

FOIA MARKER

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herself available to the media and to other federal decision makers to discuss the importance of the Initiative. Donald Donaldson of DOE's Office of Economic Impact and Diversity was detailed to the Office of National AIDS Policy (ONAP) to assume the position of Federal Workplace AIDS Education Coordinator, where he directed the effort to implement the Initiative among all Executive Departments and Agencies.

Corlis Moody, Director of the Office of Economic Impact and Diversity has spearheaded DOE's efforts to provide workplace HIV/AIDS education and prevention training. Mr. Donaldson has returned to DOE to lead the current effort; he continues to provide technical assistance and guidance to ONAP in implementation of the Initiative across the federal workplace. In addition, Timothy Dirks, now DOE's Director, Office of Personnel, and formerly of the Office of Personnel Management (OPM), authored the original March 1988 FPM Letter 792-42 on AIDS in the Workplace, which has since been reissued as FPM Letter 792-21 and may be found in the resource section of this document.

HIV/AIDS education holds significant importance for the federal workplace. For example, we know that young people from 16 to 25 years-of-age are among those at most risk for all sexually transmitted diseases, including HIV transmission. Because symptoms of HIV disease or AIDS may not appear for 10 years or more, HIV/AIDS affects people at the beginning or the height of their working careers. Whether we are aware of their presence, people living with HIV/AIDS are currently, and will continue to be, productive, contributing members of our workforce.

This training is presented to DOE employees in the hope that, as community leaders, we will impart the facts about HIV/AIDS beyond the workplace—to our friends and families, especially our children, to our church groups, our communities, and others whose lives we touch. While there is no cure at hand, HIV/AIDS is a wholly preventable illness, and the primary vehicle to prevention is education at all levels. The Initiative is designed to set an example for the nation of an informed, compassionate workforce. We welcome your participation in this training program and urge you to pass along what you have learned. By becoming active HIV/AIDS educators, we will literally save lives.

✓ DOE Leadership In HIV/AIDS—Research Efforts

HIV Database Project

At Los Alamos National Laboratory (LANL), DOE has a very successful partnership with the National Institutes of Health—the HIV Sequence Database and Analysis Project. Since 1986, as a result of LANL's demonstrated capabilities in computational biology, the AIDS division of the National Institutes of Health (NIH) has funded the Theoretical Biology and Biophysics Group at Los Alamos to maintain and publish a molecular sequence database concerned with HIV, the cause of AIDS.

There are now approximately 1,500 recipients of the database compendium, and the work scope has been enlarged to include immunological data associated with HIV infection. By the year 2000, approximately 95% of AIDS cases will be found in developing countries. In the U.S., AIDS will tend to occur among minorities and young people. For these reasons, the development of a vaccine has great urgency; the HIV Sequence Database and Analysis Project

has a crucial role in vaccine development and implementation. For example, LANL has become a Secondary Laboratory of the World Health Organization's Global Program on AIDS.

Given the success of the novel HIV database project, the Division of Microbiology and Infectious Diseases of the NIH has asked DOE to take on a comparable molecular database and analysis program for the human papilloma viruses, the leading sexually transmitted pathogen, and the leading causes of cervical cancers in women, worldwide. The incidence of papilloma virus infection is connected with the worldwide increase in AIDS.

Research with Synchrotron Light Sources and Neutron Beams

At Brookhaven National Laboratory in New York, DOE funds several types of projects in structural biology that assist researchers seeking structural insight into HIV and its action. Synchrotron sources are being used by a number of research groups to study components of HIV. DOE operates synchrotron light sources and neutron beam facilities for the national scientific community.

There is particular interest in the enzyme HIV-1 protease, which is being studied at the Stanford Synchrotron Radiation Laboratory by groups from Syntex and from the University of California at San Francisco. The latter group is obtaining structures of HIV-1 protease bound with a variety of inhibitors of the enzyme's action. It is expected that these studies will lead to the design of highly effective inhibitors that will attack HIV by preventing this essential component from functioning.

Structural biology stations operate at National Synchrotron Light Source and the High Flux Beam Reactor at Brookhaven National Laboratory, the High Flux Isotope Reactor at Oak Ridge National Laboratory in Tennessee, and the Stanford Synchrotron Radiation Laboratory. Others are under development at the Advanced Light Source at Lawrence Berkeley Laboratory and the Advanced Photon Source at Argonne National Laboratory.

Genetic and Protein Research

Also at Brookhaven National Laboratory, DOE maintains information about the structure of HIV-related proteins. This structural information is of value for promoting understanding of the molecular function of HIV-derived proteins.

Likewise, the DOE-supported Genome Sequence Database at the National Center for Genome Resources in Santa Fe, New Mexico, is dedicated to supporting scientific research and development by creating, maintaining, and distributing a complete, timely, accurate, and useful collection of DNA sequences and related information. Included in the Genome Sequence Database are 685,000 base pairs of DNA sequence information from that region for use in studying human genome coding for T-cell receptors.

The DOE Human Genome Project also has the potential to benefit HIV and AIDS-related research. For example, it is now clear that genetic factors play a role in determining susceptibility to HIV infections and AIDS development. During the next 3 years, the human genome program will produce a transcript map of the human genome that identifies all of the proteins encoded by genes and maps those genes to specific chromosome locations. That

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information base will provide a valuable tool for those scientists who are attempting to identify the genes that increase or decrease susceptibility to HIV infection and AIDS.

Mathematical Modeling

Researchers at Los Alamos National Laboratory, using mathematical biology, model how HIV spreads within an individual. This is in contrast to models concerned with spread of the disease through large populations. Mathematical models can produce fast, safe routes for finding new theories about HIV/AIDS and can augment clinical and experimental trials. Among other facets, scientists are looking at how HIV depletes the immune system of certain white blood cells, while appearing to infect very few of them, as well as how the immune system fights the virus.

Development of Guidelines for the Federal Workplace HIV/AIDS Education Initiative: "AIDS at Work"

The guidelines delineate five components to be included in any comprehensive HIV/AIDS education program:

- ◆ Policy/Procedures
- ◆ Training of Supervisors and Managers
- ◆ Employee Education
- ◆ Family Education
- ◆ Community Service/Volunteerism.

The guidelines recommend employee education for groups of 30 to 50 participants of 2 to 3 hours duration with additional time allotted for supervisor and manager training. Accurate records of participants, including names, dates of sessions, and total numbers of sessions attended are to be included in employees' personnel files and utilized in filing quarterly reports with ONAP.

The formula recommended for session content under the guidelines includes:

- 30% Prevention/Transmission Education (including discussion of abstinence and monogamy)
- 30% Workplace Issues Discussion/Education (Psychosocial Issues)
- 30% Policy Discussion/Education (led by a knowledgeable Federal employee)
- 10% Resources and Closing Questions and Answers

The guidelines mention the importance of carefully selecting and evaluating instructors. The guidelines included a section on "Suggested Reading" for instructors. Videos should not comprise more than 20 to 25 minutes of the total class time and should not substitute for a Federal employee's policy discussion and education. Each employee should receive a document containing resources associated with administration of Equal Employment Opportunity (EEO), the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and other appropriate, related benefits, programs, and resources.