Studies indicate that frequently students leaving schools and other educational programs for the deaf have difficulty finding employment. In many instances, when the deaf person does find employment, the available jobs are either dead-end positions or are temporary in nature. Although advances are being made in a number of areas of the country to attack the unemployment problem, underemployment is particularly distressing among the deaf population. A great number of deaf individuals have excellent potential to become highly skilled and productive employees but have little opportunity to realize this potential.

At the root of this problem is the lack of opportunity for deaf individuals to gain the essential skills and knowledge demanded by modern industry. Present educational programs for the deaf are not equipped or staffed to provide for these needs.

The Department of Health, Education, and Welfare (1967) has estimated that each year the 3000 deaf students over 16 years of age who terminate their special education programs in the U.S. find very limited further training opportunities. The report states “that the top 50 per cent or 1500 of these students can benefit appreciably from further vocational training in unspecialized educational settings. Three hundred of these may go on to college, leaving an annual balance of 1200, many of whom could improve their capacities in appropriately reinforced programs in vocationally oriented junior colleges, area vocational schools, or residential vocational schools that serve normally hearing students.”
The emphasis on the critical need for vocational training in existing centers adapted for the needs of deaf students stems from a report to the Secretary of Health, Education and Welfare in 1965. This committee specifically recommended the establishment of regional post-secondary programs in vocationally oriented junior colleges, area vocational schools and residential vocational schools.

Such findings and recommendations led to the establishment of a regional-technical-vocational project jointly sponsored by the Rehabilitation Services Administration and the Office of Education. This five year project, which began in 1968, was designed to demonstrate the feasibility of using existing vocational and technical schools and junior colleges customarily serving hearing students to serve graduates of secondary school programs for the deaf. The three vocational technical schools and junior colleges chosen to participate in the project were Delgado College, New Orleans, Louisiana; Seattle Community College, Seattle Washington; and the St. Paul Technical Vocational Institute, St. Paul, Minnesota.

Federal funds are provided to stimulate development and support for the programs. However, plans call for a gradual withdrawing of federal support as each program expands its own support.

The Delgado program for the deaf began in October, 1968 followed by the initiation of programs at Seattle and St. Paul in September, 1969.

Delgado College is an approved junior college by action of various state and federal agencies. The total Delgado enrollment, consisting of part time and full time students, who attend both day and evening classes, is approximately 4000. The College operates on a semester system, accepting students in September and January.

Three levels of instruction are available:

1. A Certificate is awarded to those employable in a trade but having limited duties.
2. A Diploma is awarded to those having all around knowledge of a particular trade.

3. Either the Associate in Science or the Associate in Arts Degree is awarded to those having technical as well as all around knowledge of a highly skilled trade. Credits in Degree programs are of a career or occupational type.

The Program for Deaf Students at Delgado College is directed by Douglas Wells. The program presently has an enrollment of 64 students.

The anticipated maximum enrollment of each of the three programs is 100 students.

In considering students for admission to the program for the deaf, all three schools request background information on the student including a psychological evaluation and pertinent test data, a medical examination and otological and audiological data, a vocational evaluation in areas of motor coordination, vocational interests and aptitudes, and a transcript of grades given in the high school, teacher and counselor evaluation, and attendance record.

At Delgado, a student must indicate ability to profit from the program by scoring within the normal range on a standard intelligence test appropriate for deaf individuals. Preference is given to those students who have at least a 5th grade achievement level in areas of reading and mathematics. The social adjustment of the student is considered, particularly his grasp of financial responsibility and his relationship with peers and teachers.

The average age of the deaf student in the Delgado program is a little over 19 years. The average reading level is 5.72 with a range from 3.7 to 10.8.

The St. Paul Technical Vocational Institute meets standards established by the Minnesota State Plan for Technical Vocational Education. There are 40 plus major areas of study at St. Paul T.V.I. and these areas are changed to meet the needs of industry. There are 26 area schools in the state of Minnesota, each school offering some programs not offered in the other schools. Overall, there are
more than 200 areas of training available. Deaf students are eligible to participate in any of the area technical vocational schools in the state.

Robert Lauritsen directs the St. Paul T.V.I. program for Deaf Students. Presently, there are 75 students in the program.

The school operates on a quarterly system and accepts students in September, December, March, and June.

