdale, Chillum, Green Meadows, Mount Rainer, Adelphi, Avondale, Carole Highlands, and Langley Park)
- District 3 (including Beacon Heights, Berwyn Heights, College Park, New Carrollton, East Pines, Glenridge, Landover Hills, Lanham, Riverdale Heights & Hills, Riverdale Park, Templeton Knolls, University Park, Woodlawn, parts of Lanham Hills, and Seabrook)
- District 4 (including Bowie, Greenbelt, Glenn Dale, Westchester Park, parts of Lanham, parts of Seabrook, Upper Marlboro, and Jericho Park)
- District 5 (including Bladensburg, Colmar Manor, Glenarden, Cheverly, Cottage City, Fairmount Heights, parts of Lanham, Mitchellville, Landover, Springdale, Edmonston, parts of Bowie, and parts of Hyattsville)
- District 6 (including, District Heights, Forestville, parts of Upper Marlboro, Kettering, Mitchellville, parts of Bowie, parts of Capitol Heights, and Largo)
- District 7 (including Capitol Heights, Seat Pleasant, District Heights, Hillcrest Heights, Marlow Heights, Morningside, Temple Hills, parts of Forestville, parts of Ocon Hills, and Suitland)



- District 8 (including Andrews Air Force Base, Camp Springs, Clinton, Forest Heights, Fort Washington, Glass Manor, Marlow Heights, Temple Hills, and Oxon Hill)
- District 9 (including Accokeek, Clinton, Upper Marlboro, Joint Base Andrews, Fort Washington, Aquasco, Baden, Brandywine, Cheltenham, Croom, Eagle Harbor, and Piscataway)

## Key Findings from Combined Reports

### **Socioeconomic and Educational Inequities in Workforce Development Across Key Districts**

Districts 2 and 5 have the largest shares of low-income residents, with District 2 also being home to a high proportion of Hispanic and foreign-born populations. Many Hispanic residents in this district face challenges, with lower income levels and limited educational attainment standing out as significant barriers. In districts that are mostly white or Asian, foreign-born residents also tend to have lower incomes or live in poverty. Many renters in these areas are people of color, especially Hispanic and immigrant families, showing ongoing challenges with stable housing and income in these communities.

In District 7, where most residents are African American, fewer residents have college degrees. However, many have completed some college or have technical skills, which helps them secure employment in the building trades. Although many African American students/residents enroll in Career and Technical Education (CTE) programs offered by Prince George’s County Public Schools, the rates of completion and job placement are still low. Additionally, Hispanic and low-income students have high rates of school absence, which affects their education and future job opportunities.

Overall, CTE enrollment increased from 20% in 2018 to almost 35% in 2022, especially among Black and Hispanic students. However, there is a large drop-off in the number of students who finish CTE programs and go on to find jobs, which leaves many job openings unfilled. Even with these issues, there is still a large group of working-age people who could strengthen the workforce if they had the right support.

### **Key Action Areas for Addressing Workforce Inequities**

To make progress, it’s important to focus on lowering school absence rates, especially among Hispanic students, and help Hispanic and Black students connect their CTE learning to career pathways. Focusing on Districts 2, 5, and 7, it is essential to improve CTE completion and job placement rates, increasing the skills of students and better aligning their skills with the needs of local and regional employers. Exploring clear pathways from CTE to careers in IT, transportation, warehousing, arts, and entertainment can also help provide students with specific routes from education to employment. These changes could help more residents find success in education and in the world of work.

## Key Findings from Inequities Report

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Overall, CTE enrollment has increased from 20% in 2018 to almost 35% in 2022, especially among Black and Hispanic students. However, there is a large drop-off in the number of students who finish CTE programs and go on to find jobs, which leaves many job openings unfilled. Even with these issues, there is still a large group of working-age people who could strengthen the workforce if they had the right support and guidance.

#### **There are income disparities among those who are foreign-born vs. native-born**

In some districts, the difference between native-born and foreign-born household income was \$50,000/annually.

#### **The majority of foreign-born individuals come from three regions in the world**

While it differs between districts, the majority of foreign-born individuals came from Africa, the Caribbean, and Central America.

#### **Prince George's County has a diverse foreign-born population**

In Districts One, Two, and Three, over 30 percent of the population is foreign-born, with many of them becoming United States citizens.

