



EVALUATION REPORT

Prepared for:

UNEO Inc.

Prepared by:

Dr. LaDonna Tucker, Principal Investigator (PI)
Dr. Dwayne Ham, Co-Principal Investigator (Co-PI)

Prepared on:

Friday, July 24, 2025

Bowie State University

Evaluation report for Uneo Inc. Grant – Phase 1 Close-Out

Project Title:

Coordinated Community Supports Partnerships – Evaluation of Program Measurement and Reporting

Description:

This report summarizes Bowie State University's contracted evaluation activities under the UNEO-led grant partnership. It documents BSU's Phase 1 responsibilities, results, recommendations, and the formal close-out of our evaluation deliverable.

Contents

About the Authors	3
Bowie State University Principal Investigator	3
Bowie State University Co-Principal Investigator	3
I. Executive Summary	4
II. Purpose of Evaluation	5
III. Scope of Work	5
IV. Methodology	5
A. Research Design	5
B. Research Questions	5
C. General Assumptions	6
D. Survey Questions	6
V. Population and Sample	6
VI. Quantitative Analysis of Research Questions	6
RQ1:	6
RQ2:	7
RQ3:	7
RQ4:	7
VII. Summary of Findings	7
VIII. Research Findings and Evaluation	8
VI. Implications	8
County-Level Considerations and Recommendations	9
Calvert County	9
Frederick County	9
Prince George’s County	9
V. Conclusion	9

About the Authors

Bowie State University Principal Investigator



Dr. LaDonna Jordan Tucker is the Principal Investigator for the evaluation of the Prosper App, constructed by Uneo Health. She is an Assistant Professor in the Department of Teaching Learning and Professional Development. Dr. Tucker is the program coordinator for the Master of Arts in Teaching degree program. Dr. Tucker earned her Bachelor of Arts at the University of Maryland College Park; her master's from Regents University and her Doctorate in Higher Education from Morgan State University with a concentration in Education Administration.

Bowie State University Co-Principal Investigator



Dr. Dwayne E. Ham, Sr. is the Co-Principal Investigator for the evaluation of the Prosper App, constructed by Uneo Health. He is full time school counselor with Montgomery County Public Schools in Rockville, MD. He has served in the capacity of adjunct professor in the Department of Counseling and Psychological Studies, and Educational Leadership. His research interests include the career development of African American male school counselors, and the wellness of school administrators. He holds a Bachelor of Science degree from Howard University, a Master of Science in counselor education from North Carolina Agriculture and Technical State University and a Doctor of Educational Leadership from Bowie State University.

I. Executive Summary

Bowie State University served as the external evaluator for UNEO's coordinated community support initiative. The focus of this evaluation was to define program metrics, validate and analyze Prosper App usage and outcomes, and provide interim and final reports to the Maryland Community Health and Resources Commission.

Although the Prosper App had the potential to reach approximately 50,000 students across Prince George's, Calvert, and Frederick Counties, only 2,241 students completed the survey, representing less than 1% of the population. This small sample size limited the statistical power and generalizability of the findings.

Each Local Educational Agency (LEA) provided strategic goals concerning student wellness, social-emotional support, and academic success. These goals were aligned through input from superintendents, school boards, and stakeholders. For Prosper to expand its impact, it is recommended that future engagement with LEAs be explicitly aligned to their strategic goals to answer: *How does the Prosper App support long-term student outcomes in alignment with district priorities?*

Despite limitations, the app collected over 35,000 student "check-ins," providing insights into students' emotional well-being. Given that many school counselors are overextended, the app serves as a promising digital support system—allowing students to express themselves more frequently than would be possible through traditional methods alone.

This report provides an analysis of usage patterns, survey responses, and presents recommendations to improve future data collection methodology and strengthen alignment with LEA needs.

II. Purpose of Evaluation

The purpose of this evaluation is to examine whether the Prosper App effectively addresses mental health concerns among high school students by measuring engagement, emotional wellness, and support systems. Activities and deliverables were outlined in a teaming agreement between Bowie State University and Prosper's leadership.