Diplomas are given upon successful completion of a major training program. This diploma is recognized by business and industry. They look upon the graduate as one who has learned the basic skills and is ready to begin work. In the apprenticeable trade areas, a student who has earned a diploma from St. Paul T.V.I. is permitted to begin his apprenticeship program immediately upon graduation.

Certificates are given to those persons who have completed one year of a two year course. They have the necessary skills to work at a lower level. An example of the difference between a diploma and a certificate can be illustrated by the Hotel and Restaurant Cookery program. A student completing the two-year course successfully will receive a diploma. Employers have been hiring these persons as first or second chefs. A certificate indicates completion of one year of the program. These students are generally hired as fry or short-order cooks.

The average age of the student in the St. Paul program for the deaf is just over 20 years. The range of comprehension scores on the Gates Reading Test for the first 40 deaf students enrolled ranged from 3.1 - 12.0.

In student selection, at St. Paul, the applicant’s expressed enthusiasm, motivation, and his ability to profit from the programs offered are considered as well as the specification that the student’s hearing loss should be severe enough to restrict opportunities for success in post-secondary programs without supportive services.

Seattle Community College is a public community college and is an approved state supported institution with vocational technical
curricula accredited by the appropriate state and federal agencies. With more than 14,000 full and part time students, Seattle Community College is the largest of its type in the nation.

The College is set up on a trimester system and accepts students in September, January, and April.

The Vocational and Technical Education Division of Seattle Community College offers a variety of certificate programs designed to prepare students for entry employment in business, health-service, and industrial occupations. These programs of study, which provide intensive skill training in specific occupations, emphasize functional shop-laboratory work. Related technical and special general education instruction is offered through separate supporting courses or is integrated into the occupational content of these programs. Certificate programs vary in length.

Three diploma programs are offered. These two-year programs of study are designed to prepare students for entry employment in the Applied and Graphic Arts industries. Curriculums include technical specialty, allied supporting, and special general education courses.

There are twelve Associate in Applied Science Degree programs available. These two-year programs prepare students for semi-professional and technical careers in business, industry, and health-service occupations.

Dr. Herbert Barkuloo is Director of the Program for Deaf Students at Seattle Community College. 71 students are enrolled in the program.

The Program for the deaf at Seattle has no established minimum entry level standards for prospective students. Generally speaking, entry is questioned when reading levels are at or below 4th grade since it is felt that the college’s programs for students below this level are rather limited.

A strong personal motivation and fairly specific vocational goals must be present for this type of student to be considered. Seattle has tried to establish a maximum entry level for students of
roughly 8th grade reading levels, as it is felt that the purpose of the program for the deaf is not to perform the same services as are available at Gallaudet or N.T.I.D. This is a very rough rule of thumb and would depend on the vocational goals of the student.

Achievement levels on the Stanford and or the Gates for Seattle's first group of deaf students ranged from 3.2 - 8.8.

Generally, the programs for deaf students in the three schools include the following:

The first step for the majority of deaf students is enrollment in a pre-vocational sequence of courses. This preparatory program is a total adjustment period prior to entry into the more formalized training program. It is designed to give the student transitional experiences from his home and community into a metropolitan and technical-vocational atmosphere. In general, the program includes the following courses:

1. Occupational Information—a survey of the world of work, including a review of basic job families, job requirements, job applications, and job analysis.

2. Survey of Vocational Interests—consists of exploration information for the students in real or simulated work activities. This provides first-hand exposure to determine interest and indications of potential areas of training.

3. Preparatory English—is remedial in nature and is designed to bring up the functional reading level to that required by the area of training desired.

4. Preparatory Mathematics—is designed to bring the math skills of the individual to that level commensurate with the area of training desired.

5. Personal Management—consists of study habits, grooming, social awareness, budgeting, etc.

6. Communication Skills—is designed to improve the communication skills of the students including fingerspelling, sign
language, oral communication, correspondence and telephone communications.

These courses are all taught by members of the project for the deaf staff.

Occasionally, a student may not be required to enroll in the preparatory program if his level of academic achievement and previous vocational experience indicate that he is ready to enter directly into a training program.

After the preparatory program, the student is enrolled into the regular vocational training program. In the classroom and training area, the deaf student receives instruction and takes part in discussions through interpretation by a qualified interpreter. He also is aided through the use of prepared transcriptions, special work sheets, and notes taken by hearing classmates on special copy paper.

