

USCC ANNUAL REPORT

2022



CHARLOTTE
URBAN SCHOOL COUNSELING COLLABORATIVE

LETTER FROM THE DIRECTOR

Dear Readers:

We appreciate you taking the time to read and review our annual report. 2022 continued to be challenging as many of us are still recovering from multiple pandemics. Nevertheless, the Urban School Counseling Collaborative was able to produce great work in the field of school counseling. As you read our report, we hope you will share in celebration for the following accomplishments in 2022:

- We received a total of 12 grants totaling over \$4,749,400
- We produced 24 publications across major journals
- We had 64 total presentations over a plethora of various conferences and platforms
- 14 distinguished awards, fellowships, and recognitions were received by 7 of our collaborative members

We are beyond proud of our accomplishments and look forward to continuing this amazing work. To stay connected, visit us at uscc.charlotte.edu.

Sincerely,

Dr. Sejal P. Foxx

Dr. Sejal P. Foxx



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MISSION AND VISION

■ Vision

The Urban School Counseling Collaborative at the University of North Carolina, Charlotte will be a national leader in the preparation and advancement of school counseling professionals who are committed to providing quality and comprehensive services to K-12 students in urban settings.

■ Mission

To cultivate leaders in the school counseling profession who are culturally and emotionally responsive, advocate for all students, create access to post-secondary opportunities, engage in scholarship, and are committed to continual professional growth.

The USCC will reach:

Innovation by:

1. Recruiting high quality graduate students
2. Focusing on urban education
3. Cultivating leaders in urban school counseling
4. Engaging in community-based transformational learning

Scholarship through:

1. Federal, state, and local grants
2. Publications
3. Graduate research opportunities
4. Interdisciplinary collaborations
5. Evidence based practice
6. Strand at UEC conferences

Engagement via:

1. Strategic K-12 partnerships
2. Leadership development
3. Professional development
4. School counseling lecture series
5. Focus on increasing post-secondary access

COLLABORATIVE DIRECTOR

Dr. Sejal Parikh Foxx

Founder and Director, Urban School Counseling Collaborative

Professor and Chair, Department of Counseling

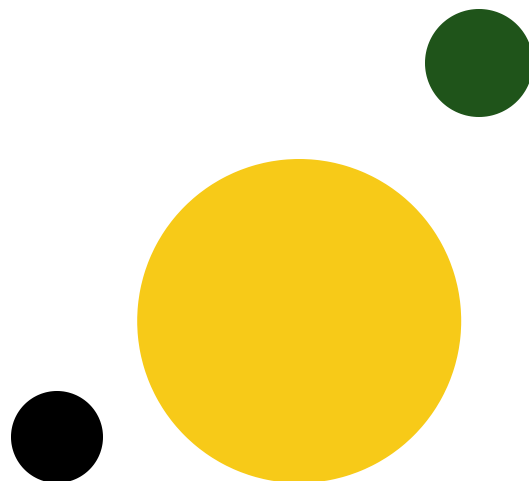
- AERA Division E Annual Meeting Submissions Reviewer
- AERA Division E Counseling Research/Dissertation Awards Co-Chair
- ASCA Conference Program Selection Committee, Committee Member
- International Registry of Counsellor Education Program, Advisory Council Member
- Journal of Counseling and Development, Editorial review board
- Professional School Counseling, Editorial review board

Foxx is a Professor and Chair in the Department of Counseling. She is a former elementary and high school counselor. She is co-author of *School Counseling in the 21st Century*, 6th ed. In 2015, she received the Counselor Educator of the Year Award from the North Carolina School Counselors Association. Dr. Foxx is a former member and Vice Chair of the CACREP Board of Directors. She teaches both doctoral and master's level courses and her special areas of interest are school counseling, multicultural and social justice, urban education, and creating equity and access to college and career readiness. She has been successful working with interdisciplinary teams to attain over \$4.1 million dollars in grant funding from external agencies such as the Department of Education and National Science Foundation.



Education

- Bachelor of Arts in Psychology - University of North Florida
- Master of Education in Counseling - University of North Florida
- Doctor of Philosophy in Counseling - University of North Carolina at Charlotte



FACULTY MEMBERS

Dr. Clare Merlin-Knoblich

Associate Professor, Director of MA in Counseling, Director of Post-Masters Certificate in School Counseling

University of North Carolina at Charlotte

- **ACES Teaching Practice Briefs Co-Editor**
- **CACREP Academic Review Specialist**
- **ACES School Counseling Interest Network Social Justice Workgroup Co-Chair**

Dr. Merlin-Knoblich is from Raleigh, NC and began her multicultural competence journey while in college and completing summer internships supporting low-income youth and students of color. As she unpacked her own White privilege and others' experiences with oppression, she started exploring how school counselors can use their roles in schools to support K-12 students in developing multicultural awareness, including an understanding of how privilege, power, and oppression impacts them and their environments. Her research continues to explore how school counselors can reduce prejudice in schools and ensure that all students have equal opportunities for success. Research she has led has been published in journals of the American School Counselor Association, National Board for Certified Counselors, and Association of Multicultural Counseling and Development.



Dr. Taryne Mingo

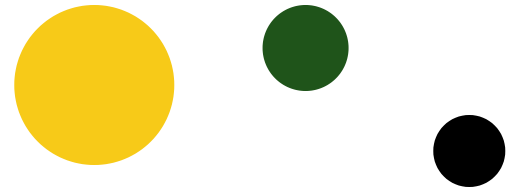


Assistant Professor, Director for School Counseling and School Placements

University of North Carolina at Charlotte

- **NCSCA Southwest Vice-President, District 6**
- **NCSCA Membership Chair**
- **CSLG Niner Scholarship Chair**

Taryne Mingo, Ph.D., LPC (MO) is an assistant professor and school counseling program director in the Department of Counseling at UNC Charlotte. Dr. Mingo has a professional background in elementary school counseling and advocating for social justice across P-16 settings. Her research interests at the K-12 level of education include supporting inclusive classrooms and schools, specifically for elementary-aged students of color, and addressing the academic, social and emotional needs of children and adolescents. In addition, Dr. Mingo's research interests at the post-secondary level of education include supporting future faculty in counselor education, incorporating womanist theory into counselor preparation programs and exploring the long-term effects of racism on the health and well-being of Black citizens of the U.S.

