

SCC 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 has still been a challenge as many of us are still navigating and recovering from multiple pandemics.

Nevertheless, the 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 \$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.

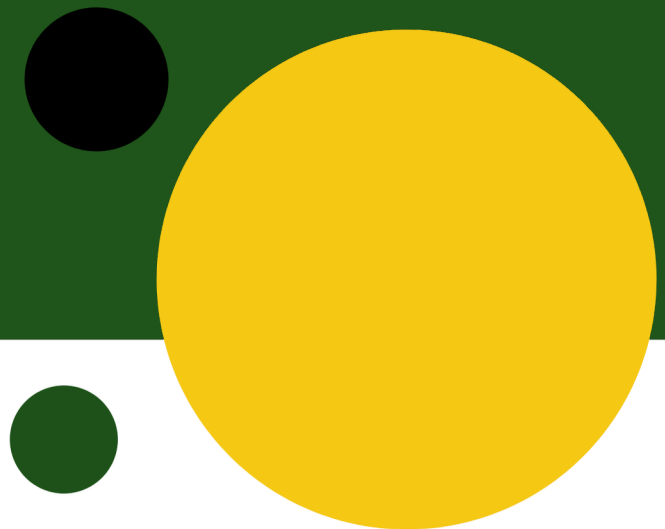
Sincerely,

Dr. Sejal P. Foxx

Dr. Sejal P. Foxx

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MISSION AND VISION

■ Vision

The 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 across 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 SCC will reach:

Innovation by:

1. Recruiting high-quality graduate students
2. Focusing on education
3. Cultivating leaders in 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, School Counseling Collaborative

Professor and Chair, Department of Counseling

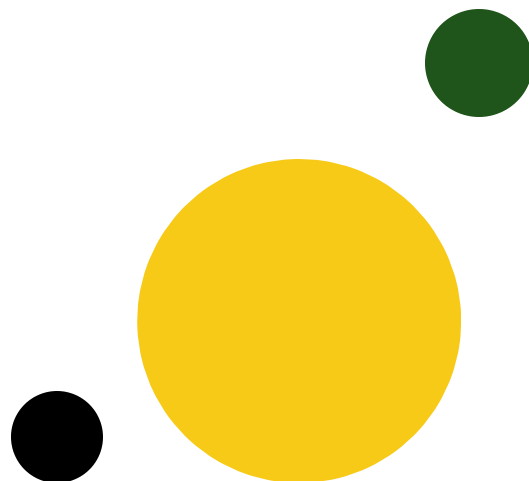
- AERA Division E Annual Meeting Submissions Reviewer
- AERA Division E Counseling Research/Dissertation Awards Co-Chair
- ASCA Conference Program Selection Committee, Committee Member
- International Registry of Counsellor Education Program, Advisory Council Member
- Journal of Counseling and Development,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

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. 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

- Director of Masters in Counseling at UNC Charlotte
- Director of the Post-Masters Certificate in School Counseling at UNC Charlotte
- Co-Editor of the ACES Teaching Practice Briefs
- Co-Coordinator of the Charlotte Holmes Scholars Program
- Chair of the ACES School Counseling Interest Network Social Justice Workgroup
- CACREP Academic Review Specialist
- 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. Recently, she has worked on collaborative projects in public schools like the School Counseling Equity Fellowship and Diversity Dinner Dialogues for students and school counselors to explore multiculturalism and social justice. Dr. Merlin has published more than 25 peer-reviewed research articles in counseling and education journals and teaches courses in counseling and teaching in the Cato College of Education at UNC Charlotte.