During the preparatory semester, the supportive education needs of the student are identified. During training the students may be scheduled for supportive education in vocational or academic areas as indicated. Also, during training, the student is provided with supportive counseling and social work services.

In all three programs, there are several areas that appear to be of common concern to the deaf students. Counseling sessions have often been involved with the following:

Financial - budgeting, meeting financial obligations

Housing - selecting suitable room-mates, finding satisfactory accommodations

Vocational decision - selection of technical-vocational training objective

Personal adjustment - family and peer group relationships, boy-girl relationships, and other social problems

Classroom performance - adjustment to teacher requirements, having classes with hearing students
Job placement - part-time, summer co-operative

Social activities - use of leisure time

Upon successful completion of training or of the realization of his vocational objective, the student is given direct assistance in job placement. Students are placed through activities of the project staffs, the state employment office, regular instructors in the schools, vocational rehabilitation counselors, or school placement offices.

Although the three programs are similar in their intent and objectives, they also are each autonomous and unique in certain aspects of the programs.

Delgado College

The length of the preparatory program at Delgado College is 4 1/2 months. In addition to the preparatory courses, the student is helped to adjust from the deaf school environment to the new hearing school environment and to New Orleans through regularly scheduled counseling and social work services.

In choosing a vocational area for training, the deaf student discusses his choices with various members of the deaf project staff, such as the preparatory instructor, student advisor, and program counselor. During the preparatory semester, choices are narrowed down through student self-assessment in vocational and academic classes, and through individual directive counseling based upon the students' demonstrated abilities, interest, and motivation.

At the conclusion of the preparatory semester, a progress staffing is held at which time all facets of the student's semester activities are discussed and suggestions for future planning are directed to the referring counselor for approval. If it is the consensus of the progress staffing committee that the student's objective is realistic and that he has the ability to succeed, then with the consent of the referring counselor, he is permitted to enroll in the ongoing classes of Delgado.
Following are some areas of training deaf students have entered at Delgado:

- General Business
- Data Processing
- Secretarial Studies
- Aerospace Engineering
- Electrical Engineering
- Horticulture
- Motor Vehicle Machinist
- Graphic Arts
- Culinary Arts
- Technical Drafting
- Commercial Art
- Orthotics and Prosthetics
- Air Conditioning
- Petroleum Engineering
- Carpentry

During the training program, supportive help is provided to the deaf student by the vocational advisors and the academic instructor in charge of the remedial program. Hearing students often volunteer to aid the deaf students. In addition, college instructors are available for individual help during office hours.

Assignments are made which require the use of visual aid equipment. Students also may use special audio-visual equipment for the purpose of review.

In regular training classes, college level or basic trades at Delgado, each student is evaluated by the instructor. Results of evaluation are expressed in letter grades. If the deaf student completes the instructor's class requirements and earns a C or better, he has successfully completed that training course.

Both formal and informal counseling sessions are conducted for deaf students at Delgado. The social worker and program counselor schedule students for individual interviews concerning personal, vocational, or education problems. Monthly reports are made concerning student problems and progress and these reports are
Group counseling sessions are held weekly by the social worker. Both the social worker and the program counselor are on call should an emergency arise after school hours.

Living arrangements at Delgado are subject to the approval of the program counselor and social worker. Incoming students are given a choice of available approved housing. The student is expected to arrange his own transportation to and from classes.

Attention is given to financial problems but the point is stressed that students must learn to budget their money to last until they receive additional funds. The social worker helps the student in the establishment of a budget if this service is requested.

On campus social activities are primarily designed to bring the deaf student into contact with the hearing student and include taking part in the Student Government Association and social and recreational programs sponsored by the college. The deaf students at Delgado have formed their own club. Off campus social activities are usually decisions of the students. From time to time, organized group activities are undertaken to expose the students to social and cultural aspects of the community.

Deaf students in the program are afforded the same access to employment as any other Delgado College student. In addition to the usual means of access (school placement office, state employment office, private employers, family and friends, college instructors, etc.) they have the full scope of the Vocational Rehabilitation counselor's organization to assist them in locating permanent employment.

