

US EPA ARCHIVE DOCUMENT

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

UNITED STATES

ENVIRONMENTAL PROTECTION AGENCY

PESTICIDE PROGRAM DIALOGUE

COMMITTEE MEETING

November 29-30, 2012

Conference Center - Lobby Level

2777 Crystal Drive

One Potomac Yard South

Arlington, VA 22202

P R O C E E D I N G S

- - - - -

MR. BRADBURY: Well, good morning, everyone.

Steve Bradbury speaking, Office Director for the Pesticide Programs, for those on the phone. Want to welcome all the members of the committee for our fall meeting, as well as members of the public both here at Potomac Yards in Crystal City, Virginia, as well as folks that are on the phone.

We'll spend some time going around and introducing ourselves and touch on the agenda that's coming up. But before we do that, I'd like to welcome Jim Jones, who is the acting assistant administrator for the Office of Chemical Safety and Pollution Prevention, who is going to be able to join us for a bit this morning to give some opening comments.

With no further ado, I want to turn it over to Jim.

MR. JONES: Thank you, Steve. Good morning, everyone. It's nice to see so many familiar faces around the table, and there's some new faces. So, actually I look forward to the introductions to get to meet some new

1 individuals who are participating in the Pesticide
2 Program Dialogue Committee.

3 I think many of you know I've got a long
4 history with the pesticides program, dating back to 1991,
5 actually, when I was a special assistant to the assistant
6 administrator. Then I spent a good 15 years in the
7 program, ending as the office director in the first part
8 of the 21st century.

9 I've got a long career in the EPA, most of it
10 in the chemical space. And then, in January of this
11 year, the president nominated me to be the assistant
12 administrator. My nomination continues to pend before
13 the United States Senate.

14 But, after the events of early November, it
15 looks like I'll be around for a while, hopefully. Well,
16 who knows how long, but, hopefully, for as long as four
17 more years. So, I look forward to working with all of
18 you in the coming years on what has been, since January
19 of 2009, one of the administrator's top priorities, which
20 is improving chemical safety in the United States.

21 A big part of doing that is through the work
22 that the Office of Pesticides program does, which is

1 ensuring the safety of the pesticides in the United
2 States, which touch everybody in the United States,
3 actually everyone worldwide, but certainly, everyone in
4 the United States is touched in their lives by
5 pesticides. Thus, our role of ensuring that they are
6 safe is critically important. So, it's all Americans
7 and, arguably, to people around the world.

8 I also want to thank all of you for the energy
9 that you put into the opportunity that we provide here.
10 Participatory government is a hallmark of the United
11 States. But, as you well know, it isn't as easy as just
12 saying I want to participate. It often involves, really,
13 rolling up your sleeves. That's what all of you do, not
14 only by coming to meetings such as this, which are held a
15 couple of times a year, but, arguably, on the kinds of
16 issues that we struggle with, it takes a little more time
17 and energy than a couple of days a year to give the
18 government really meaningful, thoughtful advice.

19 So, I think that the energy that you all put in
20 and some of the people who you work with put in into some
21 of the workgroups that we're going to hear from over the
22 next day and a half is really important if we're going to

1 get the kind of advice that we're looking for, which is
2 the whole point of an advisory committee, to give the
3 government some advice so that we can make more informed
4 decisions that reflect the interest, the knowledge, the
5 experience of stakeholders. It takes some time on the
6 kinds of dense issues that we struggle with.

7 So, thanks not only for the day and a half
8 you're going to spend here but all of the time that you
9 spend not only in workgroup meetings but preparing for
10 the workgroup meetings. I know we're going to hear again
11 from four of the workgroups, the subgroups that the PPDC
12 has.

13 So, again, I look forward to meeting some new
14 stakeholders. You're probably not new stakeholders;
15 you're just new to me. It's good to see the familiar
16 faces. I'm sure you'll have a really productive day and
17 a half, and I expect that we're going to get some good
18 advice over the next day and a half.

19 So, with that, I will turn this back over to
20 Steve. I'll be able to stay for the first hour or so and
21 then I've got to head back across the river. All right,
22 thanks.

1 MR. BRADBURY: Thanks, Jim. I also want to
2 thank all of you for traveling from all parts of the
3 country to be here for the next day and a half, and,
4 actually, many of you yesterday, working on workgroup
5 activities. As Jim said, we really appreciate the time
6 and energy that you put in. Really, it's the meetings
7 between the two meetings that are the most critical for
8 the work that you all do in giving us the advice as we
9 move forward on a number of challenging issues.

