

ADDITIONAL READING

Resources

Going to College

<http://www.going-to-college.org/planning/list.html#freshman>

This website offers students with disabilities “to-do” lists for each year of high school in order to attend an institution of higher education. The tasks are specific and offer resources to help students get them done.

Think College

<http://www.thinkcollege.net>

Think College provides extensive information about inclusive higher education for students with intellectual disability. It highlights all of the national programs, and it also includes information about financial aid opportunities to ease the college search process.

The Tennessee Inclusive Higher Education Alliance

<http://tnihealliance.org>

The Tennessee Inclusive Higher Education Alliance’s goal is to provide inclusive higher education opportunities for students with intellectual disability in Tennessee. The website shares information to those interested in attending one of the five programs in Tennessee. Information about upcoming events and financial aid are also provided.

The Tennessee Higher Education Commission & Student Assistance Corporation

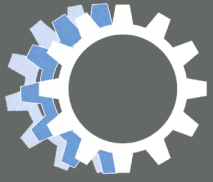
<https://www.tn.gov/collegepays/section/money-for-college>

This website is dedicated to providing information about all of the different lottery programs, grant programs, loan forgiveness programs, and state of Tennessee programs which help students in Tennessee pay for higher education.

AffordableColleges.com

<http://www.affordablecolleges.com/resources/scholarships-students-with-disabilities/>

Explore this website to learn about national and local scholarships, as well as the more than 85 disability-specific scholarships available to students.



Transition
T E N N E S S E E

For Further Reading

Newman, L. (2004). Family Involvement in the Educational Development of Youth with Disabilities. A Special Topic Report from the National Longitudinal Transition Study-2 (NLTS2). Menlo Park, CA: SRI International

Martinez, D. C., Conroy, J. W. and Cerreto, M. C. (2012). Parent involvement in the transition process of children with intellectual disabilities: the influence of inclusion on parent desires and expectations for postsecondary education. *Journal of Policy and Practice in Intellectual Disabilities*, 9, 279–288.