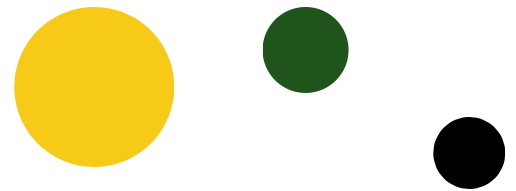


Dr. Taryne Mingo



- Director of School Counseling
- Director of School Placements
- UNCC Primary Investigator for Project Adding Direct Support (NCDPI Mental Health grant)
- NCSCA Southwest Vice-President
- Gambrell Faculty Fellow

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

- Coordinator, Online School Counseling Program, NC State
- Co-Chair, Council on Multicultural Initiatives and Diversity (COMID), 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 & 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 of School Counseling at California State University Long Beach. Prior to becoming a counselor educator in 2016, Olsen spent several years as a school counselor with Highline Public Schools outside Seattle, Washington. As a school counselor, Olsen implemented the ASCA National Model and aligned his program with a multi-tiered systems of support (MTSS) framework. As a counselor educator, his work is focused on increasing equity in schools and providing students with culturally sustaining support systems. As a result, his research focuses on various aspects of school counseling program and MTSS alignment, including evidence-based and culturally sustaining Tier 2 supports. Olsen has published multiple journal articles and book/book chapters on school counseling program and MTSS alignment and has delivered several presentations and trainings across multiple states.

COLLABORATIVE GRADUATES

Dr. Bethani Cogburn

Assistant professor

Naropa University

- Research Assistant (SSTEM),
- Instructor & Supervisor at Naropa, Mentor (SCEF),
- JSC Editorial Reviewer
- ACC Conference Planning Committee member

Bethani 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.

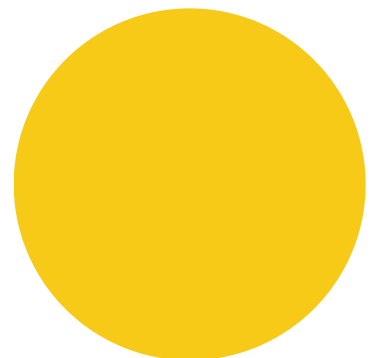
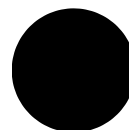


Dr. J. Anthony Elizondo

Assistant Professor

University of La Verne

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 Glover

Assistant Professor
San Diego State University

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.



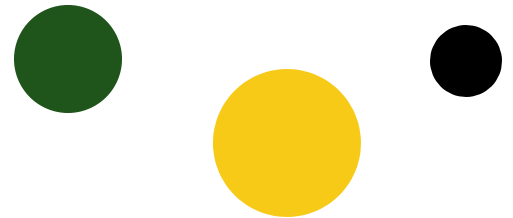
Dr. Jennifer Perry



Associate Professor
Georgia Southern University

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

- Minority Fellowship Program Mentor
- Multicultural Wellness Enhancement Research Lab
Director
- CSI Mu Upsilon Alpha Faculty Advisor,
- IRB Committee Member

Dr. 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

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 serves as a 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. dge and tools to better serve historically marginalized populations.



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 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.



Dr. Ileana Gonzalez

Assistant Professor

University of Maryland

- Program Coordinator, School Counseling Program UMD College Park



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.

STUDENT MEMBERS

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.



Sheree Harper

Assistant Professor; Ph.D., NCC, LPSC (NC), LCMHC (NC)

- 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 completed her Ph.D in the Counselor Education and Supervision program at UNC Charlotte. in 2025. 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.



STUDENT MEMBERS

Rakia Hicks

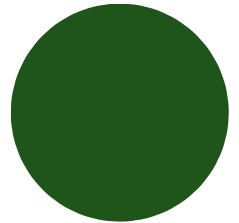
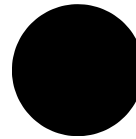
Doctoral Student

SCC Research Assistant

Rakia has gained extensive experience as a mental health therapist working with both acute and non-acute populations, including mentally ill adolescents and adults. After earning her Bachelor's degree in Psychology from Tuskegee University, Rakia focused on suicide assessment, crisis intervention, and intensive individual and family therapy. She also provided therapeutic support in various areas, including grief and loss, trauma, life transitions, mood disorders, anger management, anxiety-related difficulties, and substance abuse.