10 I think our agenda reflects some of the
11 challenging issues that we're facing. We appreciate the
12 time and effort you're putting in to help us see through
13 different approaches for taking on these issues. Jim
14 mentioned the workgroups are a really critical component
15 to the efforts of the PPDC. Yesterday, a number of the
16 workgroups met, including the pollinator protection
17 group, the integrated pest management group, and the
18 comparative safety standards workgroup. The toxicology
19 21 workgroup is meeting today at lunch. So, it's a good
20 example again as the efforts are going on through the
21 workgroups.

22 Jim mentioned the important role the PPDC plays

1 in the pesticide program. I don't think we can
2 underestimate the efforts that you invest and the return
3 on that investment. As a federal advisory committee, our
4 goal is to try to hear from all of the stakeholders and
5 hear from all the stakeholders in an equitable way so
6 that we get a good balance reflection of the issues and
7 the topics and the issue that we should be thinking
8 about. It's getting that integration of ideas and that
9 blending of ideas that's really important to seeing how
10 we can balance different options in moving forward on the
11 given topics.

12 As we've talked about at other meetings, the
13 goals aren't necessary to reach consensus. It's kind of
14 cool if you can, but what's really important is that
15 collaborative constructive dialogue that you all exhibit
16 so that we can understand what the strengths and
17 limitations are of different approaches, even if there
18 isn't consensus, because it enriches our decision making
19 and enriches the information base from which to draw
20 possibilities and to move forward.

21 I'd say more often than not, we do find a lot
22 of common ground, even if we don't all agree on all the

1 details that we have to deal with. Not to say that
2 details aren't important things, but I think more often
3 than not we find a lot of common ground. When I say we,
4 I mean you. It's very impressive how these workgroups
5 can tackle really tough problems and see how from a
6 variety of perspectives we can find common ground. That
7 helps us move forward.

8 Again, if there isn't common ground, that's
9 okay because I've found that you all help us crystalize
10 and clarify where the different viewpoints are and what
11 the different science or policy or legal aspects that we
12 should be considering. That makes it a very powerful
13 component to our overall efforts.

14 As I indicated a few seconds ago, we've got a
15 pretty challenging agenda, which is sort of norm for this
16 group, I'd say. I'll touch on the agenda in a bit.
17 Again, we've tried to strike a balance in these meetings
18 as a combination of outputs from the workgroups to give
19 recommendations to the full committee. Assuming the full
20 committee is pleased with the recommendations of a
21 workgroup, we can then start to work on it in the program
22 and put things into implementation. So, there's a heavy

1 dose, if you will, of that component to the agenda for
2 this day and a half.

3 But also, try to balance that with some updates
4 so that you can hear about things that are happening in
5 the program and pose some questions, get a little bit of
6 input into some of the ongoing activities. We're not
7 going to spend a lot of time talking about them in
8 detail. The agenda sort of brings a balance, I hope, for
9 that. Then, we're always titrating out the two different
10 components, I know. We'll see how this next day and a
11 half goes.

12 So, let me just real briefly go over the
13 agenda. After we do that, we'll go around and do some
14 introductions. So, we're going to start off the day and
15 a half with Marty Monell providing an update on our
16 budget and a snapshot of PRIA-3, which was passed by
17 congress just before things sort of rolled up, which was
18 pretty amazing. So, we'll talk a little bit about the
19 components of PRIA-3 and how that plays out into our
20 budget arena.

21 The second session will be a report out from
22 one of the workgroups, in particular the pollinator

1 protection workgroup. We'll hear about the
2 recommendations that have come from that workgroup,
3 which, as you know, has many subcomponents to it. So, I
4 think we're going to get a blending or a representation
5 from a number of subtopics within that workgroup in terms
6 of things we can start working on.

7 Following lunch, we'll hear from the integrated
8 pest management workgroup in session 3. Again, we'll get
9 a report out on some recommendations from the group for
10 moving forward. We'll have some time to get feedback
11 from the full committee on that. Also, Keith Matthews
12 will provide an update on some of the efforts that are
13 moving forward in the area of school IPM.

14 After that session, Marty Monell will lead a
15 discussion on the comparative safety statements
16 workgroup. We'll get some information from the Wednesday
17 meeting and perhaps some recommendations or thoughts, at
18 least on the pilots that are underway and perhaps new
19 pilots that she might be launching shortly.

