

USCC ANNUAL REPORT

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CHARLOTTE
URBAN SCHOOL COUNSELING COLLABORATIVE

LETTER FROM THE DIRECTOR

Dear Readers:

We appreciate you taking the time to read and review our annual report. The year 2023 was still a challenge as many of us are navigating and 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 2023:

- We received a total of 12 grants totaling over \$5,246,405
- We produced 16 publications across major journals (plus 15 book chapters, and 2 books)
- We had 52 total presentations over a plethora of various conferences and platforms
- 11 distinguished awards, fellowships, and recognitions were received by 6 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,

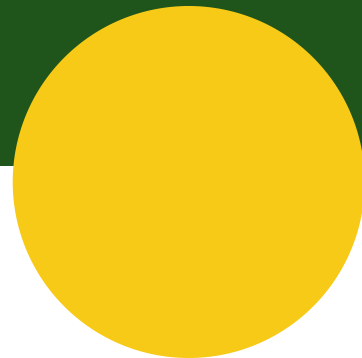
Dr. Sejal P. Foxx

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

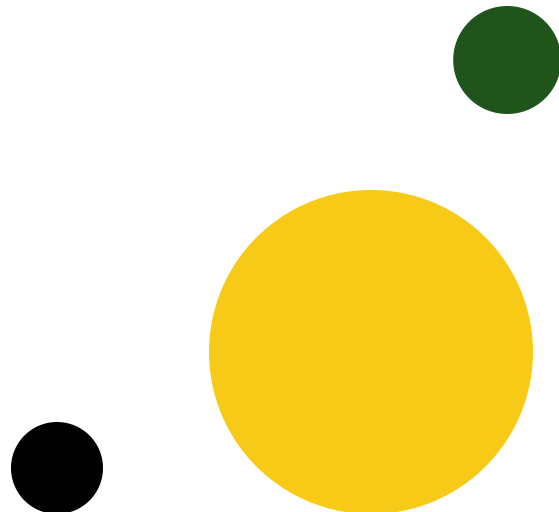
Professor and Chair, Department of Counseling

- AERA Division E Counseling Research/Dissertation Awards Co-Chair
- Evidenced Based School Counseling Conference, Advisory Council Member, Research Committee
- International Registry of Counsellor Education Program, Advisory Council Member
- Journal of Counseling and Development, Editorial Board
- Professional School Counseling, Editorial Board

Dr. 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 \$5 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, and 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 Chair
- Co-Coordinator of the Charlotte Holmes Scholars Program
- Journal of Specialists in Group Work Editorial Board Member
- Counselor Education & Supervision Editorial Board Member

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

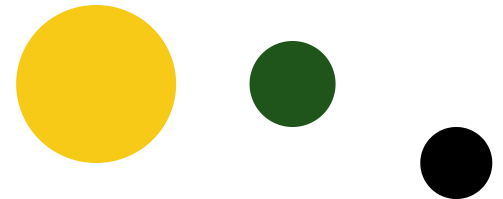


Assistant Professor, Director for School Counseling and School Placements

University of North Carolina at Charlotte

- NCSCA Southwest Vice-President, District 6
- Gambrell Faculty Fellow
- UNCC Primary Investigator for Project Adding Direct Support (NCDPI Mental Health grant)

Taryne Mingo, Ph.D., LPC (MO) is an assistant professor and director of the school counseling program and placements in the Department of Counseling at UNC Charlotte. Dr. Mingo has a professional background in elementary school counseling and providing tele-mental health therapy for Missouri-based clients. 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, navigating the COVID-19 pandemic in school counselor preparation programs, 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

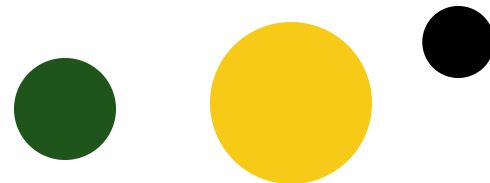
Dr. Rolanda L. Mitchell

Assistant Professor

North Carolina State University

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

Dr. Rolanda Mitchell, Ph.D., LCMHC-S, NCC, is an Assistant 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 Program Coordinator and Co-Chair for the Council on Multicultural Initiatives & Diversity. 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

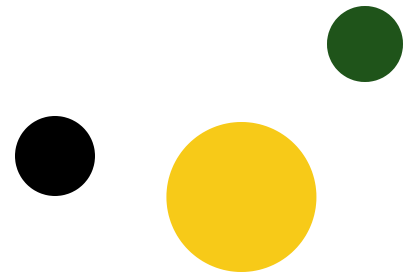
Dr. Ileana Gonzalez

Clinical Assistant Professor

University of Maryland

• **Editorial Board Member, Practice Teaching Briefs**

Dr. Ileana Gonzalez is an Assistant Professor in the Department of Counseling, Higher Education and Special Education (CHSE). Prior to her appointment at the University of Maryland, she held a faculty position at Johns Hopkins University for over a decade. Prior to her career in higher education, she gained extensive experience in the field of K-12 education as a teacher and school counselor working with Caribbean populations in South Florida. She earned her Ph.D. in Counselor Education from the University of Maryland, College Park in 2013. Her identity as a first-generation college student and daughter of refugees informs her beliefs in equity and access to a quality education for all students, particularly those from marginalized populations. She has published and presented nationally on social justice action in schools and in higher education settings and on multicultural competence and antiracist training for counselors. Her research interests include multicultural and antiracist counselor education, cultural competence in counseling and social justice action in urban school settings. She is an active member of the American Counseling Association, Association of Counselor Education and Supervision, Counselors for Social Justice and the Association of Multicultural Counseling Development.