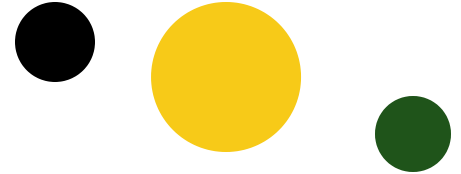
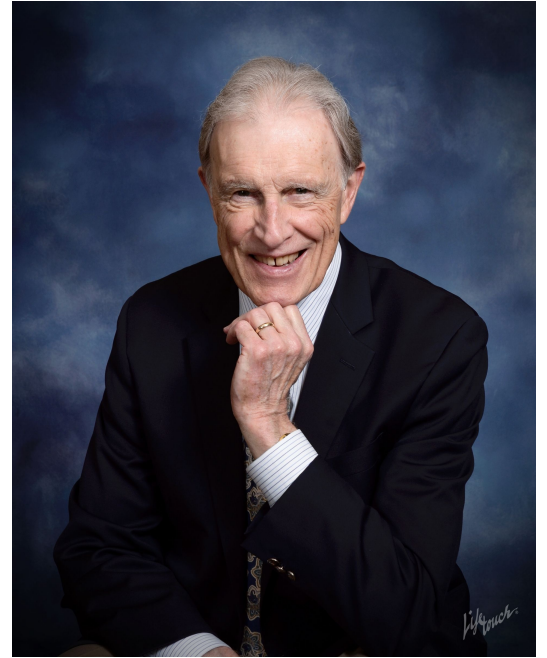


AFFILIATE FACULTY MEMBERS

Dr. Stanley Baker

**Professor of Counselor Education
North Carolina State University**

Stanley B. Baker, Ph.D., NCC, ACA Fellow, is a professor of counselor education at North Carolina State University, Raleigh. He teaches in both the master's and doctoral programs while serving as coordinator of the school counseling program and advisor for the Nu Sigma Chi chapter of the Chi Sigma Iota Counseling, Academic, and Professional Honor Society International. Primary areas of scholarly expertise are in understanding and enhancing career and college readiness self-efficacy, enhancing professional school counseling, designing quantitative research studies, and enhancing scholarly writing competence. He received a BA at Augsburg College, earned a MA at the University of Minnesota, Twin Cities, and earned a Ph.D. at the State University of New York at Buffalo. He served on the faculty at The Pennsylvania State University prior to joining the NC State faculty.



AFFILIATE FACULTY MEMBERS

Dr. Rolanda L. Mitchell

Assistant Professor

North Carolina State University

- **Co-Chair, Council on Multicultural Initiatives & Diversity (COMID)**
- **Coordinator - NC State Online Counselor Education**
- **Coordinator - Online School Counseling**

Dr. Rolanda Mitchell, LCMHC-S, NCC, is an Assistant Teaching Professor in NC State University's Counselor Education Program. Dr. Mitchell began her career as a Professional School Counselor, gaining experience in the public schools of Wake and Mecklenburg counties. Her clinical mental health experience includes school based therapy, outpatient therapy and in-home services. In addition to teaching graduate courses at NC State, Dr. Mitchell provides service to the college in her role as Online Counselor Education Coordinator, as well as Coordinator for Online School Counseling. Dr. Mitchell's academic background includes a B.A. from The University of North Carolina at Chapel Hill and a Master's degree from Wake Forest University. In 2016, she earned a doctorate in Counselor Education and Supervision from The University of North Carolina at Charlotte.



Dr. Jacob Olsen



**Associate Professor and School Counseling Program Co-Coordinator
California State University Long Beach**

- **School Counseling Program Co-Coordinator**
- **Co-Founder School Counselors for MTSS**
- **Board Member California Technical Assistance Center for PBIS**

Dr. Jake Olsen is an Associate Professor and School Counseling Program Co-Coordinator at California State University Long Beach. His research agenda is focused on the implementation of school counseling programs aligned with the MTSS framework, supporting students through culturally sustaining Tier 2 supports, and culturally sustaining systems and practices. He has published in a variety of peer-reviewed journals, is co-author of the ASCA book Making MTSS Work, and co-editor of the book second edition of the School Counselors Guide to MTSS. Along with colleagues across multiple disciplines at CSULB, he has been awarded two \$1.25 million dollar grants from the U.S. Department of Education to train school counseling and special education graduate scholars in culturally responsive transition support planning.

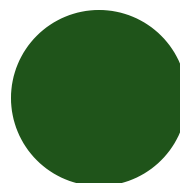
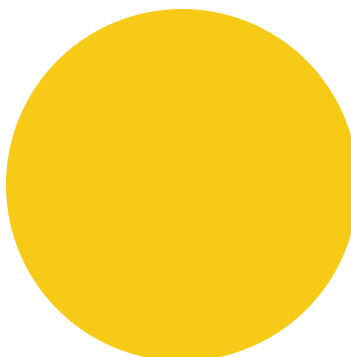
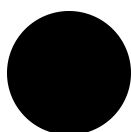
AFFILIATE FACULTY MEMBERS

Dr. Karen Meadows

Adjunct Professor

University of North Carolina at Charlotte

Dr. Karen Meadows is a high school counselor, an adjunct professor at the University of North Carolina at Charlotte, a former adjunct professor at North Carolina A&T State University, and a former Supervisor of K-8 Counseling. She has most recently served on the School of Education Advisory Board for the University of North Carolina at Greensboro, was the Program Conference Committee Co-Chair as well as a former board member for the North Carolina School Counselors Association (NCSCA). Dr. Meadows has been the district lead for Suicide Intervention training, bullying prevention, a Crisis Team Leader, and is the Equal Opportunity School (EOS) lead at her high school. She is the author of the book—*Pedagogy of Survival: The Narratives of Millicent E. Brown and Josephine Boyd Bradley*, and has written chapters in books such as *Ukweli: Searching for Healing Truth* as well as *Vitae Scholasticae: Special Issue on the Pedagogies of Black Educators* and has presented at numerous conferences. Some of her most meaningful work was in South Africa where she trained teachers and worked with students on tenets of cognitive behavioral strategies. Her mission is to empower **all** students to reach their highest potential, think critically, “pay it forward” and act on their capacity to be an organic intellectual.



COLLABORATIVE GRADUATES

Dr. J. Anthony Elizondo

Assistant Professor
University of La Verne

Dr. Elizondo is an Assistant Professor at the University of La Verne in Los Angeles, CA. He is a former school counselor with experience working in Los Angeles where he served as a college and career counselor, a dedicated special education counselor, and as a school counselor in an independent study alternative high school setting. His current research involves the study of school counseling spaces and the effects that space can have on the school counseling relationship. His research interests include school counselor advocacy, the school counseling relationship, and student equity in special populations such as foster youth, homeless youth, and youth involved in special education.



