

Report on the Feasibility of Having a Point of Contact at Each Public Institution of Higher Education for Students Who Have Been Involved in the Foster Care System

Overview

The *2022 Acts of Appropriation* ([Item 144 S.](#)) tasks the State Council of Higher Education for Virginia (SCHEV) to “examine the feasibility of having a point of contact at each public institution of higher education for students who have been involved in the foster care system.” The language also asks SCHEV to review the possibility of using federal dollars and to report the findings to the Commission on Youth by November 30, 2022.

The request builds on the Commission on Youth’s [Study on Workforce Development for Foster Care Youth](#). The Commission’s 2022 report had a series of recommendations, including the establishment of a point of contact at each college (Recommendation 6) and state funding for the existing Great Expectations program at community colleges that supports foster care youth (Recommendation 5).

In addition, through its existing federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, SCHEV supports a statewide effort to improve transitions for homeless youth to postsecondary education through a single point of contact (SPOC) model. While neither the Commission on Youth report nor the state-budget item includes students who have experienced homelessness, the information herein includes these students as an additional target population, as many foster youth also experience homelessness.

This Single Point of Contact feasibility report provides:

- a description of the role of a single point of contact;
- a profile of foster and homeless youth;
- existing efforts in Virginia to support foster and homeless youth;
- efforts in other states; and
- conclusions regarding the feasibility of having points of contact at public institutions.

What is a Single Point of Contact (SPOC)?

In the context of postsecondary education, a Single Point of Contact (SPOC) is an individual designated by a college or university to support a student “in need.” The SPOC serves as a navigator to help answer questions and connect the student to services. This role can include support of a student related to academic coursework, registration, housing, financial aid, health and/or other services.

Typically, SPOCs are supportive campus administrators who are committed to helping students from foster care or homelessness address and overcome challenges associated with foster care, housing insecurity and other basic needs. (Students who have been in foster care and those experiencing homelessness share many similar experiences and needs. In fact, in many cases, the same students experiencing homelessness also may be placed in foster care.)

SPOCs can serve in various roles within different campus offices, but should be in a position to facilitate communication and quickly refer students to other offices and resources, on campus and off. Overall, SPOCs assist college students who have experience with foster care or homelessness in reaching their postsecondary goals.

A SPOC can:

- help a student matriculate into postsecondary education;
- address financial barriers by waiving application and other fees;
- connect a student with campus and community resources, such as financial literacy training, peer support groups and food banks;
- assist in navigating student services, such as financial aid (including unaccompanied homeless youth determination for financial aid purposes) and residence life (where available);
- consult with campus leadership on trauma-informed practices; and/or
- provide stability and bolster a student’s resilience.

An initiative for Single Points of Contact at public institutions would seek to centralize support and streamline existing efforts to help students navigate complex systems of academic, physical and emotional support, financial aid and other on- and off-campus resources.

Profile of Foster and Homeless Students

Many students who come to postsecondary education from foster care or homelessness did not grow up with an expectation that they would, could or even should attend

college. These students often move from one placement or living situation to another, leading to changing schools and resulting in getting behind on credits, in not taking college preparation coursework, and in not having a consistent advocate to help prepare them for life after high school. Many are unaware of or miss important deadlines for standardized testing, college applications and/or the Free Application for Federal Student Aid (FAFSA). If they enroll in postsecondary education, they are likely the first in their family to attend.

Educational Attainment Data

Youth who have experienced foster care or homelessness achieve educational outcomes that are below those of their traditional-student counterparts. For example, since 2017, the high-school graduation rates for Virginia’s economically-disadvantaged, homeless and/or foster-care students have been 10 to 20 percentage points lower than the rates of the Commonwealth’s high schoolers as a whole (see Table 1 below).