#### **Women are choosing not to be in the labor force**

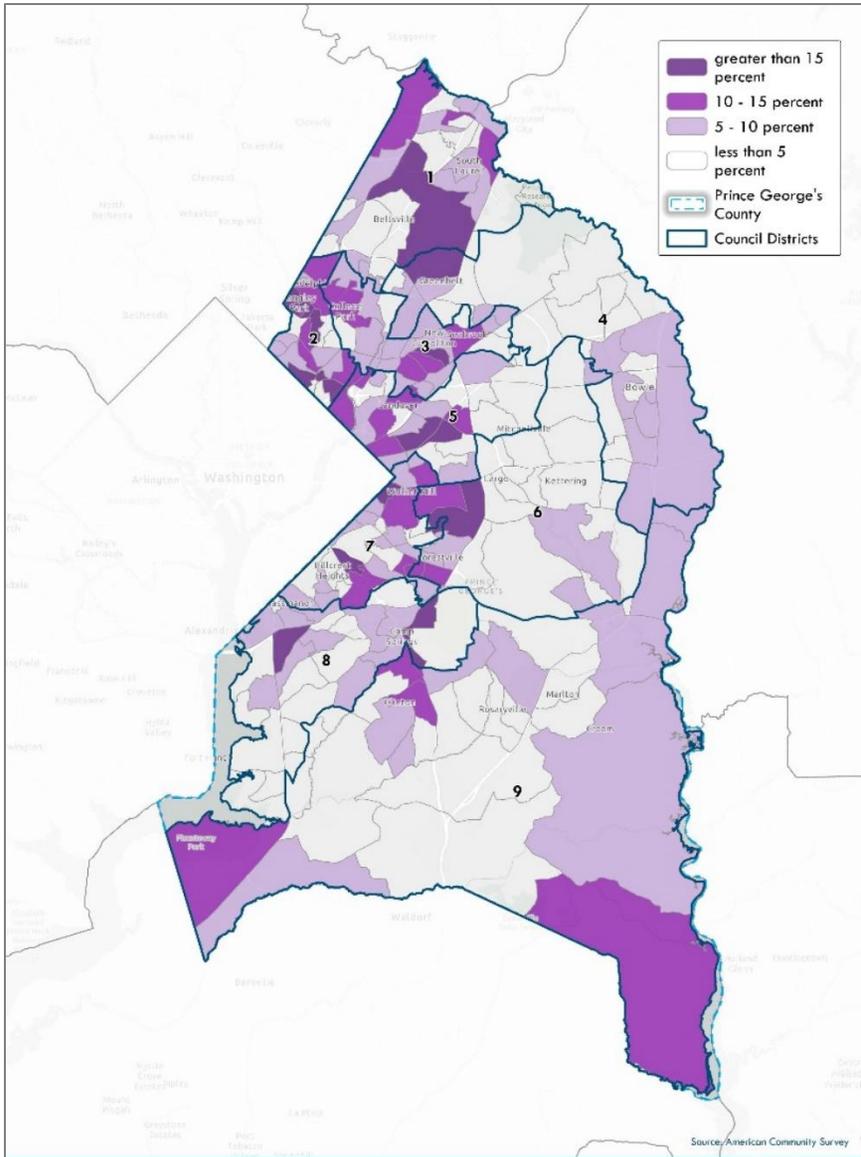
Labor force participation is low among women in Prince George's County, similar to Maryland's state trends. In District Two, women's labor force participation was nearly 15 percent lower than that of men. This is further concerning because, on average, there are more women than men in Prince George's County. While labor force participation is lower among women, the primary indicator is not because of childcare or

women being caretakers in Prince George's County, as labor force participation for women with young children was higher than the average in most districts.

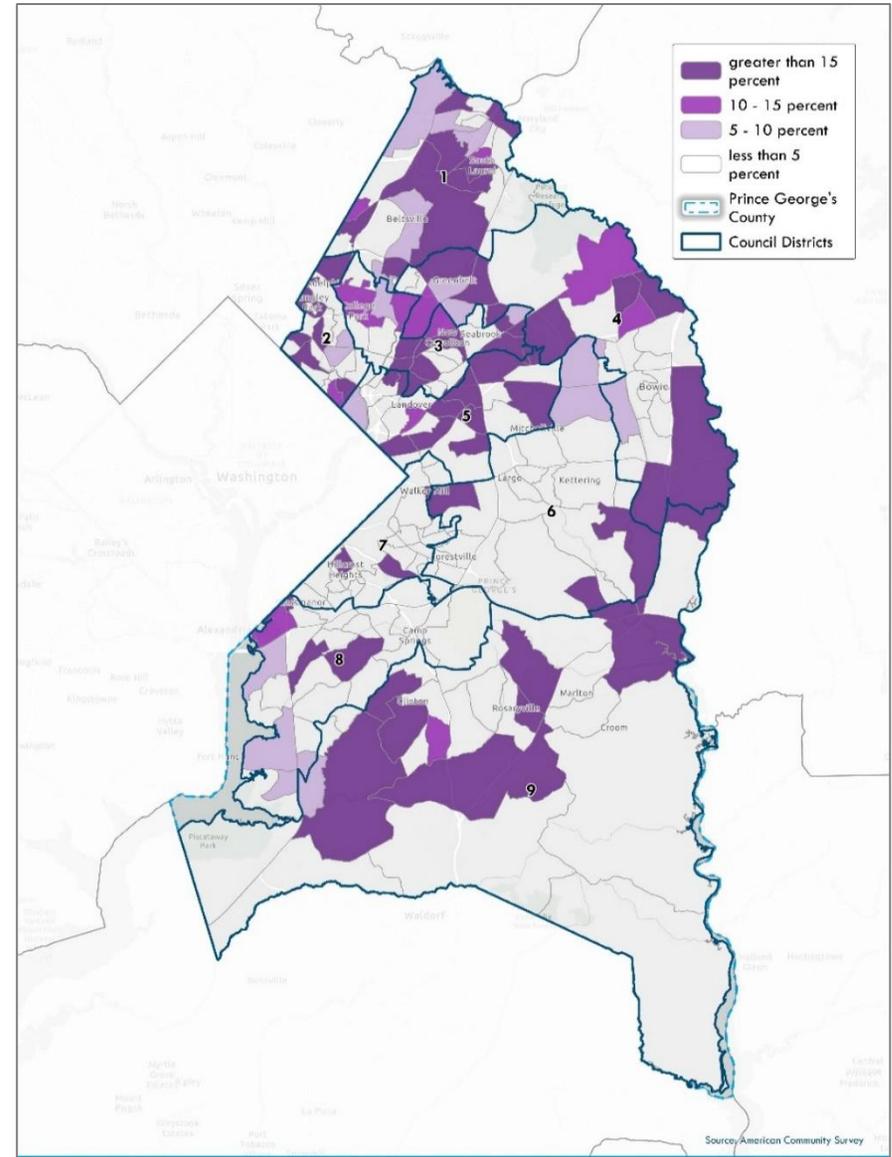
Compared to Maryland averages, labor force participation for women with children was lower than the overall average for women within the state, further indicating that childcare could affect women not being in the labor force. This labor force participation trend has been gradually decreasing over the past decade and isn't a direct symptom of the COVID-19 pandemic.

**High school graduation rate is highest among black individuals and lowest among Hispanic individuals**

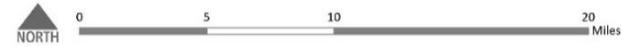
In all districts, high school graduation rates were highest among black individuals. While there is a post-secondary attainment gap between black and white individuals, the gap is small, comparable to other regions in the United States. However, high school graduation rates among Hispanic individuals were, on average, about 50 percent, and those who earned a bachelor's degree were under 10 percent in some districts. This further insinuates the direct correlation between an individual who graduates from high school and earning a bachelor's degree in the future.



