



# Walker Mill CDC Youth Wellness + Opportunities **ASSESSMENT**

 THE MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION  
Prince George's County Planning Department

FEBRUARY 2026





# Abstract

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This Youth Opportunities and Wellness Assessment was developed for the Walker Mill Community Development Corporation (CDC). In fall 2022, the Walker Mill CDC applied for funding for a youth-oriented, community-driven assessment through the Prince George's County Planning Department's Planning Assistance to Municipalities and Communities (PAMC) program. Funding was approved by the Planning Board on June 22, 2023, and the project launched in September. The assessment aims to highlight community-identified challenges and propose solutions to reduce crime, violence, mental illness, and addiction while improving health and educational outcomes for youth in the unincorporated areas of Boulevard Heights, Oakland-Ridgway-Pennsylvania Avenue, and Walker Mill Road South in Prince George's County, Maryland (Subregion 4, Planning Area 75A, Councilmanic Districts 6 and 7).

## How to Use This Report

This assessment is a practical resource for community organizations, nonprofits, grantmakers, government agencies, and local leaders striving to improve conditions for youth in the targeted neighborhoods. Grounded in community input and aligned with 2014 *Plan Prince George's 2035* and the 2010 *Approved Subregion 4 Master Plan*, the report outlines critical issues affecting youth—such as safety, wellness, mental health, and access to education and training—and offers actionable recommendations. Stakeholders can use the findings to guide funding priorities, design effective programs and policies, and foster partnerships that support youth development and long-term community well-being.



February 2026

**The Maryland-National Capital Park and Planning Commission**  
Prince George's County Planning Department  
1616 McCormick Drive  
Largo, MD 20774

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The Commission has three major functions:

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# Section One:

The background image shows a community event. A large sign in the center reads 'Engaging Youth in the Future of Their Neighborhoods' and mentions the 'Proctor-Sage's Community Planning Department'. To the right, there is a clear plastic storage bin filled with materials, including a sign that says 'Calling all teens & young adults!' and 'Proctor-Sage's Community Planning Department'. The scene is outdoors with trees and a building in the background.

Assessment At-a-Glance

# 1



# Introduction, Background, and Overview

In fall 2022, the Walker Mill Community Development Corporation applied to the Prince George's County Planning Department's Planning Assistance to Municipalities and Communities (PAMC) program to fund this assessment. PAMC funding was approved by the Prince George's County Planning Board on June 22, 2023. Public Engagement Associates was chosen as the project consultant and the project kicked off in September 2023.

The assessment builds on policies and strategies in the 2014 *Plan Prince George's 2035 Approved General Plan* (Plan 2035) and the 2010 *Approved Subregion 4 Master Plan*.

## Plan 2035 Healthy Communities

- Educate and build awareness of health and wellness initiatives that prevent and control chronic disease. (*Policy 3, p. 226-227*)
- Build on existing state and local programs and collaborate with the Department of Parks and Recreation, the Board of Education, municipal partners, and others to educate residents of all ages and businesses on healthy lifestyles. (*HC3.3, p.227*)

## Approved Subregion 4 Master Plan

- Improve the quality of and access to workforce training and continuing education programs, enhancing the subregion's existing employment base as well as encouraging the local youth to further the development of marketable skills. (*Broad Approach 5: p. xxii; 333*)
- CDC housing and neighborhood development priority objectives include: Development of community facilities with a diversified approach to neighborhood change, including social services, education, workforce, and youth development programs; and Establishment of programs for workforce and youth development (e.g., job readiness training, skills development, youth employment and training, leadership training). (*p. 285*)

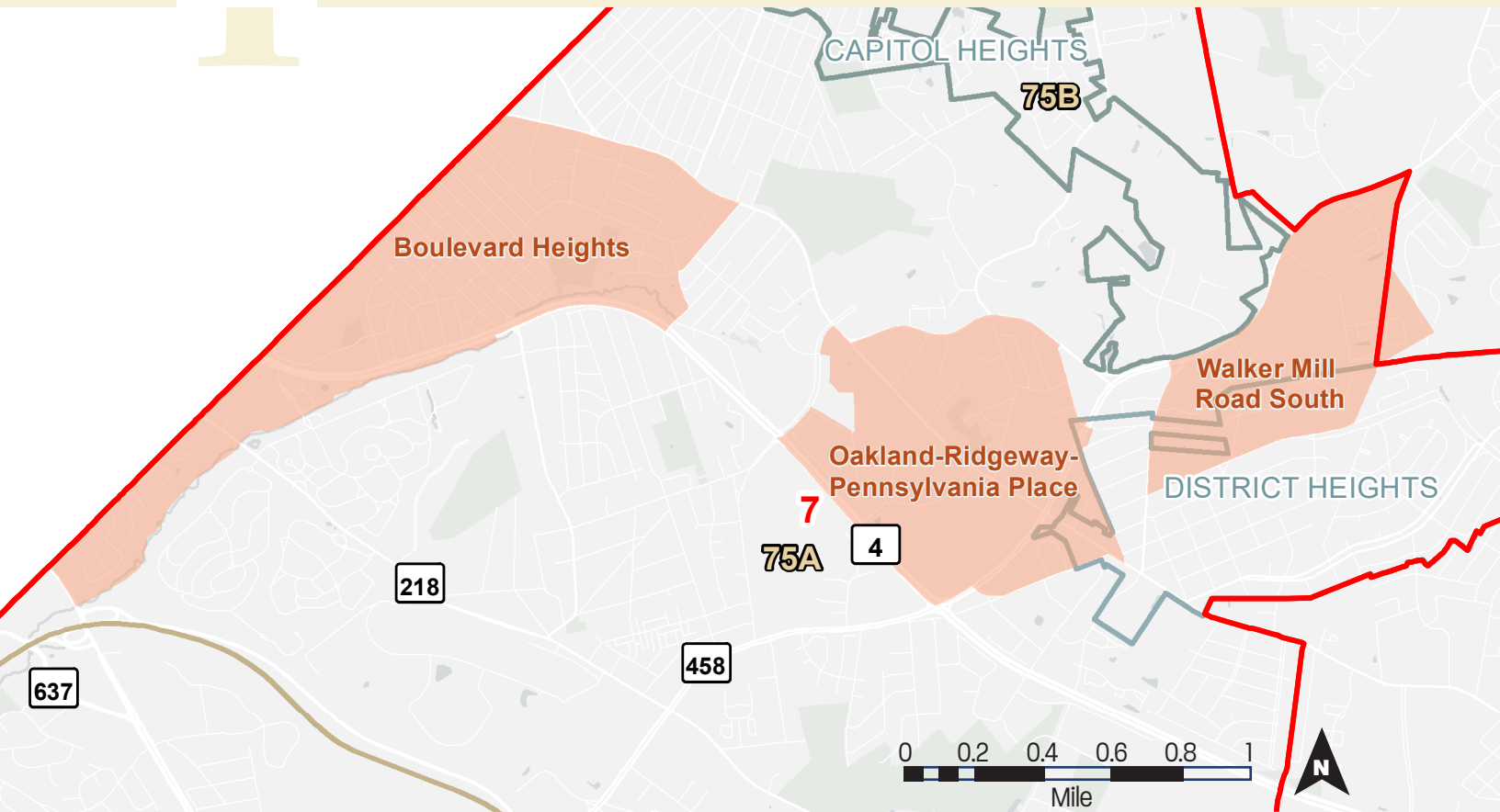
The assessment focuses on three unincorporated areas within the Capital Beltway in central Prince George's County.

**Boulevard Heights,**  
situated near the Washington,  
D.C. border and south of  
Marlboro Pike

**Oakland-Ridgeway-  
Pennsylvania Avenue,**  
bordered by Silver Hill Road to  
the east, Pennsylvania Avenue  
to the south, and Brooks Drive  
to the west

**Walker Mill Road South,**  
located between the Town of  
Capitol Heights and the City of  
District Heights, to the east of  
Walker Mill Road

# SECTION 1



The goal of this assessment is to shed light on community-identified problems and provide solutions that intend to help reduce incidences of crime, violence, mental illness, addiction, and improve health and educational training with the following outcomes:

1. Shed light on the challenges that young people (ages 13-24) in these three neighborhoods face.
2. Develop a portrait of youth opportunity and current wellness in these three neighborhoods.
3. Craft a vision for a future full of opportunity.
4. Develop recommendations for strategies and investments that leverage assets, address needs, and create more opportunities to realize that vision in six key areas.

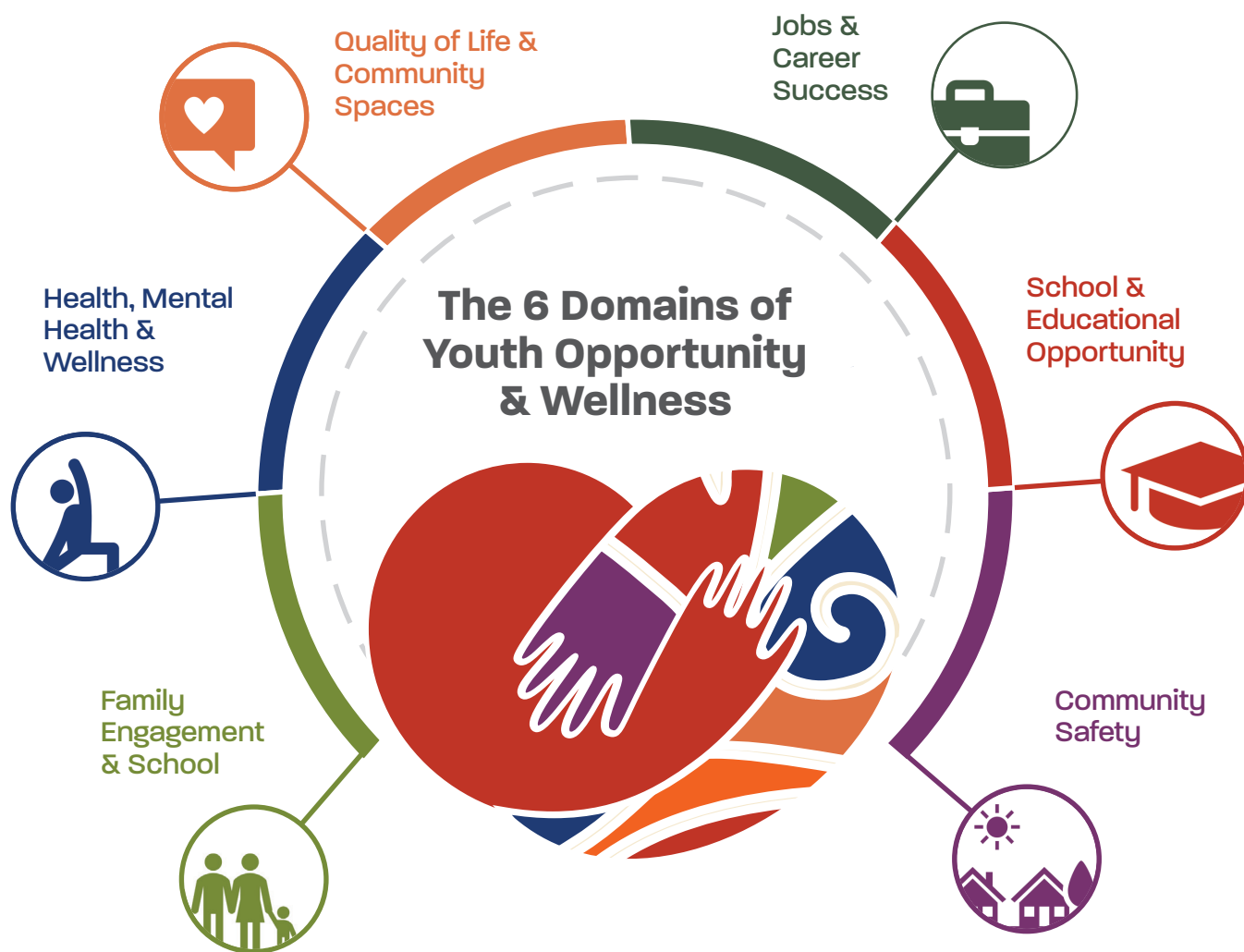
The survey neighborhoods were chosen because they face more challenges than other neighborhoods that are a part of the Walker Mill CDC.<sup>1</sup>

To conduct the assessment, the study team directly engaged with young people and a diverse range of stakeholders who serve and support youth and the wider community working in education, health, workforce development, and community safety.

<sup>1</sup> The survey neighborhoods have a combination of income below 60 percent of the County median household income, have 201-306 crimes per year, and higher percentages of students on free and reduced-price school meals (FARM). The income data is drawn from the US Census Bureau's 2020 ACS data; the crime data is drawn from the Prince George's County Office of Information Technology and includes all crimes committed 2017-2022; and the FARM data is from the Maryland State Department of Education, School Year 2021-2022.

Ultimately, the youth-driven assessment produced a Vision for Youth (see page 17) and recommendations in six areas of critical issue, including:

- Jobs and Career Success
- Health, Mental Health, and Wellness
- Community Safety
- School and Educational Opportunity
- Quality of Life and Community Spaces
- Family Engagement and School



Each recommendation area serves as a critical component in achieving the short- and long-term outcomes that young people hope to see in the future for their neighborhoods.

For the vision to materialize, implementation must occur across all six areas. Implementers should closely monitor how the recommendations within each area overlap. Progress in one area without corresponding progress in the others will hinder the achievement of the long-term vision.

## A Snapshot Of The Community

### Profile of the Neighborhoods

#### Neighborhoods and Housing

- The neighborhoods feature single-family homes, row houses, and apartments of middle- and working-class families. The study area comprises generally affordable parts of the County, both for owning and renting.
- Nearby municipalities and unincorporated areas include the City of District Heights, the Town of Capitol Heights, Forestville, Coral Hills, and Suitland.

#### Schools

- Public schools in the study area include four elementary schools (District Heights, Doswell E. Brooks, Francis Scott Key, and John H. Bayne) and one Pre-K-8 school (William W. Hall Academy).
- Other adjacent schools include three elementary schools (Bradbury Heights, Concord, and Suitland), a middle school (Walker Mill), and two high schools (Central and Suitland).

#### Notable Institutions

- **Libraries:** Hillcrest Heights Branch, Fairmount Heights Branch, Spauldings Branch
- **Community and Recreation Centers:** John E Howard Community Center/Senior Activity Center, Oakcrest Community Center, Bradbury Recreation Center, North Forestville Community Center, Millwood Recreation Center, which are M-NCPPC Department of Parks and Recreation (DPR) facilities, and the District Heights Recreation Center
- **Parks:** Walker Mill Regional Park, South Forestville Park, Hartman-Berkshire Park, Summerfield Park, and Fairfield Knolls Neighborhood Park (DPR facilities)



#### Commercial Activity

The concentration of commercial activity is primarily along Marlboro Pike, Walker Mill Road, Old Silver Hill Road, and Pennsylvania Avenue.



#### Metro Access

The neighborhoods are within a 15-minute drive of the Addison Road and Capitol Heights Metro Stations (Blue/Silver Line) and Suitland Metro Station (Green Line).



#### Workforce Development

Within or adjacent to the neighborhoods are:

- The American Job Center (Marbury Drive, District Heights)
- The Youth Career Center (Silver Hill Road, Hillcrest Heights)
- The Training Source (Yost Place, Capitol Heights)
- Hillside Work-Scholarship Connection (which partners with Central and Suitland High Schools).



“The thing I love most about my neighborhood is my friends and the community vibe.”

— Response from the Walker Mill Youth Survey

## Community Demographics

**Population Size:** Approximately 12,000 people live in about 6,350 households in the study area.

**Race and Ethnicity:** The three communities are predominantly Black, with Walker Mill having the highest proportion (98 percent) and Boulevard Heights the lowest (85 percent). Approximately 8.5 percent of Boulevard Heights residents are Hispanic.

**Household Income:** The median household income for these three neighborhoods ranges from \$51,000 to \$62,000, which is lower than the County’s median of \$100,708.

**Level of Poverty:** Nearly 38 percent of households are at, or below, 200 percent of the federal poverty level.

**Housing Cost-Burdened Households:** 56.6 percent of renters and 35.3 percent of homeowners in the study area are housing cost-burdened, meaning they spend at least 30 percent of their income on housing.

**Food Insecurity:** Nearly 9 percent of residents in the study area are food insecure, and more than 20 percent of residents are enrolled in the Supplemental Nutrition Assistance Program.

**Foreign-Born Populations:** Fewer than 10 percent of people in the study area are foreign born; those who are foreign born are predominantly from Latin American and African nations.

**Adult Levels of Education:** For Black adults 25 and older in the study area, 20.7 percent have a bachelor’s degree or higher; 22.3 percent hold an associates degree; 39.4 percent have a high school diploma only; and 17.6 percent do not have a diploma.

Sources: Manson, S., Schroeder, J., Van Riper, D., Knowles, K., Kugler, T., Roberts, F., & Ruggles, S. (2023). IPUMS National Historical Geographic Information System: Version 18.0. 2021 American Community Survey: 5-Year Data [2017–2021, Tracts & Larger Areas]. Minneapolis, MN: IPUMS. <https://doi.org/10.18128/D050.V18.0>



## Youth Demographics in the Community

### Race and Ethnicity of Youth in the Study Area<sup>2</sup>

- There are 3,216 people aged 19 and under.
- 73 percent are of school age (5-19).
- A total of 2,346 young people in the study area attend public K-12 schools.
- A high majority of youth who are 19 and under are Black (nearly 86 percent), and even more, 95 percent of youth aged 10 to 19 are Black.
- Of those under 5 years old, 13 percent are of two or more races, and 7.7 percent are Latino.