Table 1: High school graduation rates of Virginia students by population 2017-2022

	2017	2018	2019	2020	2021	2022
All Virginia Students	91%	92%	92%	92%	93%	92%
Economically Disadvantaged	87%	88%	87%	89%	89%	88%
Homeless	74%	72%	70%	70%	73%	76%
Foster Care	72%	75%	64%	66%	67%	70%

Source: Virginia Department of Education (n.d.). Cohort graduation build-a-table. https://p1pe.doe.virginia.gov/apex_captcha/home.do?apexTypeld=305

Similar trends are evidenced when the educational attainment of foster youth is compared to the total population. Data from the 2018 National Working Group (NWG) Education Study indicate that only 65% of young people with experience in foster care obtain a high school diploma, versus 86% of their peers. In addition, foster youth who earned bachelor’s degrees or higher ranged from 3% and 11% across the country, while 33% of their peers earned a bachelor’s degree or higher (see Table 2).

Table 2: Educational attainment of individuals with experience in foster care compared to the total population

	Young People with Experience in Foster Care	Total Population
High school diploma or higher	65%	86%
Bachelor's degree or higher	3 - 11%	33%

Source: Fostering Success in Education: National Factsheet on the Education Outcomes of Children in Foster Care, National Working Group on Foster Care and Education, April 2018.

<https://fosteringchamps.org/wp-content/uploads/2018/04/NationalEducationDatasheet2018-2.pdf>

Number of Foster/Homeless Students in Virginia

Data from the Virginia Department of Social Services (VDSS) indicate that 654 youth aged out of the foster care system in 2020 and about 100-150 foster youth attend college in the Commonwealth each year (including two- and four-year institutions). VDSS staff report that, because community colleges are more economical, only a small number of foster youth move directly from high school to four-year institutions. In fact, such foster-care students are so rare that VDSS staff describe them as “unicorns.” According to the [National Foster Care Institute](#), only 3-4% of the U.S.’s foster youth ever graduate from a four-year college or university.

In terms of Virginia students experiencing homelessness, FAFSA data reported by Federal Student Aid reveal that each year in the Commonwealth between 350 and 550 students aged 14-24 self-report as unaccompanied homeless. (Federal Student Aid warns that FAFSA unaccompanied homeless data should not be construed to be representative of the entire homeless applicant population, as homeless questions are presented only to applicants who have not been deemed independent by a prior question; thus, more such students are likely.) According to the [Hope Lab](#), 9% of students at four-year institutions and 14% at community colleges experienced homelessness sometime within the past year.

Common Barriers to Postsecondary Enrollment

Students with experience in foster care or homelessness share common barriers to postsecondary enrollment. These barriers include:

- a lack of documentation (e.g. birth certificate, drivers license, vaccinations);
- pressure to enter the workforce;
- a lack of transportation to and from campus;

- a lack of familiarity with navigating higher education the costs to attend and the complexities of financial aid; and
- a history of disappointment and dissuasion to attend postsecondary education.

Even when a student overcomes these barriers and enrolls, these obstacles often persist.

Common Barriers to Persistence and Completion

Similarly, students with experience in foster care or homelessness face common barriers in staying in and graduating from postsecondary education. These barriers include:

- gaps in academic preparation and instruction due to frequent school changes;
- inadequate physical space, support or resources to complete homework;
- unavailability of housing during school breaks;
- varying degrees of familial and institutional support around financial aid and college costs (cost of attendance); and
- lack of transportation to and from off-campus obligations (e.g. housing, childcare, jobs or internships).

Although campuses have many resources in place to help with these barriers, the students in the most need often do not know of these resources' existence or access points/processes.

Existing Educational Supports for Homeless and Foster Youth

Students who are homeless or are foster youth have access to several supports both in K-12 and if they enroll in community college. In addition, over the two years, SCHEV and other state partners have hosted awareness and professional development events referred to as "SPOC Talks" to assist those colleges that express an interest in better supporting these populations.

Supports in Elementary and Secondary School

In K-12 schools, federal law requires that homeless students and families be provided support as part of the federal *McKinney-Vento Act*. The act outlines requirements at the state and school division level. It requires every school division to designate a local McKinney-Vento homeless liaison, and it requires each state to establish an Office of the State Coordinator for Education for Children and Youth Experiencing Homelessness.