At the beginning of each new semester of training, each new instructor teaching deaf students is contacted by the program staff at Delgado. Communication techniques and teaching methods as they apply to deaf individuals are described. A brief history of the program for deaf students is presented. In addition, background information is given on the deaf students who register for their classes. The program counselor acts as a liaison person between the project staff and the college faculty. Interpreters also provide a direct means of communication between staff and faculty.
At St. Paul T.V.I., the preparatory program is set up in 12 week units. The majority of deaf students complete their preparatory instruction in one quarter, although selected students may continue in the preparatory program for two or even three quarters if they require further remedial help.

The preparatory program includes group lecture and counseling sessions plus a highly individualized approach to provide the necessary guidance and supportive needs demanded by the student's environmental background. It is felt that the preparatory experience provides excellent transitional experiences and minimizes adjustment problems of deaf students when they begin their regular course of study.

Vocational selection by students is an integral part of the total St. Paul program. Students explore a variety of training areas at their request and are free to do extensive library resource work. Prior to a definitive decision each student participates in at least one individual counseling session regarding his selection. Parents are also involved in the vocational selection process through mailed questionnaires.

Areas of training chosen by deaf students at T.V.I. include:

- Graphic Arts
- Medical Laboratory Assistant
- Machine Tool Processes
- Production Art
- Chemical Technology
- Apparel Arts
- Hotel and Restaurant Cookery
- General Office Practice
- Auto Body
- Traffic Transportation
- Design Technology
- Cosmetology
- Carpentry
- Welding
St. Paul offers five categories of tutors for their deaf students. Categories consist of the regular instructional staff, the program for the deaf staff, selected hearing students, interpreters, and community resource people. These tutors are used on an as-needed basis.

T.V.I. utilizes an extensive amount of media materials in all classrooms, including classes for deaf students. Therefore, deaf students are exposed quite liberally to learning through media.

For deaf students integrated with hearing students, the interpreter becomes an important means of identifying student achievement. Grades received by the deaf students are primary evaluators. Deaf students are evaluated by the same standards as hearing students at St. Paul.

The personal management course taught during the preparatory program is in essence a group counseling session. Beyond this an air of openness has been established with the students and they are frequent visitors in the T.V.I. project office for both formal and informal counseling sessions. Each student is provided with a listing of project staff names, addresses, and phone numbers in the event of after school hour emergencies. It has been necessary for only a few students to avail themselves of this service.

The majority of the deaf students at St. Paul live in apartments and/or supervised clubs within immediate walking distance of T.V.I. Each apartment has a team captain who relates any problems to the project staff. Transportation is not a problem since students typically walk to T.V.I.

Financial problems have occupied a considerable amount of the project staff time during the first year of operation. These problems arise primarily from delays that occur with the variety of state vocational rehabilitation agencies and the procedures that they follow.

A major highlight of the program for the deaf and of the regular T.V.I. program was an assembly program presented by the deaf students.
This was a "standing room only" function and was a great success. The deaf students presented a variety of entertainment, educational, and literary acts.

Students graduating from the St. Paul program for the deaf have been placed through activities of the deaf project staff, the state employment office, through the regular instructors at T.V.I. or through the regular coordinator and counseling staff at T.V.I. A large number of deaf students have obtained summer employment in the metropolitan area, despite a depressed labor market. Summer employment for deaf students is being coordinated by a special vocational rehabilitation project funded by the Minneapolis Hearing Society. If a student wishes summer employment, he takes the initiative himself in establishing contact with employers by use of the phonetype which is located in the deaf project office at T.V.I. and also at the Minneapolis Hearing Society.

There is a special part of the vocational exploration curriculum which lends itself to preparation for students for employment. Not only is this done in the deaf preparatory program but it is also done by regular instructors in regular areas as students near graduation. There is a specific job-seeking skills curriculum which is used in the deaf preparatory program for this purpose.

In order to facilitate understanding, orientation, and communication on the part of the regular T.V.I. staff, several things have been done at St. Paul. A general orientation was held prior to the beginning of the 1969-70 school year. This was an orientation presented by the deaf project staff to the regular administrative and instructional staff and students. During the course of the year, there were six sign language classes taught. These classes also served as an excellent vehicle for further instruction and understanding about deafness.

In order to provide adequate health services for deaf students at T.V.I., a part time nurse was hired and is part of the project staff.