Her pursuit of a Master's degree in Counseling Psychology from Loyola University of Maryland included coursework in clinical supervision and counselor education, which allowed her to integrate academic knowledge with practical workplace experience. She furthered her education at Winthrop University in Rock Hill, SC, where she obtained a certificate in school counseling and worked with schools throughout Charlotte Mecklenburg and Gaston Counties. Additionally, Rakia completed certification in Play Therapy at UNC Charlotte.

Rakia has prioritized ongoing professional development, particularly in trauma-informed care for marginalized communities, as a doctoral student at UNC Charlotte.



Crystal Speaks

Doctoral Student

First-year Doctoral Student here at UNC Charlotte, with a robust educational background and diverse professional experience in school counseling. Crystal is a dedicated school counselor who brings both passion and expertise to her role. She holds a Master's in Educational Specialist in Counselor Education with a focus on School Counseling from the University of South Carolina, graduating from this program in 2020. Additionally, she obtained a Graduate Certification in Play Therapy from the same institution, reinforcing her commitment to innovative and effective counseling methods. Before earning her Master's degree, Crystal completed her Bachelor of Arts in History at the University of South Carolina in 2018. Her professional journey began in an educational setting where she made significant contributions as an Instructional Assistant for Special Education at Dreher High School and later as a Social Engagement Lead and Resident Mentor for the CarolinaLife Program at the University of South Carolina.

Crystal's dedication to her field is reflected in her active leadership roles and accolades. She remains committed to fostering a supportive and inclusive educational environment, leveraging her expertise to help students thrive both academically and personally. She continues to grow as a professional while embarking on her new journey as a Doctoral student.



PUBLICATIONS

Bernstein, A., Helfenbein, R., Lane, WD., Prioleau, B., (2024) Narrative Communication of Teachers' Support Needs for Violence-Based Trauma in the Schools: A Pilot Study. *Journal of Trauma Studies in Education*.

Biang, A., Merlin-Knoblich, C., & Lim, J. H. (2024). An exploration of Counselors of Color working in the eating disorder field. *Journal of Counseling & Development*, 102(4), 482-494.
<https://doi.org/10.1002/jcad.12532>

Cain, E., Valauri, A., Perry, J. R., DeLoach, A. (2024). Exploring how rural schools and communities influence the academic journeys of college students in STEM majors. *The Rural Educator*, 45(3), 15-33.
<https://doi.org/10.55533/2643-9662.1417>

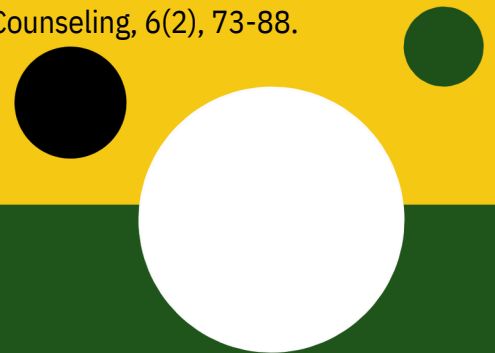
Cain, E. J., Knox, P. N., Valauri, A., Perry, J. R., & *DeLoach, A. (2025). "You're gonna do somethin' great": Parental involvement in rural students' educational pathways. In M. Williams-Johnson & N. P. Rickert (Eds.), *Critical Analysis of Parental Involvement in School: Working with Families Across Sociocultural Context*. Routledge. <https://doi.org/10.4324/9781003407362-12>

Cogburn, B. (2024). Low income engineering college student experiences of ecowellness. ProQuest Dissertations & Theses Global, 2937496559. <https://www.proquest.com/dissertations-theses/low-income-engineering-college-student/docview/2937496559/se-2>

Gonzalez, I. A., Newhart, S., Arcot, R. R., & Hudlin, M. (2024). "A weight to carry": Experiences of masters-level counseling faculty teaching a multicultural counseling course. *Journal of Multicultural Counseling and Development*, 52, 242-256. <https://doi-org.proxy-um.researchport.umd.edu/10.1002/jmcd.12307>

Harper, S. D. Exploring Factors Related to the Use of Child-Centered Play Therapy Among Elementary School Counselors. (2024). ProQuest Dissertations & Theses.