In Virginia, the Virginia Department of Education (VDOE) contracts with [Project Hope](#) through William & Mary's School of Education to serve as the state coordinator. Project

Hope provides funding, professional development and technical assistance to Virginia's McKinney-Vento school divisions and liaisons.

The McKinney-Vento liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically. They serve as one of the primary contacts between homeless families and school staff, school division personnel, shelter workers and other service providers.

School social workers provide services to students and families to enhance their emotional well-being and improve their academic performance. They are employed by either the school division or an agency that is contracted with the school division to provide services. School social workers often are called upon to help students, families and teachers address problems such as truancy, social withdrawal, overaggressive behaviors, rebelliousness and the effects of special physical, emotional or economic problems. In the higher grade levels, school social workers also often address issues such as substance abuse and sexuality.

McKinney-Vento liaisons and school social workers work with students and families on basic needs, housing insecurity and/or experience in the foster system. One student described the importance of these supports during their K-12 experience this way: "Having a McKinney-Vento liaison and social worker was so pivotal to me being able to dream of college and have that as an option. Having that one person in the public school system really helped me understand my options. I had someone who was rooting for me and supporting me."

In response to a request from SCHEV regarding McKinney Vento liaison-to-student ratios (in hopes of benchmarking a suitable SPOC-to-student ratio for this report), Project Hope Virginia (PHV) advised that no systematic collection exists of the hours that liaisons dedicate to their McKinney-Vento responsibilities. However, PHV does ask liaisons regularly to estimate the hours dedicated to liaison responsibilities during federal program monitoring. Approximately one-third of school divisions provided estimates during the last two years.

Table 3 provides ranges of students that the school divisions identified as homeless and the range of estimated hours that the liaison and other staff have dedicated to serving students experiencing homelessness.

Table 3: Estimated McKinney Vento Liaison hours by student count

Number of Students Identified as Experiencing Homelessness	Estimated Staff Time dedicated to Serving Students Experiencing Homelessness (liaison + support staff)
Greater than 500	Full-time liaison, frequently with additional support staff
125 – 499	Full-time liaison/or support staff, some divisions have multiple full-time staff
50 – 124	2-28 hours/week
20 – 49	1-6 hours/week
Less than 20	Less than 1 hour/week to 5 hours/week

Source: Project Hope Virginia, 2022

Supports for Foster and Homeless Students in Virginia’s Postsecondary Institutions

Support services for foster care youth are already in place at Virginia’s community colleges. In 2008, the Virginia Foundation for Community College Education (VFCCE), created the Great Expectations (GE) program to serve foster youth. The objective of Great Expectations is to offer a variety of means to help young people who have experienced foster care in Virginia to complete high school and gain access to higher education, workforce training and employment opportunities that will improve their likelihood of life success. The program helps at-risk young people develop the skills they need to transition successfully from the foster care system to living independently. As of 2022, Great Expectations operates at all 23 community colleges, such that foster youth across the Commonwealth have access to one-on-one coaching and support services.

Full- or part- time campus-based Great Expectations coaches (under the title of Student Success Advisors) help students who have experienced foster care gain access to higher education, workforce training and employment opportunities. At each community college, a Great Expectations coach serves in a role similar to SPOCs for students who have experience in foster care (but not necessarily with homelessness). They provide direct advising, track data, implement programming, represent Great Expectations at events and recruitment activities, serve students identified through the college’s Early Alert program, serve as a liaison with teaching faculty for at-risk students, connect students with on- and off-campus resources and develop academic and career goals with students. The position typically reports to the Director of Student Success and Retention in the Student Services Division.

According to the 2021 Great Expectations Fact Sheet, over 3,500 young people who have experienced foster care have enrolled in college with the help of Great Expectations. Forty two percent (1,477) of Great Expectations students have graduated with a community college degree, diploma or certificate or have transferred to another college/university (through June 30, 2021). On average, one in four Great Expectations students will graduate from college, compared to the national average of 8% for young people who have experienced foster care. Over 1,612 degrees, diplomas, certificates and credentials from the VCCS and other postsecondary institutions have been awarded to 933 Great Expectations students since 2008. Great Expectations saves \$5.4 million annually in estimated social and economic costs to the Commonwealth of Virginia.