20 Then, session 5 this afternoon, Oscar Morales
21 is going to give an update on a variety of information
22 technology initiatives that are underway, in particular,

1 activities that we're undertaking to try to help get
2 information out to all our stakeholders in terms of
3 regulatory decisions, information associated with the
4 products and the risk assessments and the risk management
5 decisions, and a little bit of a look to the future and
6 some other options we may be able to start implementing
7 in terms of just helping information flow going, helping
8 things to be easier to get access to information in our
9 programs.

10 Then, the last session today is to go through
11 some updates. At the last PPDC meeting -- and there were
12 some e-mails over the course of the last six months --
13 there are a lot of requests for updates. There was no
14 way we were going to put all of those into the formal
15 agenda, again trying to strike our balance. So, in your
16 packets, you have one-pagers on 10 topics that came out
17 either at the last PPDC meeting or within e-mails with
18 requests.

19 So, we'll use that hour to kind of go through
20 those topics and see if there are any clarifying
21 questions or very brief comments. We'll stick to those
22 10 topics because it's a lot of topics and there's only

1 an hour. It'll be pretty challenging probably just to
2 manage that. It's at least a chance to get a little bit
3 of feedback on some of the updates if you all want it.

4 Then, you'll all get some sleep and hopefully
5 have a nice meal and then get up early tomorrow morning
6 and join us at 9:00 for the second half-day session.
7 What we'll be doing on Friday morning is leading off with
8 the 21st century toxicology workgroup, get a report out
9 from that workgroup, as well as some summaries from some
10 other toxicology 21 activities that are ongoing in the
11 program.

12 In addition, one of the topics will be some
13 efforts we've been undertaking with Canada under the
14 North American Free Trade Agreement, in particular,
15 development of QSAR guidance that we'll be using on both
16 sides of the border. Mary Manibusan, who is the division
17 director in the Office of Policy across the river, will
18 give that presentation.

19 After that presentation, Mary will also give
20 you an update on the endocrine disruptor screening
21 program which is hitting some key milestones just
22 recently and going into the next year. We thought it

1 would be important for you all to hear the status of the
2 program.

3 Then, we'll wrap up with an update from Don
4 Brady who is from the Environmental Fate and Effects
5 Division, get an update on where we are in the endangered
6 species program. Then, Rick Keigwin will given an update
7 on where we are with some changes and some new approaches
8 in our registration review efforts.

9 Then we'll wrap it up and think about the
10 future, think about what our next meeting is going to be
11 all about. Then, Margie is also going to spend a little
12 time explaining how we're now -- it seems like it was
13 just yesterday -- in a cycle where we have to re-up
14 members of the PPDC. So, we're going through a
15 nomination process so that next time we meet there will
16 be some new faces around the table. So, Margie will just
17 make sure that everybody understands what that process is
18 all about.

19 So, I think that should keep us pretty busy
20 over the next day and a half. I'll try to do my best to
21 keep us on schedule. So, I think we've all worked out a
22 pretty good process over the last couple years in sort of

1 managing the class. I appreciate you all keeping track
2 of what you heard. If there's a new point to bring up,
3 certainly bring it out, but if you've heard a comment
4 that's very similar to what you've been saying, use your
5 judgment in terms of sort of watching that clock like
6 I'll be watching it as we go through the agenda.

7 So, we'll quickly go around the room and
8 introduce ourselves. I want to point out that there are
9 some members of the committee who are participating by
10 phone for the day and a half. Eric from the Coeur
11 d'Alene Tribe is on the phone, as well as Harry Daw who
12 is from our Region 3 office. Region 3 out of
13 Philadelphia is now the lead region for the pesticide
14 program. So, sometimes folks from Region 3 might be
15 here. Sometimes they'll be calling in when we have our
16 meeting.

17 Also, Sue Crescenzi who is representing Allison
18 Starmann from the American Chemistry Council is also on
19 the phone today. There are also members from the public
20 that are calling in, as well as members from public in
21 the room.

22 Everybody that's on the phone, please be sure

1 that you put your phone on mute so we don't hear you,
2 which would make it really hard for the meeting to go
3 forward. Every member of the committee, after you're
4 done speaking, be sure you turn off your mike.
5 Otherwise, we get feedback which makes it hard for
6 everything to work through.

7 So, with that, why don't I turn it over to Mark
8 and we'll start with Mark and introduce ourselves.

9 DR. WHALON: Well, this is a first for me ever
10 being first in this thing. Mark Whalon, Michigan State
11 University. Thanks.

12 MS. SMITH: Cindy Baker-Smith with AMVAC.
13 You're stuck with me, Steve, for two days. I don't have
14 that Arizona Powerball winning ticket. One was in
15 Arizona, but it wasn't me.