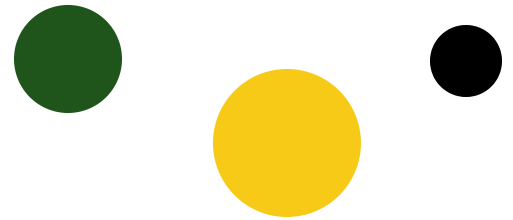
Dr. Jennifer Perry



Associate Professor
Georgia Southern University

- **Conference Chair, National Cross-Cultural Counseling and Education Conference for Research, Action, & Change**
- **General Member, Finance Committee - Leadership Team, Georgia School Counselor Association Finance Committee**

Dr. Jennifer Perry is an Assistant Professor of Counselor Education in the Department of Leadership, Technology, and Human Development at Georgia Southern University. She holds a doctorate in Counselor Education and Supervision from the University of North Carolina at Charlotte. Dr. Perry has maintained a career in and passion for strengthening accessibility for youth populations and systems that facilitate such accessibility. She is a licensed Professional School Counselor (K-12) and Licensed Clinical Mental Health Counselor Associate (LCMHCA) in North Carolina, a National Certified Counselor (NCC), and Approved Clinical Supervisor (ACS). Her research interests include legal and ethical considerations in school counseling, academic motivation and self-efficacy of underserved and underrepresented youth, and self-advocacy of school counselors.



COLLABORATIVE GRADUATES

Dr. Brittany Prioleau

Assistant Professor

Mercer University

- **Minority Fellowship Program Mentor**
- **Multicultural Wellness Enhancement Research Lab Director**
- **Chi Sigma Iota Faculty Advisor**

Dr. Brittany Prioleau, Ph.D., LCMHC, NCC, CMHIMP is an Assistant Professor in the Counseling Department at Mercer University (Atlanta Campus). She received her doctorate in Counselor Education and Supervision from the University of North Carolina at Charlotte. She is a Licensed Clinical Mental Health Counselor, National Certified Counselor, and a Certified Mental Health Integrative Medicine Provider. She is committed to serving historically underserved populations by promoting complementary and alternative mental health initiatives and services through an integrative holistic wellness approach. She has clinical experience working with a variety of populations including children, adolescents, adults, and families in community settings. She also has experience as a K-12 bilingual school counselor with the District of Columbia Public School system. Her current research focuses on race-related stress and its effects on wellness, trauma-informed wellness approaches in urban school settings, and multicultural approaches to wellness counseling in counselor education. She fosters mentorship, research and training to prepare students, schools and communities with knowledge and tools to better serve underserved populations.



Dr. Rachel Saunders

Associate Professor

University of Cincinnati

- **Professional School Counseling (PSC) Editorial Board Peer Reviewer**
- **Journal of School Counseling (JSC) Editorial Board Peer Reviewer**
- **Chapter Faculty Advisor (CFA) for Upsilon Chi Chi Chapter**

Dr. Rachel Saunders (she/her/hers) is an Assistant Professor of Counseling, responsible for serving as the track coordinator for the School Counseling Program. Licensed as a school counselor in the state of Ohio and North Carolina, she is also a Nationally Certified Counselor. She received her Ph.D. in Counselor Education and Supervision from the University of North Carolina at Charlotte (UNCC), her M.A. in School Counseling from UNCC as well, and her B.S. in Psychology from SUNY Brockport in Upstate, NY. Dr. Saunders is a former middle and high school counselor, with additional experience working with adolescents in the North Carolina juvenile detention setting. Her clinical and research interests have focused on the role of school counselors promoting a culturally inclusive school environment and acting as agents of change within the systems of education through advocacy and leadership. This includes research on training school counselors in multicultural competence and the implementation of culturally responsive school counseling programming through a lens of social justice and trauma-informed care. She also engages in scholarship related to student equity in higher education. From K-12 schools to institutions of higher education, she is interested in researching ways to create an affirming and inclusive setting for all.



COLLABORATIVE GRADUATES

Dr. Maylee Vazquez

Assistant Professor

North Carolina A&T University

- **Co-Coordinator of Practicum and Internship Experience**
- **NCAT University Senate Representative of Dept of Counseling**
- **Advisory Board of ROSA: The Therapy PAL for Students**

Dr. Maylee Vazquez is an Assistant Professor of School Counseling in the Department of Counseling at North Carolina Agricultural and Technology State University. She received her PhD in Counselor Education & Supervision from the University of North Carolina at Charlotte. She has a Masters degree in Counselor Education from East Carolina University and Bachelors degree in Psychology from the University of North Carolina in Greensboro. Dr. Vazquez is a licensed professional school counselor (k-12) and National Certified Counselor in the state of North Carolina. She is also certified in College Counseling and Student Affairs. As a bilingual counselor, Dr. Vazquez has experience working in integrated care and facilitating counseling both in English and Spanish. Her research interests include equity access in education; Latinx family functioning and community development, ethnic and minority issues. She is currently interested in exploring facets of burnout and promoting best practices in school counseling.



Dr. Ami Waller



Associate Professor

East Carolina University

- **Coordinator, Post-Masters Certificate Program in School Counseling**
- **Coordinator, Testing and Assessment, Counselor Education Program**
- **Co-leader, Social Justice Workgroup, ACES School Counseling Interest Network**

Dr. Waller is an Assistant Professor of Counselor Education at East Carolina University. Prior to becoming a counselor educator, Dr. Waller served as a high school counselor in Charlottesville, VA where she supported the academic, personal, social-emotional, and post-secondary development of students. In addition, she has professional experience working in community agency settings as a counselor for adolescents at-risk of out-of-home placement and a case manager for adolescents in foster care. Dr. Waller is passionate about educating and training future generations of culturally responsive school counselors. She has examined through research the efficacy of school counselors supporting students experiencing homelessness, multicultural counseling and social justice advocacy, and child-centered play therapy. Moreover, Dr. Waller has presented at national, regional, and state conferences and has publications in several flagship journals such as Counselor Education and Supervision, Professional School Counselor, Journal of Multicultural Counseling and Development, and International Journal of Play Therapy.