### Racial and Ethnic Diversity in the Study Area's Public Schools

Students who are old enough to attend school in the study area attend a variety of elementary and middle schools.

- The local public schools serve more than 20,000 students, with more than 17,000 of these students coming from neighborhoods surrounding the study area: four elementary schools (District Heights Elementary, Doswell E. Brooks Elementary, Francis Scott Key Elementary, John H. Bayne Elementary, Bradbury Heights Elementary, Concord Elementary, Suitland Elementary, Walker Mill Middle, a Pre-K-8 school (William W. Hall Academy), Central High, and Suitland High.
- Nearly 81 percent of students in these schools are Black, and about 17 percent are Latino. The remaining 2.5 percent are multiracial, Asian American, and Native American.

<sup>2</sup> Manson et al., IPUMS NHGIS, 2021 ACS 5-Year Data

# The Youth- and Community-Led Process

This assessment was driven by a “by the youth, for the youth” mindset. Teenagers and young adults from the study neighborhoods are ideally positioned to identify the most pressing challenges, develop a community vision, and support the formulation of policy recommendations to address their most significant areas of need.

Therefore, this process has involved surveying young people about their experiences, the daily challenges they encounter, and what they require to flourish. The team engaged them in extensive discussions—both one-on-one and in small groups—to explore their needs and priorities in greater depth.

## Two Advisory Committees

Two advisory committees were established to guide and enhance the study while serving as co-leaders of the assessment: a Youth Action Committee (YAC) and a multi-stakeholder Advisory Group composed of nonprofit and public agency leaders serving the neighborhoods.

The process also included discussions with neighborhood parents and community stakeholders. It involved reviewing the current landscape of youth-serving programs and services available to young people in the three neighborhoods. These programs and services included those offered by DPR, various County agencies, Prince George’s County Public Schools (PGCPS), the County Health Department, and community-serving nonprofit and for-profit organizations.

## Youth Survey

The study team conducted a survey targeting young people between the ages of 13 and 24 from July 2024 through October 2024. The survey engaged more than 400 respondents, including 21 who took the survey in Spanish.

The survey results helped identify key themes for the community challenges youth experienced as well as their aspirations for the future.

## Developing the Vision

Public Engagement Associates brought together approximately 30 community members to develop a youth vision for the future of the three study neighborhoods. Students from several local middle and high schools participated, along with parents and Advisory Group members. The three-hour session was facilitated, in part, by the Youth Action Committee, which reviewed the previously gathered data and outlined aspirations for a community where youth can thrive.

To develop the vision for this session, facilitators used a community tree as a metaphor for the vision, with the branches of the tree serving as key elements of the vision.

Participants contributed their visions to the six branches of the community tree:

1. Jobs and Career Success
2. Health, Mental Health, and Wellness
3. Community Safety
4. School and Educational Opportunity
5. Quality of Life and Community Spaces
6. Family Engagement and Support

They also recognized the existing strengths present in the study neighborhoods that can serve as a foundation for growth and development.

From that community tree, they created a Young People’s Vision for Our Three Neighborhoods.

## Developing Recommendations

Next, a focus group of youth and adult stakeholders was assembled to brainstorm recommendations for the three neighborhoods. Participants proposed a series of programmatic investments designed to achieve the vision. Each recommendation addressed a problem identified by the youth and included implementation partners.

Near the end of the process, small-group interviews were conducted to refine the draft recommendations. A final set of focus groups reviewed them before completing the final report.



# 2

## Section Two:

Study and Assessment Details



# Vision Statement

## Young People's Vision for Our Three Neighborhoods

Our family-filled neighborhoods have many strengths, with loving adults, a community that respects hard work, and, for decades, several institutions that have supported neighbors in need. Building on those strengths, we aim for a stronger community where more young people can thrive.

We envision a safe, vibrant community, where people are able to go outside, go to school, and participate in activities without fear.

Our parks are open and accessible to all, with green space, community and school gardens, and connections to healthy food and farmers' markets. There are fewer liquor stores and more spaces for healthy activity.

Community centers are focal points for health and wellness and places of connection for all ages. Our neighborhoods and streets are clean, and full of free and low-cost options for entertainment and family fun.

We have more access to grocery stores and transportation options, with a strong safety net of affordable housing, childcare, and shelters for those in need.

Young people have access to mental health services and clinics in their neighborhoods and their schools, and families have more time to spend in healthy relationships with each other.

Schools are high-quality hubs for youth development, where in-school and after-school programs connect youth with college and career opportunities. Youth receive financial education and have many opportunities for financial support for college and career training. Schools have strong partnerships with community organizations and employers to provide apprenticeships, vocational training, and college-focused internships. The schools our youth attend are safe places for fun and the kind of education they need to succeed as adults.

## Recommendations for Implementation

After finalizing the vision statement, both advisory groups identified the issue areas (or categories) for the recommendations. Those issue areas are:

	Jobs and Career Success
	Health, Mental Health, and Wellness
	Community Safety
	School and Educational Opportunity
	Quality of Life and Community Spaces
	Family Engagement and Support

Youth and other stakeholders were asked to propose recommendations aligned with the following three criteria. Recommendations should:

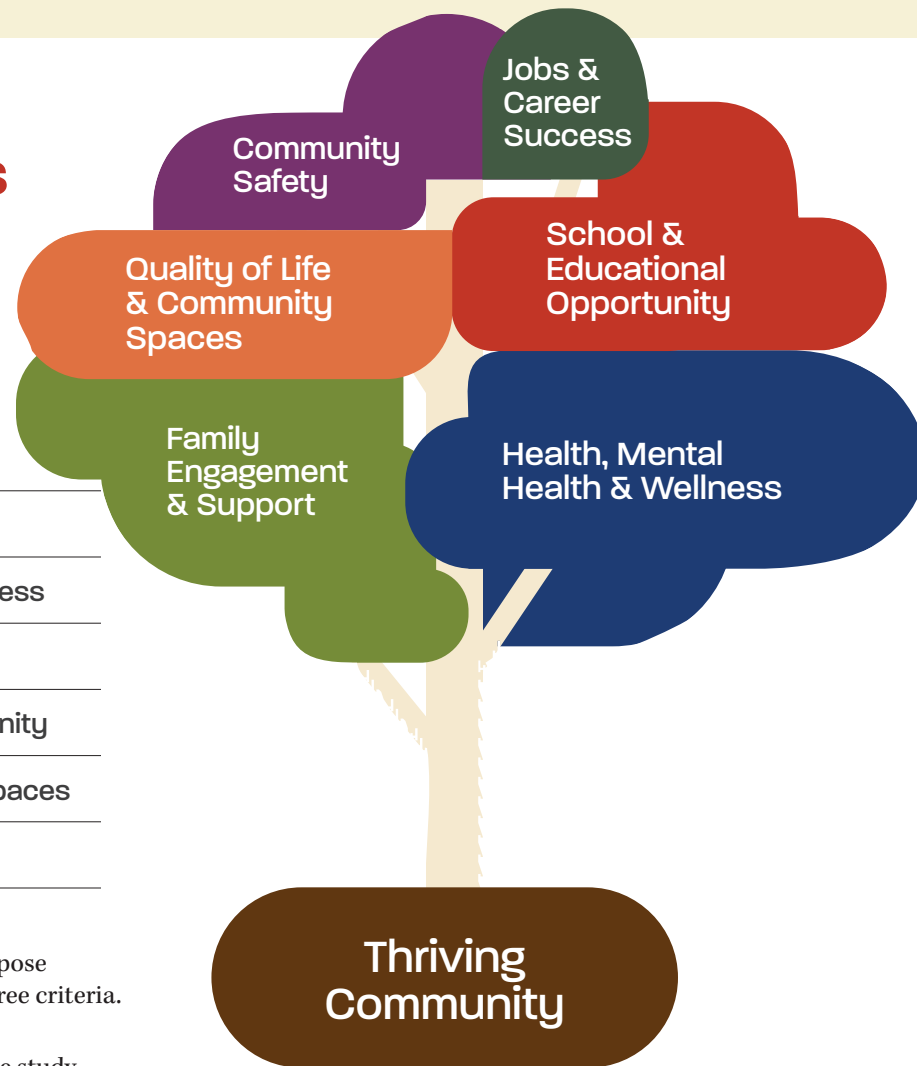
- Advance opportunities for youth in the three study communities
- Be realistic and achievable by emphasizing the actions taken by County agencies and community organizations that play vital roles in their communities
- Fit into three time frames: short-term (1-2 years), medium-term (3-5 years), and long-term (6-10 years)

The six issue areas are interdependent, rather than independent. For example, substance abuse is a significant issue in the survey neighborhoods. Although the team placed it under the Health, Mental Health, and Wellness category, it affects all six issue areas.

A lack of quality jobs is also a significant issue for youth in these neighborhoods. Its placement clearly falls within the Jobs and Career Success issue area, but its causes are linked to Quality of Life and Community Spaces, as well as Community Safety challenges that persist in these neighborhoods.

The lack of preparation for life after high school definitely falls within the Schools and Educational Opportunity issue area; however, it also relates to some, but not all, youth in the areas of Family Engagement and Support, Health, Mental Health and Wellness, and Quality of Life and Community Spaces.

Treating the recommendations as interdependent will strengthen the community's ability to fulfill young people's vision for the neighborhoods. Therefore, it is encouraged that the organizations tackling components of the implementation remain aware of how their actions may intersect with those planned by other implementers addressing separate issues.



It is important to note that the six recommendation areas that emerged organically—and the recommendations themselves—echo national research from The Brookings Institution. Its report, *The Path to Public Safety Requires Economic Opportunity*, discusses the importance of “opportunity-creating policies and interventions,” which means “the roles of employment, education, workforce development, and neighborhood revitalization that together enable jobs, small businesses, and household incomes to grow, which then has a positive impact in mitigating crime.”<sup>1</sup>

Youth participating in this study intuitively understood that for a genuine impact to occur in the three neighborhoods, implementation must occur across all six areas.

“A lot of adults speak down on us... Sometimes you need a little motivation. Like you got this bruh. A lot of people got battles and side battles that we don’t talk about. Some people go through a lot of stuff at home, we don’t express when you come outside. So for somebody to be like, ‘bruh, you good bruh, keep your head up, keep goin.’ I’m saying because hard times don’t last forever...but they be lasting though.”

– Youth interviewed at Oakcrest Community Center during phase 1 of the project

1 Hanna Love, Amy Liu, and Bethany Krupicka, “The path to public safety requires economic opportunity: Trends and solutions in urban, suburban, and rural communities,” The Brookings Institution, March 11, 2025.

# Jobs and Career Success

## Problems identified by youth and young adults

Whether they are still in high school or transitioning into adulthood, study participants in the three neighborhoods identified that many students lack access to the education, training, and career guidance necessary to develop the skills and confidence essential for success in the workforce. For young adults aged 18–24 in particular, the gap between ambition and opportunity is often broad and persistent.

These challenges do not exist in a vacuum—they are shaped and intensified by structural and institutional forces. Young people in these communities often confront systemic racism, generational poverty, unaddressed trauma, and place-based inequities that limit access to opportunity. Household instability and care-giving responsibilities further compound the difficulties many face. Without targeted interventions that address both the skill gap and the underlying systems of disadvantage, far too many youths risk being shut out of the pathways that lead to economic stability and long-term success.

All of the recommendations in this area address either the promotion of low-cost job, career, and diploma programs; connecting young adults to employment pathways; or recruiting high school juniors and seniors for Employ Prince George’s (EPG) programs for job readiness, career connections, and serving “disconnected” young adults.

## Neighborhood-Focused Recommendations

### Short Term

- EPG, in partnership with local middle and high schools, should provide more direct and effective career coaching and counseling within the schools, while vigorously promoting the services of the new, school-based career coaches and other counseling and affordable training programs.
- Local community groups, in partnership with Prince George’s Community College and the Prince George’s County Memorial Library System (PGCMLS), should promote and direct young adults (ages 18-24) toward the GED programs offered by the college and library.
- Local community groups should recruit more high school juniors and seniors from the Summer Youth Enrichment Program and the Youth@Work internship program.
- Local community groups and the Prince George’s County Department of Parks and Recreation (DPR) should recruit young adults for job readiness programs at EPG’s American Job Center in Largo and activate the mobile job center in the study neighborhoods.
- Central and Suitland High School guidance counselors and other key school-based staff should work with local community and youth groups to encourage more juniors and seniors to participate in EPG’s Youth Career Connections.

### Medium Term

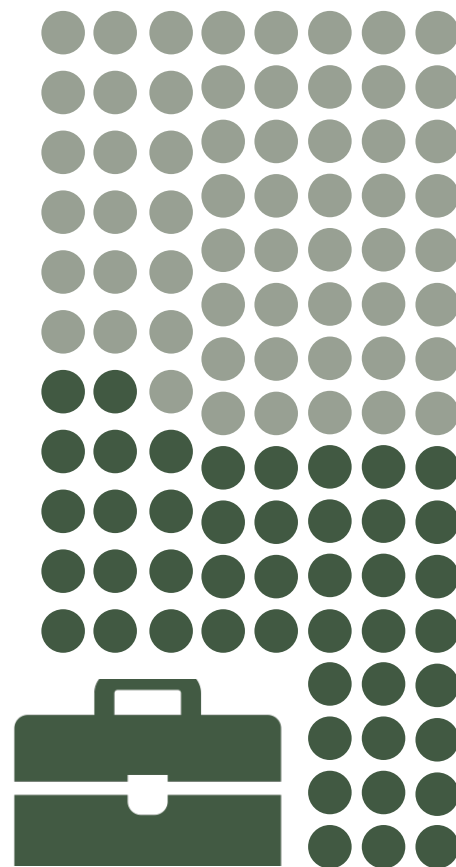
- PGCPs and EPG should increase the number of internships and apprenticeships with local employers available to high school seniors in the study neighborhoods.
- Local community groups should collaborate with EPG to connect “disconnected” 18-24 year olds in the neighborhood to EPG’s Knowledge Equals Youth Success (KEYS) program, which is tailored to meet the needs of disconnected young adults.



“The jobs in my neighborhood all require experience, but I can’t get experience if they won’t give experience.”

- Response from the Walker Mill Youth Survey

”



46%

of those surveyed requested more and better paying jobs

Responses from Youth Survey

## Health, Mental Health, and Wellness

### Problems identified by youth and young adults

Study participants identified that chronic underinvestment in health, behavioral health, and wellness across the focus neighborhoods has resulted in a series of challenges that undermine community well-being. Families are facing high rates of drug use and mental health issues, while the healthcare infrastructure, especially for youth, remains woefully inadequate. There are insufficient primary care providers, mental health professionals, and clinics available to support adolescents, leaving many young people without access to routine screenings or therapeutic assistance.

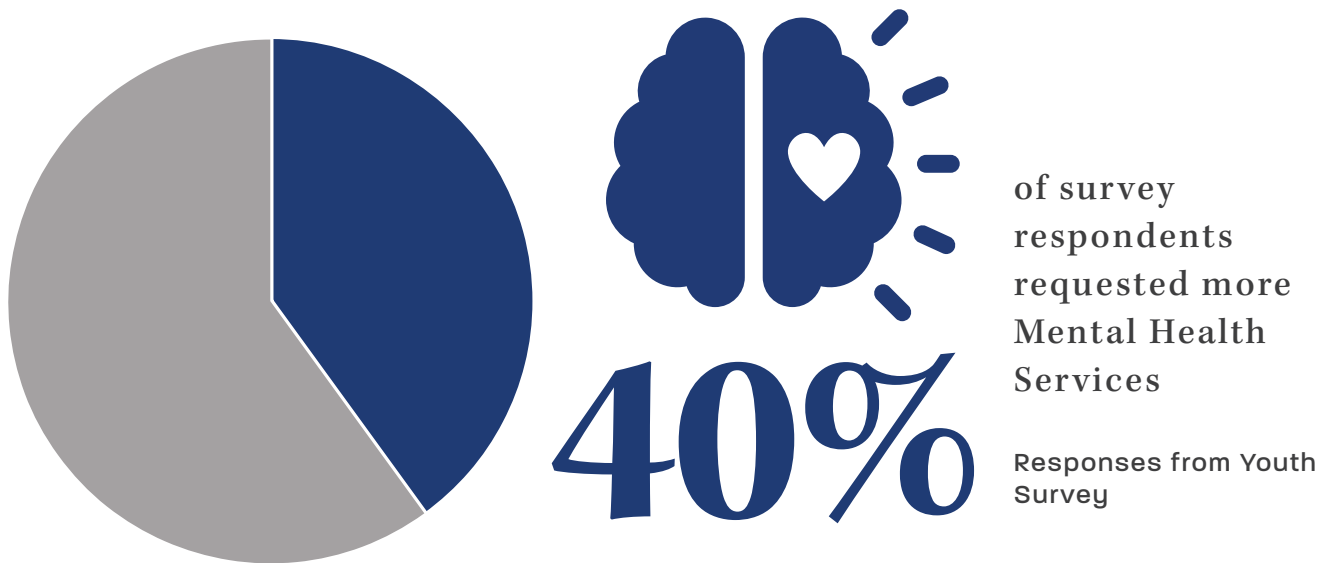
Many neighborhoods lack adequate access to fresh fruits and vegetables, green spaces, and areas for passive recreation—essential components for long-term wellness. These interrelated issues leave parents feeling overwhelmed, youth underserved, and the broader community in urgent need of both preventive care and holistic investment.



“The support I need is emotional support. I constantly feel sad and depressed but I don’t feel comfortable talking about it with adults. With the proper emotional support I can feel better about myself and with myself and it can help me feel confident about doing great things in my life.”