LESS THAN A HIGH SCHOOL DIPLOMA (AFRICAN AMERICANS)



LESS THAN A HIGH SCHOOL DIPLOMA (ASIAN)



### Black workers want to work and are actively looking for work

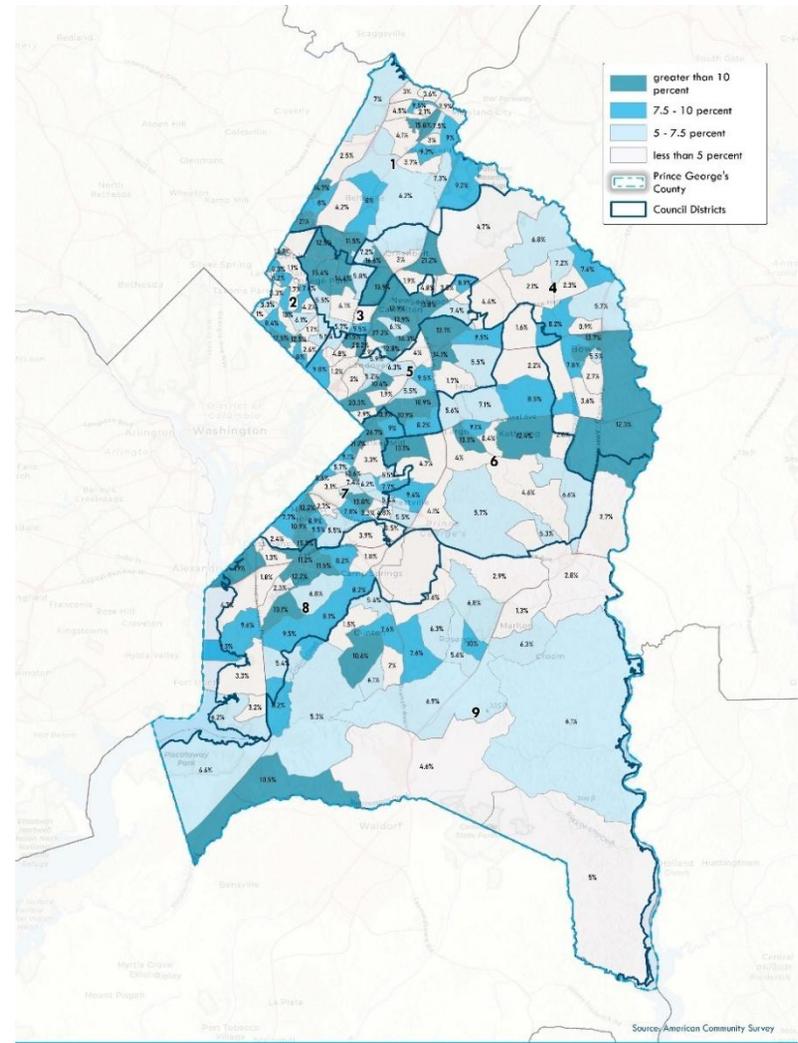
Black workers have the highest labor force participation but also have the highest unemployment in Prince George’s County. Today’s labor force is filled with individuals on the sidelines, choosing not to work or look for work. Among black workers, a higher percentage of individuals are working and are looking for work since unemployment is an indicator of those collecting unemployment benefits, which requires job search activities. By comparison, while the state unemployment is higher among black workers, labor force participation is closer to the same average as other demographic groups in the state. This could provide insights into multiple scenarios, including work being an important behavioral component to daily activities and/or finding self-sustaining wages for living in Prince George’s is harder for black workers. It also could indicate that this demographic group can’t afford or choose not to work.

### Degrees lead to opportunities and better living standards

Having a post-secondary degree in Prince George’s County leads to higher wages (as much as \$45,000/year more), lower unemployment (by half), higher labor force participation, and a higher likelihood of owning a home, which often leads to building wealth.

### White and Asian individuals are more likely to own a home

In every district, white and Asian individuals were more likely to own a home. District 6 had the most diverse racial homeownership of all other districts, with 75 percent of black residents owning a home versus 77 percent of white residents.



UNEMPLOYMENT RATE (AFRICAN AMERICANS)



**35 percent of renters in District 9 pay above \$2,000/month for rent**

On average, rental cost was between \$1,000 and \$2,000 a month in Prince George’s County. However, 35 percent of District Nine renters are paying over \$2,000 a month, which indicates this district’s cost of living is much higher than that of other districts in Prince George’s County.