*Seattle Community College:*

The preparatory program at Seattle Community College is of 13 weeks duration. The emphasis in the program is first, to provide the
student with the information that he will need in order to make a vocational decision, and second, depending upon that decision, to provide him with information specifically oriented toward his area of vocational choice. It is felt that written language, math, and reading instruction should emphasize the vocabulary which the student will need for success in his area of choice. Tutors spend a great deal of time in preparing materials to acquaint students with the various areas and in preparing vocabulary lists and math concepts necessary for success in these areas. Individual instruction this fall will be based upon specific behavioral objectives in which the student will have to demonstrate his knowledge before moving into the next area.

At Seattle, all students entering through the preparatory program take part in a job information visitation class. At the end of the visitation portion of the preparatory quarter, students are asked to make at least three tentative vocational choices and are then scheduled into ten hours in the particular laboratory of interest. This is done after regular school hours and the regular classroom instructors work with the students at this time.

At the end of the term, each student meets with his vocational counselor, and instructors to determine the program he should enter. His test scores, vocational interests, reading and math levels, and class performance all are taken into consideration in helping the student choose the occupation best suited for him.

Deaf students at Seattle have entered training in the following:

- Architectural Drafting
- Carpentry
- Cosmetology
- Data Programming
- Computer Operator
- Key Punch
- Programmer
- Baking
- College Exploratory
- Custom Apparel Design
- Dental Technology
- Dry Cleaning
Electronics
Graphic Arts
Horology & Micro-Precision Instrumentation Repair
Machine Shop Practices
Power Sewing
Automotive Mechanics
Journalism
Welding
Liberal Arts
Chemical Technology
Accounting
Auto Body Rebuilding
Diesel Mechanics

At Seattle, in the beginning of each quarter, a schedule is established which allows each deaf student a specific time when tutoring will be available to him. For some of the students, tutoring is required for the first month of any given quarter until it is determined that (a) the student is able to handle his specific subject material and/or (b) the student is responsible enough to come in for tutoring as needed.

A loop film projector is set up in the tutoring classroom and the program developed by the Oregon College of Education on job finding is used. Students use these on an individual, voluntary basis. Because of the inclusion of deaf students in the classrooms, some of the academic teachers have made rather extensive use of overhead projectors and transparencies.

At Seattle, policies governing the counseling of deaf students are in general to provide information, to teach techniques of individual problem solving, and to provide direction for the individual so that he can cope with his environment. All these areas are dealt with in an effort to prevent "unacceptable" behavior. Both group and individual counseling is employed.

These group sessions are informal and are held twice a week during evening hours and are on a voluntary basis. The topic of the session is established by the students and has ranged from deviant sexual behaviors to filling out a job application form. These sessions have probably been the most beneficial, single function of the counseling staff in terms of the objective of counseling.
In addition to the informal group sessions, periodic formal lectures are arranged to provide the students with expert evaluation of current topics. Subject areas included have been: Planned Parenthood, Over-Population, Ecology, and Drug Usage.

The counseling staff is available 24 hours daily for student counseling. However, the entire staff is involved in student guidance.

At Seattle, deaf students reside in the Seattle University dormitories. These facilities are within 6 blocks of the Community College so transportation to and from class is no problem.

Financial problems present a very critical concern. An effort is made initially to set up a stable plan for the duration of the training period. Unfortunately, many things often disrupt this initial plan. Delays in payment constitute the largest problem and are usually a result of some change in the student's personal status. To meet emergencies a student loan fund has been established.

The deaf students are active in the college activities and associations. For example, two girls are members of the cheerleading team and one student is a representative in Student Body Government.

At Seattle, probably the most effective access to vocational employment is through the individual instructors and the advisory boards which they represent. Each vocational department of the College has an advisory board consisting of union officials, labor leaders, and employers from industry. Each student is discussed by the board before being placed on a job or before entering an apprenticeship program.

Reports are sent periodically to Vocational Rehabilitation officers on the progress and vocational objectives of their respective clients. The actual securing of employment for out-of-state students is the responsibility of the local Vocational Rehabilitation officer or others involved with the student.

In the beginning of the 1969-70 school year, a ten week course was given to the faculty and credit was allowed by the College
toward a degree and salary improvement and by the State Department of Education for certification purposes. The course format was 1½ hours of lecture and discussion in which professional people in all areas of education of the deaf served as speakers. The second 1½ hours was used for instruction in manual communication. At the request of the student body president, a sign language class for students was established at the beginning of the second quarter, and during the third quarter a second class was organized. College credit is given for these courses.

Delgado College accepted 30 deaf students in September, 1970 making a total enrollment of 64 in the program for the deaf. Five students have graduated from the program and it is estimated that 8 more students will complete their programs by January, 1971.