At public four-year institutions in Virginia, each institution provides some services and supports for these student populations. However, initiatives are limited or are housed at various offices across campus (often with less than optimal coordination), requiring students to tell their story, reveal personal, sensitive information repeatedly and justify their situation to numerous college administrators.

Awareness and Professional Development on Foster/Homeless Needs in Postsecondary Education: "SPOC Talks"

To build awareness of the needs of foster and homeless youth in postsecondary education, SCHEV, PHV, VCCS and the Educational Credit Management Corporation (ECMC) have worked with 20 postsecondary institutions (both two- and four-year) over the past two years to pilot a SPOC professional development initiative entitled "SPOC Talks."

Together the entities above have conducted multiple online workshops, each focused on helping campus administrators serve students who have been in foster care or who have experienced homelessness. Guest speakers from national non-profits, in-state and out-of-state postsecondary institutions, as well as students with lived experience have covered topics such as: 1) A SPOC Introduction; 2) Housing; 3) Financial Aid and Emergency Aid; 4) Mental Health and Wellness; and 5) Messaging/Communication.

During the SPOC Talks, college students or recent graduates with lived experience have offered their perspective on each topic. These students/graduates are enthusiastically in favor of having SPOCs on college campuses. One remarked, "I needed someone who understood the institution, understood the barriers, who understood the experiences of

an individual experiencing housing instability and homelessness and being a first generation student.” Another explained, “SPOC is my favorite thing you all talked about because the biggest thing is, I had to tell my stories a million times ... I’m fine with sharing my story, and I don’t see anything wrong with it, but for a lot of people that’s hard and difficult and there is trauma involved. ... So having a SPOC that can point you to the resources, that can support you and just check in on you.”

These student/graduate comments support survey data from a 2011 cross-sectional sample of 329 foster care alumni. [The National Factsheet on the Educational Outcomes of Children in Foster Care](#) indicates that foster care alumni are more likely to stay in a postsecondary program if they have independent-living stability and tangible supports (tutoring, help with paperwork, etc.).

At the institution level, VDSS staff refer to SPOC Talk participants who are campus administrators/staff as “grass roots practitioners” with a “we need to help these students” attitude.

The campus participants in the SPOC Talks represented various offices/services, including admissions, residence life, academic affairs, student affairs and student success. Seventy percent of SPOC Talk participants expressed belief that they could serve as a SPOC on their campus for students who have experienced foster care or homelessness. One administrator/staffer mentioned that, prior to committing formally, they “may need more advice on structuring a fluid, sustainable system and resources for my campus.” Another participant was concerned about “the scope of duties and time commitment for being a SPOC.”

Through the SPOC Talk series, a number of best practices emerged, including:

- Do not assume that postsecondary faculty and staff know what resources are available to foster or homeless students. Provide opportunities for training and resource sharing.
- Send messages through financial aid to reach foster and homeless students. The Financial Aid office has the best idea of who may have experience in foster care or homelessness.
- Create a secondary internal application that allows students to self-identify as a foster or homeless student.

- Include a syllabus statement supporting foster and homeless youth and directing them to the appropriate office or SPOC.
- Create a virtual food pantry where students can discreetly order items.
- Make sure to include student voices in planning and implementing programs.
- Keep in mind that relationships, compassion and empathy may go further than strategies.
- Remember that the SPOC approach does not mean that only one person supports students experiencing basic needs insecurity; however, one person can serve as the “connective tissue” between all other offices/services.
- Prioritize commitment to these student populations across offices/services; such commitment is critical.
- Don’t do nothing. Do not let the weight of a student’s situation diminish the staffer’s or institution’s ability to provide support.