STUDENT MEMBERS

Bethani Cogburn

Doctoral Candidate

University of North Carolina at Charlotte

- Charlotte Trans Health Member
- Editorial Reviewer for the Journal of School Counseling

Bethani Cogburn is a third year doctoral candidate in Counselor Education and Supervision at UNC Charlotte. She was an urban secondary school counselor for six years, working with a range of populations and programs, from Title I to public Montessori. Throughout this time, she developed a passion for nature-supported education, mindful movement, and creative expression as avenues for social emotional learning and wellness in schools. Since beginning her doctoral career, Bethani has had a spectrum of teaching, research, and supervision experiences. For the past few semesters, she has been working as a graduate research assistant with low income engineering college students; this has given her the opportunity to publish her first paper on cultural wealth and present at the International Conference for Urban Education in Mexico this past year. She has had teaching experiences in the professional school counseling, group counseling, and multicultural counseling courses. For her dissertation project, she plans to explore low income engineering college students experiences of ecowellness.



Mia Garcia

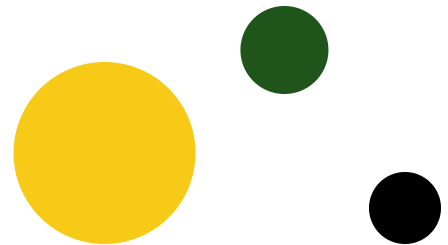


Doctoral Student

University of North Carolina at Charlotte

- Research Assistant; Department of Counseling UNCC

Mia Garcia is a first year doctoral student at the University of North Carolina at Charlotte. She received her Masters of Arts in Counseling from Wake Forest. She has primarily worked in title 1 school settings as a school counselor. Her clinical interest include Urban School Counseling, supporting immigrant and Spanish speaking students, suicide and grief work in young children, international trauma counseling, and play therapy. Mia's research interest closely align with her clinical roles. Currently she is engaging in research on the use of utilizing Spanish and cultural courses in counseling programs, as well as the presentation of suicidality in young children and the implications for counselors.



STUDENT MEMBERS

Brittany Glover

Doctoral Candidate

University of North Carolina at Charlotte

• **President - Chi Sigma Iota International Honor Society, Mu Tau Beta**

Brittany Glover, NBCT, NCC, LCMHCA is a doctoral candidate and instructor of record in the counselor education program at UNCC. Brittany served as a school counselor in Title I schools for seven years and served as a district lead counselor for two years. Brittany is a certified national counselor and a national board certified teacher in school counseling. She is a licensed clinical mental health counselor associate and holds a license in both professional school counseling and special education (K-12). Her research interests include advocating for student equality, dismantling racism in K-12 settings, creating a group curriculum for students of color, and providing adequate site supervision training for school counselor site supervisors. Brittany is a NBCC Minority Fellow, a Chi Sigma Iota Leadership Fellow and a scholarship recipient of the Boris L. Henson Foundation. Brittany has a heart for social justice school counseling and teaching in the counselor education field.



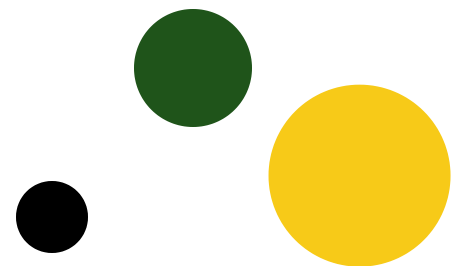
Alexis 'Lexi' Moore



Doctoral Student

University of North Carolina at Charlotte

Alexis Moore is a first-year doctoral student in the Counselor Education and Supervision program at UNC Charlotte. She is a first-generation college student, and received her Bachelors in English, minor in ASL and Deaf Studies from UNC Greensboro in 2019. She received her Masters in School Counseling from UNC Chapel Hill in 2020. She is a NC Licensed K-12 School Counselor, and has worked as an elementary school counselor for both rural and urban schools. Her research interests include supporting first-generation college students and students with disabilities through career and college readiness programming.



STUDENT MEMBERS

Sheree Harper

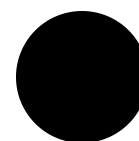
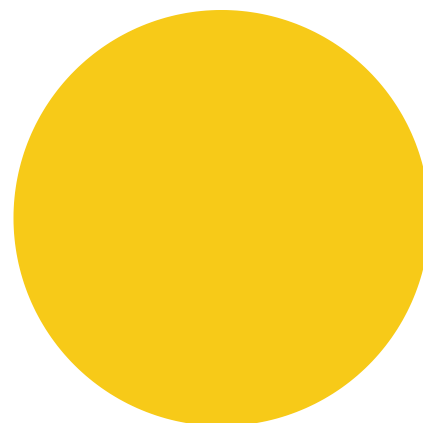
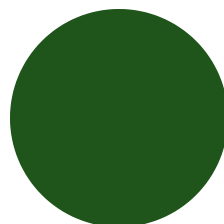
Doctoral Student

Research Assistant, Urban School Counseling Collaborative

University of North Carolina at Charlotte

- **Mu Tau Beta (MTB) Senator, Graduate School Representative**
- **Graduate Life Fellow, UNCC's Center for Graduate Life & Learning**
- **Co-Leader, UNCC College of Education Diversity Affinity Group**

Sheree Harper is a third-year doctoral student in the Counselor Education and Supervision program at UNC Charlotte (UNCC). She received her Bachelor of Education and Behavior Science in Child Development and Family Studies, minor in Psychology from Middle Tennessee State University. She received her Masters in Arts in School Counseling and her Graduate Certificate in Play Therapy (and Addiction Counseling Graduate Certificate in progress) from UNCC. She is a National Certified Counselor, a NC Licensed K-12 Professional School Counselor, and a Licensed Clinical Mental Health Counselor. She has worked in the school, clinical, and college counseling settings collectively for over 9 years counseling and supporting diverse populations across the lifespan. She is a recipient of the 2022 Boris L. Henson Foundation's Mental Health/Kyle Pierre Johnson Scholarship, ACES Diversity Region Conference Scholarship, and a Graduate Life Fellow for UNCC's Center for Graduate Life & Learning. Her research interests include exploring Adverse Childhood Experiences (ACEs)/trauma on African American students/children and utilizing child-centered play therapy. Additionally, multicultural issues, social justice and advocacy, and Black Mental Health as a professional school counselor and clinician.