COLLABORATIVE GRADUATES

Dr. Bethani Cogburn

Assistant Professor

Naropa University

- **Research Assistant (SSTEM), UNC Charlotte**
- **Instructor & Supervisor at Naropa**
- **Mentor, School Counselor Equity Fellowship (SCEF)**
- **JSC Editorial Reviewer, ACC Conference Planning Committee Member**

Dr. Bethani Cogburn is an assistant professor at Naropa University in Boulder, Colorado. She earned her Master of Arts in Clinical Mental Health Counseling in 2013 and added the advanced certificate in School Counseling in 2014. Her diverse experiences and roles as a school counselor inspired a passion for the utilization of creativity, mindfulness, movement, and nature within MTSS/CSCP programming, as well as the impact of school counselor advocacy and consultation on outcomes for marginalized populations and overall school culture. As a researcher, she has a strong interest in social justice and equity within school counseling programs, creative counseling techniques, and career access pathways for diverse populations.



Dr. J. Anthony Elizondo

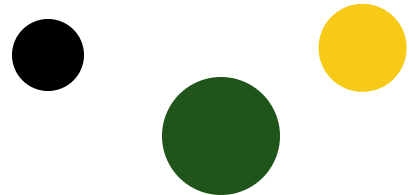


Assistant Professor

University of La Verne

- **Director, Social Justice in Higher Education Program**

Dr. J. Anthony Elizondo is an Assistant Professor at the University of La Verne, and Director of the Social Justice in Higher Education Program. Working as a school counselor in Los Angeles has afforded him the opportunity to gather experience in a variety of settings, such as a dedicated special education counselor, as a college and career counselor, and working as the only counselor on-site at an independent study high school in South Los Angeles. Currently, his research centers around school counselor advocacy, counseling spaces, and school counselor identity. You can learn more about his research on counseling space at takethescoffee.com.



COLLABORATIVE GRADUATES

Dr. Brittany N. Glover

Assistant Professor

San Diego State University

- **Mu Tau Beta Chapter of Chi Sigma Iota International Honor Society, Past President**
- **School Counselor Interest Network, Co-Chair for School Counselor Supervisor**

Dr. Brittany N. Glover, NBCT, NCC, LCMHCA, is an assistant professor at San Diego State University in the Counseling and School Psychology Department. She is a social justice forward counselor educator and has a passion for school counseling. She is a licensed clinical mental health counselor associate, a nationally-certified counselor and a national board-certified teacher in the area of school counseling. Her areas of interests include, but are not limited to, training school counselors to support the unique needs of Black and Brown children, creating educational workbooks for school counselors working with small psycho-education groups, supervision for school counselors and training school counselors to provide services for students with special needs.



Dr. Jennifer Perry

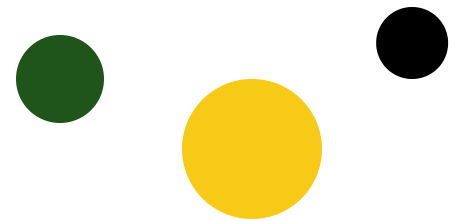


Associate Professor

Georgia Southern University

- **Conference Chair, National Cross-Cultural Counseling and Education Conference for Research, Action, & Change**

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. 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). She is the current chair of the National Cross-Cultural Counseling & Education Conference for Research, Action, & Change. 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

- **Multicultural Wellness Enhancement Research Lab Director**
- **CSI Mu Upsilon Alpha Faculty Advisor**
- **IRB Committee Member**

Dr. Brittany Prioleau is a current Assistant Professor at Mercer University. She has over a decade of experience and is committed to serving historically underserved populations by promoting mental health initiatives through an integrative holistic wellness approach. She's currently a Licensed mental health counselor in GA. Dr. Prioleau has clinical experience working with a variety of ages and populations. She also has experience as a k-12 bilingual school counselor in urban school settings. She currently serves as the director for the Multicultural Wellness Enhancement Research lab. Her current research focuses on complementary therapeutic approaches, race-related stress effects on wellness, trauma-informed approaches in urban school settings and multicultural approaches to wellness counseling. She also has specialized experience in psychedelic-assisted therapy. She fosters research and training to prepare students, schools and communities with knowledge and tools to better serve historically marginalized populations.