16 DR. KEIFER: Matt Keifer from the Marshfield
17 National Farm Medicine Center.

18 MR. HANKS: Doug Hanks from the National Potato
19 Council, Idaho.

20 MR. VUKICH: Good morning, Jake Vukich from
21 DuPont Crop Protection.

22 MR. WEGMEYER: Tyler Wegmeyer, American Farm

1 Bureau, sitting in for Ken Nye.

2 MR. BUHLER: Wayne Buhler from North Carolina
3 State University.

4 MS. LUDWIG: Gabriele Ludwig, Almond Board of
5 California.

6 DR. CARLOS: Marylou Verder-Carlos, California
7 Department of Pesticide Regulation.

8 MR. JACKAI: Louis Jackai, North Carolina A&T
9 State University.

10 MR. DELANEY: Tom Delaney, Professional
11 Landcare Network, National Lawn and Landscape
12 Association.

13 DR. GILDEN: Robyn Gilden, University of
14 Maryland School of Nursing.

15 MR. SMITH: Steve Smith, SC Johnson.

16 MR. SANCHEZ: Valentin Sanchez, community
17 worker with the Oregon Law Center.

18 DR. WILLETT: Mike Willett, Northwest
19 Horticultural Council in Yakima, Washington.

20 MS. PALMER: Cynthia Palmer, American Bird
21 Conservancy.

22 MR. MCALLISTER: Ray McAllister, CropLife

1 America.

2 DR. CLEVELAND: Cheryl Cleveland, Dow
3 AgroSciences from Indianapolis.

4 DR. LAME: Marc Lame, Indiana University School
5 of Public and Environmental Affairs.

6 MS. LAW: Beth Law, Consumer Specialty Products
7 Association.

8 MR. TAMAYO: Dave Tamayo, California Stormwater
9 Quality Association.

10 DR. FERENC: Sue Ferenc, Council of Producers
11 and Distributors of Agrotechnology.

12 MR. COX: Darren Cox representing the US bee
13 industry.

14 MS. SULLIVAN: Kristie Sullivan, Physicians
15 Committee for Responsible Medicine.

16 MR. SHEEHAN: Pieter Sheehan, County of
17 Fairfax, Commonwealth of Virginia.

18 MS. HERRERO: Maria Herrero, Biopesticide
19 Industry Alliance.

20 MR. KUNKEL: Hi, Dan Kunkel, Associate
21 Director, IR-4 program, sitting in for Jerry Baron.

22 MS. COX: Caroline Cox, Center for

1 Environmental Health.

2 MR. SCHERTZ: Scott Schertz, Schertz Aerial
3 Service, member of NAAA.

4 MS. RUIZ: Virginia Ruiz, Farmworker Justice.

5 MR. CONLON: Joe Conlon, American Mosquito
6 Control Association.

7 DR. KEGLEY: Susan Kegley, Pesticide Research
8 Institute, representing Pesticide Action Network.

9 COLONEL GORDON: Scott Gordon, Armed Forces
10 Pest Management Board.

11 MR. KASHTOCK: Mike Kashtock, Food and Drug
12 Administration, Office of Food Safety.

13 DR. CALVERT: Good morning, I'm Geoff Calvert
14 with the Centers for Disease Control and Prevention.

15 MS. KUNICKIS: I'm Sheryl Kunickis, USDA.

16 MR. JORDAN: I'm Bill Jordan, Deputy Director
17 in the Office of Pesticide Programs.

18 MS. MONELL: Marty Monell, Deputy Director of
19 Pesticide Programs.

20 MS. WISE: Louise Wise. I'm a deputy assistant
21 administrator for OCSDP, Chemical Safety and Pollution
22 Prevention.

1 MR. BRADBURY: Once again, welcome everyone,
2 and thanks for traveling and joining us for this day and
3 a half, and members of the public.

4 With that, I'm going to turn it over to Marty
5 Monell to take on our first topic of the agenda.

6 MS. MONELL: Great. Behind me and on the wall
7 there you should see slides. There's also a set in your
8 books, if it's easier for you to make notes. As I
9 recall, last spring we did a more comprehensive
10 presentation on the state of the pesticide program
11 budget. We felt it appropriate because we had endured
12 some pretty significant cuts in 2012 budget that had been
13 unanticipated and really came about when the budget was
14 passed in January, which was a full quarter into the
15 fiscal year.