- Response from the Walker Mill Youth Survey





## Neighborhood-Focused Recommendations

### Short Term

- PGCPs and local middle and high schools should contract with community agencies to provide supportive therapy and group activities within school facilities, increase marketing of Hazel Health (a program that provides virtual physical and mental health care services to all students, at no cost to families), and directly promote other virtual services to students.
- PGCPs should increase education about substance use disorder prevention in school-based settings, using updated information and best practices, including credible messengers.
- Local hospitals, health centers, and clinics should expand youth access to healthcare services, regardless of their ability to pay, by offering and marketing health services specifically for teenagers at these facilities, as well as providing virtual visits for screening and treatment, where feasible.

### Medium Term

- Prince George's County Planning Department and its Placemaking Section should create outdoor "wellness hubs" featuring community gardens, mobile farmers' markets, and accessible recreation spaces to offer supportive wellness services and facilities and improve food systems and access.

### Long Term

- The County Executive, County Council, and Maryland Health Services Cost Review Commission should offer incentives to clinicians and health organizations to expand youth-focused primary and behavioral health care services in neighborhoods, including those focused on addiction care.

## Community Safety

### Problems identified by youth and young adults

Study participants identified that community safety remains a pressing concern, exacerbated by a lack of meaningful connection between local law enforcement and the residents they serve, especially youth. Too few officers come from or deeply understand the community, which weakens trust and diminishes the effectiveness of public safety efforts. At the same time, many neighborhoods lack basic safety infrastructure, such as adequate lighting, surveillance systems, and a consistent adult presence in public spaces.

Young people in particular face a lack of positive outlets and structured programs that provide mentorship, engagement, or alternatives to risky behaviors. When youth or young adults encounter the justice system, they often find limited access to effective rehabilitation or support services. Drug use and substance abuse further exacerbate these challenges, creating cycles of crisis that communities are ill-equipped to disrupt without greater investments in safety, prevention, and connection.

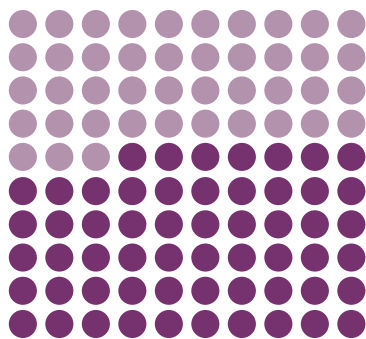
### Neighborhood-Focused Recommendations

#### Short Term

- DPR, PGCPs, and the Cities of Capitol Heights and District Heights should install additional lighting and cameras near community centers and schools.

#### Medium Term

- The Prince George's County Police Department (PGPD) should recruit and hire more officers who are high school graduates in these communities by increasing its presence at community job fairs and career days to attract potential candidates.
- The Office of the State's Attorney (PGSAO) and PGPD should expand programs that build relationships between youth and law enforcement by increasing youth's access to officers, ensuring officers receive training on working with youth, and taking police-sponsored programs to the community.
- DPR, along with the PGCMLS, should incorporate conflict resolution programs into existing youth-oriented programs, involving youth in the design and development of these programs.
- PGSAO should strengthen programs to divert and rehabilitate youth who break the law.



of those surveyed  
selected Crime and  
Violence was selected  
as a top problem

Response from Youth Survey







“I wish you all would stop focusing on the bad youth (and hold them and the parents accountable) and start providing more opportunities for the good youth. And truth be told, it’s very hard for a kid to be ‘bad’ but it’s very easy for a kid to be taught how to be better. Children are mirrors of adults.”

- Response from the Walker Mill Youth Survey

## School and Educational Opportunity & Success

### Problems identified by youth and young adults

Study participants identified that many young people in the study neighborhoods do not receive the preparation or opportunities necessary for success after high school. Whether they pursue college or enter the workforce, they often encounter barriers that begin long before graduation, starting with limited access to high-quality, positive youth development programs that foster skills, confidence, and a sense of direction.

As they approach adulthood, the challenges intensify. The high cost of college, combined with a lack of clear pathways to postsecondary education or training, leaves many with limited options. Without stronger support systems and broader access to career and educational opportunities, these young individuals risk being left behind in an increasingly competitive and unforgiving economy.

All of the recommendations in this area address either expanding the marketing and promotion of important programs to students and parents; strengthening the curriculum and student support; or deploying more extracurricular youth activities.

### Neighborhood-Focused Recommendations

#### Short Term

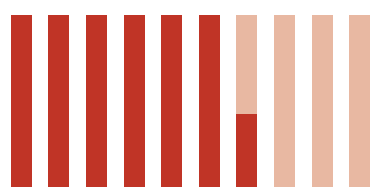
- Central and Suitland High Schools should more robustly promote their existing free tutoring programs, which are accessible during and outside school hours.
- PGCPs and local middle school leadership teams should strengthen outreach efforts to middle school students and parents to increase awareness of career and technical education (CTE) opportunities for students entering ninth grade. Recruit professionals in the trades to share success stories.

### Medium Term

- PGCPs should significantly expand services and resources for “community school” facilities located in or near the study area, which include serving as “safe spaces” for teens and young adults.
- PGCPs should recruit and hire additional high-performing teachers in the study neighborhoods, potentially using financial incentives.
- High schools, middle schools, DPR, and community groups should implement more extracurricular and after-school activities, with a focus on college- and career-oriented programs for middle and high-school-aged youth.

### Long Term

- PGCPs should strengthen academic support systems in the middle and high schools to enable a greater number of students to access rigorous college-level coursework.
- PGCPs should ensure that the CTE programs at Central and Suitland High Schools are effectively aligned with job opportunities and career pathways, including pathways to entrepreneurship.
- PGCPs should provide teacher support, training, and coaching programs to improve communication with students.



64%

of surveyed students say  
“I feel safe and respected  
at school by adults.”

Response from Youth Survey



“I need a mentorship, I need to learn self-advocacy and more importantly I need to learn how to navigate life. I need to be taught more about college and career readiness as well as how life in the real world actually goes. I need you to be realistic with me about how the college process goes as well as how getting a job goes. Not everything is going to be easy; therefore, having the knowledge of what to do is helpful.”

- Response from the Walker Mill Youth Survey



## Quality of Life and Community Spaces

### Problems identified by youth and young adults

Study participants identified that young people are facing significant challenges regarding community spaces and overall quality of life. There is a shortage of affordable, safe, and welcoming places for teens and young adults to gather, socialize, and engage in positive activities. Many lack safe and convenient transportation options, making it difficult to navigate the community without a car.

The physical environment also contributes to these challenges. Public spaces often appear neglected or blighted, with litter and a lack of aesthetic appeal contributing to a sense of disinvestment. Furthermore, outdoor recreational opportunities—such as parks, playgrounds, and athletic fields—are limited, restricting options for physical activity and healthy social interaction.

### Neighborhood-Focused Recommendations

#### Short Term

- County agencies should offer opportunities for safe connection and access to community resources through mobile services, such as gaming trucks and mobile libraries, as well as by opening schools and churches for community use during non-school hours.
- Districts 6 and 7 County Councilmembers, M-NCPPC, and DPIE should collaborate with schools, service organizations, and businesses to clean and maintain identified high-priority public spaces.

#### Medium Term

- The County Council and DPR should partner with the private sector to develop additional parks and playgrounds.

#### Long Term

- County economic development officials and local stakeholders should incentivize wholesome entertainment and recreation businesses to locate in the study area.
- The County Executive, the County Council, and the Department of Public Works and Transportation (DPW&T) should build more infrastructure to support walking, biking, and public transportation.
- Prince George's Economic Development Corporation (EDC) and the Redevelopment Authority (RDA) should work to update or replace outdated, unattractive, and vacant buildings, housing, and stores; beautify facades; and install public art.

# Family Engagement and Support

## Problems identified by youth and young adults

Study participants identified that many families—especially those with struggling teens and young adults—lack the support, tools, and information needed to guide their children through critical developmental years. Parents are often unaware of the programs and resources available to assist them. This gap in knowledge and access leaves too many families to navigate complex issues on their own.

The barriers are even steeper for immigrant families, who may encounter language differences, cultural disconnections, or limited outreach from service providers. Without targeted support and clearer pathways to assistance, families remain isolated at the very moment when connection and guidance are most needed.

## Neighborhood-Focused Recommendations

### Short Term

- Community and faith-based organizations should allocate more funding to establish mentoring programs that connect youth with role models and concerned adults. Expand to new groups as necessary.
- DPR, along with community- and faith-based organizations, should provide free parenting classes for parents or guardians of teenagers at community centers.

### Medium Term

- DPR and community and faith-based organizations should improve communication, grassroots outreach, marketing, and accessibility of existing resources and programs to increase awareness of opportunities among caregivers, teens, and young adults.
- Prince George's County Latino Affairs Liaison and community and faith-based organizations should enhance outreach to immigrant families in person and in their preferred language to more effectively promote the existing resources available to caregivers, teenagers, and young adults.

“Better community outreach programs to allow better support to struggling families and lower-income neighborhoods [are needed].”

— Response from the Walker Mill Youth Survey

“There are not a lot of safe, fun places for us to hang out.”

— Feedback from the visioning session at the Oakcrest Community Center

# Section Three:

Study and  
Assessment Results

# 3





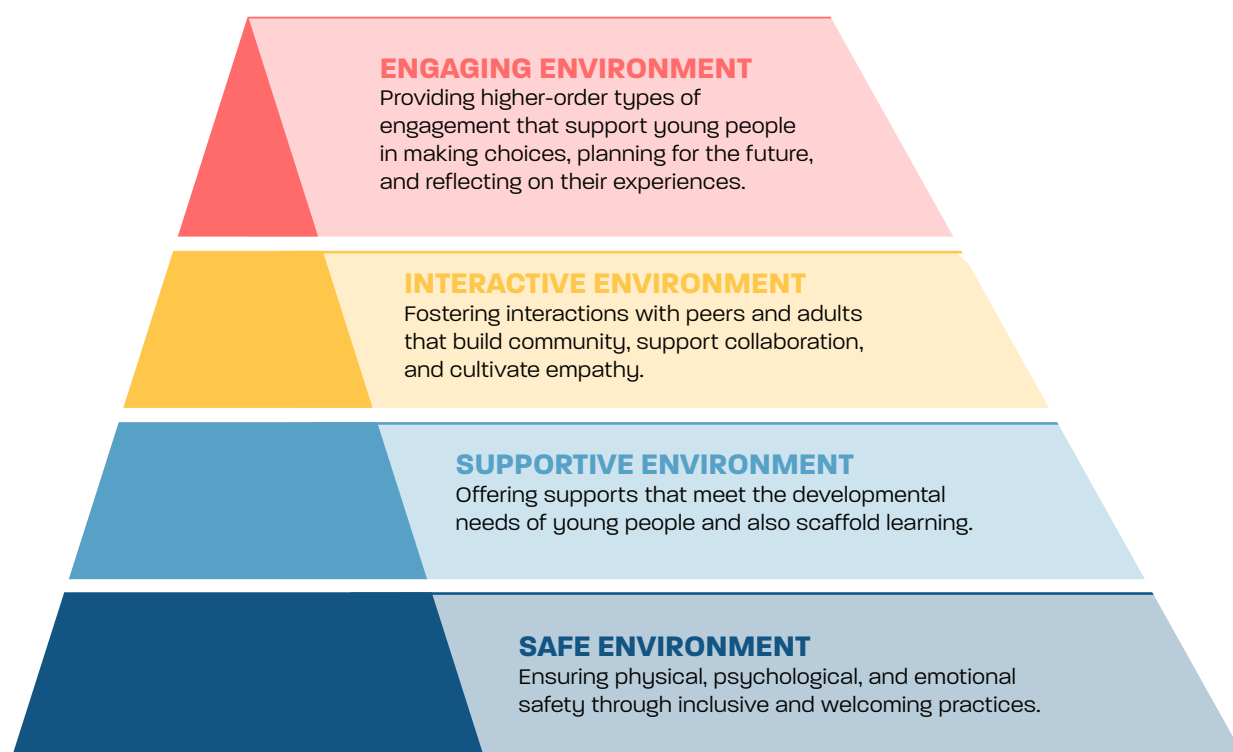
# Study and Assessment Results

## Youth Development Best Practices

The communities in and around Walker Mill have experienced a long history of socio-economic challenges. The devastation of the COVID-19 pandemic of 2020-2022 hit Inner Beltway communities in Prince George's County, such as Walker Mill, Oakland-Ridgeway, and Boulevard Heights, particularly hard. The economic fallout from the pandemic has had a devastating and disproportionate impact on low-income individuals and communities that were already struggling.

Research from The Forum for Youth Investment indicates that the success of practices supporting positive youth development, whole-child learning—focusing on a student's entire well-being, not just academic achievement, and high-quality youth programs heavily rely on the types of environments in place.

The Forum for Youth Investment highlights four critical environments, with a safe environment as the foundation, to demonstrate how each successive level of the pyramid supports all the environments above it:<sup>1</sup>

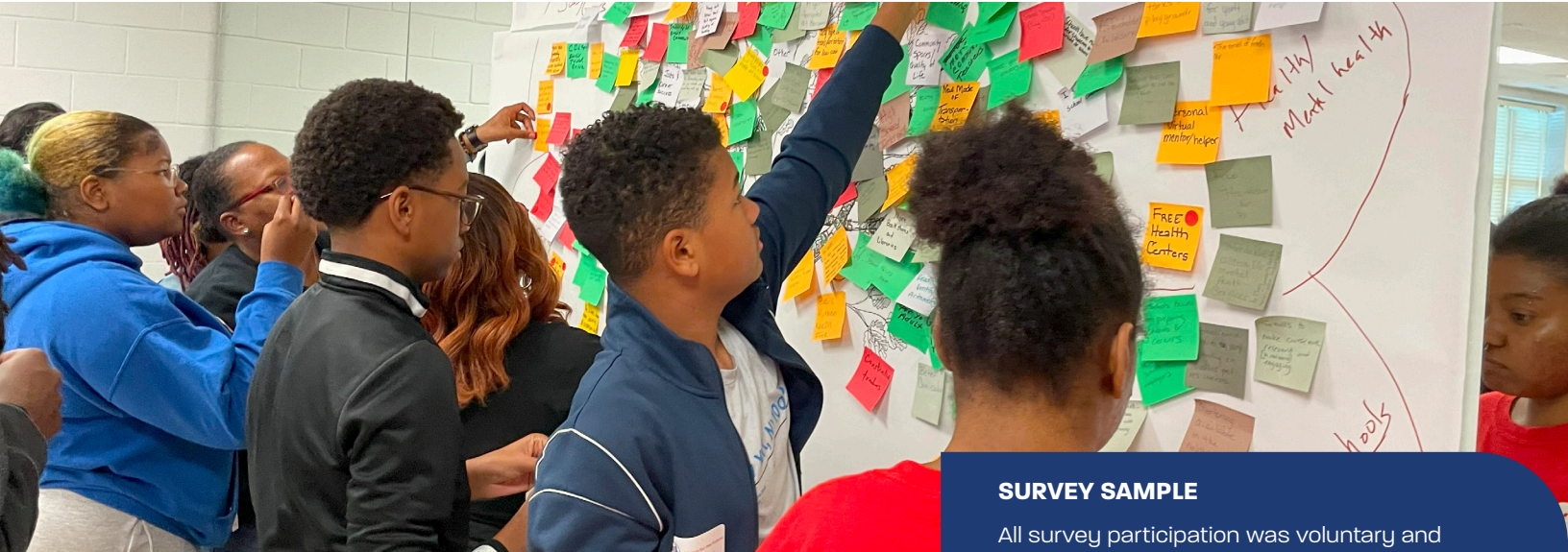


The project team kept the four environments in mind when listening to the stories, challenges, and aspirations of those interviewed, and crafted recommendations accordingly.

Just as the assessment focused on youth engagement and consultation, stakeholders must continue to involve young people within their communities, families, peer groups, schools, and organizations to promote the well-being of young people.

<sup>1</sup> Kimberly Howard Robinson and Leah Wallace, "How to Apply Practices that Support Positive Youth Development," Forum for Youth Investment, March 5, 2024, <https://forumfyi.org/blog/how-to-apply-practices-that-supportpositive-youth-development/>.

## Youth In The Community: A Portrait in Three Parts



### SURVEY SAMPLE

All survey participation was voluntary and anonymous. The sample reflects only the youth and adults who chose to participate and should not be considered representative of all residents in the study area.

## PART I: Survey Results

Working in collaboration with the Walker Mill CDC, the Youth Action Committee, and the Advisory Group, a community survey was developed to focus on a range of issues, concerns, barriers to services, community priorities, and ideas for a community vision related to young people in the study area. The survey targeted young people between the ages of 13 and 24.

A variety of outreach and engagement tools were used to promote the Community Survey, engaging more than 400 respondents, including 21 who took the survey in Spanish. The survey allowed respondents to select multiple options, so the results total more than 100 percent.

### Top Problems, across all categories, Identified

- \* Crime and violence (57 percent)
- \* Homelessness (29 percent)
- \* Not enough good-paying jobs (23 percent)
- \* Coping with stress or mental health problems (21 percent)
- \* Not enough opportunities to prepare me to meet career goals (19 percent)

### Top Changes Wanted, across all categories

- ↑ More and better-paying jobs (46 percent)
- ↑ More mental health services (40 percent)
- ↑ Decrease crime and improve safety (39 percent)
- ↑ More programs for the future (internships and mentoring programs) (31 percent)
- ↑ More access to healthy and fresh food (29 percent)
- ↑ Treatment for substance abuse and prevention (26 percent)



## Safety

- “Crime and Violence” was identified as the number 1 problem.
- “Too many drugs” was identified as the number 2 problem.
- “Decrease crime and improve safety” was the number 3 change participants wanted.