Lopez-Perry, C., Olsen, J., Suleiman, F., & Juarez, J. (2024). Establishing an antiracist foundation in school counselor preparation: A self-study. *Teaching and Supervision in Counseling*, 6(2), 73-88.
<https://doi.org/10.7290/tsc06pzn>



PUBLICATIONS

Merlin-Knoblich, C., Harper, S., Vasquez, M., Perry, J., & Glover, B. (2024). Exploring the impact of an anti-oppressive social justice curriculum. *Counselor Education and Supervision*, 1-20.

Merlin-Knoblich, C., Griffith, L., Glover, B., Cogburn, B., & Harper, S. (2024). An Exploration of School Counselor Experiences in a Yearlong Social Justice Program. *Professional School Counseling*, 28(1). <https://doi.org/10.1177/2156759X241231200>

Merlin-Knoblich, C., Griffith, L., Glover, B., Cogburn, B., & Harper, S. (2024). Exploring school counselor experiences in a yearlong social justice program. *School Counseling*, 28(1), 1-14. <https://doi.org/10.1177/2156759X241231200>

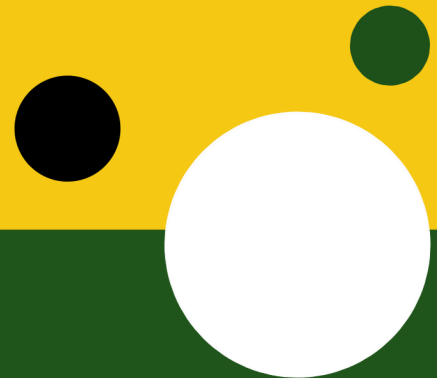
Merlin-Knoblich, C., *Graham, B., *Clark, S., Song, S., & Harper, *S. (2024). An exploration of the impact of the School Counseling Equity Fellowship on school counselors. [Manuscript submitted for publication]. Department of Counseling, University of North Carolina at Charlotte.

Merlin-Knoblich, C., Harper, S., Vazquez, M., Perry, J., & Glover, B. (2024). Exploring the impact of an anti-oppressive social justice internship curriculum. *Counselor Education and Supervision*, 1–20. <https://doi.org/10.1002/ceas.12309>

Mingo, T. M. (2024). “‘One of these things is not like the other’: Racial identity perception among elementary students of color.” *Professional School Counseling*, 28(1), 1-17. <https://doi.org/10.1177/2156759X241259948>

Olsen, J., Betters-Bubon, J., & Edirmanasinghe, N. (2024). Is it students or the system? Infusing a culturally sustaining approach to tier 2 groups within multi-tiered systems of support. *Professional School Counseling*, 28(1a), <https://doi.org/10.1177/2156759X241234926>

Olsen, J. (2024). Forward. In P. Donohue. *Setting the table for tier 2 small group social and emotional learning and academic interventions for K-12 students*. (pp. 1-3). [Foreword]. Cognella



PUBLICATIONS

Parikh Foxx, S., Harper, S., Jones, G. (2024, May-June). Foster family engagement in urban communities. American School Counselor Association (ASCA) Magazine, 61(5), 10-14.

Perry, J. & Vazquez, M. (2025). School Counseling and Parental Involvement. In M. Williams-Johnson & N. P. Rickert (Eds.), Critical Analysis of Parental Involvement in School: Working with Families Across Sociocultural Context. Routledge. <https://doi.org/10.4324/9781003407362-22>

Placeres, V., Davis, D. E., Gazaway, S., Williams, N., Mason, E. C. M., Hsu, W., Alsaegh, L., Quintero Rico, T. & Glover, B. (2024). Multicultural counseling competencies: A 30-year content analysis of ACA journals. Teaching and Supervision in Counseling.