III. Scope of Work

BSU was tasked with:

- Designing a measurement plan aligned to the app's objectives
- Leading and validating survey data collection
- Producing interim and final evaluation reports
- Translating Prosper App raw data into actionable insights for implementation partners

The initial evaluation methodology included ten survey questions and individualized coding to match user responses with demographic data. However, the developer revised the survey, reducing the question count to six and removing identifiers. This limited our ability to conduct in-depth statistical analyses or perform longitudinal studies.

Future evaluations should reintroduce unique user identifiers and restore the original survey structure to enable more robust data modeling.

IV. Methodology

A. Research Design

A correlational research design was used to examine the relationships between student demographics (age, race, gender) and their mental wellness, happiness, sense of purpose, family support, and school engagement. Due to the small sample size (<1% of the target population), statistical power was limited for small effect sizes.

B. Research Questions

1. What is the relationship between anxiety (mental health) and school engagement/motivation?
2. Does happiness (energy) correlate with school engagement?
3. Is family support a significant predictor of student engagement, controlling for other variables?
4. Do race, gender, and age predict student wellness?

C. General Assumptions

This evaluation was exploratory and framed by the strategic goals of the LEAs. We assumed that student wellness significantly influences academic performance and that culturally informed tools like Prosper could provide timely support.

D. Survey Questions

1. How would you rate your overall mental health?
2. Overall, to what extent do you feel the things you do in your life are worthwhile?
3. I have a sense of direction and purpose in life.
4. In general, how happy or unhappy do you usually feel?
5. I'm often unsure how I can avoid doing poorly in school.
6. If you were in trouble, which person would you count on to help you whenever you needed them?

Note: The original 10 questions were reduced to 6 before survey deployment.

V. Population and Sample

The sample included high school students from Prince George's, Calvert, and Frederick Counties.

Total responses: 2,446

- Prince George's: 1,731 (78%)
- Calvert: 462 (20.8%)
- Frederick: 27 (1.2%)

Demographics:

- **Age:** 15 years (28.8%), 16 years (28%)
- **Race:** Black (49.4%), White (15%), and Hispanic (13.8%)
- **Gender:** Female (48.7%), Male (29.9%), Non-binary (1.7%), Transgender (1.0%)

VI. Quantitative Analysis of Research Questions

RQ1:

Relationship Between Mental Health and School Engagement

Pearson Correlation: $r = .451, p < .001$

Interpretation: A moderate positive correlation was found between mental health and student engagement.

RQ2:

Relationship Between Happiness and School Engagement

Pearson Correlation: $r = .453, p < .001$

Interpretation: A moderate positive correlation was found between happiness and school engagement.

RQ3:

Is Family Support a Predictor of Student Engagement?

Regression Summary:

$$\beta = -.228^{**}, R^2 = .052, p < .001$$

Interpretation: Family support is a significant predictor of student engagement.

RQ4:

Do Race, Gender, and Age Predict Teen Wellness?

Regression Summary:

- **Race:** $\beta = .095^{**}, p < .001$
- **Gender:** $\beta = -.198^{**}, p < .001$
- **Age:** $\beta = -.010, p = .622$ (non-significant)
- **$R^2 = .035$**

Interpretation: Race and gender significantly predict wellness; age does not.

VII. Summary of Findings

The evaluation revealed a **significant and positive correlation between students' mental wellness and their level of school engagement**, indicating that improved emotional well-being is associated with greater academic involvement.

Happiness was positively linked to school participation, suggesting that emotionally content students are more likely to engage with their educational environment.

Consistent with prior research (Ham, Ham, & Tucker, 2025), **perceived family support emerged as a strong predictor of student engagement**, reinforcing the critical role of relational and social networks in promoting youth participation and well-being.

Additionally, the analysis identified that **race and gender influence wellness outcomes**, underscoring the importance of cultural identity and lived experience in shaping mental health among adolescents.

Age was not a significant predictor of wellness or engagement, suggesting that other psychosocial variables may play a more prominent role in this population.