Dr. Rachel Saunders

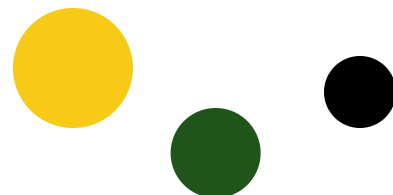
Instructor and Research Fellow

Clemson University

- **Professional School Counseling (PSC) Editorial Board Peer Reviewer**
- **ACES Teaching Practice Briefs (TPBs) Peer Reviewer**
- **Journal of School-based Counseling Policy and Evaluation Editorial Board Peer Reviewer**



Dr. Rachel Saunders serves as an Instructor & Research Fellow at Clemson University on a DoE grant between Clemson and the high need district of Greenville County Schools (GCS). She is a former Assistant Professor at the University of Cincinnati where she served as the School Counseling program coordinator. She is a proud doctoral graduate from the Counselor Education and Supervision (CES) program at UNC Charlotte. As a researcher, she focuses her work 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. With other members of this research collaborative, she plans to develop an evaluation tool for school counselors to assess their comprehensive school counseling program in the context of culturally responsive practices. She has been published in several different counseling journals, including Professional School Counseling, Journal of Child and Adolescent Counseling, and Journal for Specialists in Group Work.



COLLABORATIVE GRADUATES

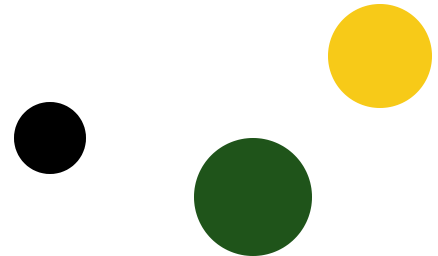
Dr. Maylee Vazquez

Assistant Professor

North Carolina A&T University

- **Advisory Board for NBCC MFP - Fellowship**
- **NBCC-MFP Initial Review Committee**
- **NC Latino Advisory Committee - Pitt County**
- **2023-2024 LU-RRTC Fellow on Rehabilitation Research and Capacity Building for Minority Entities**

Dr. Maylee Vazquez is an Assistant Professor in the School Counseling program at North Carolina A&T State University. She is a bilingual (Spanish and English) counselor with a PhD in Counselor Education & Supervision from the University of North Carolina in Charlotte. Dr. Vazquez is a licensed professional school counselor (K-12), certified in Student Affairs and College Counseling, and a National Certified Counselor in North Carolina. She has been recognized as a LatinxED fellow and currently serves on the Advisory Committee for the National Board for Certified Counseling MFP-Fellowship. Her research interests include equity access in education, Latinx Community Development, culturally responsive best practices, and cross-cultural counseling.



STUDENT MEMBERS

Sheree Harper

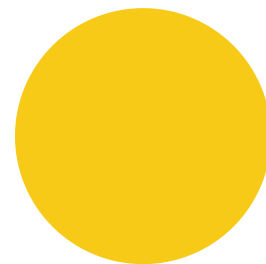
ABD Doctoral Student

Research Assistant, Urban School Counseling Collaborative

University of North Carolina at Charlotte

- **Mu Tau Beta (MTB) Senator, Graduate School Representative**
- **Graduate Assistant - Outreach, UNC Charlotte Counseling and Psychological Services**
- **School Counselor Equity Fellowship (SCEF) Mentor**
- **UNC Charlotte Graduate School Teaching Fellow**
- **American Psychological Association Interdisciplinary Minority Fellow**

Sheree Harper is an ABD doctoral student in the Counselor Education and Supervision program at UNC Charlotte. She received her Bachelor of Education and Behavior Science in Child Development and Family Studies, and a minor in Psychology from Middle Tennessee State University. She received her Master's in Arts in School Counseling and her Graduate Certificate in Play Therapy (with an Addiction Counseling Graduate Certificate in progress) from UNC Charlotte. She is a National Certified Counselor, NC Licensed PK-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. Sheree's research interests include exploring the impacts of adverse childhood experiences/trauma on Black & Brown students/children and utilizing child-centered play therapy as a treatment modality. Additionally, multicultural issues, social justice, advocacy, Black Mental Health/Wellness, and culturally sensitive and responsive practices as a professional school counselor and clinician.