## Health, Mental Health, and Wellness

- “Homelessness” was identified as the number 3 problem.
- “More mental health services” was the number 2 change participants wanted.
- Survey participants asked for more emotional and mental health support from grownups in their lives.
- 30 percent of respondents felt that they did not have a place or person they can turn to when stressed or depressed.

## Job and Career Success

- “More and better-paying jobs” was the number 1 change participants wanted.
- “Not enough opportunities to prepare me to meet my career goals” was selected by 19 percent of survey participants.

## School and Educational Opportunity

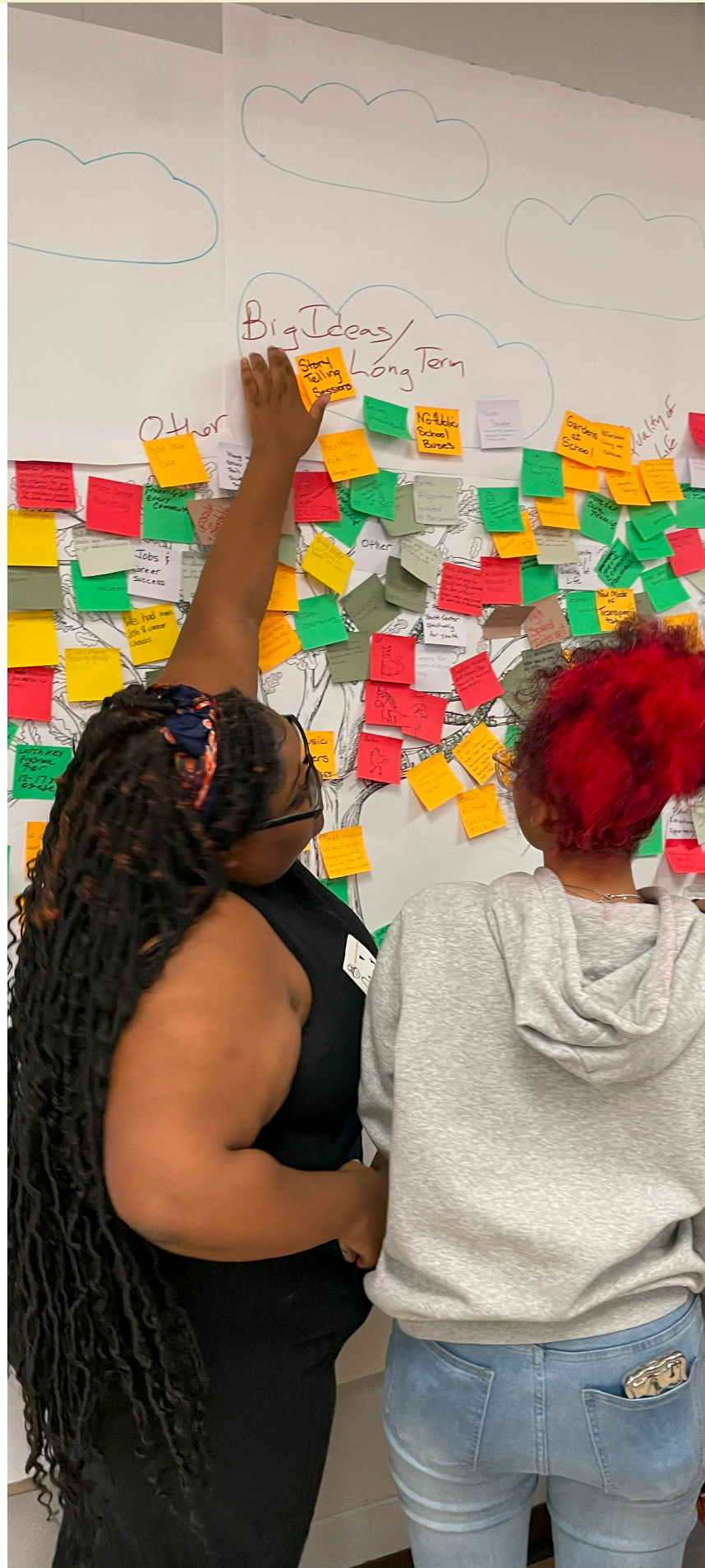
- More programs for the future, like internships and mentoring programs” was the number 4 change participants wanted.
- Career prep, apprenticeship, and college prep programs were selected by survey participants as the type of support they most need.
- Roughly half (54 percent) of survey participants said, “I feel safe and respected at school by students.”
- 64 percent of survey participants said they “feel safe and respected at school by adults.”





## Themes from the comments in the survey

- Respondents most frequently mentioned community safety, highlighting issues such as crime and violence, substance abuse, domestic violence, and too-easy access to guns. Although crime and violence were identified as concerns, more than half of survey participants (58 percent) reported that “I feel safe in my neighborhood.”
- They mentioned health, wellness, and mental health almost as frequently, addressing issues such as a lack of access to healthy food, dealing with stress, and insufficient education and information regarding wellness.
- Job and career concerns also ranked among the top issues for youth, including the demand for more and better-paying jobs, an increase in career, vocational, and college prep programs, and enhanced mentoring initiatives.
- School and educational opportunities also ranked highly as an issue, encompassing demands for enhanced college preparation support, school curricula aligned with career pathways, and increased wrap-around services (a comprehensive, team-based approach to support individuals and families facing complex challenges) at schools.
- Respondents identified a robust sense of community in the study area. However, there was also a prevailing sentiment that significantly more services and resources were required, including after-school and recreational activities, improved shopping options (not just tobacco, vape, and liquor stores), and a greater variety of activities tailored for teens and young adults.



## PART II: Stakeholder Interviews

### What they love about these communities

- The people, many of whom are invested in making the County work for the next generations.
- Great access to Washington, D.C., the Metro, and other areas.
- There's a strong sense of community; it's a community with an aging population, with a mix of folks trying to maintain the neighborhood while dealing with crime and violence and still age in place. "There is a community feeling, a family atmosphere."

### YET...

- The communities need more resources.
- There are not enough programs for youth and teens.
- The older generation in the study area feels left behind, and their requests for services have often been overlooked or ignored.
- The neighborhoods have not been invested in and feel forgotten.

### Similarities and Differences Among the Three Neighborhoods

- There are similar demographics and needs across the study area; however, crime rates are higher in Walker Mill. There is not always a safe passage to and from school.
- Of the three neighborhoods, Walker Mill has the least access to essential services and is the most isolated.

### How Others Perceive These Communities

- "We are called 'the hood.' We're in a 'crime-ridden area.'"
- "A lot of people don't feel safe in these neighborhoods."
- People perceive our schools to be struggling.
- There is concentrated poverty, and homelessness is high.

### The Issues Young People Contend With

- **Lack of activities and resources for young people:** "There are not enough programs for youth and teens; and, after-school activities are sometimes the only thing." "Kids are essentially in deserts in terms of services." "We don't have basketball courts, so kids hang at the corner." "It's easier to get a handgun than a library card."
- **Lack of quality education:** "School is not a place of learning—it's more like childcare."
- **There are few good food and shopping options:** "There are too many tobacco, vape, and liquor stores." "The communities are in food deserts and have poor access to quality food and shopping."
- **Lack of quality jobs:** "We don't have enough good, quality-paying jobs." "What comes first? A failing school system or a failing neighborhood? ... Kids drop out, become unemployed, then the neighborhood fails."
- **Schools impacted by community dynamics.** Many young people lack opportunities, which can create opportunities for trouble. That dynamic can also spill over to the schools.
- **Older people don't feel safe.**
- **Insufficient education or information about wellness and where to access healthcare.**
- **Crime and safety, ease of access to guns.**
- **There is a high number of homeless individuals in the study area.**
- **Mental health issues:** "We forfeit our health to survive." "We have to balance mental health issues vs. survival issues."
- **Substance abuse:** "Lots of folks are self-medicating. More education about this is needed in schools." This suggests they may be using drugs and/or alcohol as a coping mechanism.



## PART III: Visioning Session

During the Visioning Session, young people explained what they want to see in their neighborhoods.

### Quality of Life and Community Spaces

- **Centers for Youth Activities:** This includes bookstores, libraries, youth centers, and community centers.
- **Better Shopping:** More grocery stores and farmers markets with healthier food and better shopping and restaurant options.
- **More Arts:** Music, arts, and wellness centers, and more arts-oriented activities.
- **Clean Places:** Neighborhoods, public spaces, and other areas.
- **Greater Accessibility and Availability:** Sidewalks that connect neighborhoods, better and new forms of transportation, bike-ability, high-speed internet, community pools, community gardens, more trees, farms, and connections to nature, among other amenities.
- **Better Housing Options:** More affordable housing opportunities, housing for the homeless, and affordable living for those who need it.
- **Better Transportation:** Improved public transportation, more types of low-cost (or free) transportation, access to travel, and new forms of transportation.

### Health, Mental Health, and Wellness

- **Better Mental Health Care:** More mental health centers for teens and young adults, better and affordable (or free) mental health services, and more school-based mental health counselors.
- **Greater Focus on Wellness:** Access to healthier food options (including Whole Foods); ability to “grow our own food;” “free health centers and healthcare for all.”
- **Healthier Activities:** Sports and recreational activities; arts activities; community hubs that provide these activities and mental health resources (one-stop shop).
- **Healthier Relationships:** Mentors and helpers (including those offered virtually); intergenerational connections; more family time together; teachers that care.
- **Reduced Substance Abuse:** Reduce the number of liquor stores and remove illegal drugs from neighborhoods.

### Community Safety

- **There are too many tobacco, vape, and liquor stores.**
- **Safe Schools:** Safe and fun schools; more security in schools; safe from shootings and robberies.
- **Safe Neighborhoods:** The ability to be outside without fear; the need for stronger/safer communities; latchkey programs for 12-17-year-olds; calm and quiet community; robust neighborhood watch; safer bike lanes; safety in parks; no gun violence.
- **Safe Refuges:** Safety for those facing domestic violence; more shelters; more community centers.
- **More Law Enforcement:** Enough law enforcement to ensure safety, while also fostering a sense of comfort among neighbors; neighborhood watch programs in partnership with the police.

## School and Educational Opportunity

- **Relevant and Impactful Curricula/ Coursework:** Coursework relevant to the real world and students' post-high school interests; access to accelerated courses; accessible GED programs.
- **Quality School Environment and Offerings:** Greater accessibility for students with disabilities; quality before and after school activities; farm-to-table lunches; programs targeting teens and young adults in school facilities; strong, youth-focused community partnerships with schools; well-funded schools.
- **Quality and Diversity in Teaching:** Retaining high-performing teachers; more teachers oriented toward caring about students; more teachers and a lower teacher-student ratio; more community-based teachers; more youth leaders; higher standards for school staff.
- **Stronger Preparation for College:** A local college and career center for youth; more public college-prep high schools; more neighborhood mentoring; financial education and support; help with financial debt.

## Jobs and Career Success

- **Job Readiness and Career Counseling:** More access to job readiness resources; job skills and vocational training; financial education; and community centers as career counseling centers.
- **More Effective Connections to Jobs and Careers:** Partnerships between schools and employers; high school-level internships; more job and career choices; effective career counseling; vocational schools for young adults; job training that leads to job placement; a job training facility; and expanded artificial intelligence/IT apprenticeship opportunities.
- **More Jobs for and in the Community:** Employ young adults to pick up litter and trash in the neighborhoods; strong Black-owned businesses; CDLs for driving trucks.
- **Better Paths to Economic Success:** More kids finishing high school; financially supporting young adults in post-secondary education; learning how to purchase a first home.

## Engagement and Data Collection Methodology

The assessment operated across three phases:

### Phase I

Explore the current landscape of programs and services for youth, including nonprofits, government agencies, schools, faith-based organizations, and others. This phase included forming a community advisory group and youth action committee, as well as conducting initial stakeholder interviews and focus groups.

### Phase II

Create a community-built portrait of the youth service assets, gaps, and opportunities in the study area. This phase included collecting data from a youth survey, analyzing Census data, conducting a scan of services in the area in and around the study neighborhoods, and compiling all quantitative and qualitative data for analysis and synthesis.

### Phase III

Craft a compelling vision for youth in the study area and recommendations that support its implementation. This phase included convening and facilitating a vision session, developing draft recommendations, vetting them in focus groups and stakeholder interviews, and drafting and finalizing the assessment report.

## ROBUST COMMUNITY ENGAGEMENT

- Issue Expert and Community Stakeholder Interviews
- Youth Advisory Committee and Community Advisory Group
- Youth in the Community Survey (400+ respondents)
- Youth Visioning Session
- Youth Focus Group to Develop Recommendations
- Focus Groups to Vet Recommendations
- Attendance at Community Events, E-blasts, and Social Media





## Engagement with Community Stakeholders

The team reviewed previous plans and studies, as well as the stakeholder list identified as part of the study launch.

Direction was solicited from the initial study contacts and referred to in its internal lists of residents (including students, parents, and other caregivers), neighborhood leaders, businesses, and affinity groups within the target communities to identify community stakeholders who might participate in the data collection processes for the assessment.

Stakeholders were asked to participate in an individual interview and provide recommendations and referrals on who should be contacted and which events the study team should attend. During the initial stages of the outreach process, some of these stakeholders were invited to join the Advisory Group or Youth Advisory Committees.

Interviews were conducted with 11 community-based stakeholders and subject matter experts, as well as eight young people (ages 13-21) during Phase I. The information gathered from these interviews was used to refine the identification of community issues and gain insight into potential solutions. The interviews also helped identify other neighborhood stakeholders who might participate in the study's data collection efforts.

## The Walker Mill Youth Action Committee (YAC)

Working with the Walker Mill Community Development Corporation (CDC), residents, and other neighborhood stakeholders during Phase I, Public Engagement Associates invited youth from the three communities and local middle and high schools to join the Youth Action Committee (YAC). Some of the young people invited included those involved in the stakeholder interview process.

Youth ranging in age from 15 to 17 became active members from March 2024 through March 2025. The YAC was charged with helping to design the overall outreach plan, assisting with the youth social media strategy, attending special events, and engaging in neighborhood canvassing.

YAC members also played a critical role in developing and distributing the survey in Phase II and recruiting participants for community meetings and focus groups. Once the study group collected all primary and secondary data, YAC members contributed to the development of the Youth Opportunities and Wellness Vision and the final recommendations. The YAC met weekly for two hours, either in person or via Zoom. Members were paid \$20 per work hour.

Alongside their work on the study's outreach efforts, YAC members were encouraged to build on and apply what they learned through the study to enhance their personal and professional development. YAC members are not listed individually to protect youth privacy.

## The Walker Mill Community Advisory Group

In March 2024, a small, diverse group of stakeholders were convened to guide the team throughout the assessment study. Advisory Group members were recruited from the list of local stakeholders compiled through interviews and recommendations from local leaders.

Members of the Advisory Group were recruited for their real-life experience living or working in one of the three study neighborhoods and their knowledge of one or more youth wellness issues, including crime, poverty, violence, health care access, mental health services, housing availability, food access, education, and employment opportunities.

The Advisory Group consisted of:

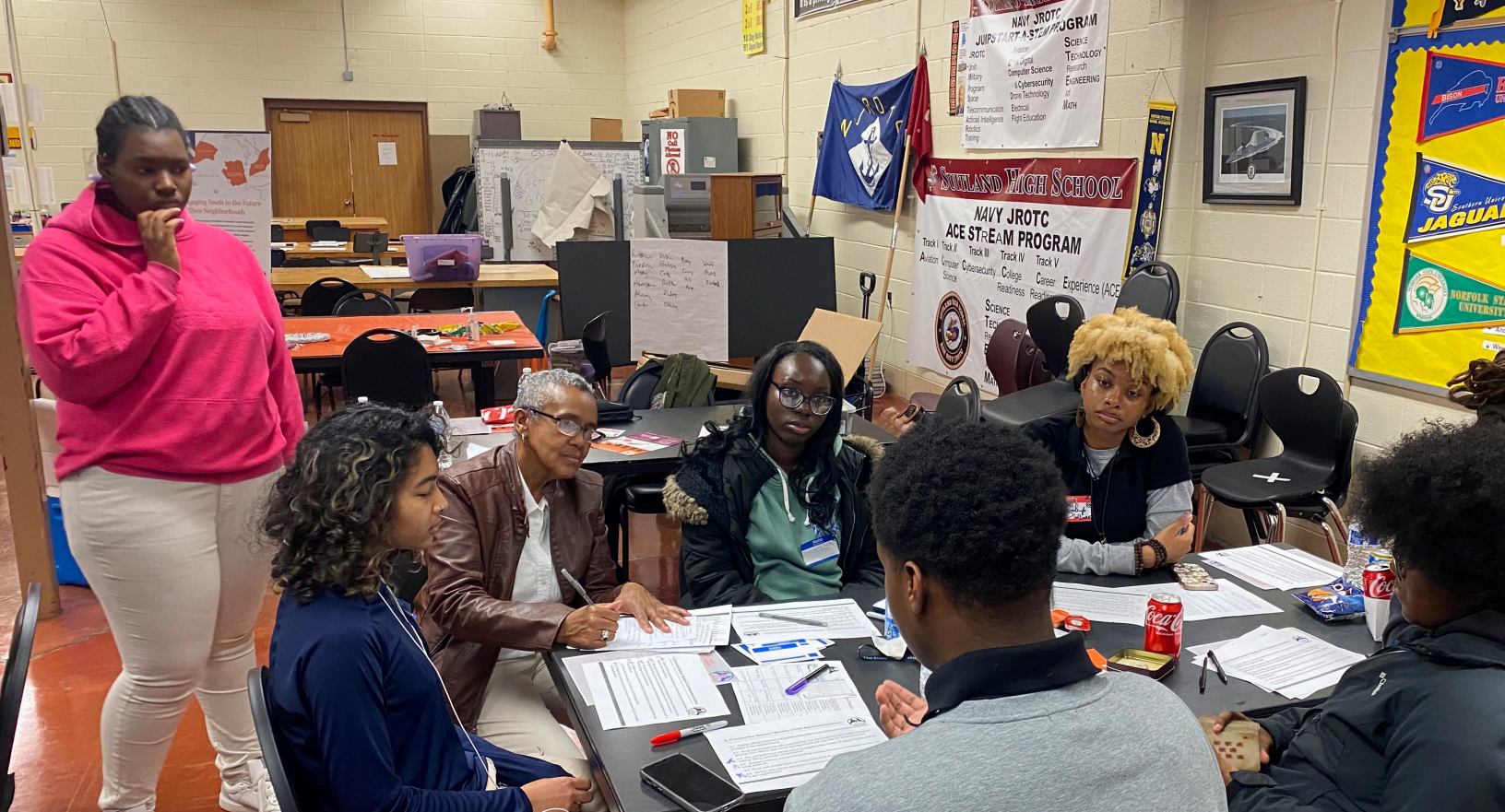
- Dr. Marcal Graham, UM, Chief Executive Officer at Leadership Builders Inc., Associate Director of the University of Maryland Educational Opportunity Center (UMD-EOC)
- Angela Wood, COO, Family Medical Counseling Center
- Don Herring, Planner III at M-NCPPC, Prince George's County Department of Parks and Recreation
- Belinda Queen, Queen Bee HOLLA
- Captain Joseph Killo, Prince George's County Police Department, Westphalia Division VIII, Community Action | Community Engagement
- Mabili Akinyele, Professional School Counselor, Suitland High School
- Vondra Rogers, Secretary, Suitland High School PTSA

The Advisory Group met formally three times in Phase I (March to May 2024). Advisory Group members were also consulted individually to further the work of the assessment during Phase II.

