and to coordinate and cooperate with, the related AIDS research activities of the Centers for Disease Control and the National Institute of Allergy and Infectious Diseases, and with other major current or future research initiatives.

## **Priority**

An R&D project on HIV/AIDS and disability shall—

- Analyze existing data on HIV/AIDS, prepare population estimates and statistical profiles of adults with HIV/AIDS, including such factors as: age; age at onset or confirmation of HIV infection or both and AIDS diagnosis or length of time with the disease; ethnic background; gender; educational level; employment experience and current employment status; patterns of SSI, SSDI, Medicaid, and Medicare enrollment; and standard demographic factors;
- Document the natural course of the disability consequences of the disease process, including iatrogenic disabilities, and document the functional losses associated with various stages of the disease process, taking into consideration such factors as age, gender, ethnic background, and concomitant disabilities;
- Identify and assess the major disability-related societal barriers confronted by adults with HIV/AIDS, including unemployment, discrimination, lack of accommodations, and lack of opportunities to maintain independent living, distinguishing patterns by age, gender, ethnic background, and urban or rural location;
- Identify best practices in rehabilitation, independent living, peer support programs, community mental health, housing, job accommodations, and related services that have the most potential to assist adults with HIV/AIDS to maximize quality of life;
- Demonstrate and evaluate the effectiveness of selected rehabilitative techniques that enable PLWA to maintain maximum independence in employment and in the community, involving PLWA, individuals with other disabilities, and adults from diverse cultural backgrounds in the design of the demonstrations; and
- Disseminate the findings from this project to potential adapters in other programs, projects, and service facilities that provide services to PLWA and through other resources, including NARIC, the Council of State Administrators of Vocational Rehabilitation (CSAVR), and the National Council for Independent Living (NCIL), the National Association

of Protection and Advocacy Systems (NAPAS), and HIV/AIDS information networks.

Applicable Program Regulations: 34 CFR Parts 350 and 351.

**Program Authority:** 29 U.S.C. 760–762. (Catalog of Federal Domestic Assistance Number 84.133A, Research and Demonstration Projects)

Dated: January 10, 1995.

## Judith E. Heumann.

Assistant Secretary for Special Education and Rehabilitative Services.

## **Appendix**

## **Analysis of Comments and Changes**

By the deadline date, the Department received thirty-five comments in response to the proposed priorities. Sixteen additional comments were received after the deadline date and were not considered in this response. The majority of the letters supported the priorities. This Appendix contains an analysis of the comments and the changes in the priorities since the publication of the notice of proposed priorities. Technical and other minor changes—and suggested changes the Secretary is not legally authorized to make under applicable statutory authority—are not addressed.

Priority 1: Accommodations for Individuals With Disabilities in Adult Education Programs

Comment: Two commenters recommended including assistive technology in the examples of accommodations in the Background statement and in the priority.

Discussion: The Secretary believes that assistive technology will play an increasingly important role in the provision of accommodations for persons with disabilities in adult education programs. The Secretary agrees to clarify that applicants may address accommodations that utilize assistive technology.

Changes: Assistive technology has been added to the list of examples of accommodations in the Background statement and in the priority.

Comment: Many commenters recommended adding specific emphases and activities to the priority.

Discussion: The Secretary believes that applicants should have the discretion to propose any emphasis or activity that is authorized by the priority. The application review process will determine the merits of the emphasis or activity that an applicant proposes. The Secretary believes that the commenters' recommendations listed directly below are authorized by the priority and may be proposed by an

applicant. However, the Secretary declines to require all applicants to address them. These recommended emphases and activities are as follows: separately, inform students about their right to accommodations and teachers about the uses of accommodations, develop a self-advocacy curriculum, address alternative teaching techniques, broaden the priority's coordination requirements, emphasize in the materials that are developed by the project that accommodations need to be provided only when a barrier to participation exists, address the needs of students with disabilities' for assistance in documenting their disabilities, emphasize and identify existing model programs, develop statistical information on the impact and need for accommodations in AE programs, develop a teacher training model, address the recruitment and placement of students with disabilities with average and above average intelligence into AE programs, emphasize individuals with traumatic brain injuries, emphasize case-by-case assessment to determine individual accommodations, study issues involving the deaf community and the impact of interpreters, and study the use of personal assistants in facilitating access to AE by persons with spastic cerebral palsy or quadriplegia.

Changes: None.

Comment: One commenter suggested revising the priority to clarify that the second activity of the priority is intended to address existing AE

programs.

*Discussion:* The second priority requires the grantee to identify and evaluate effective programmatic accommodations for individuals with disabilities in AE programs, and develop recommendations for the development of new accommodations. The Secretary believes that the grantee may identify effective programmatic accommodations for persons with disabilities that exist in other programs serving persons with disabilities (e.g., special education, vocational education). The Secretary does not agree to limit the grantee's activities to consideration of existing AE programs. Changes: None.

Comment: One commenter suggested referencing the Americans with Disabilities Act (ADA) in addition to Section 504 of the Rehabilitation Act.

Discussion: The Secretary agrees that the AE administrators and educators need to understand that they have obligations under the ADA as well as Section 504 of the Rehabilitation Act.

*Changes:* Title II of the ADA is referenced in the Background statement.