PUBLICATIONS

Journal Articles

- Biang, A., Merlin-Knoblich, C., & Kim, S. (2023). Examination of client bias towards overweight, underweight, and average-weight counselors. *The Professional Counselor*, 13(2), 77-97. <https://doi.org/10.15241/ab.13.2.77>
- Cogburn, B., Saunders, R., Griffith, L., Galloway, S., Lewis, W., Parikh Foxx, S., Tempest, B. T., Lewis, C. W. (2023). A phenomenological inquiry of college engineering students with low-income and economic marginalization: Implications for high school counselors. *Professional School Counseling*, 21(1), <https://doi.org/10.1177/2156759X231205557>
- Cogburn, B., Saunders, R., Galloway, S., & Tempest, B. (2023). A preliminary analysis of identity development in the figured worlds of high achieving, low-income engineering students. *American Society for Engineering Education Conference Proceedings*.
- Crumb, L., Matthews, J. C., Mingo, T. M., & Lynch, J. (2023). Transformative trauma-informed practices in rural schools. *Theory & Practice in Rural Education*, 13(2).
- Dack, H., & Merlin-Knoblich, C. (2023). School counselors' experiences strengthening classroom instruction through professional development. *Journal of Counseling & Development*, 101(3), 293-309. <http://doi.org/10.1002/jcad.12472>
- Leigh-Osroosh, K. T., Clemons, K., Robertson, A., Placeres, V., Gay, J., Lopez-Perry, C., Mason, E. C., Ieva, K. P., Lane, E. M. D., & Saunders, R. (2023). School counseling anti-racist framework: A consensual qualitative research study. *Journal of Counseling & Development*. <https://doi.org/10.1002/jcad.12477>
- Mason, E. C. M., Michel, R. E., Young, A. A., Olsen, J., Tillery, C. A., & Chang, M. (2023). School counselor leadership and program implementation revisited: Findings from a national sample. *Professional School Counseling* 27(1), 1-11. <https://doi.org/10.1177/2156759X231182144>
- Merlin-Knoblich, C., Dack, H., & Elizondo, J. (2023). A pre-experimental pilot study of school counselors completing an 8-month professional development program to improve self-efficacy. *Counseling Outcome Research and Evaluation*, 1-16. <https://doi.org/10.1080/21501378.2023.2243320>
- Merlin-Knoblich, C., Griffith, L., Glover, B., Cogburn, B., & Harper, S. Exploring school counselor experiences in a yearlong social justice program [Manuscript submitted for publication]. Department of Counseling, University of North Carolina at Charlotte.
- Merlin-Knoblich, C., Harper, S., Vazquez, M., Perry, J., & Glover, B. Exploring the impact of an anti-oppressive social justice curriculum on participants as school counseling students and first year school counselors [Manuscript submitted for publication]. Department of Counseling, University of North Carolina at Charlotte.
- Medina, A. L., Böhmer, A., Starker-Glass, T., Parikh Foxx, S., & Franceschini, M. (2023). German and American pre-service teachers' knowledge and dispositions towards understanding vulnerable populations. *International Research and Review, Journal of Phi Beta Delta Honor Society for International Scholars*, 12(2), 19-37.
- Mingo, T. M. (accepted). "One of These Things Is Not Like the Other": Racial Identity Perception Among Elementary Students of Color." *Journal of Professional School Counseling* (JPSC).
- Mingo, T. M. & Haynes, K. (2023). A study exploring the compounded effects of racial trauma across the lifespan of DAEUS citizens and surviving COVID-19. *Journal of Multicultural Counseling and Development*, 00, 1-14. <https://doi.org/10.1002/jmcd.12290>

PUBLICATIONS

- Mingo, T. M. & Moore, A. (2023). Academia vs Employment: The impact of COVID-19 on School Counselor Preparation. *The Forum of American Journal of Education*. <https://www.ajeforum.com/academia-vs-employment-the-impact-of-covid-19-on-school-counselor-preparation-by-taryne-m-mingo-and-alexis-moore/>
- Olsen, J., Betters-Bubon, J., & Edirmanasinghe, N. (in press). Is it students or the system? Infusing a culturally sustaining approach to Tier 2 groups within multi-tiered systems of support. *Professional School Counseling*.
- Olsen, J., Parikh Foxx, S., Flowers, C., Hayakawa, K. (2023). An analysis of school counselors time spent on ASCA aligned activities. *Journal of Counseling Research and Practice*, 8(1), 32-45. <https://egrove.olemiss.edu/jcrp/vol8/iss1/8>
- Perry, J. (2023). Cup running low? It may be time for a refill. *The Beacon*. Georgia School Counselor Association.
- Zyromski, B., Johnson, K., Shrewsbury-Braxton, S., Henry, S., Lee, S., Clemons, K., & Saunders, R. (2023). Conducting ethical, anti-racist school-based research. *Journal of Child and Adolescent Counseling*. <https://doi.org/10.1080/23727810.2023.2225781>

Book Chapters

- Abel, Y. & Gonzalez, I. A. (2023). Surviving to Thriving: Leading from the Margins. In Bouton, B., *Surviving and changing the culture of white, patriarchal higher education: Personal essays of struggle and hope*. Innovative Link Publishing.
- Anderson, K. M. & Parikh Foxx, S. (2023). How do we reach struggling students? How teachers and counselors can respond to student mental health needs. In Collins, B. C. (Ed.), *The special educator's guidance to distance education. Adapting your instruction for the virtual classroom*. Baltimore, MD: Paul H. Brooks Publishing Co.
- Cogburn, B. & Saunders, R. (2023). Sexual and gender minority student needs in career and college counseling. In Parikh Foxx, S. & Elizondo, J. A. (Eds.), *Post-secondary planning for all: Approaches to college and career readiness counseling for special populations*. Charlotte, NC: Information Age.
- Glover, B. N. (2023). Career and college counseling with students with learning and cognitive disabilities. In Parikh Foxx, S. & Elizondo, J. A. (Eds.), *Post-secondary planning for all: Approaches to college and career readiness counseling for special populations*. Charlotte, NC: Information Age.
- Merlin-Knoblich, C., & Robinson, N. (2023). Creating an equitable environment to support college and career readiness for all. In Parikh Foxx, S. & J. A. Elizondo (Eds.), *Post-secondary planning for all: Approaches for college and career readiness counseling for special populations*. Charlotte, NC: Information Age.
- Mingo, T. M. & Cofield, D. (2023). 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*. Oxford Press.
- Olsen, J. (2023). Promoting student engagement and college and career readiness using a multi-tiered systems of support approach. In Parikh Foxx, S. & J. A. Elizondo (Eds.), *Post-secondary planning for all: Approaches for college and career readiness counseling for special populations*. Charlotte, NC: Information Age.
- Olsen, J., Edirmanasinghe, N., Donohue, P., & Betters-Bubon, J. (2023). Addressing barriers to culturally responsive and sustaining MTSS implementation and school counseling program alignment: Practical strategies for school counselors. In E. Goodman-Scott, J. Betters-Bubon, P. Donohue, & J. Olsen (Eds.), *The school counselors guide to multi-tiered systems of support* (2nd edition). Routledge.