16 So, we had to do some scrambling in order to
17 meet our commitments, both statutory, regulatory, and
18 areas that we felt were important priorities. But we did
19 it. We were able to adjust, economize, and figure out
20 ways of implementing various cost-saving initiatives so
21 that we were able to get through the year and then fund
22 all of our priorities.

1 So, this is essentially an update for you from
2 that presentation. The first slide basically shows you
3 for the past, for '11, '12, and thus far in '13, what the
4 overall pesticide program budget looks like. This
5 includes the amounts of money that we give out for the
6 state and tribes -- that's the stag portion of the budget
7 -- as well as the support we receive from the AA's office
8 and so forth. It does not contain the regional
9 components because that is not included in what we
10 consider to be the pesticide budget. This forms the
11 baseline for the minimum amount of appropriations that is
12 contained in PRIA.

13 So, the next slide depicts actual amounts that
14 are available to the pesticide program. You'll see the
15 decrease that I made reference to earlier in 2012. There
16 was about an \$8.5, \$9 million decrease that we needed to
17 absorb. It was done, as I said before, through various
18 means of -- fortunately, we always front-load contracts
19 into the first quarter so that our core work will be
20 funded while congress is debating budget.

21 Our experience has been we normally have a
22 continuing resolution for at least the first quarter of

1 the fiscal year. So, it's important that we get known
2 work funded in advance so that we're not caught short.
3 So, through that vehicle and other exercises, there was
4 some painful decisions about funding. There's no doubt
5 about that. But we were able to get, as I said, the
6 statutory work done, the high priority regulatory work
7 done, and our payroll made.

8 You'll see the last bar on this graph shows
9 what we have received thus far on the continuing
10 resolution for 2013. If you recall, well prior to the
11 election, congress decided that it was not going to
12 entertain a 2013 budget battle during all of the other
13 things that were being deliberated. So, they funded us
14 at 50 percent of the 2012 fiscal year. So, this figure
15 represents what we have available on the baseline.

16 Going forward, of course, we have no idea what
17 it will look like. My understanding is there currently
18 is active debating as to what the baseline ought to be
19 for 2013. So, there's more to come, but at least we have
20 some assurance, and have had some assurance since the
21 beginning of the fiscal year, of where we stand for six
22 months. So, we're able to make decisions with regard to

1 our extramural needs -- that's the non-payroll needs --
2 for the six-month period.

3 We're doing some planning, obviously, for the
4 full fiscal year, but that is always subject to change at
5 the last minute, depending upon congressional action.

6 So, it's sort of a difficult planning process, as you
7 might imagine, not knowing exactly what you're going to
8 have for the full fiscal year. But we're doing the best
9 we can and certainly going forward and funding that work
10 which we know is mandatory that we're going to have to do
11 regardless of the budget situation. So, that's been our
12 approach thus far.

13 The next slide depicts our fee collections.
14 Obviously, our fee -- and I'm going to talk more about
15 PRIA, but the fee scheme is really a very important piece
16 now for our resource picture because we have a pretty
17 good idea what we can depend on for the fiscal year.
18 PRIA fees obviously depend upon the number and the type
19 of actions that are submitted to us at any given point.

20 But, as you will see, we've got a picture.
21 We've got some history which can help guide us and
22 predict what we're likely to receive in fees going

1 forward. So, thus far, we've only received \$2 million in
2 2013. That's not unusual for this time in the fiscal
3 year, number one.

4 Number two, because of the uncertainty of PRIA,
5 a lot of companies decided to put their submissions in
6 early, before the end of the fiscal year, before the
7 potential end of PRIA, so that they would be covered by a
8 time line. So, we received, as you can see, a big bump
9 up in 2012 in terms of the PRIA fees. In large part,
10 that came about as a result of uncertainty as to whether
11 PRIA 3 would be passed. So, we had a very busy September
12 in terms of activity.

13 So, we look forward to another productive year
14 of PRIA collections. As you know, PRIA also has a
15 component that provides for maintenance fees which help
16 support our old chemical program. That's the review of
17 chemicals that are already on the market.

18 The maintenance fees, you can see our history.
19 By law, we have been authorized for the past five years
20 to collect \$22 million. We're pretty close for each of
21 the previous five years. Then, with PRIA 3, we expect to
22 be able to collect \$27.8. In case you're wondering, the

1 bills are in the mail as of today.

2 So, obviously, being able to count on this
3 amount of collections is a huge comfort to us because it
4 enables us to plan with a little bit more certainty than
5 we've been able to do in terms of long term with the
6 appropriated dollars, especially for this fiscal year.