**Districts 3, 5, and 7 have the highest share of households without internet access**

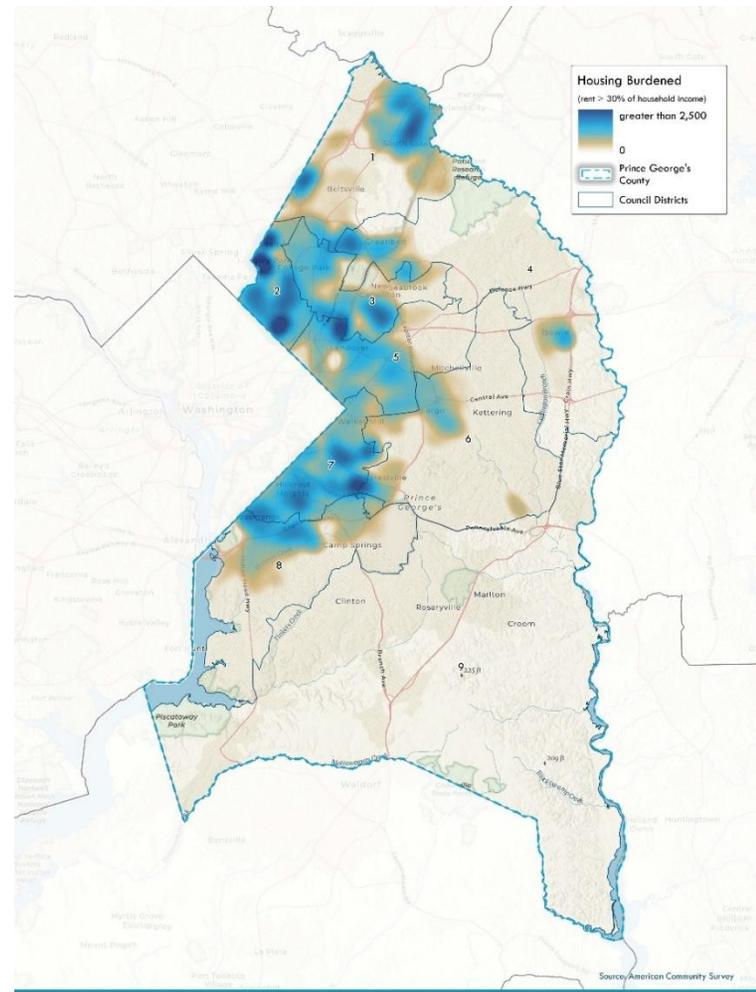
While all districts had a relatively low share of individuals who did not have access to a computer or internet in the household, Districts 3, 5, and 7 had over 8 percent without access to the internet. This is nearly double the percentage of other Prince George’s County Councilmanic Districts. If children are in these homes, this is a massive inequity opportunity, as all children need access to computers and the internet to be successful in today’s educational system.

**Youth unemployment is key to solving part of the workforce shortage challenges. Especially in Districts 4, 5, 6, 7, and 9, where youth unemployment is double digits**

While youth unemployment is a problem in many communities, Districts 4, 5, 6, 7, and 9 had youth unemployment (ages 20 – 24) above 12 percent, while other districts are below 10 percent. Cutting unemployment by half should be a priority for these communities. District 6 youth unemployment is 22 percent, the highest among all districts.

**Diversifying Sectors should be a high priority for Prince George’s County**

The majority of jobs in Prince George’s County come from two sectors, the federal government and post-secondary education. Many of the top industries in all districts were related to retail and transportation/warehousing. While these industries can and should be expanded, focusing on industries with more sustainable wages should be a priority. There were many districts that



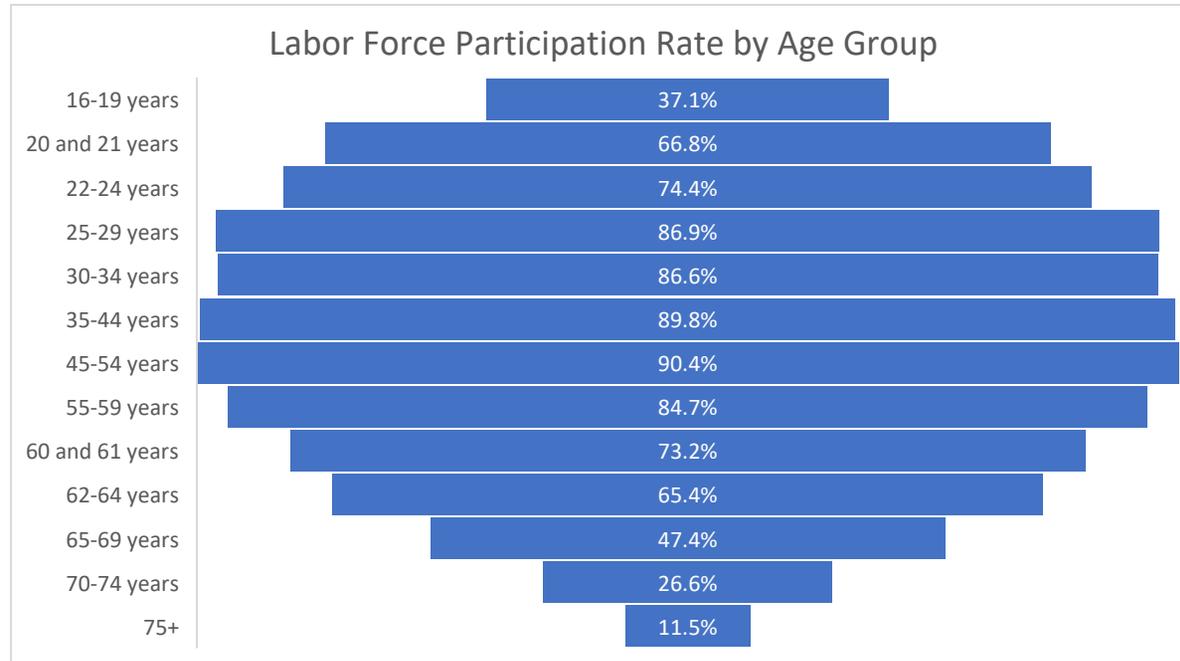
**HOUSING BURDENED HOUSEHOLDS**  
(rent greater than 30% of income)



had a concentration of engineering services, computer systems design services, and other consulting-type services, without expected growth. However, with an emphasis on business retention and expansion efforts, these industries could become stronger in the region.

### Labor Force Participation Rate

For clarification, the State of the Workforce report alluded to the fact that the labor force participation rate (LFPR) for prime-age wage earners has declined from 2018 to 2022. However, their contribution to the labor market continues to be strong at 89%.



Prime-age Wage Earners 379,348  
 In labor force: 337,494  
 LFPR: 89.0%

## Recommendations

The following recommendations were drawn from the key findings of the 2024 Prince George’s County State of the Workforce Report and the 2024 Socioeconomic & Educational Inequities Report.

### 1. Address CTE Completion Gaps for Black and Hispanic Youth

**Objective:** Strengthen education-to-employment pipelines for historically marginalized students.

- Fund “CTE Navigators” in high schools and workforce centers who specifically support Black, Hispanic, and immigrant students through to completion and placement.
- Provide “CTE + ESL” integrated models, expanding programs that offer bilingual support, especially in Districts 1–3.
- Launch District-based employer collaboratives for CTE-aligned job placement in trades, logistics, healthcare, and tech support roles—prioritize Districts 5 and 7.
- Track and publish CTE placement rates publicly by district and demographic group.