PUBLICATIONS

- Olsen, J., Levy, I., & Pianta, R. (2023). Tier 2: Providing culturally sustaining supports for students with elevated needs. In E. Goodman-Scott, J. Betters-Bubon, P. Donohue, & J. Olsen (Eds.), *The school counselors guide to multi-tiered systems of support* (2nd edition). Routledge.
- Parikh Foxx, S., Butts, M. C., & Brooks, C. (2023). Giving voice to research in your practice: Clinical and educational implications. In Buser, S. & Gibson, S. (Eds.), *Engaging research, data, and program evaluation in counseling practice*. New York, NY: Routledge.
- Perry, J. (2023). Providing college and career counseling to students in rural settings. In Parikh Foxx, S. & Elizondo, J. A. (Eds.), *Post-secondary planning for all: Approaches to college and career readiness counseling for special populations* (pp. 105-115). Charlotte, NC: Information Age.
- Prioleau, B., Vázquez, M., & Erega, A. (2023). Beyond borders: Post-secondary school supports and explorations with newcomer students. In Parikh Foxx, S. & J. A. Elizondo (Eds.), *Post-secondary planning for all: Approaches for college and career readiness counseling for special populations*. Charlotte, NC: Information Age.
- Saunders, R. & Farley-Smith, K. (2023). Navigating family expectations in post-secondary planning. In Parikh Foxx, S. & J. A. Elizondo (Eds.), *Post-secondary planning for all: Approaches for college and career readiness counseling for special populations*. Charlotte, NC: Information Age.
- Vázquez, M., Prioleau, B., & Biang, A. (2023). College and career counseling and access for students who are undocumented. In Parikh Foxx, S. & J. A. Elizondo (Eds.), *Post-secondary planning for all: Approaches for college and career readiness counseling for special populations*. Charlotte, NC: Information Age.
- Young, A. & Gonzalez, I. A. (2023). Ethical research in schools: Navigating the IRB process at the district and university levels. In B. Zyromski & C. Dimmitt, *School counseling research: Advancing the professional evidence base*. Oxford University Press.

Books

- Goodman-Scott, E., Betters-Bubon, J., Donohue, P., & Olsen, J. (Ed.). (2023). *The school counselors guide to multi-tiered systems of support* (2nd edition). Routledge.
- Parikh Foxx, S. & Elizondo, J.A. (Eds.). (2023). *Postsecondary planning for all: Approaches to college and career readiness counseling for special populations*. Charlotte, NC: Information Age Publishing.