The group assisted in the development of a community portrait, providing important insights into central areas of concern and focus for the assessment. The group also helped shape the content of the youth survey in Phase II and assisted with its dissemination and data collection.

The Advisory Group was relied on for connections to youth-serving organizations and key leaders in the three study neighborhoods. Finally, Advisory Group members participated in the community vision development session in December 2024, contributing to the input and review of the recommendations.





## General Outreach

M-NCPPC and Public Engagement Associates hosted the initial outreach meeting with the Walker Mill CDC on October 26, 2023. This meeting, which launched Phase I, focused on introducing the study team, reviewing the study's scope, and identifying outreach needs, strategies, roles, and responsibilities.

### TOPICS OF DISCUSSION

- General perspectives of the study's targeted communities
- The communities' primary underlying problems
- Unmet needs of the community
- Community opportunities and assets
- Demographic shifts and impacts
- Trusted stakeholders and community members in the target communities who should be involved in the outreach process
- Successful study outcomes

Since the study's primary focus was to solicit input from the communities' youth, outreach efforts in Phase II focused on developing relationships with the middle and high schools in the target communities. Those efforts involved working with leaders and staff at Central and Suitland High Schools and Walker Mill and Drew Freeman Middle Schools, as well as William W. Hall Academy, to recruit students at each school to complete the youth survey and engage in discussions with team members about their specific concerns and wishes for their neighborhoods. Additionally, the YAC connected with youth and young adults through a consistent presence at M-NCPPC and City of District Heights recreation centers, events, and activities—creating ongoing opportunities for engagement and input.

The YAC and the Advisory Committee took part in several key outreach efforts in Phase II, including:

- Neighborhood canvassing efforts
- Social media outreach
- Soliciting community input at neighborhood meetings and special events

## Collection & Analysis of Primary Data

The Walker Mill CDC Youth Wellness + Opportunities Assessment included many engagement activities that resulted in data collection, including one-on-one interviews, small group interviews, a community survey, and focus groups. Spanish language translation services were made available at all project events and stakeholder interviews to support inclusive participation and equitable community engagement. The study team gathered, analyzed, and synthesized the primary data to inform the development of the final recommendations.

### Interviews

One-on-one and small-group interviews took place during the first phase of the study. From approximately December 2023 to March 2024, Public Engagement Associates conducted **19 interviews with a diverse range of stakeholders**, including local elected officials, community and nonprofit leaders, young people from the survey area, and County employees from the police department and the school system.

Public Engagement Associates developed and utilized an interview protocol to ensure that all interviews followed the same structure and used the same questions. The majority of the interviews were one-on-one, but in a few instances, team members interviewed multiple people simultaneously. For example, three Prince George's County police officers were interviewed together, five school counselors from Suitland High School were interviewed together, and two separate group interviews took place with young people at two local DPR recreation centers.

Each interviewer captured information during their interviews and transcribed their notes into a standard form. The project team reviewed, analyzed, and summarized the feedback from the interviews into common themes or ideas expressed by a significant number of stakeholders.

### Survey

The study team developed and launched a community survey during summer 2024. Youth could complete the 22-question survey online in English or Spanish between June and October 2024. They could also fill out and submit a paper copy at in-person events or upon request.

The team conducted extensive outreach activities to encourage young people to complete the survey. Outreach activities included tabling or presenting at 30 events, where Public Engagement Associates shared a paper copy of the survey as well as a QR code that linked to the digital survey. The team also conducted canvassing in neighborhoods and apartment complexes in all three survey neighborhoods.

Public Engagement Associates also organized outreach activities at locations where young people gather, including public schools (Suitland High School and William Hall Academy Middle School) and recreation centers (John E. Howard and Oakcrest Community Center). Finally, the survey link and QR code were shared digitally with stakeholders through targeted email blasts and social media.

Youth **completed 423 surveys: 352 were fully completed, and 71 were partially completed**. Twenty-one were completed in Spanish.

Public Engagement Associates reviewed, analyzed, and summarized the survey's quantitative data to identify key concerns, issues, and aspirations. They also distilled the qualitative data into common themes.

## Focus Groups

Three key focus groups were conducted during Phases II and III. In November 2024, the team convened a focus group of youth and adult stakeholders to develop a collective vision for the future of youth in the neighborhoods. The **30 participants were asked to envision the community** in 2035 and imagine achieving all the health, wellness, and opportunity goals available to them. Together, the group envisioned a future where every young person can thrive.

In December 2024, the team convened a second focus group comprising youth and adult stakeholders to brainstorm recommendations for the three neighborhoods, focusing on the near-term (1-2 years), medium-term (3-5 years), and long-term (6-10 years) time frames.

In this group, 20 participants proposed a series of recommendations for the types of investments that would help achieve the vision. The recommendations they drafted had to include a clear articulation of the problem being addressed, a specific recommendation for addressing it, and clarity about who would be responsible for implementation. Following this focus group, the study team reviewed and incorporated feedback to develop the first complete draft of recommendations.

In April 2025, Public Engagement Associates conducted a final focus group with high school students to review and gather feedback on the draft recommendations. Facilitators asked participants to prioritize the recommendations they most wanted to see implemented first and added additional comments on how the recommendations could be strengthened and the possible impact on youth in the service neighborhoods.

## Final Reviews of Recommendations with Stakeholders

In February and March 2025, study team members contacted **three to four stakeholders in each issue area for one-on-one discussions** to review the draft recommendations. These discussions provided important insights into the proposed content of the recommendations and guidance about who should be involved with implementation. Even with the specific feedback, every stakeholder interviewed expressed strong support for the recommendations drafted in their area. The study team provided additional stakeholders with an advance copy of the problem statement and recommendations for their input and to identify where their organization could play a role in implementation.



## Collection & Analysis of Secondary Data

WXY Architecture + Urban Design collected and synthesized secondary data to support the assessment and the development of a community profile. From October 2023 to January 2024, a comprehensive overview of current conditions and community demographics was developed using census data and other secondary sources. These sources include the ACS 2021 5-Year Estimates, National Center for Education Statistics (NCES) SY 2021-2022 data, and 2021 Map the Meal Gap data provided by Feeding America. Data on public safety were obtained from the Prince George's County Police Department. Most analysis was derived from census tract-level data and aggregated into the following designated regions:

- **Boulevard Heights:** Census Tracts: 8025.01 and 8025.02
- **Central Pennsylvania Avenue:** Census Tract 8024.07
- **Walker Mill Road South:** Census Tract 8024.04

These regions were defined by demographics solely for this analysis and do not necessarily represent perceived neighborhoods or geographies.

### INDICATORS BASED ON 2021 CENSUS ACS 5-YEAR ESTIMATES

- **Population Trends:** Total population over the past five years, disaggregated by age groups (under 5, 5–9, 10–14, and 15–19 years), race/ethnicity, and sex.
- **Educational Attainment:** Data for residents aged 25 and over, broken down by race/ethnicity.
- **Food Assistance:** Percentage of households receiving SNAP (food stamps) benefits.
- **Poverty:** Percentage of families living below 200 percent of the federal poverty level.
- **Housing Costs:** Median monthly housing costs for owners with a mortgage and renters.
- **Housing Burden:** Percentage of housing units

where 30 percent or more of household income is spent on housing costs, analyzed by housing tenure and race/ethnicity.

- **Employment:** Population aged 16 and older who are unemployed.

### INDICATORS BASED ON NCES SY 2021-2022 DATA

- **Public School Enrollment:** Number of enrolled students by race/ethnicity, including those enrolled in English for Speakers of Other Languages (ESOL) programs.
- **School Demographics:** Total and percent of student enrollment by race/ethnicity and by school.

### INDICATORS BASED ON MAP THE MEAL GAP 2021 DATA

- **Food Insecurity:** Estimated percentage of the population experiencing food insecurity.

### INDICATORS BASED ON PRINCE GEORGE'S COUNTY POLICE DEPARTMENT DATA

- **Public Safety:** Reported offenses within the study area over the past five years, including assault, burglary, homicide, rape, robbery, auto theft, theft, drug-related offenses, disorderly conduct, fighting, juvenile issues, suspicious persons, and vandalism.

These data formed the foundation for understanding the social and economic landscape of the Walker Mill area, guiding the assessment of youth wellness and opportunities.

# Inventory of Services

## Service Directory

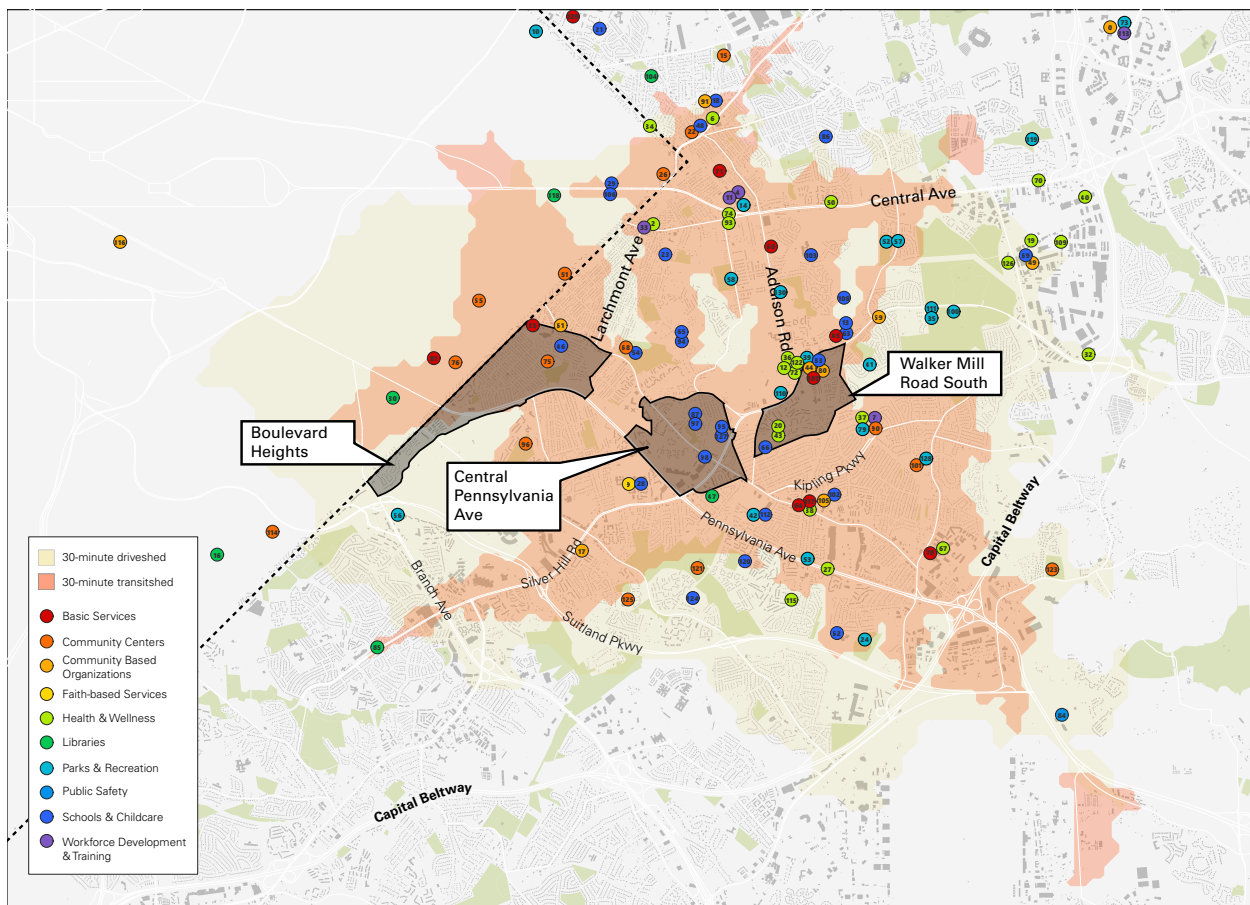
The study team developed the Service Directory to identify the current landscape of youth-serving programs and services available, including those provided by DPR, the Prince George's County Health Department, Prince George's County Public Schools, and other government and non-governmental organizations.

Based on research materials, collected information, and community input through public outreach, a community-built portrait of youth-serving programs and services was created to identify the assets, gaps, and opportunities in the study areas.

A Service Directory was compiled of organizations, government, and non-governmental agencies through online research, interviews with stakeholders, and community events. A list of 133 organizations serving youth in or near the three neighborhoods was compiled. The criteria for inclusion of the organizations were:

- The organization provides youth programs or services; and
- The services are accessible within 30 minutes by car or public transportation; or
- The services are available online for teens and young adults (although not necessarily exclusive to them).

**Map 1. Services Scan Map**



Source: Information Management Division, Prince George's County Planning Department and OpenStreetMap.



During engagement with youth and other stakeholders it was made clear that many of these services are not well known, and others, even if known, are not easily accessible, except by car.

While the directory is comprehensive, it may not cover every organization in the community. The study team organized these service organizations into thirteen categories:

- Afterschool Programs (7 organizations total)
- Childcare Programs (3)
- Community Centers (15)
- Community-based Organizations (16)
- Counseling and Mental Health (13)
- Elementary and Middle Schools (14)
- Food Distribution (9)
- Health and Wellness (13)
- High Schools (5)
- Housing (1)
- Libraries (6)
- Parks (11)
- Public Safety (1)
- Sports and Recreation (10)
- Workforce Development (9)

The study team utilized the Service Directory to populate the Services Scan Map, which displays the locations of the 130+ organizations. See the full services inventory in Appendix.


## LIMITATIONS

**Partnerships with local stakeholders and organizations were relied on to assist with participant recruitment. These organizations have a vested interest in the study's outcomes, which could skew some of the data.**

**Although the study staff conducted extensive outreach to young people and stakeholders in the survey neighborhoods, not all individuals chose to participate in this process. Others opted out, and those who decided to participate self-selected, which could also skew some of the data.**

**Outreach materials and the community survey were provided in both English and Spanish, the dominant languages used in the study areas. Anyone who is not fluent in these languages would have been unable to participate.**

**The review, synthesis, and analysis of the collected data were undertaken impartially. However, no analysis is perfect or 100 percent accurate, and it is acknowledged that there is always the potential for bias in the selection of themes and data shared.**



# MY PROBLEMS ARE IMPORTANT

COLLAGE OF SURVEY OPEN-ANSWER RESPONSES FROM 400+ YOUTH

Mental support • Emotional support • A lot of the younger demographic are going through depression

It's a lot of things we go through and don't tell anyone because people judge about what we tell them or they tell someone else and that's where most of the anger comes from in the youth.

I need adults to listen to us as youths because I feel like we're not heard that's why we're angry.

I need someone who actually listens to me. • I need help I need someone to talk to.

I need them to listen and recognize my problems as real and worth helping me with.

Que me escuchen y no me regañen (that they listen to me and don't scold me).

We face mental health problems and the environment doesn't help.

Grown-ups should set better examples.

I think they need to have their mental health ok first.

Emotional support and motivation. • Emotional support, like checking in on me and stuff like that.

The thing I love most about my neighborhood is my friends and the community vibe.

It's quiet • My friends

I need the adults in my life to just be there for me. When I have a bad day I want to know that the adults in my life will be there for me.

I need an adult who can listen to me when I'm struggling.

Make sure the kids have a shoulder to cry on. • Just be there for me.

Actually give kids attention.

Que los comprendan porque un día ellos fueron jóvenes (That they understand kids because they were young once).

Anything is possible when you put your mind to it because all dreams are possible.

Mental is horrible but I survive.