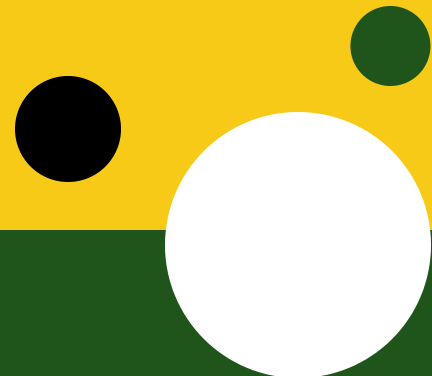


PUBLICATIONS

- Alvarez, J., Saunders, R., Neubauer, E., & Brown, C. H. (2022). School counselors implementing a trauma-informed approach through evidence-based practices. *Professional School Counseling*. Special Issue: EBSCC 2021 Conference Proceedings. <https://doi.org/10.1177/2156759X221086742>
- Camp, A., & Dameron, M. L. (2022). Culturally responsive counseling related to poverty, middle class, and affluence. In L. Summers & L. Nelson (Eds.), *Multicultural Counseling: Responding with cultural humility, empathy, and advocacy*. Springer Publishing.
- Cogburn, B. & Galloway, S. (2022). Cultural capital: A contributing factor in the success of high achieving, low-income engineering students. *International Conference on Urban Education Conference Proceedings*, 47-68.
- Dowden, A., Balsamo, Y., & Mitchell, R. (under review). The intersectionality of African American women: Implications for clinical practice and client retention.
- Farrell, I. C., Binkley, E. E., Garcia, M. A., & Jackson, T. (2022). Advocacy of school counselors working with ELL students. *Professional School Counselor*, 26(1). <https://doi.org/10.1177/2156759X221134276>
- Lohmann, R. C., Baker, S. B., & Williams-DeVane, C. R. (in press). Effects of customized aggression reduction interventions with male adolescents: A single- case study. *Journal of Child and Adolescent Counseling*.
- Martinez, R. R., & Baker, S. B. (2022). Perspectives on career and college readiness self-efficacy of Latinx adolescents: A thematic analysis. *Journal of Multicultural Counseling and Development*, 50(2).
- Merlin-Knoblich, C. (2022). The importance of stakeholder collaboration. In S. Springer, L. Moss, & C. Schimmel (Eds.), *A School Counselor's Guide to Small Groups: Coordination, Leadership, & Assessment* (2nd ed., pp. 47-53). Cognella, Inc.
- Merlin-Knoblich, C., Brookover, D., & McGee, J. (2022). An examination of career self-efficacy changes in adolescent internship participants. *Journal of Child and Adolescent Counseling*, 8(2), 72-84. <https://doi.org/10.1080/23727810.2022.2087431>
- Merlin-Knoblich, C., Griffith, L., Glover, B., Cogburn, B., & Harper, S. (under review). Exploring school counselor experiences in a yearlong social justice program. Submitted to *Journal of Counseling & Development*.
- Merlin-Knoblich, C., Moore, C. M., & Dameron, M. L. (2022). Examining the impact of a Diversity Dinner Dialogue led by school counselors on student and faculty multicultural attitudes. *Journal of Multicultural Counseling and Development*. <https://doi.org/10.1002/jmcd.12240>
- Merlin-Knoblich, C., Summers, L. M., & Abrams, L. (2022). The immediate and extended impacts of poverty simulations on multicultural attitudes and attitudes towards poverty. *Journal of Poverty*. <https://doi.org/10.1080/10875549.2021.2023723>
- Merlin-Knoblich, C., Taylor, J., & Newman, B. (2022). A case study exploring supervisee experiences in social justice supervision. *The Professional Counselor*, 12(1), 82-98. <https://doi.org/10.15241/cm.12.1.82>

PUBLICATIONS

- Mingo, T. M. & Cofield, D. (in press). Developmental and social considerations when conducting research with children and adolescents. In B. Zyromski & C. Dimmitt (Eds.). *Research in Schools: Advancing the evidence-base for the school counseling profession*. Book proposal under review by Oxford Press.
- Olsen, J., Parikh Foxx, S., Flowers, C., Hayakawa, K. (2022). An analysis of school counselors time spent on ASCA aligned activities. *Journal of Counseling Research and Practice*, (7), 32-45.
- Parikh Foxx, S. (2022). Grief and substance abuse in Hindu communities. In Furr, S. & Hunsucker, K. (Eds.). *Grief Work in Addictions Counseling*. New York, NY: Routledge.
- Parikh Foxx, S. & Opiola, K. (2022). Expressive arts as a response to adverse childhood experiences in urban communities. In Garo, L. A., Butler, B. R., & Lewis, C. W. (Eds.). *The urban educators trauma toolkit: Transformative school-based strategies for students exposed to violence*. Charlotte, NC: Information Age Publishing.
- Parikh Foxx, S., Saunders, R., Test, D., & Flowers, C. (2022). School counselors' perceptions regarding importance of, and ability to implement transition services. *Professional School Counseling*, 26(1), 1-9.
<https://doi.org/10.1177/2156759X221090524>
- Prioleau, B., Vasquez, M., Aerega, A. (in print). Beyond Borders: Post-Secondary school supports and explorations with newcomer students. In Parikh Foxx, S. & Elizondo, J. A. (Eds), *Post-Secondary Planning For All: Approaches to College and Career Readiness Counseling for Special Populations*. Information Age Publishing.
- Prioleau, B., Vazquez, M., & Aerega, A. (under contract). College and career counseling and access for ELL and ESL Students. In Parikh Foxx, S. & Elizondo, J. A. (Eds), *Post-secondary planning for all: Approaches to college and career readiness counseling for special population*. Information Age Publishing.
- Johnson, T., LaFacui Schutt, J. M., Messinger, E., Blanchard, R., Saunders, R., LaFever, C., & DuFrense, R. (2022) Why CSI?: Revisiting the importance of professional organization membership. *Chi Sigma Iota Exemplar*, 37(2).
https://www.csinet.org/resource/resmgr/publications_exemplar.pdf
- Vazquez, M., Prioleau, B., & Biang, A. (under contract). College and career counseling and access for students who are undocumented. In Parikh Foxx, S. & Elizondo, J. A. (Eds). *Post-secondary planning for all: Approaches to college and career readiness counseling for special population*. Information Age Publishing.
- Waller, C. (2022). *Black Mental Health Today Magazine*. Fall/Vol. 5/2022. Cornerstones of effective play therapy: Intentionality, appropriateness. (Featured)
- Waller, A. (in press). College and career readiness for students impacted by homelessness, housing insecurity, and students in foster care. In Parikh Foxx, S., & Elinzondo, J. A. (Eds.), *Post-secondary planning for all: Approaches to college and career readiness counseling for special populations*. Information Age Publishing.