Saunders, R. & Cogburn, B. (2024). Utilizing technology to creatively enhance online learning in counselor education. Journal of Creativity in Mental Health, 1-13.
<https://doi.org/10.1080/15401383.2024.2375522>

Saunders, R., Cogburn, B., & Nguyen, N. (2024). Promoting students' mental wellness: Implementing mindfulness-based interventions within multitiered systems of support. Professional School Counseling, 28(1b). <https://doi.org/10.1177/2156759X241247166>

Vazquez, M., Elizondo, J. A., Perry, J., Foxx, S. P., Bolin, T., Saunders, R., & Dameron, M. L. (2024). Es nuestra oportunidad: Latinx students seeking independence while maintaining familismo. Journal of Latinos and Education, 1-12. <https://doi.org/10.1080/15348431.2024.2413529>

Perry, J. & Cain, E. (in press). A place-based approach to rural school counseling. Journal of School Counseling.

Vázquez, M., Reyes, A. G., Garcia, M., & Parker, M. (2025). Preparing students to work with Spanish-speaking populations. Journal of Multicultural Counseling and Development.
<https://doi.org/10.1002/jmcd.12315>

Vazquez, M., Elizondo, J. A., Perry, J., Parikh Foxx, S., Bolin, T., Saunders, R., Dameron, M. L. (2024). Es nuestra oportunidad: Latinx students seeking independence while maintaining familismo. Journal of Latinos and Education. <https://doi.org/10.1080/15348431.2024.2413529>

PRESENTATIONS

- Furr, S. & Garcia, M. A., (2024, March). Increasing suicide training in masters level counselors in training. Mu Tau Beta Training at the University of North Carolina at Charlotte
- Garcia, M. A. (2024). Suicide in elementary-aged children. American School Counseling Association Annual Conference. Kansas City, MI.
- Garcia, M. A. (2024). A final review of fellowship impact and experiential learning. National Board for Certified Counselors Foundation Annual Symposium. Washington, D.C.
- Garcia, M. A. (2024). Suicide in elementary-aged children. Southern Regional Association for Counselor Educators Bi-Annual Conference, Dallas, TX.
- Garcia, M. A., Makupson, M. (2024). Tips and tricks for the career search: A job panel for doctoral students. Southern Regional Association for Counselor Educators Bi-Annual Conference, Dallas, TX.
- Garcia, M. A. (2024). A 3-minute thesis event for graduate students in counselor education. Southern Regional Association for Counselor Educators Bi-Annual Conference, Dallas, TX.
- Glover, B. (November 2024). Preparing School Counselors to Work with Students with Special Needs. Southern Association for Counselor Education and Supervision, Dallas, Texas.
- Glover, B. and Conner, C. (March 2024). Navigating the academic job search: Best practices. National Board of Certified Counselors. Washington, DC.
- Glover, B. (March 2024). School counselors and mental health counselors collaborating to meet the needs of students. National Board of Certified Counselors. Washington, DC.
- Griffith, L. & Cogburn, B. (2024, February). Understanding your triggers: Recognizing and reducing secondary trauma. North Carolina Counseling Association Conference, Greensboro, North Carolina.
- Kucharczyk, S., Powers, K., Martin Del Campo, T., Olsen, J., Unruh, D., & Knollman, G. (2024). Start with the end in mind: Embedding transition planning in personnel development projects. Implementation Showcase Session. Office of Special Education Programs National Conference, Arlington, VA.
- Merlin-Knoblich, C., Battle, E., Burgess, S., & Carlton, S., (November, 2024). Social justice school counseling interventions. Presented at the North Carolina School Counselor Association Annual Conference (NCSCA), Charlotte, NC.
- Mitchell, R. & Kennedy, M. (2024). Integrating Anti-Racist Competencies into the School Internship Experience. Presented at the Evidence-Based School Counseling Conference, Virtual.
- Mitchell, R. & Kennedy, M. (2024). Integrating Anti-Racist Competencies into the Internship Experience. Presented at the North Carolina Counseling Association Conference, Greensboro, NC.
- Mingo, T. M., Haynes, T. R., Peters, J., Mercer, T. (2024, September). Exploring the impact of gendered racism on the economic mobility and well-being among Black women business owners in Charlotte, NC [Virtual conference presentation] 2024 Black Mental Health Symposium: A Virtual Experience.