PRESENTATIONS

- Andre, L., Branco, S., Casado Pérez, J., Garza-Fraire, F., Jackson, T., Merlin-Knoblich, C., Roller, K., Sheely-Moore, A., Stretch, L. (2023, October). *A panel discussion about innovative practices in teaching*. Presented at Association of Counselor Education & Supervision (ACES), Denver, CO.
- Arcot R. R., Hudlin, M., Gonzalez, I. A. & Newhart, S. (2023, April). *A weight to carry: Experiences of master's-level counseling faculty teaching a multicultural counseling course*. American Educational Research Association Annual Meeting, Chicago, Illinois.
- Betters-Bubon, J., & Olsen, J. (2023). *Comprehensive school counseling programs and MTSS alignment: Building tiered systems*. Kentucky Department of Education, Virtual.
- Casado Pérez, J., & Merlin-Knoblich, C. (2023, October). *Publishing a teaching practice brief*. Presented at Association of Counselor Education & Supervision (ACES). Denver, CO.
- Cogburn, B. (2023, April). *Sustainable Wellness: Starting with school counselors and reaching students*. Urban School Counseling Collaborative Speaker Series, Virtual.
- Cogburn, B. (2023, April). *High achieving, low-income college engineering student experiences of ecowellness*. Cato College of Education Research Symposium, Charlotte, North Carolina.
- Cogburn, B. & Saunders, R. (2023, March). *Mindfulness and movement: Evidence-based practices to support students' mental health*. Evidence-Based School Counseling Conference, Columbus, Ohio.
- Cogburn, B., Saunders, R., Galloway, S., & Tempest, B. (2023, June). *A preliminary analysis of identity development in the figured worlds of high achieving, low-income engineering students*. American Society for Engineering Education Conference, Baltimore, Maryland.
- Crumb, L., Harris, J. A., Mingo, T. M., & Appling, B. (2023). *Code-switching 101: Black women counselor educators' personal and professional identity development*. Panel Presenter, Association for Counselor Education and Supervision (ACES), Denver, CO.
- Donohue, P., Sweeney, D., & Olsen, J. (2023). *Preparing school counseling students to implement culturally affirming Tier 2*. Association for Counselor Education and Supervision, Denver, Colorado.
- Elizondo, J. A., Perry, J., Prioleau, B. L., & Vazquez, M. (2023, October). *Lunch & Learn: "I got the job, now what?"*. Panel members for the Urban School Counseling Collaborative Lunch & Learn Professional Development Series. Virtual.
- Farley-Smith, K., Saunders, R., & Tang, M. (2023, June). *Career readiness for K-12 students: Are school counselors prepared to deliver services?* Presented at the National Career Development Association (NCDA) Global Conference. Chicago, Illinois.
- Farley-Smith, K., Saunders, R. & Tang, M. (2023, October). *Teaching and supervision strategies to develop school counselor trainee's competency in providing career readiness for K-12 students*. Presented at the Association of Counselor Education & Supervision (ACES) Conference. Denver, CO.
- Fernandes, C., Prioleau, B. (2023, June). *Addressing the intersectionality of culture and spirituality to decolonize counseling and promote Multicultural Counseling Competencies*. National Board of Certified Counselors Bridging the Gap Symposium (NBCC), Atlanta, GA.
- Glover, B. (2023, June). *Culturally responsive school counseling: Teaching and supervising school counselor interns from a social justice approach*. Seminar Facilitator, National Board of Certified Counselors Symposium, Atlanta, GA.

PRESENTATIONS

- Gonzalez, I. A. (October, 2023). *A massive weight to carry: Lessons from teaching the multicultural counseling course*, Panel Discussion. Association for Counselor Education & Supervision Biannual Conference, Denver, Colorado.
- Harper, S. (2023, January). *UNC Charlotte/Mu Tau Beta (MTB) Master's in Counseling Prospective Students Panel*. Invited Counseling Professional Panel Speaker, Charlotte, NC.
- Harper, S., & Mingo, T. M. (2023, October). *"I am Captain America": Representation, racial identity perception, and academic self-efficacy of Black and Brown children*. [Poster Presentation]. Association for Counselor Education and Supervision 2023 Conference, Denver, CO.
- Haynes, K. & Mingo, T. M. (July 2023). *Multicultural considerations for counseling African American older adults identified as DAEUS*. Association for Adult Development and Aging Conference, Charlotte, NC.
- Hays, D., Hills, N., Parikh Foxx, S., Wester, K. (2023, October). *Successfully navigating the counselor education job search: Expert tips from start to finish*. Presentation at the Association for Counselor Education and Supervision Conference, Denver, CO.
- Kerekes, J., Parikh Foxx, S. Davis, A. (2023, October). *Breaking down silos: How nonprofits can work with companies to build creative partnerships*. Presentation at the National College Access Network Conference, Dallas, TX.
- Merlin-Knoblich, C., Boyd, A., Damrauer, J., Moore, F., & Slaughter, D. (2023, November). *Learn interventions to promote equity and belonging from School Counseling Equity Fellows*. Presented at the North Carolina School Counselor Association Annual Conference (NCSCA). Charlotte, NC.
- Merlin-Knoblich, C., Harper, S., Vazquez, M., Perry, J., & Glover, B. (2023, October). *An exploration of the impact of an anti-oppressive social justice counseling internship curriculum*. [Session Presentation]. Association for Counselor Education & Supervision (ACES) Conference, Denver, CO.
- Mingo, T. M. (2023, March). *The Inequitable Weight of COVID-19*. TEDxCharlotte: https://youtu.be/_0cW9z7Brf0?si=p76zNi7j4DqK4O1y. UNC Charlotte, Charlotte, NC.
- Mingo, T. M. (March 2023). *Academia vs Employment: The impact of COVID-19 on school counselor preparation*. Host and Presenter, NCSCA Region Meeting, UNC Charlotte, Charlotte, NC.
- Mingo, T. M. & Haynes, K. (2023). *From Jim Crow to COVID-19: Exploring historical Black trauma and "weathering" across the lifespan*. Co-presenter, Association for Counselor Education and Supervision (ACES), Denver, CO.
- Mitchell, R., & Dowden, A. (2023). *A phenomenological analysis of the intersectionality of African American women: Implications for clinical practice and client retention*. Scheduled presentation at the NC State University Black Research Symposium, Raleigh, NC.
- Mitchell, R., & Penn, S. (2023). *Restoring counselor wellness through clinical supervision*. Educational session presented at the North Carolina Counseling Association Conference, Durham, NC.
- Montague, K. & Perry, J. (2023, September 14). *Suicide in the Black Community*. [Symposium Session]. Alachua County Crisis Center Presents Safety Not Silence: A Mental Health Symposium, Virtual.
- Newhart, S. & Gonzalez, I. A. (October, 2023). *Roundtable Discussion: Experiences of masters-level counseling faculty teaching a multicultural counseling course*. Association for Counselor Education & Supervision Biannual Conference, Denver, Colorado.
- Olsen, J. (2023). *Using a systems approach to overcome high school MTSS/PBIS implementation barriers*. Keynote presentation at the California Technical Assistance Center for PBIS National Middle and High School Virtual Symposium.