PRESENTATIONS

- Alvarez, J., Saunders, R., & Sinclair, V. (September, 2022). Effective strategies to prepare school counselor trainees to work with students with disabilities. Presented at the North Central Association of Counselor Education & Supervision (NCACES) Conference. Omaha, NE.
- Anderson, K., Parikh Foxx, S., Collins, B. (2022, November). Building stronger partnerships through special education and school counseling interdisciplinary preparation. Poster presentation at the TED conference in Richmond, VA.
- Anderson, K., Parikh Foxx, S., Collins, B. (2022, March). Teaching special education in a virtual environment: How to address mental health needs in a virtual world. Presentation at the American Council on Rural Special Education in Myrtle Beach, SC.
- Arienzo, G., Cleveland, R., Perry, J., McCarthy, L. (2022, November 8-10). Best of both worlds: School counselor and LPC Collaboration in P-12 [Conference session]. Georgia School Counselor Association (GSCA) Annual Conference, Savannah, GA.
- Betters-Bubon, J., & Olsen, J. (2022). Streamlining tier 2: Data, referral systems & progress monitoring. Stop the Violence Conference. Education Service Center Region 19, El Paso, TX.
- Betters-Bubon, J., & Olsen, J. (2022). Streamlining tier 2: Data, referral systems and progress monitoring. Stop the Violence: Responding to Mental Health Crisis in Schools Conference. ESC Region 19, El Paso, Texas.
- Camp Waller, A. (2022, November). Self-efficacy and cultural competence of school counselors supporting students impacted by homelessness. Research presentation at the 2022 North Carolina School Counselor Association (NCSCA) Conference in Concord, NC.
- Camp, A., & Berger, M. (2022, February). 5 brain-y tips for addressing ACES and traumatic stress in children. Content presentation at the North Carolina Counselor Association (NCCA) Conference in Greenville, NC.
- Cogburn, B. & Galloway, S. (2022, November). Cultural capital: A contributing factor in the success of high achieving, low income engineering students. Presented at the International Conference on Urban Education. Cancun, Mexico.
- Cogburn, B. & Saunders, R. (November, 2022). School counselors' role in building urban students' cultural wealth. Presented at the International Conference on Urban Education. Cancun, Mexico.
- Crumb, L., Vazquez, M., & Dietz, S. (2022). Ayudar al ayudante: Helping the helper. In collaboration with Project: Don't Wait-Communication: Disaster Mental Health Preparation and Response in Rural Schools and Community. Sponsor: DHHS – Substance Abuse and Mental Health (SAMHSA). Sponsor Award Number: 1H79FG000155-01
- Donohue, P., & Olsen, J. (2022). Addressing barriers to MTSS implementation. Presented at the American School Counselor Association Conference, Austin, Texas.
- Donohue, P., & Olsen, J. (2022). Addressing barriers to MTSS implementation. Evidence-Based School Counseling Conference. National Virtual Presentation.
- Dowden, A., & Mitchell, R. (2022). The intersectionality of African American women: Implications for clinical practice and client retention. Presented at the Virginia Counselors Association. Williamsburg, VA.
- Elizondo, J. A., Merlin-Knoblich, C., & Dack, H. (March, 2022). A model of school counselor professional development to improve self-efficacy. Presented at Evidence-Based School Counseling (EBSCC). Virtual Presentation.

PRESENTATIONS

- Farrell, I. C., Binklee, E.E., Garcia, M. A., & Jackson, T. (2022, November) Advocacy of School Counselors Working with ELL Students. Presented at the Association for Counselor Education and Supervision (ACES). Baltimore, MD.
- Glover, B. (July 2022). Creating boy groups. Presented at the American School Counselor Association (ASCA). Austin, TX.
- Glover, B. (September 2022). Tools for school counselors. Seminar Facilitator at the School Counselor Leadership Network. Riverside, California.
- Glover, B. (September 2022). Creating boy and girl groups. Seminar Facilitator at the School Counselor Leadership Network. Riverside, California.
- Goodman-Scott, E., Olsen, J., & Betters-Bubon, J. (2022). Aligning school counseling and MTSS. Presented at the American School Counselor Association Conference. Austin, Texas.
- Goodman-Scott, E., Olsen, J., & Betters-Bubon, J. (2022). Aligning school counseling and MTSS: Taking the next steps. Presented at the Evidence-Based School Counseling Conference. National Virtual Presentation.
- Goodman-Scott, E., Olsen, J., Betters-Bubon, J. (2022). Aligning school counseling and MTSS: Taking the next step. Presenter, Oklahoma State Department of Education. State Virtual Webinar.
- Joseph, V., & Olsen, J. (2022). Tier 2 PBIS team training: Check in check out. Orange County Department of Education training.
- Merlin-Knoblich, C. (April, 2022). Using diversity dinner dialogues to promote multicultural awareness in schools. Presented at American Counseling Association (ACA). Atlanta, GA.
- Mingo., T. (March 2022). Advocating for professional school counselors in North Carolina. Host and Presenter, NCSCA Region Meeting. University of North Carolina Charlotte.
- Mingo, T. (November 2022). Racial identity development for elementary students of color. Presenter, North Carolina School Counselor Association (NSCA). Charlotte, North Carolina.
- Mitchell, R. (2022). Supporting counselor advocacy and wellness through clinical supervision. Presented at the Licensed Professional Counselors Association of North Carolina Annual Conference, Winston-Salem, NC.
- Mitchell, R., & Messinger, E. (2022). Mentoring in counselor education: Practical support for students and junior faculty. Presented at the Southern Association for Counselor Education and Supervision Conference, Baltimore, MD.
- Mitchell, R. & Penn, S. (2022). Supporting counselor advocacy and wellness through clinical supervision. Presented at the North Carolina Counseling Association Conference, Durham, NC.
- Montague, K., & Perry, J. (2022, February 8-11). Best practices in addressing suicidal ideation among youth in schools [Conference session]. Law and Ethics in Counseling Conference 2022, New Orleans, LA.
- Montague K., & Vazquez, M. (2022). Exploring diverse crisis preparation in counselor education programs. Presented at the LPCANC 2022 Silver Anniversary Conference, Winston Salem, NC.
- Moore, T., Vazquez, M. & Dowden, A. (2022). Counselors advocating for refugee & asylum-seeking youth in the United States with an intersectionality theoretical framework. Content presentation at North Carolina Counseling Association Annual Conference. Virtual Conference – Greensboro, NC.