Point of Contact Initiatives in Other States

Several states sponsor SPOC initiatives at their public institutions of higher education, including California, Colorado, Georgia, Indiana, Massachusetts, North Carolina and Pennsylvania.

Colorado was the first state to create a SPOC statewide network. It has identified a SPOC at each of its public colleges and universities and provides ongoing training and support. Students as well as secondary-education staff can reach out to SPOC programs through [Colorado’s online SPOC listing](#).

Georgia’s SPOC initiative, the Embark Network, is based at the J. W. Fanning Institute for Leadership Development at the University of Georgia. Georgia’s SPOC initiative offers an [online interactive map](#) identifying the SPOC program contacts at technical schools, colleges and universities. For the most part, funding is provided by the institutions.

In Indiana, the SPOC initiative at Ball State University is an example of a stand-alone SPOC model. It supports both foster youth and students experiencing housing instability, and it provides many discreet opportunities for students to self-identify and request support. For example, Ball State added a question to its admissions application allowing students to self-identify. In addition, it created a [basic needs portal](#) that

provides students with access to information about services and resources, as well as a web-based form to discreetly request services. Lastly, the Indiana initiative leverages partnerships with local community-based organizations for additional support and services outside the campus. Table 5 (at the end of this report) outlines seven states' SPOC initiatives.

The Feasibility of Having Points of Contact at Public Institutions

The budget language directed SCHEV to examine the feasibility of having points of contact at public institutions in Virginia. This report provides background on different models that can serve as a point of contact. For example, some states provide a public listing of individuals to contact at an institution. However, such lists are less clear regarding the level(s) of services students may receive through the contacts, as well as whether each staffer possesses access to additional resources such as financial aid and specialized counseling to support the student. Conversely, the Great Expectations program at Virginia's community colleges includes financial support and intensive services to better serve the students. As a result, depending on the level of services and resources provided by the point of contact, several options exist that the Commonwealth could and should consider in assessing the feasibility of having a single point of contact at each public college and university.

SCHEV's examination yielded the following options, depending on the degree of services and resources to be provided.

Option 1: Identify and publish voluntary points of contact (Feasibility: high. Minimal resources and time needed):

Nearly all public four-year institutions participated in the recent SPOC Talks and expressed an interest in providing a SPOC role on their campus; however, this interest could manifest as additional work for already-employed staff.

Also, recent [budget language](#) required institutions to provide housing support during intercessions for students that met homeless criteria. As a result, institutions provided individual points of contact for students to request housing. However, many of the job titles that were provided appear to be employees who are more involved with student housing (i.e., that may not be suited to be in a full SPOC role); see Table 6 at the end of this report.

For clarification, SCHEV staff could survey institutions on whether they have a point of contact and whether they provide additional services, such as scholarships, non-academic supports or other activities. This information could be published via a statewide list, similar to that provided in [Georgia](#). This list would provide transparent information to allow students to choose institutions that may be able to provide the best support to meet their needs. Given that services are already provided through Great Expectations at the community colleges, this option would apply to the public four-year institutions and Richard Bland College.

Option 2: Establish broader state support, training and awareness (Feasibility: Medium. Moderate resources and time needed).

Given the existing state and local infrastructure within the community college system's Great Expectations program, another option would be to expand Great Expectations services and networking to other public institutions. Many students, families and educators already know the Great Expectations name, and they trust its coaches. Great Expectations provides professional development and technical assistance to these coaches on community-college campuses. With increased capacity, Great Expectations could train SPOCs and serve students who have experienced foster care or homelessness on four-year public campuses as well.

In addition, those who work in the Great Expectations program at community colleges are in positions to know which students either are transferring or are eligible to transfer into four-year public institutions. The 2021 Great Expectations Fact Sheet lists 608 students who have transferred to other colleges and universities. With their already-established connections to school social workers and McKinney-Vento liaisons in the K-12 system, Great Expectations staff could also identify students that enroll directly from high school into four-year institutions.

Support would be needed for an additional Great Expectations position at the state level to support the 15 public four-year institutions and one public junior college (Richard Bland College) and potentially any private, nonprofit institutions that express interest. This funding would provide additional staffing and training support to the institutions.