PRESENTATIONS

- Olsen, J., & Donohue, P. (2023). *Using data in comprehensive school counseling program and MTSS alignment*. Comprehensive School Counseling Program Professional Development. Olympic Educational Service District 114, Central Kitsap, WA, Virtual.
- Olsen, J., & Goodman-Scott, E. (2023). *Comprehensive school counseling program and MTSS alignment foundations*. Comprehensive School Counseling Program Professional Development. Olympic Educational Service District 114, Central Kitsap, WA, Virtual.
- Parikh Foxx, S., Anderson, K. (2023, July). *From evidence-based practices to positive student outcomes*. Presentation at the American School Counselor Association, Atlanta, GA.
- Parikh Foxx, S. (2023, September). *Small groups from start to finish*. Invited presentation for Gwinnett County Public Schools.
- Parikh Foxx, S. (2023, September). *Small groups in schools*. Invited presentation for Oklahoma City Public Schools.
- Parikh Foxx, S. (2023, September). *A culturally responsive approach to solution focused counseling*. Invited Keynote presentation for Oklahoma City Public Schools.
- Parikh Foxx, S. (2023, March). *ACES Career Interest Network - Career Research Panel*. Invited virtual panel.
- Penn, S., & Mitchell, R. (2023). *Counseling women in survival mode*. Educational session presented at the North Carolina Counseling Association Conference, Durham, NC.
- Perry, J., Valauri, A., & Cain, E. (2023, December). *Exploring rural community wealth: How parents, school, & communities influence rural college students' educational pathways*. [Mini Conference Session]. Georgia Southern University College of Education, Statesboro, GA.
- Perry, J., & Vazquez, M. (2023). *Creating safe spaces for youth to process reintegration: Post-pandemic* [Summit Session]. Content presentation at National Youth Advocacy and Resilience Research Summit 2023, Virtual.
- Prioleau, B., & Panjwani, S. (2023, June). *Beyond talk therapy: An examination of wellness counseling through a multicultural lens utilizing integrative complementary and alternative medicine (CAM) approaches*. National Board of Certified Counselors Bridging the Gap Symposium (NBCC), Atlanta, GA.
- Prioleau, B., Shlafman, M., & Dickerson, K. (2023, April). *Development of a multicultural wellness enhancement research lab: A mentorship approach*. Atlanta Research Conference. Mercer University, Atlanta, GA.
- Rivas, B., Teoh, A., Parikh Foxx, S., & Bienart, A. (2023, November). *Professionalizing counseling through quality assurance in counsellor education*. Presentation at the 2023 Mental Health Connections: Advancing Global Health Equity, Virtual conference.
- Saunders, R., Farley-Smith, K., Hollar, M., & Alvarez, J. (October 2023). *Empowering school counselors to work collaboratively with school administrators: Creative and innovative teaching methods*. Presented at the Association of Counselor Education & Supervision (ACES) Conference. Denver, CO.
- Sidhu, J., & Vazquez, M. (2023). *Gender affirming counseling in south Asian LGBTQ+ spaces*. Content Presentation at 2023 SAIGE Conference.
- Sorgen, K., & Perry, J. (2023, September 29). *What else is there? Professions in education other than teaching*. [Symposium Session]. Senior Symposium, Georgia Southern University College of Education, Statesboro, GA.
- Vazquez, M. (2023). Latinx Education Summit 2023. *Building a road to success: Multilingual school counselors*. Invited speaker by LatinXED.

PRESENTATIONS

- Vazquez, M. (2023). The College of Education Seminar Series presents Attending to Educators Mental Health: *“Putting Out Fires: Burnout”*. Invited speaker at NCAT College of Education - Department of Educator Preparation.
- Vazquez, M., Coopwood, S., Suol, K., Washington, A., & Honay, T. (2023). *Supporting undocumented students in rural areas*. Content presentation at North Carolina School Counseling conference in Charlotte, NC.
- Vazquez, M., Reyes, A., & Garcia, M. (2023). *Case Study: Exploration of Culturally and Linguistically Responsive Teaching in Action*. Content presentation at 2023 ACES conference, Denver, CO.
- Vazquez, M., Reyes, A., & Pulgar, C. (2023). *Creating Comunidad: Supporting Latine/Hispanic Counseling Professionals*. Content presentation at 2023 NBCC - Bridging the Gap Symposium: Eliminating Mental Health Disparities.