**my problems are important.**

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# Appendices

## **Appendix A:**

Recommendations Matrix

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## **Appendix B:**

Service Directory

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## **Appendix C:**

Community Demographics

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# Appendix A:

## Recommendations Matrix

# JOBS & CAREER SUCCESS

In the three focus neighborhoods, many teens and young adults encounter significant barriers to obtaining quality jobs. Whether they are still in high school or transitioning into adulthood, many lack access to the education, training, and career guidance necessary to develop the skills and confidence essential for success in the workforce. For youths aged 18–24 in particular, the gap between ambition and opportunity is often broad and persistent.

These challenges don't exist in a vacuum—they are shaped and intensified by structural and institutional forces. Young people in these communities often confront systemic racism, generational poverty, unaddressed trauma, and place-based inequities that limit access to opportunity. Household instability and caregiving responsibilities further compound the difficulties many face. Without targeted interventions that address both the skill gap and the underlying systems of disadvantage, far too many youths risk being shut out of the pathways that lead to economic stability and long-term success.

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## JOBS & CAREER SUCCESS — RECOMMENDATIONS

Recommendation	Implementation Action	Lead Entity	Partner Entity	Time Frame
1 Provide more direct, effective career coaching and counseling within the schools, while vigorously promoting the services of the new career coaches and other counseling and affordable training programs.	Hire career coaches to work in middle and high schools serving students from the three neighborhoods through a PGCC and EPG collaboration to expand the number of students they serve. Also provide workshops and career advising during school College and Career Readiness (CCR) events and conduct 1-on-1 counseling.	EPG coaches, middle and high school counselors	Support from principals and administrative teams at middle and high schools	Short-term
2 Promote and direct young adults (18-24) to GED programs.	Community groups recruit 10-20 young adults in 2025 to participate in GED prep programs at PGCC and PGCMIS and provide supports (such as free transportation) and additional tutoring to assist them in passing the test.	Local nonprofits and community groups	PGCPS, PGCC	Short-term
3 Get more juniors and seniors in the Summer Youth Enrichment Program (14-24) and the Youth@Work internship program (18-22).	In 2025 and 2026, local community groups will recruit a minimum of 15-20 middle and high school age youth each year to participate in one or more of the County Executives's youth-based initiatives.	Suitland and Central High Schools, SYEP, PGCC, Youth@Work	Local community groups	Short-term
4 Actively recruit young adults for job readiness programs at the American Job Center (Largo).	In FY 2026, DPR and EPG promote and recruit 20 young adults (ages 18-24) to attend job centers to take advantage of free/low cost programs to increase job prospects and economic mobility.	EPG	DPR, City of District Heights Recreation, Parks and Culture Department, local nonprofits and community groups	Short-term
5 Get more juniors and seniors to participate in EPG's Youth Career Connections.	Central and Suitland High guidance counselors recruit 40 juniors and seniors in the 2025-2026 academic year to participate in Youth Career Connections, which offers career readiness seminars, career exploration, soft skills development, occupational exposure, paid work experience, among other activities.	EPG career coaches, Suitland and Central High Schools CCR teams	Local community groups and youth groups	Short-term
6 Provide more internships (and apprenticeships) for high school seniors in the three neighborhoods.	PGCPS and EPG establish relationships with 1-2 new employers each year for internships for high school seniors in the neighborhoods.	PGCPS, EPG, local employers	Local nonprofits and community groups	Medium-term
7 Connect "disconnected" 18-24-year-olds in the neighborhoods to EPG's Knowledge Equals Youth Success (KEYS) program.	Local community groups work with EPG to strategize how to most effectively reach out to disconnected young adults, based on effective practices in other jurisdictions.	Local nonprofits and community groups, EPG		Medium-term

# HEALTH, MENTAL HEALTH, AND WELLNESS

Chronic underinvestment in health, behavioral health, and wellness across the focus neighborhoods has resulted in a series of challenges that undermine community well-being. Families are facing high rates of drug use and mental health issues, while the healthcare infrastructure, especially for youth, remains woefully inadequate. There are insufficient primary care providers, mental health professionals, and clinics available to support adolescents, leaving many young people without access to routine screenings or therapeutic assistance.

In addition to clinical gaps, residents encounter significant barriers to leading healthy lives more broadly. Many neighborhoods lack reliable access to fresh fruits and vegetables, green spaces, and areas for passive recreation—essential components for long-term wellness. These interrelated issues leave parents feeling overwhelmed, youth underserved, and the broader community in urgent need of both preventive care and holistic investment.

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## HEALTH, MENTAL HEALTH, AND WELLNESS — RECOMMENDATIONS

	Recommendation	Implementation Action	Lead Entity	Partner Entity	Time Frame
1	Middle and high schools contract with community agencies to provide therapy and group activities within school facilities, and increase marketing of Hazel and other virtual services directly to students.	PGCPS to engage with behavioral health providers to deliver in-school supportive therapy and group activities in middle and high schools, and to coordinate targeted promotion of virtual mental health services directly to students.	PGCPS	Nonprofit behavioral health providers	Short-term
2	Increase education about Substance Use Disorder (SUD) prevention in school-based settings using updated information and best practices, including credible messengers.	Health Department collaborates with PGCPS to bring community-based SUD providers to disseminate prevention materials and instruction to middle and high schools, using opioid abatement funding to focus the project neighborhoods.	PGCPS, Health Department	Nonprofit behavioral health providers	Short-term
3	Health centers offer and market services specifically for teenagers at clinics, as well as offer virtual visits for screening and treatment where feasible. Health centers provide care regardless of ability to pay and support enrollment in safety-net programs to support broader healthcare access.	Health centers serving patients in the project neighborhoods advertise service availability to youth.	Children's Hospital, University of Maryland Medical System (UMMS), Community Health Centers	Community-based partners, organizations, and nonprofits	Short-term
4	Build more outdoor locations as "wellness hubs" that include community gardens where farmer's markets can be held and feature open space for passive recreation that include public art. Locations will provide bicycle and pedestrian pathways to ensure youth access and allow community groups to offer supportive wellness services and facilities.	Planning Department incorporates outdoor public space development in its sector plans and coordinates with transportation development and community groups to develop and support community gardens and farmer's markets.	Planning Department	University of Maryland Extension Services, Eco City Farms or other nonprofits, Pastor Kennedy's community gardens program, Chesapeake Bay Trust, Capital Market, faith communities, Capital Area Food Bank	Medium-term
5	Provide incentives to clinicians and health organizations to locate services in the neighborhoods that provide youth-focused primary, mental health, and addictions care. Mobile units can serve as initial access points as care expands.	County Council to implement recommendations of the Huron report's 10-year healthcare investment strategy, notably \$98 million for youth-focused primary care, psychiatric, and substance abuse care growth in the Inner Beltway communities, providing incentives for youth-serving healthcare providers to add mobile unit routes in the focus neighborhoods, which expands capacity of behavioral health service providers to serve parents and youth.	Prince George's County Office of the County Executive, Maryland Health Services Cost Review Commission	County Council, Health Department, community health advocates and centers, Children's Hospital, UMS, Family and Youth Services Bureau, City of District Heights Youth Service Bureau	Long-term



# COMMUNITY SAFETY

Community safety remains a pressing concern, exacerbated by a lack of meaningful connection between local law enforcement and the residents they serve—especially youth. Too few officers come from or deeply understand the community, which weakens trust and diminishes the effectiveness of public safety efforts. At the same time, many neighborhoods lack basic safety infrastructure, such as adequate lighting, surveillance systems, and a consistent adult presence in public spaces. Young people, particularly, face a lack of positive outlets and structured programs that provide mentorship, engagement, or alternatives to risky behaviors. When youth or young adults encounter the justice system, they often find limited access to effective rehabilitation or support services. Drug use and substance abuse further exacerbate these challenges, creating cycles of crisis that communities are ill-equipped to disrupt without greater investments in safety, prevention, and connection.

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## COMMUNITY SAFETY — RECOMMENDATIONS

	Recommendation	Implementation Action	Lead Entity	Partner Entity	Time Frame
1	Add lighting and cameras to basketball courts near community centers and schools. Add timers to the lights in the winter. Encourage adult community members to make their presence known after school in parks and playgrounds.	Work with DPR and PGCPD to quickly add lights (and cameras) to neighborhood parks, courts, and around schools.	Municipalities, M-NC Park Police, PGCPD, PGCPD	City of District Heights, Department of Justice, Maryland's Office of Governor, PEPCO, SMECO, BGE, DPW&T	Short-term
2	Expand programs that build relationships between youth and law enforcement by increasing accessibility to officers, ensuring officers receive training on working with youth, and taking police-sponsored programs to the community.	Form a Youth-Law Enforcement Collaborative focused on youth and community leaders, community groups, and other community stakeholders in these neighborhoods to assist in the development or expansion of the program.	Office of the State's Attorney (PGSAO)	PGCPD, Prince George's Community Collaborative Resolution Center (PGCCRC), Sheriff's Office, Town of Capitol Heights Community Engagement, City of District Heights, and local nonprofits	Medium-term
3	Identify places and programs that help young people solve problems. Embed conflict resolution strategies in existing programs that youth utilize. Invite young people to play a role in suggesting and creating programming and content. In particular, focus on programs for teenage girls and young women.	Enhance conflict resolution, mediation, and mentoring programs for youth outside the school setting. Work with DPR, PGCMPS, and other stakeholders to tailor recreation center, library, and other programming to the needs of young people.	DPR, City of District Heights Recreation, Parks & Culture Department, PGCMPS	RRJ Village, PGCCRC, DPR, PGCPD, Town of Capitol Heights, local community nonprofit and sports groups, community volunteers	Medium-term
4	Hold youth accountable for the consequences of breaking the law. Strengthen programs to divert and rehabilitate youth who break the law to prevent them from re-entering the system.	Increase programs focusing on rehabilitating young people.	PGSAO, community groups who work with justice-involved young people	City of District Heights, Town of Capitol Heights; network of returning citizen programs, My Community's Keeper, Route 458 Collaborative	Medium-term
5	Hire more police officers who are from the community by increasing presence at community job fairs and career days to hire officers out of high school.	Begin a law enforcement apprenticeship program in PGCPD and PGCC to recruit more police officers in training from the community.	PGCPD	Prince George's County officials, PGCPD, PGCC, Prince George's County Sheriff's Office, City of District Heights Police, Park Police, Capitol Heights Police, citizen programs	Medium-term

# EDUCATIONAL OPPORTUNITY & SUCCESS

Many young people in the three focus neighborhoods do not receive the preparation or opportunities necessary for success after high school. Whether they pursue college or enter the workforce, they often encounter barriers that begin long before graduation, starting with limited access to high-quality, positive youth development programs that foster skills, confidence, and a sense of direction. As they approach adulthood, the challenges intensify. The high cost of college and a lack of clear pathways to postsecondary education or training leave many with limited options. Without stronger support systems and broader access to career and educational opportunities, these young individuals risk being left behind in an increasingly competitive and unforgiving economy.

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## EDUCATIONAL OPPORTUNITY AND SUCCESS — RECOMMENDATIONS

Recommendation	Implementation Action	Lead Entity	Partner Entity	Time Frame
1 The middle and high schools should more aggressively promote the free, existing tutoring programs accessible during and outside school hours.	The career coaches in middle and high schools should expand the number of students they serve in each school with services for next steps for graduation, workshops, career advising, CCR events, and 1-on-1 counseling.	Middle and high schools, with support from PGCPs office	PGCMLS, community-based and nonprofit organizations, community tutoring programs	Short-term
2 PGCPs partners with neighborhood middle schools to deepen outreach to students and parents to heighten awareness of career and technical education opportunities for rising ninth graders.	Community groups recruit 10-20 young adults in 2025 to participate in GED prep programs at PGCC and PGCMLS and provide supports (like free transportation) and additional tutoring to assist them in passing the test.	PGCPs leadership from Drew-Freeman, Walker Mill, and William W. Hall	Local CTE providers	Short-term
3 PGCPs should ensure that CTE programs are well aligned with jobs and careers that offer economic mobility and that all students know about their choices and the job/ career prospects for each.	In 2025 and 2026, local community groups will recruit a minimum of 15-20 middle and high school age youth (each year) to participate in one or more of the County Executive's youth based initiatives.	PGCPs	Central and Suitland High School leadership teams	Short-term
4 Middle and high schools work with local community groups and DPR to deploy more extra-curricular activities with a special (but not exclusive) emphasis on college- and career-focused activities for middle and high school aged youth.	In FY 2026, DPR and EPG promote and recruit 20 young adults (18-24) to attend job centers to take advantage of free/low cost programs to increase their job prospects and economic mobility.	PGCPs, DPR, City of District Heights Recreation, Parks & Culture Department	Hillside Work-Scholarship Connection	Medium-term
5 PGCPs recruits more high-performing teachers to the elementary, middle, and high schools in the three neighborhoods to enhance the quality of teaching and learning needed to increase student performance at all levels of schooling. May require financial incentives (higher pay) to be successful.	Central and Suitland High guidance counselors to recruit 40 juniors and seniors in the 2025-2026 academic year to participate in Youth Career Connections, which offers career readiness seminars, career exploration, soft skills development, occupational exposure, paid work experience, among other activities.	PGCPs in collaboration with school leadership in the project area		Medium-term

## EDUCATIONAL OPPORTUNITY AND SUCCESS — RECOMMENDATIONS

	Recommendation	Implementation Action	Lead Entity	Partner Entity	Time Frame
6	PGCPS provides teacher support/training/coaching programs to improve communications with students.	PGCPS and EPG establish relationships with 1-2 new employers each year for internships for high school seniors in the neighborhoods.	PGCPS	Education-based training and coaching providers	Long-term
7	PGCPS strengthens its academic support systems, staff, and partners in middle and high schools so that many more students can access rigorous college-level (AP, IB, dual-enrollment) coursework at Central and Suitland High Schools	Local community groups work with EPG to strategize how to most effectively reach out to disconnected young adults, based on effective practices in other jurisdictions.	PGCPS	Leadership teams at the middle and high schools in and near the project area.	Long-term
8	PGCPS expands services and resources for “community school” facilities in or near the project area that are open 6-7 days/week for youth and their families to serve as safe spaces.	PGCPS increases the number and type of services for “community school” facilities in each subsequent academic year, starting in 2025-26 and increases the hours school facilities are available to students and their families. Currently, community schools in the area are: Andrew Jackson Academy; Bradbury Heights, District Heights, Doswell E Brooks, John H. Bayne, Robert R. Gray and Seat Pleasant Elementary Schools; Drew-Freeman and Walker Mill Middle Schools and Central and Suitland High Schools.	PGCPS administration, Prince George’s School Board members from Districts 6 and 7	School leadership teams from all K-12 schools in the project area.	Long-term

# QUALITY OF LIFE & COMMUNITY SPACES

Young people are facing significant challenges regarding community spaces and overall quality of life. There is a shortage of affordable, safe, and welcoming places for teens and young adults to gather, socialize, and engage in positive activities. Many lack safe and convenient transportation options, making it difficult to navigate the community without relying on a car. The physical environment also contributes to these challenges. Public spaces often seem neglected or blighted, with litter and a lack of aesthetic appeal fostering a sense of disinvestment. Furthermore, outdoor recreational opportunities—such as parks, playgrounds, and athletic fields—are limited, restricting options for physical activity and healthy social interaction.

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## QUALITY OF LIFE & COMMUNITY SPACES—RECOMMENDATIONS

Recommendation	Implementation Action	Lead Entity	Partner Entity	Time Frame
1 Partner with schools, service organizations, and businesses to clean designated high-priority areas in the neighborhood.	Begin community service project to provide organization, tools, and service hours for young people and adults to volunteer to clean.	M-NCPPC, County Councilmembers, DPIE, local municipalities	Local community stakeholders, local businesses, Suitland HS, Walker Mill MS, William Hall Academy, Summer Youth Employment Program	Short-term
2 Take opportunities for safe connection to the community through regular deployment of County recreational resources, like the gaming truck, mobile library, and skate truck. Open schools and churches for community uses.	Local stakeholders work with public schools and churches to organize semi-regular community events (movie night, lounge for reading, etc) for young people.	Local community stakeholders	PGCPS, local faith organizations, DHCD, Housing Authority of Prince George's County (HAPGC)	
3 Work with private sector to create more parks and playgrounds.	Encourage new private sector development to incorporate green spaces and play areas through development and design standards.	Planning Department, local municipalities	Local community stakeholders, private sector developers, Neighborhood Design Center	Short-term
4 County officials and local stakeholders incentivize businesses such as movie theaters, gaming locations, and skating rinks to locate in the neighborhoods.	Develop a plan to attract youth by engaging recreational and entertainment businesses to the neighborhoods.	EDC, local and regional businesses	Redevelopment Authority (RDA), Walker Mill CDC, Marlboro Pike Partnership, and other local nonprofits	Medium-term
5 More infrastructure to support other modes of transportation, such as walking, biking, and public transportation.	Advocate to the County and State for new infrastructure enhancements to increase transportation options. Focus on bike paths and sidewalks near community recreation centers first.	DPW&T, SHA, WMATA	Coalition for Smarter Growth; Neighborhood Design Center	Long-term
6 Replace outdated, unattractive, buildings, housing, and stores. Work with the Planning Department to identify grants to beautify/improve business facades and install interactive traditional and digital street art.	Prioritize incentives for redeveloping commercial areas in the neighborhood and create a facade grant program for small, street-facing businesses. To avoid the negative impact of gentrification, development plans should include covenants and other executable agreements to protect current residents.	RDA, Planning Department, EDC	Arts community/ organizations engaged for public art, pop-up projects and programs	Longterm



# FAMILY ENGAGEMENT AND SUPPORT

Many families—especially those with struggling teens and young adults—lack the support, tools, and information needed to guide their children through critical developmental years. Parents often feel unprepared to address emotional, behavioral, or academic challenges and are often unaware of the programs and resources available to assist them.