The Great Expectations program provided input on this report and indicated an interest to broaden its role if additional funding were provided.

Option 3: Require a more formal SPOC role at each institution (Feasibility: To be determined. Resource needs would be determined by each institution depending on its number of students and its assessment of existing services and resources that are aligned to the need).

As noted in Option 1, many institutions have indicated interest in supporting a SPOC role for their students through participation in the SPOC Talks and by providing a point of contact for homeless housing. However, the level of services that could be provided would vary by institution, depending on: (1) the depth and breadth of the existing support that it provides; (2) the number of foster care and homeless students on campus; and (3) the availability of additional resources. For example, if an institution has less than 10 students who experienced foster care or homelessness, has an established emergency fund and provides more-intensive services for first-generation students, then its level of needed resources may be less than an institution with more such students and fewer such funds/services.

To ensure that comprehensive services and resources are available at public institutions, the state could provide planning grants to institutions to fund reviews of and changes to their processes to better support homeless and foster students, based on the best practices identified earlier in the report. These changes could include: revisions to the enrollment and registration process to identify students; reviews to determine the extent and effectiveness of existing services and how these services could be coordinated; and assessments of additional staff and other resource needs, such as professional development, outreach materials and emergency funds for students. If additional funding is necessary, institutions could request funds through the regular funding process or identify alternative funding options. The planning grants could be prioritized to those institutions most likely to have higher enrollments of foster care and homeless students, which could be based on high [Pell enrollments](#) and/or additional data available through Great Expectations.

Further, if large numbers of foster students are transferring from community colleges to public four-year institutions, then ongoing support for those students may be available through the Great Expectations program and their coaches through a contract. This enhanced support would provide a consistent SPOC for the student from transfer through completion.

Table 4 below details potential budget estimates regarding the feasibility of funding robust SPOCs at the 15 public four-year institutions and the one public junior college.

Table 4: Budgetary feasibility of establishing a SPOC at all public four-year institutions and the one public junior college (Richard Bland College)

Options	Estimated budget
Option 1: Publish list of services by institution	No cost
Option 2: Provide state level support by expanding the Great Expectations program (staffing, training, etc)	\$120,000-\$150,000
Option 3: Require a formal SPOC role at each institution. This can vary depending on the level of existing services and resources at each institution and the number of students attending	TBD

Lastly, over the past two years, the SPOC Talks and the focus on homeless youth have been funded partially with a prior federal GEAR UP grant. That grant completed in 2021, and SCHEV used budgeted and carryover funds to support this effort. While Virginia, through SCHEV, received a new GEAR UP grant in October 2021, the focus shifted to a broader, statewide one. SCHEV could support one-time funding for professional development and planning, but ongoing support may be limited given the parameters of the current grant.

Conclusion

Supporting foster care and homeless students beyond secondary education is not only feasible, but is an imperative that the Commonwealth should fully embrace. Such support would be in line with the goals of the statewide strategic plan, [Pathways to Opportunity](#), which seeks to ensure that postsecondary education in Virginia is equitable, affordable and transformative for students not only in access, but also in maintaining enrollment and progressing to completion of a credential or degree.

Virginia has a well-established SPOC program at each community college through the Great Expectations program. This is where the majority of students who have experienced foster care attend postsecondary. To further expand supports for students who wish to attend a public university, the options included would provide additional support to students depending on the level of resources institutions and the state may wish to invest.