VIII. Research Findings and Evaluation

The Prosper App demonstrated utility in providing emotional support to students. While the limited sample size prevented broader generalizations, the app did yield significant findings that support its continued use and development.

- The app has potential to *amplify counselor reach* through frequent check-ins.
- Future enhancements should include *unique user tracking, restoration of the full survey, and longitudinal data capability*.
- Aligning the app with LEA strategic goals will foster stronger district partnerships.

VI. Implications

The findings from this evaluation highlight both the potential and limitations of the Prosper App in supporting mental health and social-emotional learning (SEL) among high school students in Maryland. While only a small fraction of the eligible population engaged with the app, the significant correlations between mental wellness, happiness, and school engagement underscore the importance of digital tools in expanding access to SEL supports.

Regression analyses revealed that **family support** is a strong predictor of student engagement and that **race and gender** significantly impact student wellness. These findings suggest that digital mental health interventions must be both **culturally responsive** and **contextually aligned** with the values, needs, and strategic goals of individual LEAs.

To enhance future implementation and maximize program impact, the following key implications and county-specific recommendations are offered:

- **Strategic Alignment with LEA Goals:** Prosper must align with LEA strategic plans by demonstrating how app engagement supports student wellness, academic achievement, and equitable access to behavioral health resources.
- **Culturally Responsive Engagement:** Given the significant role of race and gender in predicting wellness, future versions of the app should include inclusive language, diverse representation, and culturally tailored content.
- **Data Infrastructure for Longitudinal Insight:** Unique user identifiers and enhanced data tracking must be incorporated to measure individual student progress over time and support school- and district-level reporting.
- **Collaborative Implementation:** Prosper should be integrated as a *complementary resource*, not a standalone solution—functioning as a bridge between students, school staff, and existing behavioral health services.
- **Equity-Driven Expansion:** Targeted outreach to underrepresented and at-risk populations is essential to close access gaps and address disparities in mental health support.

County-Level Considerations and Recommendations

Calvert County

Current Initiatives: Calvert County provides a full-spectrum Behavioral Health Clinic, including outpatient treatment, mobile crisis response, and a 24/7 suicide prevention line.

Recommendations:

- Incorporate **in-app referrals** to local services, such as mobile crisis units and the 24/7 hotline.
- Explore a pilot partnership positioning the Prosper App as a **digital gateway to early intervention** services, particularly for students expressing distress through daily check-ins.
- Leverage Calvert’s robust clinical infrastructure to **triage app-flagged users** into in-person care pathways.

Frederick County

Current Initiatives: The Mental Health Association (MHA) of Frederick County operates a 24/7 Crisis Walk-In Center, offers school-based mental health supports, and collaborates on harm reduction efforts.

Recommendations:

- Synchronize app messaging with **MHA's walk-in support model**, guiding students in crisis to appropriate physical locations.
- Partner with Frederick County Public Schools to integrate the Prosper App as an **SEL extension tool** in middle and high schools.
- Consider integration with programs such as **Assisted Outpatient Treatment (AOT)** to support compliance and ongoing engagement for youth flagged through app interactions.

Prince George’s County

Current Initiatives: The county leads a comprehensive portfolio of programs, including the Prince George’s School Mental Health Initiative (PGSMHI), Project Wellness, and Step Forward, an anti-stigma and equity-centered mental health campaign.

Recommendations:

- Collaborate with PGSMHI and school counselors to embed the app as part of **tiered student support services**, particularly for youth with mild to moderate mental health needs.
- Infuse Prosper App content with **Step Forward’s equity and cultural awareness themes**, helping to normalize mental health discussions and reduce stigma.
- Pursue local public-private partnerships for **sustainable funding** by demonstrating how Prosper aligns with **district-wide SEL and wellness goals** and supports school performance outcomes.

V. Conclusion

Bowie State University appreciates the opportunity to partner with UNEO and the Maryland Consortium on this important initiative aimed at supporting student wellness through the Prosper App.

This report fulfills BSU's Phase 1 evaluation obligations as defined in the Teaming Agreement. We confirm this deliverable represents the formal closure of our Phase 1 evaluation work and serves as the final deliverable under this project.