This gap in knowledge and access leaves too many families to navigate complex issues on their own. The barriers are even steeper for immigrant families, who may encounter language differences, cultural disconnections, or limited outreach from service providers. Without targeted support and clearer pathways to assistance, families remain isolated at the very moment when connection and guidance are most needed.

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## FAMILY ENGAGEMENT AND SUPPORT — RECOMMENDATIONS

Recommendation	Implementation Action	Lead Entity	Partner Entity	Time Frame
1 Provide additional funding to established role model and mentoring programs that match youth with role model adults (Big Brothers Big Sisters, Manhood 101) and expand to new groups.	Local faith communities partner with established mentoring programs such as Big Brothers Big Sisters to develop mentorship programs.	PGCPS, nonprofits, faith community	Mentorship programs	Short-term
2 Provide free parenting classes at community centers for parents or guardians of teens.	Community centers host parenting classes in Spanish and English, providing connections for ongoing parenting coaching.	DPR; nonprofit parenting coaching groups	City of District Heights	Short-term
3 Improve communication, grassroots outreach, marketing and accessibility of existing resources and programs so more caregivers, teens, and young adults are aware of these opportunities.	Create a physical place in the community for residents to connect and share information about youth resources available in the community. Hire a young adult to serve as youth opportunity outreach manager to engage stakeholders in the three neighborhoods.	Walker Mill CDC, nonprofits, and community service providers	Latino Affairs Liaison, PGCPD, DPR, PGCPD, Department of Health, City of District Heights, stakeholders	Medium-term
4 Increase outreach to immigrant families in person and in the language they speak to better advertise existing resources available to caregivers, teens, and young adults.	Hire one part-time young adult for each language needed as a youth opportunity outreach manager. Begin with a focus on Spanish.	Latino Affairs Liaison	PGCPD, DPR, PGCPD, Department of Health, City of District Heights, stakeholders	Medium-term

### AGENCY ACRONYMS

BGE	Baltimore Gas and Electric Company	PGCCRC	Prince George's County Collaborative Resolution Center
DHCD	Department of Housing and Community Development	PGCMLS	Prince George's County Memorial Library System
DPIE	Department of Permitting, Inspections and Enforcement	PGCPD	Prince George's County Police Department
DPR	Department of Parks and Recreation	PGCPS	Prince George's County Public Schools
DPW&T	Department of Public Works & Transportation	PGSAO	Prince George's State's Attorney Office
EDC	Economic Development Corporation	RDA	Redevelopment Authority
EPG	Employ Prince George's	SHA	State Highway Administration
HAPGC	Housing Authority of Prince George's County	SMECO	Southern Maryland Electric Cooperative
M-NCPPC	Maryland-National Capital Park and Planning Commission	SYEP	Summer Youth Enrichment Program
PGCC	Prince George's County Council	WMATA	Washington Metropolitan Area Transit Authority



# Appendix B:

Full Service Directory

# Service Directory

## Basic Services

### **Catholic Charities and Food Pantry**

6706 Marlboro Pike, District Heights, MD 20747  
[www.catholiccharitiesdc.org](http://www.catholiccharitiesdc.org)

### **Community Ministry of Prince Georges County - Food Distribution Center**

311 68th Pl, Seat Pleasant, MD 20743  
[www.princegeorgescountymd.gov/1679/](http://www.princegeorgescountymd.gov/1679/)

## Community Centers

### **Bradbury Recreation Center**

2301 Ewing Ave,  
Hillcrest Heights, MD 20746  
[www.pg parks.com/facilities/bradbury-park-building](http://www.pg parks.com/facilities/bradbury-park-building)

### **Cedar Heights Community Center**

1200 Glen Willow Dr,  
Seat Pleasant, MD 20743  
[www.pg parks.com/4509/Cedar-Heights-Community-Center](http://www.pg parks.com/4509/Cedar-Heights-Community-Center)

### **District Heights Recreation**

2000 Marbury Drive,  
District Heights, MD 20747  
[www.districtheights.org](http://www.districtheights.org)

### **Fort Davis Recreation Center**

1400 41st St SE,  
Washington, DC 20020  
[dpr.dc.gov/event/play-dc-playground-community-meeting-fort-davis-community-center](http://dpr.dc.gov/event/play-dc-playground-community-meeting-fort-davis-community-center)

### **John Eager Howard Community Center**

4400 Shell Street,  
Capitol Heights, MD 20743  
[pg parks.com/4528/John-E-Howard-](http://pg parks.com/4528/John-E-Howard-)

### **Marvin Gaye Recreation Center**

15 61st St NE, Washington, DC 20019  
[dpr.dc.gov/page/marvin-gaye-recreation-center-00](http://dpr.dc.gov/page/marvin-gaye-recreation-center-00)

### **North Forestville Community Center**

2311 Ritchie RD, Forestville, MD 20743  
<https://www.pg parks.com/4535/North->

### **Oakcrest Community Center**

1300 Capitol Heights Boulevard,  
Capitol Heights, MD 20743  
[www.pg parks.com/facilities/oakcrest-community-center](http://www.pg parks.com/facilities/oakcrest-community-center)

### **Ridge Road Community Center**

830 Ridge Rd SE, Washington, DC 20019  
[dgs.dc.gov/page/ridge-road-recreation-center](http://dgs.dc.gov/page/ridge-road-recreation-center)

### **Seat Pleasant Activity Center**

5720 Addison Rd, Seat Pleasant, MD 20743  
[www.pg parks.com/facilities/seat-pleasant-activity-center](http://www.pg parks.com/facilities/seat-pleasant-activity-center)

### **Suitland Community Center**

5600 Regency Ln, Forestville, MD 20747  
[www.pg parks.com/facilities/suitland-community-center](http://www.pg parks.com/facilities/suitland-community-center)

### **Westphalia Community Center**

8900 Westphalia Rd, Upper Marlboro, MD 20774  
[www.pg parks.com/Facilities/Facility/Details/Westphalia-Community-Center-285](http://www.pg parks.com/Facilities/Facility/Details/Westphalia-Community-Center-285)

### **William Beanes Community Center**

5110 Dianna Dr, Hillcrest Heights, MD 20746  
[www.pg parks.com/4555/William-Beanes-Community-Center](http://www.pg parks.com/4555/William-Beanes-Community-Center)

### **Woody Ward Recreation Center**

5100 Southern Ave SE, Washington, DC 20019  
[dpr.dc.gov/page/woody-ward-community-center](http://dpr.dc.gov/page/woody-ward-community-center)

### **YMCA Capital View**

2118 Ridgecrest Ct SE, Washington, DC 20020  
[www.ymca.org/locations/ymca-capital-view](http://www.ymca.org/locations/ymca-capital-view)

## Community-Based Organizations

### **Beautiful I Am, Inc**

55 Yost Pl,  
Capitol Heights, MD 20743  
[www.beautifulasiaminc.org](http://www.beautifulasiaminc.org)

### **Capitol Heights/Seat Pleasant Boys & Girls Club**

7833 Walker Drive, Suite 430, Greenbelt, MD 20770  
[www.pgcbgc.com](http://www.pgcbgc.com)

# Service Directory

## **CASA of Prince George's County**

6811 Kenilworth Avenue,  
Suite 402, Riverdale, MD 20737  
[pgcasa.org](http://pgcasa.org)

## **Creative Suitland**

4719 Silver Hill Road, Suitland, MD 20746  
[creativesuitland.org](http://creativesuitland.org)

## **Community Services Foundations**

6602 Greig Street, Seat Pleasant, MD 20743  
[www.csfnd.org](http://www.csfnd.org)

## **Defensores de la Cuenca**

3013 Parkway, Cheverly, MD 20785  
[www.defensoresdelacuenca.org/about-us](http://www.defensoresdelacuenca.org/about-us)

## **Family Justice Center**

14757 Main Street, Upper Marlboro, MD 20772  
[pgcfamilyjusticecenter.org](http://pgcfamilyjusticecenter.org)

## **Hillside Work-Scholarship Connection**

6305 Ivy Lane, Suite 420, Greenbelt MD 20770  
[hillside.com/services/hw-sc/prince-georges-county](http://hillside.com/services/hw-sc/prince-georges-county)

## **Life After Release**

4719 Silver Hill Rd, Suitland, MD 20746  
[www.lifeafterrelease.org](http://www.lifeafterrelease.org)

## **Make Smart Cool**

6802 Atwood St Apt 7,  
District Heights, MD 20747  
[www.makesmart.cool/aboutus.html](http://www.makesmart.cool/aboutus.html)

## **Marlboro Pike Partnership CDC**

6800 Marlboro Pike, Forestville, MD 20747  
[marlboropikepartnership.org](http://marlboropikepartnership.org)

## **New Hope and Life**

8616 Edgeworth Drive, Capitol Heights, MD 20743  
[nhlcog.org](http://nhlcog.org)

## **PG ChangeMakers**

[www.pgchangemakers.com](http://www.pgchangemakers.com)

## **Ribbon / Solid Rock Ministries**

1103 State Route 3 N., Gambrills, MD 21054  
[ribbon3.org/programs](http://ribbon3.org/programs)

## **SMYAL**

410 7th Street SE, Washington, DC 20003  
[smyal.org](http://smyal.org)

## **The ARC Prince George's County**

1401 McCormick Drive, Largo, MD 20774  
[www.thearcofpgc.org](http://www.thearcofpgc.org)

## **Valuable Blessings**

7305 Walker Mill Rd, Capitol Heights, MD 20743  
[www.valuableblessingsinc.org](http://www.valuableblessingsinc.org)

## **Walker Mill Community Development Corporation**

6801 Walker Mill Road, Capitol Heights, MD 20743

## Faith-Based Services

### **Community of Hope Church**

5200 Silver Hill Road, District Heights, MD 20747  
[www.hiphopenation.com](http://www.hiphopenation.com)

### **Freedom Way Missionary Baptist Church**

1266 Benning Road, Capitol Heights, MD 20743  
[www.freedomlove.org](http://www.freedomlove.org)

### **Walker Mill Baptist Church**

6801 Walker Mill Rd, Capitol Heights, MD 20743  
[walkermill.wixsite.com/wmbc](http://walkermill.wixsite.com/wmbc)

## Food Assistance

### **Community Outreach & Development Corp - Labor of Love - Food Pantry**

4719 Marlboro Pike, Capitol Heights, MD 20743  
[www.communityoutreachcdc.org](http://www.communityoutreachcdc.org)

### **Dupont Park Seventh - Day Adventist Church - Food Pantry**

3942 Alabama Ave SE, Washington, DC 20020  
[www.dpcsa.org/churchevents](http://www.dpcsa.org/churchevents)

### **Mount Calvary Church - Food Distribution Center**

6706 Marlboro Pike, District Heights, MD 20747

### **New Revival Kingdom Church -Food Distribution Center**

7821 Parston Dr, District Heights, MD 20747



# Service Directory

## **Saint Margaret's Church - Food Distribution Center**

408 Addison Rd S, Capitol Heights, MD 20743  
[www.stmargaretos.org](http://www.stmargaretos.org)

## **UCAP / Sasha Bruce Promise Place**

1400 Doewood Ln, Capitol Heights, MD 20743  
<https://www.ucappgc.org/>

## **Walker Mill Outreach Center- Food Distribution Center**

6974 Walker Mill Rd, Capitol Heights, MD 20743

## Health & Wellness

### **Adult and Teen Challenge**

6900 Central Ave, Capitol Heights, MD 20743  
[www.atcmaryland.com](http://www.atcmaryland.com)

### **CAP Program**

501 Hampton Park Boulevard,  
Capitol Heights, MD 20743

### **Capitol Heights II / WIC**

1442 Addison Road South, Capitol Heights, MD 20743  
[gbms.org](http://gbms.org)

### **Catholic Charities**

6709 Marlboro Pike, District Heights, MD 20747  
[www.catholiccharitiesdc.org](http://www.catholiccharitiesdc.org)

### **Comprehensive Alcohol and Drug Treatment Counselling**

575 Ritchie Road, Capitol Heights, MD 20743

### **Concentra Urgent Care**

9141 Alaking Ct #112, Capitol Heights, MD 20743  
[www.concentra.com](http://www.concentra.com)

### **Dare Systems**

1 Chamber Avenue, Capitol Heights, MD 20743

### **District Heights Youth & Family Services Center**

6421 Atwood Street, District Heights, MD 20747  
[www.districtheights.org/family-youth-services-bureau](http://www.districtheights.org/family-youth-services-bureau)

## **Everside Health Local 602 Clinic**

8700 Ashwood Dr Suite 100,  
Capitol Heights, MD 20743  
[www.eversidehealth.com](http://www.eversidehealth.com)

## **Family and Medical Counseling Services, Inc.**

5936 Martin Luther King, Jr, Hwy,  
Seat Pleasant, MD 20743  
[www.fmcsinc.org](http://www.fmcsinc.org)

## **GBMS at Mission of Love Coalition**

6180 Old Central Ave., Capitol Heights, MD 20743  
[gbms.org](http://gbms.org)

## **GBMS Capitol Heights I**

1458 Addison Road South,  
Capitol Heights, MD 20743  
[gbms.org](http://gbms.org)

## **Global Vision Community Health Center**

9171 Central Ave, Capitol Heights, MD 20743  
[www.gvfinc.us](http://www.gvfinc.us)

## **Healthy Choice Family Clinic & Urgent Care**

8700 Central Ave #302a, Landover, MD 20785  
[www.hcfcclinics.com](http://www.hcfcclinics.com)

## **Inova Health System**

Upper Marlboro, MD  
[www.inova.org](http://www.inova.org)

## **Life Christian Counseling Network**

4905 Cryden Way, Forestville, MD 20747  
[www.lifechristiancounseling.com](http://www.lifechristiancounseling.com)

## **MedStar Health: Primary Care**

9440 Marlboro Pike Ste. 200,  
Upper Marlboro, MD 20772  
[www.medstarhealth.org](http://www.medstarhealth.org)

## **MENTOR Maryland | DC**

1500 Union Ave Ste 2300, Baltimore, MD 21211  
[mentormddc.org](http://mentormddc.org)

## **Mission of Love Charties**

6180 Old Central Ave, Capitol Heights, MD 20743  
[molcinc.org](http://molcinc.org)

# Service Directory

## **PGC HealthZone, Health / Mental Health & Mental Disorders**

2000 Marbury Drive, District Heights, MD 20747  
[www.pgchealthzone.org](http://www.pgchealthzone.org)

## **Prince George's County Health Department**

9200 Basil Court Suite 102, Largo, MD 20774  
[www.princegeorgescountymd.gov/departments-offices/health](http://www.princegeorgescountymd.gov/departments-offices/health)

## **Renaissance Treatment Center**

601 60th Place, Capitol Heights, MD 20743  
[www.reachoutpgc.org](http://www.reachoutpgc.org)

## **Safe Harbor Christian Counseling**

6608 Wilkins Pl, District Heights, MD 20747  
[www.safeharbor1.com](http://www.safeharbor1.com)

## **Salih Family Health Center**

7610 Pennsylvania Ave, District Heights, MD 20747  
[www.umms.org](http://www.umms.org)

## **The District Heights Family & Youth Services Bureau**

6421 Atwood Street, District Heights, MD 20747  
[www.districtheights.org/family-youth-services](http://www.districtheights.org/family-youth-services)

## **Utopia Mental Health & Substance Abuse Clinic**

7317 Hanover Parkway, Greenbelt, MD 20770  
[aboututopia.com](http://aboututopia.com)

## **Walker Mill Health Center**

1458 Addison Rd. S., Capitol Heights, MD 20743  
[www.freementalhealth.us/services/md\\_20743\\_walker-mill-health-center](http://www.freementalhealth.us/services/md_20743_walker-mill-health-center)

## Libraries

### **Capitol View Neighborhood Library**

5001 Central Ave SE, Washington, DC 20019  
<http://www.dclibrary.org/capitolview>

### **Fairmount Heights Branch Library, PGCMLS**

5904 Kolb St, Fairmount Heights, MD 20743  
[ww1.pgcmcls.info/website/branch/location/FairmountHeights](http://ww1.pgcmcls.info/website/branch/location/FairmountHeights)

### **Francis A. Gregory Neighborhood Library**

3660 Alabama Ave SE, Washington, DC 20020  
[www.dclibrary.org/francis](http://www.dclibrary.org/francis)

### **Hillcrest Heights Branch Library, PGCMLS**

2398 Iverson St, Hillcrest Heights, MD 20748  
[www.pgcmcls.info/website/branch/location/HillcrestHeights](http://www.pgcmcls.info/website/branch/location/HillcrestHeights)

### **Parklands-Turner Neighborhood Library**

1547 Alabama Ave SE, Washington, DC 20032  
[www.dclibrary.org/parklands](http://www.dclibrary.org/parklands)

### **Spauldings Branch Library**

5811 Old Silver Hill Road, District Heights, MD 20747  
[ww1.pgcmcls.info/website/branch/location/Spauldings](http://ww1.pgcmcls.info/website/branch/location/Spauldings)

## Parks & Recreation

### **Athletic Republic Capitol Region**

6417 Marlboro Pike, District Heights, MD 20747  
[capitolregion.athleticrepublic.com/](http://capitolregion.athleticrepublic.com/)

### **Basketball Court**

7857 Walker Mill Rd, District Heights, MD 20747  
[www.pgpparks.com/parks\\_trails/walker-mill-regional-park](http://www.pgpparks.com/parks_trails/walker-mill-regional-park)