PRESENTATIONS

- Mingo, T. M., & Haynes, K. (2024, March). From Jim Crow to COVID-19: Exploring historical Black trauma and “weathering” across the lifespan [Conference presentation]. The 2024 National Cross-Cultural Counseling and Education Conference (NCCEC) for Research, Action, & Change. Charlotte, North Carolina, United States.
- Montague, K. & Perry, J. (2024, September 17). Your journey is unique/your own: Emphasizing the personal nature of wellness and healing within the Black community. [Symposium Session]. Symposium 2024: Writing Our Own Story of Wellness and Healing. Alachua County Crisis Center, Virtual.
- Newhart, S., Gonzalez, I.A. & Threatt, N. (2024). Exploring Anti-Racist Action Among Counseling Students: A Multicultural Study in Counselor Education. SACES Dallas, TX
- Olsen, J. (2024). Mentorship: The pipeline to PhD in counselor education. University of North Carolina Charlotte Urban School Counseling Collaborative, Lunch and Learn Series, Virtual.
- Olsen, J. & Joseph, V. (2024). Tier 2 team booster trainings. Huntington Beach School District Middle Schools. February.
- Parikh Foxx, S. (2024, November). A culturally responsive approach to solution-focused counseling. Invited presentation for the Indiana School Counselors Association Conference. Indianapolis, IN.
- Parikh Foxx, S. (2024, November). East Meets West: The power of being mindful. Invited pre-conference presentation for the North School Counselors Association Conference. Concord, NC.
- Parikh Foxx, S. (2024, October) Got data? Impact equity and access for all students. Invited virtual presentation for KIPP Schools. Nashville, TN. Parikh Foxx, S. (2024, October). From state to finish: Small groups in schools. Invited virtual presentation for KIPP Schools. Nashville, TN.
- Parikh Foxx, S. (2024, September). From state to finish: Small groups in schools. Invited pre-conference presentation for the Tennessee School Counselors Association and Leadership Conference. Nashville, TN.
- Parikh Foxx, S. (2024, September). A culturally responsive approach to solution-focused counseling. Invited presentation for the Tennessee School Counselors Association and Leadership Conference. Nashville, TN.
- Perry, J. & Edwards, N. (2024, September 5). Social justice in the counseling setting: What beginning counselors-in-training and practitioners need to know as they engage with clients. [Symposium Session]. Black Mental Health Symposium: A Virtual Experience. Virtual.
- Prioleau, B., Panjwani, S., (April, 2024) Multicultural Approaches to Psychedelic-Assisted Therapy, National Board of Certified Counselors Bridging the Gap Symposium (NBCC). Washington, DC
- Rosario-Gonzalez, L., Merlin-Knoblich, C., & Pinto, S. (March, 2024). There is a crack in the school counseling pipeline: Implications and next steps. Presented at Evidence-Based School Counseling Conference (EBSCC), Online.
- Shannon, J., Gonzalez, I.A. & Bayne, H. (2024) A Community Autoethnography of Three Counselor Educators Teaching on Race. WACES Tuscon, AZ

