

FACT SHEET

The Program Coordinator Role

The program coordinator plays a crucial role as the lead of inclusive higher education (IHE) on their campus. Program coordinators manage various responsibilities and are charged with program advancement. Day-to-day tasks will vary from providing consultation to a professor, to organizing campus internship sites.

There are three essential activities that define program coordinators' core responsibilities. These include 1) partnership building, 2) service coordination, and 3) education and trainings.

1. PARTNERSHIP BUILDING

The program coordinator is responsible for building and expanding both on-campus and off-campus partnerships. The relationships developed with local school districts, state disability agency offices, and on-campus offices support student enrollment. These relationships are the first step to fostering accessible college experiences.



WHAT DOES THIS LOOK LIKE?

- » Conducting targeted outreach to local school districts and state disability agencies
- » Organizing student visits to campus
- » Attending local transition fairs
- » Hosting partnership leadership team meetings
- » Meeting with on-campus offices to introduce the program
- » Developing internship opportunities

2. SERVICE COORDINATION

Service coordination connects partnership building with education and training. The program coordinator strengthens the connection between students and their campus by ensuring students have the support services they need to be successful.



WHAT DOES THIS LOOK LIKE?

- » Coordinating student schedules with staff support in mind
- » Ensuring education coaches are supporting students effectively, using the *student-ed coach agreement*
- » Connecting students to accommodations through the disability services office
- » Supporting students use of accommodations
- » Facilitating peer mentor connections

3. EDUCATION & TRAINING

The program coordinator is responsible for regularly providing training and technical assistance that supports students with intellectual disabilities. As the lead advocate, they will provide education about the goals of the initiative to on-campus/off-campus partners, faculty, and families.



WHAT DOES THIS LOOK LIKE?

- » Hosting formal/informal trainings to all educational coaches and peer mentors
- » Regularly checking in with program staff regarding students' campus experiences
- » Providing education to faculty
- » Hosting informational sessions for families
- » Disseminating and creating educational resources

The visual illustrates the relationship between the program coordinator's actions behind the scenes and their impact on creating a fully inclusive, student-led college experience.

PROGRAM COORDINATOR ACTIONS

STUDENT EXPERIENCE

Partnership Building

- » Program coordinator hosts partnership meetings with local school districts
- » Program coordinator connects with the campus library to create an internship opportunity

- » Student applies to go to college through their school district
- » Student interns with the campus library

Service Coordination

- » Program coordinator connects students to register with the disability services office and supports their use of their accommodations
- » Program coordinator provides an overview of the "student-ed coach agreement", to promote student's independence on-campus by building skills and fading coach support

- » Student takes an exam in the disability services office with support from their ed coach.
- » Student texts their ed coach where to meet after lunch

Education & Training

- » Program coordinator trains peer mentors to connect students to campus life
- » Program coordinator meets with faculty to provide an overview of the program and recommendations on how to support students' participation

- » Student goes to the basketball game with a peer
- » Student attends professor office hours for feedback on assignment