### 2. Expand Pathways for Underemployed Black Workers

**Objective:** Improve mobility for Black workers concentrated in low-wage, high-unemployment sectors.

- Launch upskilling programs targeting transitions from retail and admin support to skilled trades and healthcare.
- Develop career ladder partnerships with employers to support mobility for current Black employees.
- Pilot rapid reemployment programs in Districts 5 and 7 with short-term certifications and placement support.
- Embed behavioral health supports within workforce training programs serving Black residents.

### 3. Support Workforce Entry for Low-Income Hispanic and Immigrant Communities

**Objective:** Reduce language and education barriers to employment.

- Offer integrated ESL + workforce training programs in high-immigrant districts, Districts 1 –3.

- Establish Workforce-ESL hubs in community-based organizations and schools.
- Partner with trusted CBOs for navigation and outreach to immigrant communities.
- Create "CTE Re-Entry" programs for Hispanic youth who dropped out before completion.

#### 4. Re-Engage Women in Low-Income Districts with Tailored Supports

**Objective:** Improve labor force participation for women, especially in District 2.

- Develop women-focused coaching and upskilling cohorts.
- Co-locate workforce services within childcare facilities to increase accessibility.
- Establish "Returnship" programs to help women re-enter the workforce with confidence.

#### 5. Focus on Youth Unemployment in High-Poverty Districts

**Objective:** Reduce youth unemployment rates, particularly in Districts 4, 5, 6, 7, and 9.

- Launch paid work-based learning opportunities for youth aged 16–24.
- Tie employment to community projects and school-based initiatives.
- Develop "Future Ready Fellows" combining part-time work, CTE, and mentorship.

#### 6. Expand Digital Access in Underserved Districts

**Objective:** Address digital inequities that limit workforce participation.

- Provide internet subsidies and digital devices to low-income job seekers.
- Develop neighborhood digital hubs co-located with workforce centers.
- Train residents in basic digital literacy through peer-led or ambassador programs.

#### 7. Align Degree Completion with Economic Mobility for Black Residents

**Objective:** Increase degree attainment to improve wage and housing outcomes.

- Fund flexible adult degree completion programs modeled after Re: Degree <https://www.redegreespartanburg.com/>.

- Target residents with "some college, no degree," especially in Districts 5 and 7.
- Incentivize colleges to engage and support returning Black adult learners (e.g., HBCUs).