The five graduating students were enrolled in the clerical and in the orthotics and prosthetics training areas and all have found employment in the area for which they were trained.

The program for the Deaf at St. Paul T.V.I., has an enrollment of 75, including 33 new students who entered the program in September, 1970. Eleven students have graduated from the program in the areas of general office practice, traffic transportation, graphic arts, cosmetology, auto body, and machine tool processes. These students have all found employment in the areas in which they trained. By December, 1970, 7 additional students will complete their programs - 5 girls in general office practice and 2 girls in apparel arts.

The Seattle Community College program for the deaf has a total enrollment of 71, having accepted 39 new students in September, 1970. Eight students have graduated from the program in the areas of machine shop, computer operations, welding, power sewing, and dry cleaning, and are now employed. It is anticipated that 11 additional students will complete their training programs by January, 1971.

Approximately 50 deaf students will have successfully completed vocational training at one of these three programs by January, 1971. They will enter employment with greater opportunity for satisfaction and greater potential for promotion
because of the training they have received. These 50 students are only the beginning product of the three regional-technical-vocational programs and they are a most encouraging product.

The initiation of three new programs serving deaf people provides a unique opportunity for systematic and meaningful research. The University of Pittsburgh is responsible for the research component of this project. The purpose of the research is to evaluate the effectiveness of the three programs and to use the experiences of the programs in the development of guidelines for the eventual establishment of similar programs for the deaf.

The University of Pittsburgh worked with the participating schools in offering guidelines and suggestions in the preparation of their initial applications.

Although the programs have similar objectives, a strength of this project is that each of the programs is different in terms of students, staff, vocational offerings, school settings, etc. Since the programs are independent, they are not compared with each other but are looked at individually.

It is important to determine what adjustments and modifications of the existing instructional programs are necessary to provide a high level of instructional opportunity for deaf students.

One approach to this important area has been through program self-evaluation using a standard format developed by the University. The evaluation form consisted of open-ended items concerning all aspects of the program. For example, in addition to requesting complete descriptive information concerning the program in general, some other areas explored were the variety of vocational areas available for deaf people, the use of visual media, the relation of instruction to eventual vocational placement, and the opportunity for employability in the field of training.

Information is also collected on each student in the programs. An initial questionnaire provides information concerning the student's previous educational and vocational background and performance, vocational awareness and goals, previous achievement and intelligence test results, audiological and communication skill reports, etc. in addition to general identifying data.
Periodic reports describe the progress of the student through various phases of the program. Communication rating scales are completed at several times during the student’s program by the preparatory instructor, the vocational instructor, and by the student himself. Reports are prepared by both the preparatory and vocational instructors describing the student’s academic and vocational performance.

Further student evaluation is obtained from test results on the Wechsler Performance Scale, the General Aptitude Test Battery and Scale of g, the Stanford Achievement Tests, and the Pittsburgh Language Assessment Inventory for the Deaf.

Now that the programs are in full operation, the factors which seem to be important for the successful completion of a particular course of study can begin to be identified. Job categories are explored in terms of the instructor, the class, the content, etc. and the implication of these areas for success or failure in the training program. For example, to successfully complete a program in electronic assembly, it might be necessary to have smaller classes and a skilled instructor well oriented to the problems imposed by deafness, but it may not require modified materials or textbooks. In some areas of vocational training it does not seem important for the instructor to have any special knowledge of deafness.

Another important area is instructional media and the consideration of how existing instructional devices can be modified to improve the instruction of deaf students. Even something so simple as replacing the bell on a typewriter carriage with a flashing light to indicate the end of a line increases typing speed substantially.

The influence of the preparatory program in improving general educational skills is indicated in part by results on achievement tests given before and after completion of the preparatory program.

The unique and valuable outcome of this project has been the utilization of existing educational and vocational programs with a minimum of cost and modification, making programs available to deaf students who otherwise might have no opportunity for specialized training in preparation for competitive employment. It has brought the deaf student into active interaction with the world of
work and placed hearing people in responsible roles with deaf individuals.

Since one of the chief aims of the research component is the development of guidelines for the establishment of other similar programs for the deaf, it is hoped that eventually more and more of the deaf community will have the opportunity for satisfying and rewarding employment because of the establishment of these regional technical-vocational programs.