PRESENTATIONS

- Olsen, J. (2022). Meeting the mental health needs of our students: Prevention and crisis response within a multi-tiered systems of support framework. Keynote presentation at the Stop the Violence: Responding to Mental Health Crisis in Schools Conference. ESC Region 19, El Paso, Texas.
- Olsen, J. (2022). Supporting students' mental health through MTSS and collaboration. Keynote presentation at the Project Intensive Needs Teacher and Counselor Training (INTACT) Summer Institute. University of North Carolina Charlotte.
- Olsen, J. (2022). Using a function-based approach to more effectively and efficiently support students with elevated needs. Stop the Violence Conference. Education Service Center Region 19, El Paso, TX.
- Olsen, J. (2022). Using a function-based approach to more effectively and efficiently support students with elevated needs. Stop the Violence: Responding to Mental Health Crisis in Schools Conference. ESC Region 19, El Paso, Texas.
- Olsen, J., & Betters-Bubon, J. (2022). ASCA national model and multi-tiered systems of support. Kent School District Comprehensive School Counseling Program Professional Development. Kent, WA.
- Olsen, J., & Betters-Bubon, J. (2022). School counselor role definition, collaboration, alignment, and challenges. Kent School District Comprehensive School Counseling Program Professional Development. Kent, WA.
- Olsen, J. (2022). Spring high school PBIS virtual symposium. California Technical Assistance Center. Facilitated and moderated mental health strand including Mental Health Literacy and Resiliency session, Integration of Mental Health Specialist into a High School Setting session, and mental health strand debrief.
- Olsen, J. (2022). Supporting students with elevated needs using tier 2 systems, data, and practices. Hamilton Southeastern Schools Indiana Virtual Professional Development. Virtual Presentation.
- Parikh Foxx, S. (2022, March). Culturally responsive approaches to school counseling programming. Presentation Multicultural Counseling Conference, University of North Carolina at Charlotte, Charlotte, NC.
- Parikh Foxx, S. (2022, June). Solution-Focused Brief Therapy. Secondary Level Gaston County Public Schools, Gaston, NC.
- Parikh Foxx, S. (2022, July). The influence effect: Leading with authenticity. Virtual presentation for The Counseling Roundtable: A Global Collaborative Community. Oregon State University.
- Parikh Foxx, S. (2022, August). New administrator panel discussion with season administrators. Panel presentation for UNC Charlotte ADVANCE Office, Charlotte NC.
- Parikh Foxx, S. (2022, September). Comprehensive School Counseling. Invited virtual presentation to Niagara University, NY.
- Parikh Foxx, S. (2022, November). Culturally responsive approach to solution focused counseling. Invited Pre-Conference session to the North Carolina School Counselor Association conference, Concord, NC.
- Parikh Foxx, S. (2022, November). Got data? Impact equity and access for all students. Invited session to the North Carolina School Counselor Association conference, Concord, NC.
- Parikh Foxx, S. & Anderson, K. (2022, October). It takes two: Collaborating to support students with intensive needs. Presentation at the North Carolina School Counselors Association Conference in Concord, NC.

PRESENTATIONS

- Parikh Foxx., & Bohmer, A. (2022). Ethnocultural empathy among teachers and counselors. Presentation at the German-American Symposium, Charlotte, NC.
- Parikh Foxx, S., & Harper, S. (2022). Wellness and self-care. Invited Co-presenter for Teacher Toolbox Professional Development, Hosted by Kappa Delta Pi (UNC Charlotte). Charlotte, NC.
- Parikh Foxx, S., Harris, P., Edwin., M., & Camp, A. (2022, March). The benefits of mentorship through research teams. Invited panelist at the Evidence-Based School Counseling Conference (EBSCC). Virtual presentation.
- Parikh Foxx., S. & Saunders, R. (2022, October). Urban school counseling. Invited virtual presentation to Ohio State University, Columbus, OH.
- Penn, S. & Mitchell, R. (2022). Counseling women in survival mode. Session presented at the North Carolina Counseling Association Conference, Durham, NC.
- Perry, J. (2022, March). Mental health awareness panel. [Invited panel member]. 2022 National Youth Advocacy & Resilience Conference, Savannah, Georgia.
- Perry, J. (2022, September 22-23). Support of School Counselor Trainees in Advocating for Self [Conference session]. National Cross-Cultural Counseling and Education Conference for Research, Action, and Change, Savannah, GA.
- Prioleau, B., Cronin, C. (April, 2022). Beyond the belt: Positive parenting and an exploration of alternative disciplinary practices in communities of color. Presented at the American Counseling Association (ACA) Conference, Atlanta, GA.
- Prioleau, B., Cronin, C. (April, 2022). Shades of wellness: An examination of gendered racism and race-related stress and its impact on Black women's holistic wellness. Presented at the American Counseling Association (ACA) Conference, Atlanta, GA.
- Prioleau, B., & Perry, J. (2022, September 22-23). Multicultural approaches to wellness counseling and research: Implications for counseling research and practice. Presented at the National Cross-Cultural Counseling and Education Conference for Research, Action, and Change (NCCEC), Savannah, GA.
- Saunders, R. (March, 2022). Validation of a school counseling culturally responsive assessment tool. Presented at the Evidence-based School Counseling Conference (EBSCC). Virtual Conference.
- Saunders, R. & Parikh Foxx., S. (2022, September). Preparing graduates to be culturally responsive school counselors. Presentation at the North Central Association for Counselor Education and Supervision Conference in Omaha, NE.
- Saunders, R. & Parikh Foxx., S. (November, 2022). Culturally responsive school counseling practices in urban schools. Presented at the International Conference on Urban Education. Cancun, Mexico.
- Vazquez, M. (2022). Working with Latine/Hispanic students transition into higher education. Speaker at the North Carolina School Counselor Association. Virtual Workshop.
- Vazquez, M. (2022). USCC Speaker Series: "Found in Translation." Invited speaker at UNC Charlotte – Urban School Counseling Collaborative.
- Vazquez, M. & Parikh Foxx, S. (2022, February). Exploring the relationship between emotional labor, burnout, and self-efficacy. Presented at the North Carolina Counseling Association Conference. Virtual presentation.