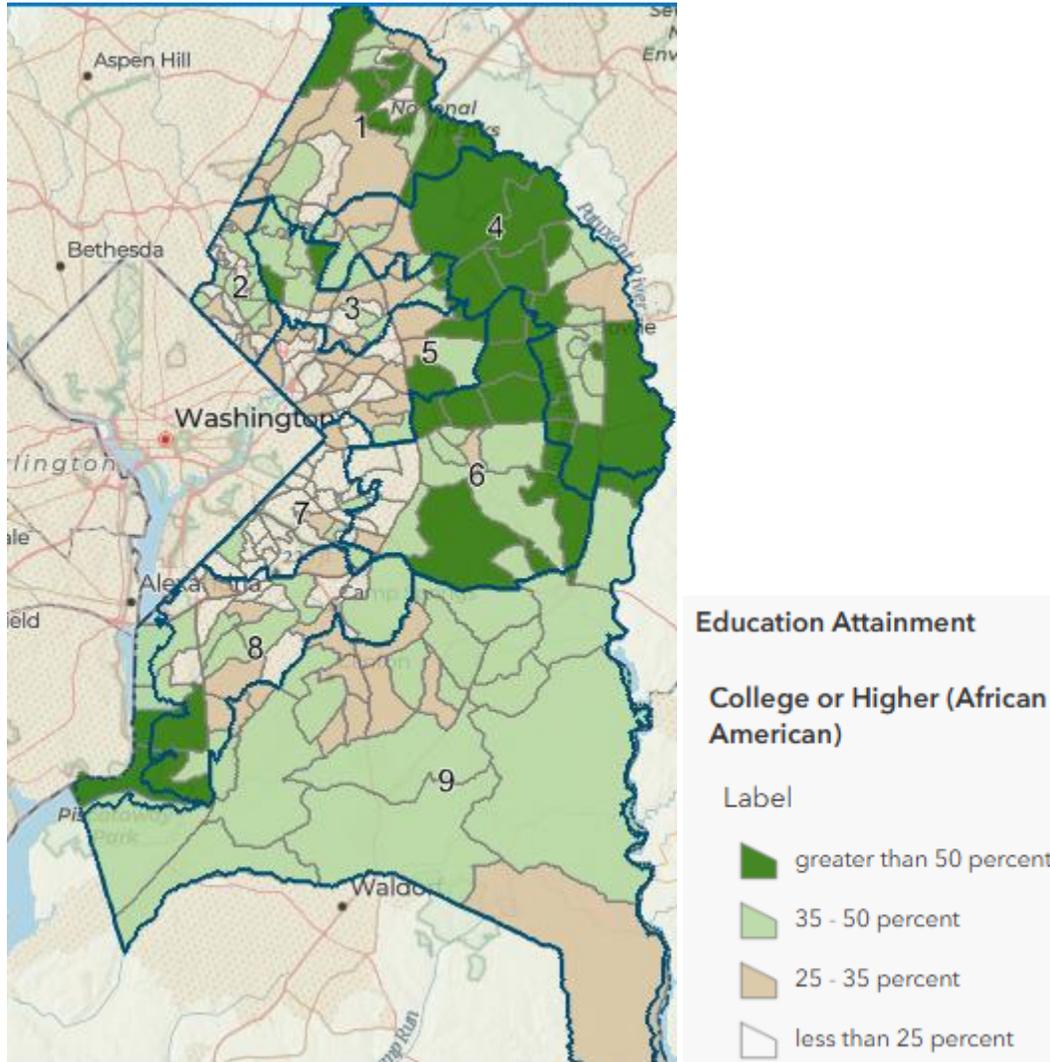
**8. Overarching Recommendations:**

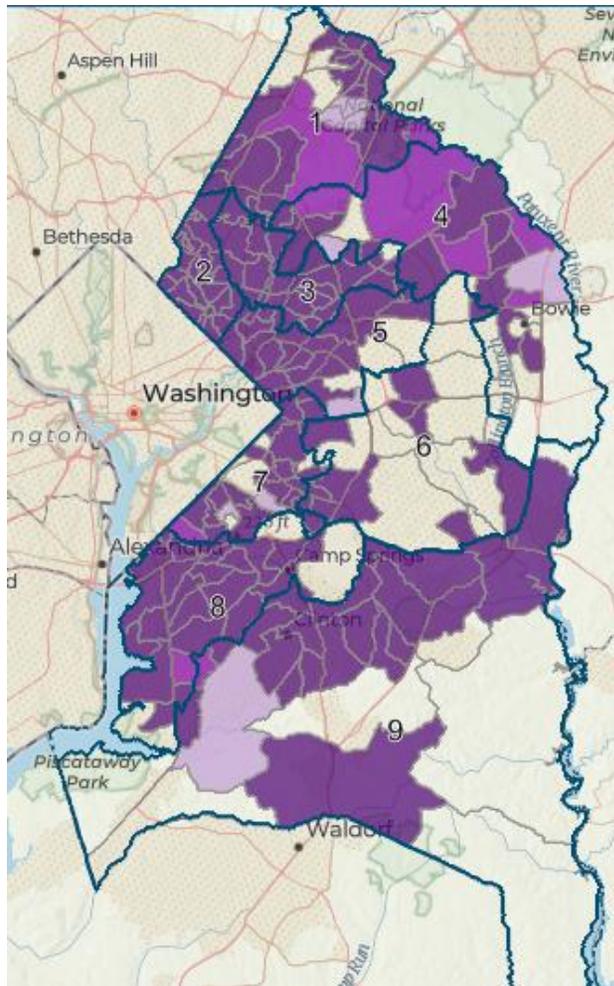
- Create a Workforce Equity Scorecard for each district, tracking CTE completion, job placement, labor force participation, and unemployment by race, ethnicity, gender, and nativity.
- Add equity indicators to priority occupations methodology — e.g., identifying pathways where Black, Hispanic, immigrant, or female workers are underrepresented and targeting outreach/reskilling.
- Disaggregate labor market and outcomes data to understand district-level barriers, especially in Districts 2, 5, and 7.

These recommendations serve as a blueprint for embedding equity into every facet of workforce development in Prince George’s County. Implementation will require interagency collaboration, community partnerships, and ongoing data monitoring to ensure success.