GRANTS

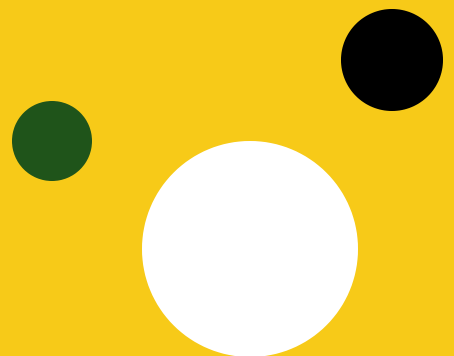
- Glover, B. (2023). Preparing school counseling students to serve children with special needs. San Diego State University Seed Grant. \$7,530, Funded.
- Glover, B. & Green, T. (2023). Preparing school counselors to collaborate with special education educators. SDSU College of Education, Faculty Mentoring Grant. \$5,000, Funded.
- Harper, S. (2023). Principal Investigator with Dr. Taryne M. Mingo. A comparison study: Utilizing the ECRS to determine indifference to Black emotional pain among counselors through empathic accuracy. Funded by the Association for Counselor Education and Supervision (ACES) Graduate Student Research Grant. \$1,000, Funded.
- Merlin-Knoblich, C. (2023). An exploration of a university-school district partnership to enhance school counselor social justice efforts. Funded by the Association for Counselor Education and Supervision. \$3,000, Funded.
- Mingo, T. (2023). NCDPI Mental Health Grant: Project Adding Direct Support.
- Mitchell, R. (2023). Affiliated IHE Faculty, Project Adding Direct Support. Mental Health Service Professional Demonstration Grant, US Department of Education.
- Parikh Foxx, S. (2023). Co-Principal Investigator with Dr. Kelly Anderson, Project Intensive Needs Teachers and Counselor Training (INTACT). U.S. Department of Education. Office of Special Education Programs Grant. \$881,858, Funded.
- Prioleau, B. (2023). Building Resilience and Empowering Adolescents Through Holistic Education (BREATHE): A Wellness Trauma-Informed School-based Mental Health Feasibility Pilot Study. Provost Office of Institutional Research. \$3,490, Funded.

Continuing 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. Five years, \$1.25 million, Funded.
- 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. Five years, \$1.25 million, Funded.
- Parikh Foxx, S. (2022-2024). 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. (2022-2027). 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. (2022-2024). Principal Investigator. Evaluating College Access Programming. Equitable Foundation. \$46,966.00, Funded.

AWARDS, FELLOWSHIPS, AND RECOGNITIONS

- Cogburn, B. (2023). UNC Charlotte Graduate School Dissertation Fellowship Recipient.
- Cogburn, B. (2023). UNC Charlotte Merit Scholarship for Conference Travel Recipient.
- Glover, B. N. (2023). Chi Sigma Iota International Honor Society Fellow.
- Glover, B. N. (2023). Boris Lawrence Henson Foundation Scholarship.
- Harper, S. (2023-2024). Teaching Fellow, UNC Charlotte Graduate School Teaching Fellowship.
- Harper, S. (2023-2024). Doctoral Fellow, American Psychological Association Interdisciplinary Minority Fellowship.
- Harper, S. (2023-2024). Jim Patterson Memorial Scholarship. College of Education, Counseling Dept., UNC Charlotte.
- Harper, S. (2023-2024). John E. Chapman, Jr. Endowed Scholarship, UNC Charlotte.
- Merlin-Knoblich, C. (2023). North Carolina School Counselor Association Counselor Educator of the Year.
- Saunders, R. (2023). Sarah Grant Barber Award Nomination as Outstanding Faculty Advisor, University of Cincinnati.
- Vazquez, M. (2023). 2023 LatinxEd Fellow.



USCC EVENTS & PODCAST

USCC Lunch and Learn Series

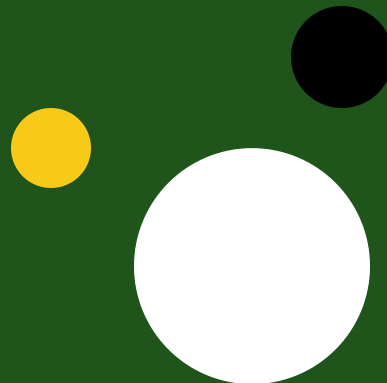
- Elizondo, J. A., Perry, J., Prioleau, B. L., & Vazquez, M. (2023, October). Lunch & Learn: “I got the job, now what?”. UNC Charlotte Urban School Counseling Collaborative: Lunch and Learn Series.

USCC Speaker Series

- Cogburn, B. (2023, April). Sustainable Wellness: Starting with school counselors and reaching students. Urban School Counseling Collaborative: Speaker Series.
- Stone, C. (2023, August). School Counselors: Negotiating the Legal and Ethical Complications of Working with Minors in Schools. Urban School Counseling Collaborative: Speaker Series.
- Waller, C. (2023, March). Hidden in Plain Sight. Urban School Counseling Collaborative: Speaker Series.

USCC School Counseling Spotlight Podcast

- Elizondo, J. A. (Host). (2023, September). Episode 5: Youth Participatory Action Research (YPAR) (No. 5) [Audio podcast episode]. In The School Counseling Spotlight. The Urban School Counseling Collaborative.



USCC

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