GRANTS

- Achola, E., Principal Investigator, Olsen, J., & Powers, K., Co-Investigators. Facilitating culturally responsive transition services and supports (FACTSS). Office of Special Education Programs (OSEP) Focus Area B CFDA 84.325K grant. Funding granted in Fall, 2021 for five years, \$1.25 million.
- Achola, E., Principal Investigator, Olsen, J., & Powers, K., Co-Investigators. Culturally responsive transition support in special education and school counseling (CREST). Office of Special Education Programs (OSEP) Focus Area B CFDA 84.325K grant. Funding granted in Fall, 2018 for five years, \$1.25 million.
- Baker, S. (2022). Principal Investigator for NC State training program's contribution to the recently funded Project Adding Direct Support (ADS), of the federal Mental Health Service Demonstration grant awarded to the NC Department of Public Instruction.
- Beasley, J. M., McMillan, V. J., Vazquez, M., & Wolfgang, J. (2022). Examining the Impact of COVID-19 on the Emotional Well-Being of Families and their Children. College of Agricultural and Environmental Sciences: Evan-Allen Project. \$254,145, Funded.
- Merlin-Knoblich, C. (2022). Mayor's Youth Employment Program Research. Funded by the City of Charlotte's Mayor's Youth Employment Program. \$29,136 Funded.
- Mingo, T.M. & Haynes, T. (2022). "The Cost of Resilience": Exploring the Impact of Gendered Racism on the Economic Mobility and Well-Being among Black Women Business Owners in Charlotte, NC During a Global Pandemic. Gambrell Faculty Fellowship Grant. \$15,000, Funded.
- Mitchell, R. (Principal Investigator). (2022). Course Essentials – Improving ECD 533. DELTA Grants. North Carolina State University, Raleigh, NC. \$4,000, Funded.
- Parikh Foxx, S. (2022). Principal Investigator with Dr. Florence Martin (PI), and Co-PI's Dr. Chao Wang Dr. Callie Edwards, Dr. Rebekah Davis. Keeping Students Safe in the Digital World: Examining Monitoring Technologies Used by K-12 Schools During the Pandemic. NC Collaboratory COVID-19 Learning Impact Program 2022. \$297,953.00, Funded.
- Parikh Foxx, S. (2022). Co-Principal Investigator with Dr. Brett Tempest (PI), and Co-PI's. Dr. Cathy Blat and Dr. Stephanie Galloway. Engineering Academic Pathways. National Science Foundation. \$1,499,608.00, Funded.
- Parikh Foxx, S. (2022). Principal Investigator. Evaluating College Access Programming. Equitable Foundation. \$46,966.00. Funded.
- Wang, Y., Vazquez, M., & Coopwood, S., (2022). Assessing the Impact of COVID on the Applications to and Enrollment in UNC System Institutions. UNC Collaboratory and North Carolina Department of Public Instruction. \$148,833, Funded.
- Saunders, R. (2022). Principal Investigator with Dr. Sejal P. Foxx. Instrument validation: Culturally responsive school counseling. North Central Association for Counselor Educator and Supervision (NCACES) Research Grant. \$725, Funded.

AWARDS, FELLOWSHIPS, AND RECOGNITIONS

- Glover, B. (2021-2022). National Board of Certified Counselors Minority Fellowship
- Harper, S. (2022-2023). UNCC Center for Graduate Life & Learning Graduate Life Fellow
- Harper, S. (2022). Boris L. Henson Foundation's Mental Health/Kyle Pierre Johnson Scholarship
- Harper, S. (2022). ACES Diversity Region Conference Scholarship
- Mingo, T. (2022). Chi Sigma Iota, MTB Outstanding Faculty
- Mingo, T. (2022). AADA Outstanding Adultspan Journal Article
- Mingo, T. (2022). Gambrell Faculty Fellowship
- Mitchell, R. (2022). Nominee - Outstanding Teaching Award. North Carolina State University, Raleigh, NC.
- Olsen, J. (2022). Sally Casanova Pre-Doctoral Scholar Faculty Sponsor, Academic Senate Student Service Award
- Saunders, R. (2022). Grant Award: North Central Association for Counselor Education and Supervision (NCACES)
- Saunders, R. (2022). Outstanding Professional Teaching Award: North Central Association for Counselor Education and Supervision (NCACES)
- Vazquez, M. (2022). Langston University Rehabilitation Research and Training Center Fellow
- Vazquez, M. (2022). Dept. of Counseling School Counselor representative for First Lady, Dr. Jill Biden and U.S. Secretary of Education, Miguel Cardona, North Carolina A&T State University, Road to Success Back to School Bus Tour.
- Ward, E. (2022). Feature of Vazquez, M. in "Seven steps to a better you." East Magazine.
https://issuu.com/eastcarolina/docs/east_winter_2022

USCC EVENTS & PODCAST

USCC Lunch and Learn Series

Glover, B. (2022). Securing a Job in Counselor Education. Panelists: Elizondo, J. A., Perry, J., Prioleau, B., Saunders, R., Vazquez, M., Cofield, D., & Jean-Philippe, S. UNC Charlotte Urban School Counseling Collaborative: Lunch and Learn.

USCC Speaker Series

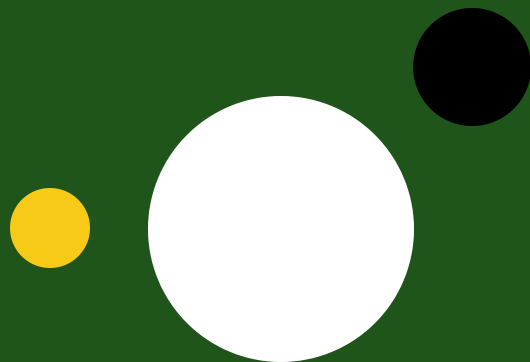
Vazquez, M. (2022). USCC Speaker Series: “Found in Translation.” UNC Charlotte Urban School Counseling Collaborative: Speaker Series.

USCC School Counseling Spotlight Podcast

Elizondo, J. A. (Host). (2022, November 14). Episode 4: Equity Fellowship (No. 4) [Audio podcast episode]. In The School Counseling Spotlight. The Urban School Counseling Collaborative.

Affinity Group

Harper, S. & Parsons, T. (2022). UNCC College of Education Diversity Affinity Group for Students of Color. The Urban Education Collaborative (UEC) and The Urban School Counseling Collaborative (USCC).



USCC

For more information about the Urban School Counseling Collaborative, please visit uscc.charlotte.edu.