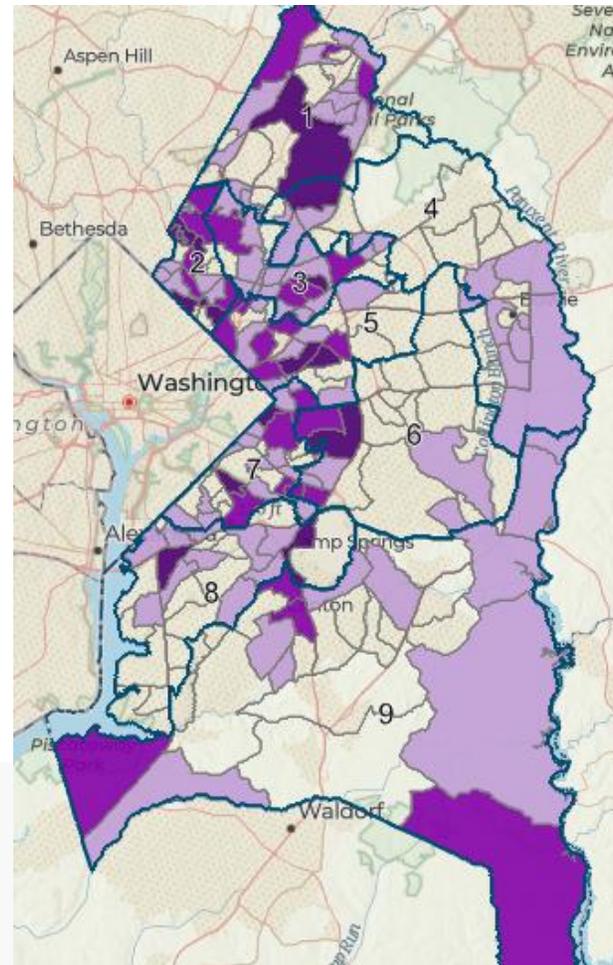
# Key Socio-economic Maps

## Education Attainment



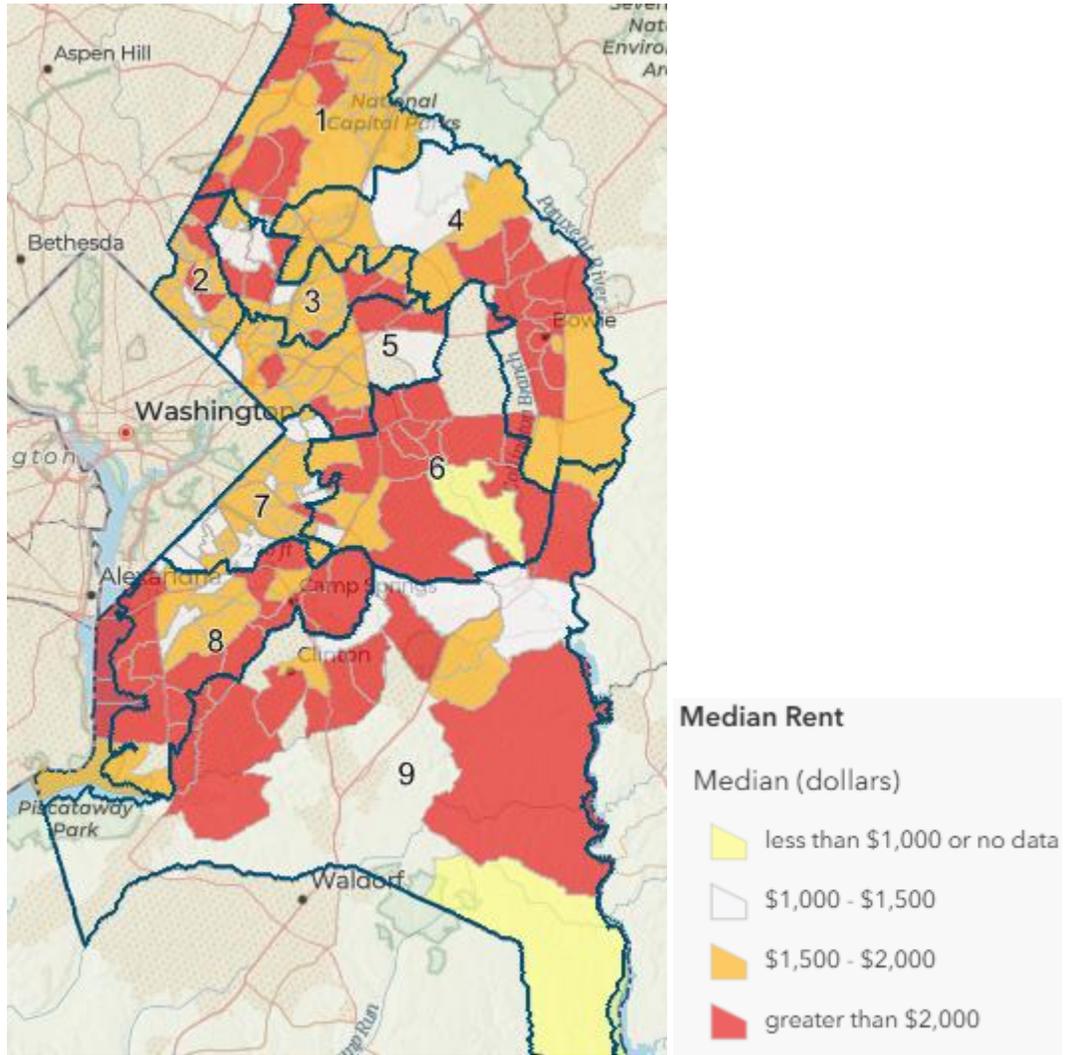


Less than High School – Hispanic

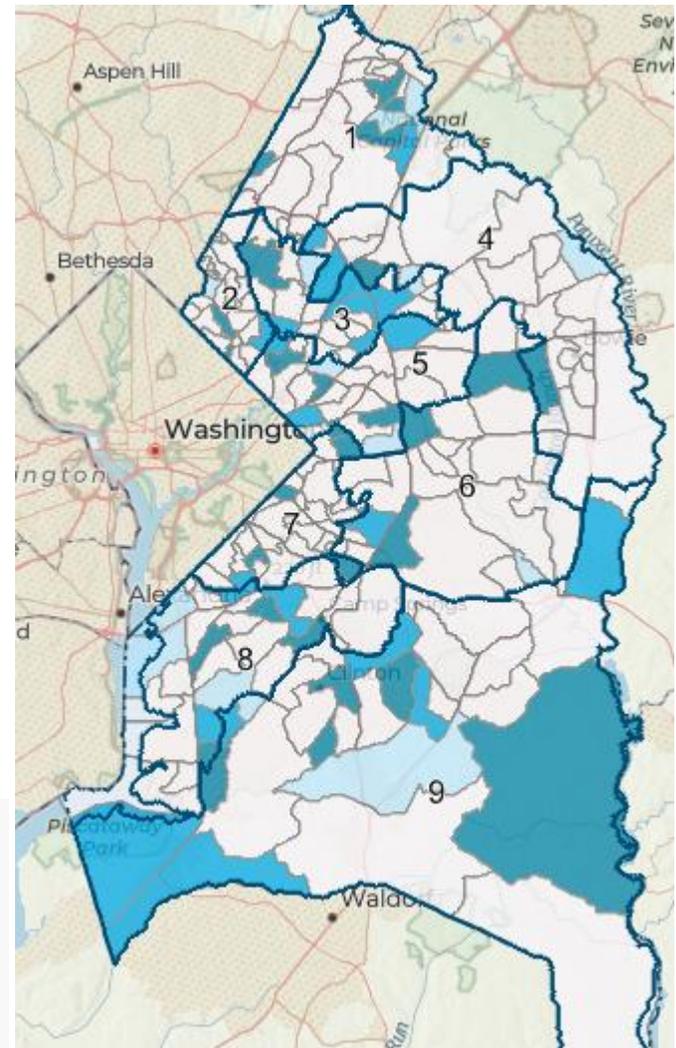
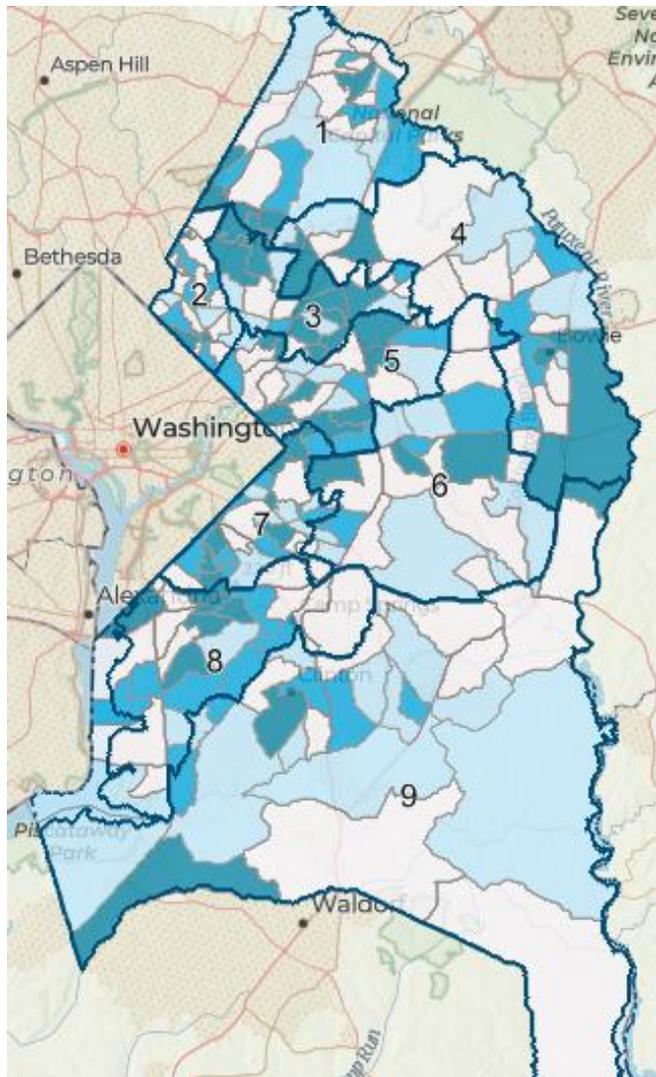