### **Deanwood Aquatic Center**

1350 49th St NE, Washington, DC 20019  
[dpr.dc.gov/page/deanwood-aquatic-center](http://dpr.dc.gov/page/deanwood-aquatic-center)

### **Fairfield Knolls Neighborhood Park**

1511 Shady Glen Drive, District Heights, MD 20747  
[www.pgpparks.com](http://www.pgpparks.com)

### **Hartman-Berkshire Park**

3117 Walters Lane, District Heights, MD  
[www.pgpparks.com/parks\\_trails/hartman-berkshire-park](http://www.pgpparks.com/parks_trails/hartman-berkshire-park)

### **M-NCPPC**

6611 Kenilworth Avenue, Riverdale, MD 20737  
[www.mncppc.org](http://www.mncppc.org)

### **Millwood Recreation Center**

499 Shady Glen Dr, Capitol Heights, MD 20743  
[www.pgpparks.com/parks\\_and\\_rec\\_home.htm](http://www.pgpparks.com/parks_and_rec_home.htm)

# Service Directory

## **NoXcuse Boxing**

6800 Walker Mill Rd, Capitol Heights, MD 20743

## **Peppermill Boys and Girls Club**

1301 McCormick Drive, 2nd Floor, Largo, MD 20774  
[www.pgcbgc.com](http://www.pgcbgc.com)

## **Planet Fitness**

6302 Central Ave, Seat Pleasant, MD 20743  
[www.planetfitness.com](http://www.planetfitness.com)

## **Rollins Avenue Park Playground**

711 Rollins Ave, Capitol Heights, MD 20743  
[www.pgparcs.com/parks\\_trails/rollins-avenue-park](http://www.pgparcs.com/parks_trails/rollins-avenue-park)

## **Sk8Matrix**

3132 Branch Ave, Hillcrest Heights, MD 20748  
[www.sk8matrix.com](http://www.sk8matrix.com)

## **SoBodyFit Gym**

1852 Rochell Ave, Capitol Heights, MD 20743  
[www.sobodyfitgym.com](http://www.sobodyfitgym.com)

## **South Forestville Park**

3711 Nearbrook Ave, Forestville, MD 20747  
[www.pgparcs.com/parks\\_trails](http://www.pgparcs.com/parks_trails)

## **Suitland-District Heights Community Park**

908 South Addison Road, Capitol Heights, MD 20743  
[www.pgparcs.com](http://www.pgparcs.com)

## **Summerfield Park**

8550 Chatsfield Way, North Englewood, MD 20785  
[www.pgparcs.com](http://www.pgparcs.com)

## **Tennis Courts**

499 Shady Glen Dr, Capitol Heights, MD 20743  
[www.pgparcs.com/facilities/millwood-park-building](http://www.pgparcs.com/facilities/millwood-park-building)

## **The City of District Heights Recreation, Parks and Culture Department**

2000 Marbury Drive, District Heights, MD 20747  
[www.districtheights.org](http://www.districtheights.org)

## **Walker Mill Regional Park**

8001 Walker Mill Rd, Capitol Heights, MD 20743  
[www.pgparcs.com/Things\\_To\\_Do/Nature/Walker\\_Mill\\_Regional\\_Park.htm](http://www.pgparcs.com/Things_To_Do/Nature/Walker_Mill_Regional_Park.htm)

## **Walker Mill Skate Park**

7857 Walker Mill Rd #7701, Capitol Heights, MD 20743  
[www.spohnranch.com/portfolio/walker-mill-skatepark](http://www.spohnranch.com/portfolio/walker-mill-skatepark)

## **William S. Schmidt Outdoor Education Center**

18501 Aquasco Rd, Brandywine, MD 20613  
[www.pgcps.org/schools/william-s.-schmidt-outdoor-education-center](http://www.pgcps.org/schools/william-s.-schmidt-outdoor-education-center)

## Public Safety

### **Prince George's County Police Department**

8801 Police Plaza, Upper Marlboro, MD 20772  
[www.princegeorgescountymd.gov](http://www.princegeorgescountymd.gov)

## Schools & Childcare

### **Andrew Jackson Academy**

3500 Regency Parkway, District Heights, MD 20747  
[www.pgcps.org/schools/andrew-jackson-academy](http://www.pgcps.org/schools/andrew-jackson-academy)

### **Bishop McNamara High School**

6800 Marlboro Pike, Forestville, MD 20747  
[www.bmhs.org](http://www.bmhs.org)

### **Bradbury Heights Elementary School**

1401 Glacier Avenue, Capitol Heights, MD 20743  
[pgcps.org/bradburyheights](http://pgcps.org/bradburyheights)

### **Capital Heights Elementary School**

601 Suffolk Avenue, Capitol Heights, MD 20743  
[www.pgcps.org/capitolheights](http://www.pgcps.org/capitolheights)

### **Carmody Hills Elementary School**

401 Jadeleaf Avenue, Capitol Heights, MD 20743  
[schools.pgcps.org/carmodyhills](http://schools.pgcps.org/carmodyhills)

### **Central High School**

200 Cabin Branch Road, Capitol Heights, MD 20743  
[schools.pgcps.org/central](http://schools.pgcps.org/central)

### **Community Services Foundation (CSF)**

6602 Greig Street, Seat Pleasant, MD 20743  
[www.csfnf.org](http://www.csfnf.org)

# Service Directory

**Concord Elementary School**

2004 Concord Lane, District Heights, MD 20747  
[www.pgcps.org/concord](http://www.pgcps.org/concord)

**DC Scholars Public Charter School**

5601 E Capitol St SE, Washington, DC 20019  
[www.dcscholars.org](http://www.dcscholars.org)

**District Heights Elementary School**

2200 County Road, District Heights, MD 20747  
[www.pgcps.org/districtheights](http://www.pgcps.org/districtheights)

**District Heights YMCA**

6201 Surrey Square Lane, District Heights, MD 20747  
[www.ymcadc.org/locations/ymca-prince-georges-county](http://www.ymcadc.org/locations/ymca-prince-georges-county)

**Doswell E. Brooks Elementary School**

1301 Brooke Road, Capitol Heights, MD 20743  
[www.pgcps.org/schools/doswell-e.-brooks-elementary](http://www.pgcps.org/schools/doswell-e.-brooks-elementary)

**Drew-Freeman Middle School**

7001 Beltz Dr #4635, Forestville, MD 20747  
[www.pgcps.org/schools/drew-freeman-middle](http://www.pgcps.org/schools/drew-freeman-middle)

**Francis Scott Key Elementary**

2301 Scott Key Drive, District Heights, MD 20747  
[www.pgcps.org/francisscottkey](http://www.pgcps.org/francisscottkey)

**Growing Minds Childcare Center**

5833 Marlboro Pike, District Heights, MD 20747  
[www.growingmddaycare.com](http://www.growingmddaycare.com)

**Head Start - Marlboro Pike**

6419 Marlboro Pike, District Heights, MD 20747  
[www.easterseals.com/DCMDVA/programs-and-services/childrens-services/early-head-start-and-head.html](http://www.easterseals.com/DCMDVA/programs-and-services/childrens-services/early-head-start-and-head.html)

**John H. Bayne Elementary**

7010 Walker Mill Road, Capitol Heights, MD 20743  
[www.pgcps.org/schools/john-h.-bayne-elementary](http://www.pgcps.org/schools/john-h.-bayne-elementary)

**Kreayola Kids Care Center**

6801 Walker Mill Rd, Capitol Heights, MD 20743  
[www.kreayolakidslearningcenters.com](http://www.kreayolakidslearningcenters.com)

**Maya Angelou Public Charter School**

5600 East Capitol St NE, Washington, DC 20019  
[www.seeforever.org](http://www.seeforever.org)

**Robert R. Gray Elementary School**

4949 Addison Road, Capitol Heights, MD 20743  
[www.pgcps.org/schools/robert-r.-gray-elementary](http://www.pgcps.org/schools/robert-r.-gray-elementary)

**Seat Pleasant Elementary School**

6411 G Street, Capitol Heights, MD 20743  
[www.pgcps.org/schools/seat-pleasant-elementary](http://www.pgcps.org/schools/seat-pleasant-elementary)

**Suitland High School**

5200 Silver Hill Rd #2086, District Heights, MD 20747  
[www.pgcps.org/schools/suitland-high](http://www.pgcps.org/schools/suitland-high)

**Village Academy of Maryland**

8601 Ashwood Dr, Capitol Heights, MD 20743  
[www.privateschoolreview.com/village-academy-of-maryland-profile](http://www.privateschoolreview.com/village-academy-of-maryland-profile)

**Walker Mill Middle School**

800 Karen Boulevard, Capitol Heights, MD 20743  
[www.pgcps.org/walkermill](http://www.pgcps.org/walkermill)

**William W. Hall Academy**

5200 Marlboro Pike, Capitol Heights, MD 20743  
[www.pgcps.org/schools/william-w.-hall-academy](http://www.pgcps.org/schools/william-w.-hall-academy)

## Workforce Development & Training

**American Job Center and Resource Lab - District Heights**

2000 Marbury Drive, District Heights, MD 20747

**American Job Center Largo**

1801 McCormick Drive, Suite 120, Largo, MD 20774  
[pgcajc.com](http://pgcajc.com)

**Beautiful I Am, Inc**

55 Yost Pl, Capitol Heights, MD 20743  
[www.beautifuliaminc.org](http://www.beautifuliaminc.org)



# Service Directory

**Employ Prince George's**

1801 McCormick Drive, Suite 400, Largo, MD 20774  
[www.employpg.org](http://www.employpg.org)

**Global Development Services for Youth, Inc**

311 8th Place, Capitol Heights, MD 20743

**Hillside Work-Scholarship Connection**

Prince George's County  
[hillside.com/services/hw-sc/prince-georges-county/](http://hillside.com/services/hw-sc/prince-georges-county/)

**Job Corps**

3300 Fort Meade Road, Laurel, MD 20724  
[www.jobcorps.gov](http://www.jobcorps.gov)

**Latin American Youth Center**

6200 Sheridan Street, Riverdale, MD 20737  
[www.layc-dc.org](http://www.layc-dc.org)

**Prince George's County American Job Center  
Community Network - Youth Career Center**

5001 Silverhill Road, Suite 310,  
Hillcrest Heights, MD 20746  
[pgcajc.com/youth-services](http://pgcajc.com/youth-services)

**Summer Youth Employment Program (SYEP)**

1301 McCormick Drive, Largo, MD 20774  
[syep.mypgc.us](http://syep.mypgc.us)

**The Durant Center**

5001 Silver Hill Rd, Suite 106, Suitland, MD 20746

**The Training Source Inc.**

59 Yost Place, Seat Pleasant, MD 20743  
[thetrainingsource.org/about-us/leadership-team/](http://thetrainingsource.org/about-us/leadership-team/)



# Appendix C:

Community Demographics  
US Census American Community  
Survey (ACS) and National Center  
for Education Statistics (NCES) Data

# 2021 Census ACS Data Tables

**Table 1.** Youth Population by Age & Race & Sex

Age group	Gender	Race/Ethnicity	Boulevard Heights	Oakland Ridgeway Pennsylvania Place	Walker Mill Road	Study Area
15 to 19	All		117	125	369	611
	Female	All	94	87	281	462
		Asian	0	0	0	0
		Black	94	87	281	462
		Hawaii PI	0	0	0	0
		Indian Alaska	0	0	0	0
		Other	0	0	0	0
		White	0	0	0	0
		White not Latinx	0	0	0	0
	Male	All	23	38	88	149
		Asian	0	0	15	15
		Black	5	38	73	116
		Hawaii PI	0	0	0	0
		Indian Alaska	0	0	0	0
		Other	18	0	0	18
		White	0	0	0	0
		White not Latinx	0	0	0	0
10 to 14	All		429	75	286	790
	Female	All	158	11	237	406
		Asian	0	0	0	0
		Black	150	11	237	398
		Hawaii PI	0	0	0	0
		Indian Alaska	0	0	0	0
		Other	8	0	0	8
		White	0	0	0	0
		White not Latinx	0	0	0	0
	Male	All	271	64	49	384
		Asian	0	0	0	0
		Black	243	64	49	356
		Hawaii PI	0	0	0	0
		Indian Alaska	0	0	0	0
		Other	28	0	0	28
		White	0	0	0	0
		White not Latinx	0	0	0	0
5 to 9	Total		392	113	440	945
	Female		215	23	243	481
	Male		177	90	197	464
Under 5	Total		291	58	521	870
	Female		89	41	356	486
	Male		202	17	165	384

**Table 2.** Jobs and Income

	Boulevard Heights	Oakland Ridgeway Pennsylvania Place	Walker Mill Road	Study Area	County Total
Population aged 16+	3,680	3,071	3,369	10,120	766,078
Total Unemployed	237	159	79	475	36,427
Percent Unemployed of 16+	6.4%	5.2%	2.3%	4.7%	4.8%
Percent of total population in poverty	12.2%	11.8%	16.0%	13.6%	9.2%

**Table 3.** Housing

	Boulevard Heights	Oakland Ridgeway Pennsylvania Place	Walker Mill Road	Study Area	County
Median Rent	\$1,643.00	\$1,348.00	\$1,159.00	\$1,399.50	\$1,547.50
Total Rental Units	735	1,786	1,442	3,963	127,572
Rent > 30% of Income	445	925	873	2,243	63,307
Percent Rent > 30% of Income	60.5%	51.8%	60.5%	56.6%	49.6%
Median Mortgage	\$1,663.00	\$1,895.50	\$1,577.00	\$1,664.50	\$1,891.50
Total with Mortgages	1,059	232	315	1,606	167,776
Mortgage > 30% of Income	411	56	100	567	52,798
Percent Mortgage > 30% of Income	38.8%	24.1%	31.7%	35.3%	31.5%
Total No Mortgage	171	32	86	289	42,018
No Mortgage > 30% of Income	14	0	12	26	5,639
Percent No Mortgage > 30% of Income	8.2%	0%	14.0%	9.0%	13.4%

**Table 4.** Supplemental Nutrition Assistance Program recipients

	Boulevard Heights	Oakland Ridgeway Pennsylvania Place	Walker Mill Road	Study Area	Total
Total Households	1,965	2,050	1,843	5,858	337,366
Households receiving SNAP	(14.6%) 286	(15.7%) 322	(36.2%) 667	(21.8%) 1,275	(11.1%) 37,489

Source: Map the Meal Gap Report (2021)



**Table 5.** Population by Education and Race for the Population 25 Years and Over

Education level	Race/Ethnicity	Boulevard Heights	Oakland Ridgeway Pennsylvania Place	Walker Mill Road	Study Area
High school Graduate	All	1,205	1,034	1,204	3,443
	Asian	0	8	0	8
	Black	1,125	966	1,122	3,213
	Hawaii PI	0	0	0	0
	Indian Alaska	0	0	82	82
	Other	80	16	0	96
	White	0	35	0	35
	White not Latinx	0	9	0	9
No High School Diploma	All	423	176	216	815
	Asian	0	0	0	0
	Black	305	176	216	697
	Hawaii PI	0	0	0	0
	Indian Alaska	5	0	0	5
	Other	80	0	0	80
	White	26	0	0	26
	White not Latinx	7	0	0	7
Associates Degree	All	961	1,079	818	2,858
	Asian	16	13	0	29
	Black	918	900	779	2,544
	Hawaii PI	0	0	0	0
	Indian Alaska	0	0	0	0
	Other	21	7	39	67
	White	43	106	0	149
	White not Latinx	16	53	0	69
Bachelors or Higher	All	985	746	399	2,130
	Asian	0	30	28	58
	Black	757	601	336	1,694
	Hawaii PI	0	0	0	0
	Indian Alaska	0	0	35	35
	Other	0	16	0	16
	White	152	66	0	218
	White not Latinx	76	33	0	109

**Table 6.** School enrollment by Race/Ethnicity

Race		Study Area
Asian AAPI	Total	28
	Elementary	9
	High	15
	Middle	4
Black	Total	5,261
	Elementary	1,872
	High	2,223
	Middle	1,166
Hawaii PI	Total	11
	Elementary	4
	High	5
	Middle	2
Indian Alaska	Total	17
	Elementary	5
	High	6
	Middle	6
Latinx	Total	1,169
	Elementary	429
	High	418
	Middle	322
Two or more	Total	50
	Elementary	13
	High	22
	Middle	15
White	Total	73
	Elementary	19
	High	38
	Middle	16

# National Center for Education Statistics SY 2021-22 Data Tables

**Table 7.** English as a Second Language Enrollment

Area	ESOL enrollment	Total enrollment
Prince George's Public Schools	26,614	128,770
All of Maryland	84,120	881,461
Maryland Excluding Prince George's Public Schools	57,506	752,691

**Table 8.** Enrollment by Race and School

	Bradbury Heights Elementary	Central High	Concord Elementary	District Heights Elementary	Drew Freeman Middle	Francis Scott Key Elementary	John H. Bayne Elementary	Suitland Elementary	Suitland High	Walker Mill Middle
Total Population	436	750	299	358	808	406	342	510	1,977	723
Indian Alaska	0	1	0	1	0	0	3	1	5	6
Asian AAPI	4	10	1	1	0	1	1	1	5	4
LatinX	89	237	38	69	190	89	42	102	181	132
Black	336	489	257	280	606	307	292	400	1,734	560
White	2	11	0	5	6	7	1	4	27	10
Hawaiian PI	1	1	0	1	0	0	1	1	4	2
Two or more	4	1	3	1	6	2	2	1	21	9







Walker Mill CDC  
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