GRANTS

- 2024, Co-Principal Investigator with Dr. Rawn Boulden and Dr. Brean'a Parker. WolfPACT (Partnership to Advance Culturally-Responsive Counselor Training with Schools). U.S. Department of Education. Mental Health Service Professional Demonstration Grant. \$4.4 million Funded.
- 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 for five years, \$1.25 million.
- \$7,530.00 - San Diego State University Seed Grant Program, (San Diego State University), Role Principal Investigator, Funded (December 2023-December 2024)
- \$477,306.00 - Enhancing student success with California colleges: A CCGI CEU course. California College Guidance Initiative. Role: Co-Principal Investigator. Funded (January 2024-June 2025)
- -Project Adding Direct (ADS) Support (Year 2)
- -Merlin-Knoblich, C. (2024). Improving K-12 students' belonging, mental health, and education through the School Counselor Equity Fellowship. Funded by the Gambrell Foundation. \$18,000.
- -Merlin-Knoblich, C. (2024). Exploring experiences in the Flipped Learning Academy. Funded by the UNC Charlotte Scholarship of Teaching and Learning Grants Program. \$9,850.
- Continuing 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.
- 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.
- -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.
- -2022, Principal Investigator. Evaluating College Access Programming. Equitable Foundation. \$46,966.00. Funded.

AWARDS, FELLOWSHIPS, AND RECOGNITIONS

- 2024, Co-Principal Investigator with Dr. Rawn Boulden and Dr. Brean'a Parker. WolfPACT (Partnership to Advance Culturally-Responsive Counselor Training with Schools). U.S. Department of Education. Mental Health Service Professional Demonstration Grant. \$4.4 million Funded.
- 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 for five years, \$1.25 million.
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- 2022, Principal Investigator. Evaluating College Access Programming. Equitable Foundation. \$46,966.00. Funded.

AWARDS, FELLOWSHIPS, AND RECOGNITIONS

- Western Association for Counselor Education and Supervision (WACES). (2024).
- Innovative Counselor Education Program Award.
- WACES Innovative Counselor Education Program Award (honors outstanding, innovative, or unique counselor education programs in the Western Region.)
- Faculty in Residence, San Diego State University, Awarded 2024.
- Cato College of Education Excellence in Research Award
- Glasser Scholar, Glasser Institute, Choice Theory/Reality Therapy Certification
- UNC Charlotte Cato College of Education Award for Diversity
- 2024 Leadership UNC Charlotte Graduate
- Invited attendee at Center for School Counseling Outcome Research & Evaluation Scholar Retreat
- 2023-2024 Outstanding Research Award
- Harper, S. D. (2024). Graduate School (Dissertation) Summer Fellowship, The Graduate School, UNC Charlotte.
- Harper, S. D. (2024). Conference Travel Merit Scholarship, The Graduate School, UNC Charlotte. Harper, S. D. (2024). Multicultural Play Therapy Center Award, Department of Counseling, UNC Charlotte.
- Harper, S. D. (2024). Mu Tau Beta Outstanding Doctoral Award, Department of Counseling, UNC Charlotte.
- Harper, S. D. (2023-2024). Teaching Fellow, UNC Charlotte Graduate School Teaching Fellowship.
- Harper, S. D. (2023-2024). Doctoral Fellow, American Psychological Association Interdisciplinary Minority Fellowship.
- Harper, S. D. (2023-2024). Jim Patterson Memorial Scholarship. College of Education, Counseling Dept., UNC Charlotte.
- Harper, S. D. (2023-2024). John E. Chapman, Jr. Endowed Scholarship, UNC Charlotte.

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

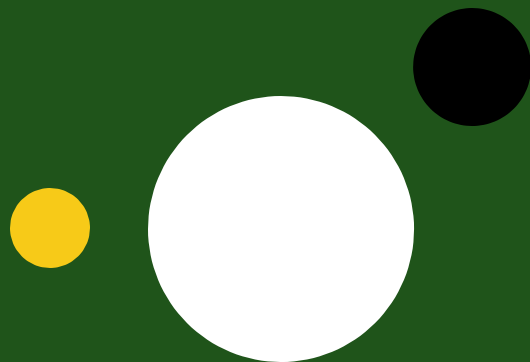
Vazquez, M. (2022). USCC Speaker Series: “Found in Translation.” UNC Charlotte Urban School Counseling Collaborative: Speaker Series.

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.