Less than High School - Black

# Median Rent

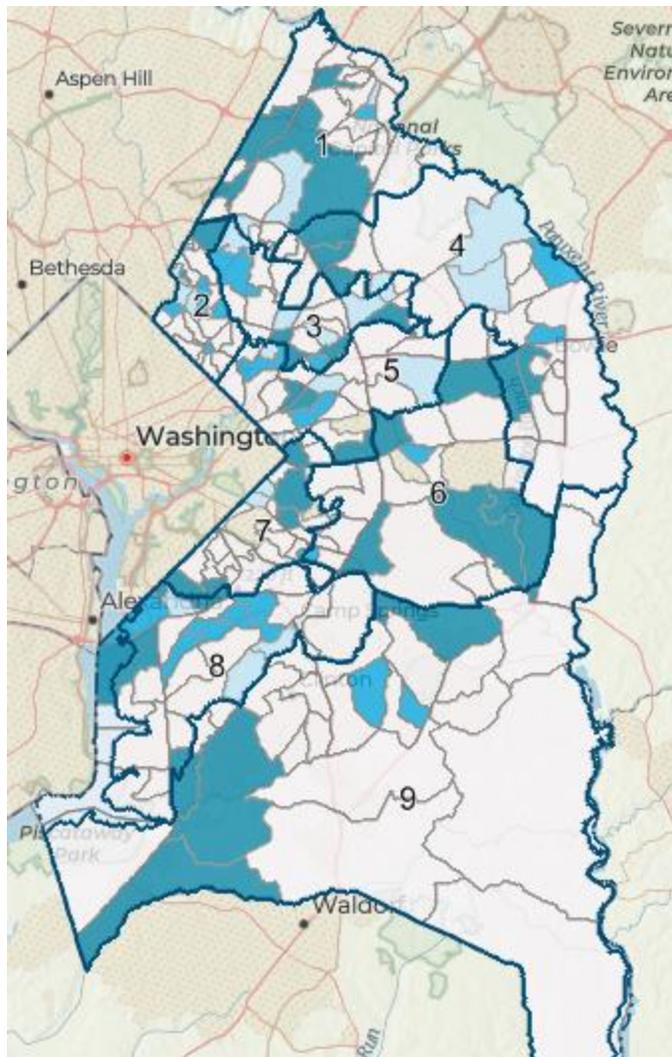


## Unemployment

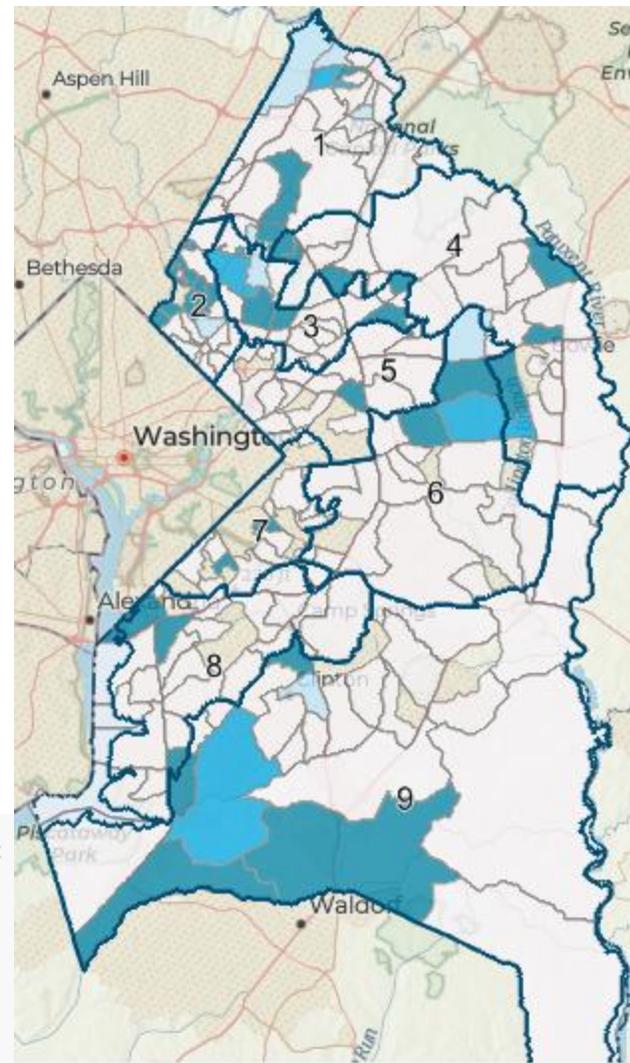


Black Unemployment

White Unemployment



Hispanic Unemployment



Asian Unemployment



Unemployed and Uneducated (darker shaded areas have higher rates of both)