Table 5: SPOC initiatives in other states

State	Program Name	Program Structure	Student qualifications	Funding
California	California College Pathways	Through collaboration, advocacy, training and research, CCP has increased the number of foster youth campus-based support programs in California from 47 in 2012 to 96 in 2017. Successful policy initiatives include priority course registration for foster youth and priority access to on-campus housing.	Foster care	State-funded foster youth support program within the community college system with a \$15 million annual state investment; \$3 million increase in state funding made available annually for the education and training voucher program.
Colorado	Single Points of Contact	2009 Colorado Taskforce streamlined process on campuses to help with the determination for financial aid, facilitate communication and quick referral among departments and services to assist homeless college students; waive application and other fees when possible; and connect students to financial literacy training, peer support groups, and food banks.	Unaccompanied /experiencing homelessness	
Georgia	The Embark Network - Designated Points of Contact	Began in 2014 by University System of Georgia and the Technical College System of Georgia, offering scholarships, non-academic support services and on-campus peer activities	Foster care or experiencing homelessness	Some funding through Fanning Institute of Leadership Development, but mostly from institutional funds.
Indiana	Single Point of Contact for Housing Instability and/or Foster Youth	Model varies by institution. Provides student services and campus referrals. Creates Student Resource Guide, communicate trends and concerns to Student Affairs Leadership. List of Indiana's SPOCs housed here .	Foster care or experiencing homelessness	Institutional funds
Massachusetts	Single Point of Contact for Homeless Youth in Postsecondary Education	Has a SPOC designated at 16 colleges across the state to provide support to students	Experiencing homelessness	Institutional funds
North Carolina	Single Points of Contact on Campuses for Unaccompanied/ Homeless Youth	Each North Carolina public four-year and two-year institution has a SPOC on campus. List of North Carolina's SPOCs is here .	Unaccompanied /experiencing homelessness	College Foundation of North Carolina

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State	Program Name	Program Structure	Student qualifications	Funding
Pennsylvania	Promise Program - Single Points of Contact	Model varies by institution. Year-round housing on campus, food and supplies, priority employment, scholarship funds, monthly programming and mentorship	Foster care or unaccompanied , experiencing homelessness	

Table 6: Point of Contact for housing to meet 2022 [budget language](#) requiring a housing for students in intersession at Virginia’s public institutions (not including the 23 community colleges)

Institution	Single Point Of Contact Name	Title	Email	Phone
Christopher Newport University	Zac Holmes	Director of Housing	zac.holmes@cnu.edu	757-594-8480
George Mason University	Dr. Maggie Olszewska	Center Director, Student Support and Advocacy	molszews@gmu.edu	703-993-8984
James Madison University	Kathleen Campbell	Director, Office of Residence Life	campbekl@jmu.edu	540-568-4767
Longwood University	Jennifer Fraley	Dean of Students	fraleyjl@longwood.edu	434-395-2492
Norfolk State University	Dr. Leonard Brown Jr.	Vice President for Student Affairs	lebrown@nsu.edu	757-823-8141
Old Dominion University	Dr. TaShara Bailey	Director, First Star Academy	tcbaily@odu.edu	757-683-3442
Richard Bland College	Stacey Sokol	Director of Institutional Effectiveness & Compliance, Title IX Coordinator, SACSCOC Institutional Accreditation Liaison	ssokol@rbc.edu	804-862-6100 x8603
Radford University	Dr. Kendall Pete	Director of Housing and Residential Life	kkpete@radford.edu	540-831-5095
University of Mary Washington	Dave Fleming	Dean of Residence Life and AVP of Student Affairs	dflemin3@umw.edu	540-654-1192
University of Virginia			housingassignments@virginia.edu	434-924-3736
UVA-Wise	Robbie Chulick	Assistant Dean of Students and Director of Residence Life	rux3hp@uvawise.edu	276-328-0114
Virginia Commonwealth University	Curt Erwin	Assistant VP for Student Affairs	cgerwin@vcu.edu	804-828-6505
Virginia Military Institute	Lt. Colonel Shannon Eskam,	Director of Financial Aid	eskamsm@vmi.edu	540-464-7184

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Virginia State University	Derrick Peterson	Director of Residence Life and Housing	dpeterson@vsu.edu	804-524-5717
Virginia Tech	Frances Keene	Interim VP for Student Affairs	fbabb@vt.edu	540-231-6272
William & Mary	Harriet Kandell	Director of Housing & Residence Life	hgkandell@wm.edu	757-221-4314