7 So, speaking of PRIA 3, as you know, the
8 Pesticide Registration Improvement Extension Act of 2012,
9 or PRIA 3 as we finally call it, was passed by the senate
10 and the house by unanimous consent. The senate passed it
11 on September 13th, the house passed it on September 14th,
12 and the president signed it on September 28th, which was
13 the Friday before the drop-dead date of October 1st. So,
14 we really were hanging in the balance, so to speak,
15 wondering whether or not this was going to actually get
16 passed in a congress that was definitely an unknown
17 entity.

18 The resulting legislation was because of a lot
19 of very hard work by stakeholders, a very diverse group
20 of stakeholders. We had industry, obviously, growers,
21 environmentalists, and farmworker advocates that all
22 agreed upon an appropriate piece of legislation to not

1 only continue PRIA but to improve upon it. As you hear
2 some of the components, I think you will agree that we
3 have vastly improved upon the PRIA concept.

4 The role of the agency in this is basically to
5 give technical advice. We started about a year ago in
6 the pesticide program meeting in groups to give advice to
7 the coalition as to how we thought PRIA could be
8 improved. You'll hear the results of that kind of work.

9 PRIA 3 is another five-year extension. The
10 original act was passed in 2004. So, we're now in our
11 third iteration. We've learned a lot. I think that
12 kudos should be given to the pesticide program, not
13 myself but the folks that are actually doing the work,
14 because clearly, if we had not measured up to the intent
15 of PRIA in terms of meeting time frames and providing
16 good quality scientific review, et cetera, nobody would
17 have had the interest and the desire to move this to re-
18 enactment. So, I think that's probably our most
19 important role, is to actually implement in a way that
20 you all have directed us to do.

21 PRIA 3 expands the number of categories. Every
22 time we go through this reauthorization, we seem to find

1 more types of work that ought to be covered by a time
2 frame and a fee. So, we started with 90 in the original
3 PRIA. We've bumped that up to 140 under PRIA 2. Now
4 we're at 189. And that's not even all of the different
5 types of work that this program does with regard to new
6 registration actions.

7 So, it's a lot to get your arms around, number
8 one, but it's also a lot to track. So, when you hear
9 Oscar Morales this afternoon talking about IT
10 enhancements, a huge piece of what we do is tracking it,
11 is having the ability to figure out what's coming in,
12 where does it need to go, and how can we most efficiently
13 get the work done. So, you'll hear more about that this
14 afternoon. But clearly, every time we have a 50-category
15 bump up, the implications are more than just the work
16 involved. It's how do you keep track of everything and
17 make sure that it's running smoothly.

18 New to PRIA 3, some of the new categories are
19 for inert ingredient approvals. Previously, we only had
20 a small portion of those covered by PRIA categories. The
21 other types of inert activities were not covered by a
22 category; therefore, it didn't have time frames. So, we

1 did a lot of work with the coalition to come up with some
2 appropriate ways of addressing the work around inert
3 ingredients.

4 The SAP review, the Scientific Advisory Panel
5 review, and the Human Subject Review panels also involves
6 a lot of work by the pesticide program. So, we have
7 actions that need that type of review also covered by
8 PRIA categories. The (inaudible) petition, Gold Field
9 Letters, those things that you rely upon so much,
10 especially for international work, are now covered by a
11 fee so that you can be guaranteed of when you're going to
12 get it. It's a nominal fee, but it does at least
13 recognize that there's work involved by the pesticide
14 program to provide you with that.

15 The existing set-asides that have existed since
16 the original PRIA and then were expanded upon in PRIA 2
17 are still in existence. They remain the same. There's
18 worker protection set-asides, there's a set-aside for the
19 applicator training for restricted use pesticides.
20 There's a set-aside for partnership (inaudible). So, all
21 of those types of set-aside activities remain funded.

22 PRIA 3 also requires an additional \$5.8 million

1 collection in maintenance fees. This was two-fold.
2 First, the \$5 million bump up is to acknowledge the fact
3 that all of the activities surrounding the registration
4 review program really are quite costly. When we met with
5 the coalition in conjunction with sort of talking about
6 what would be an appropriate amount for maintenance fees,
7 we updated our cost analysis of this work.

8 So, we had a full-day session basically walking
9 through not only the increases in cost for our
10 registration program, the big ticket items, new AIs and
11 new uses, but also the increase in cost for the
12 registration review program, in part because of
13 implementation of the Endangered Species Act. But, just
14 the overall programmatic costs were significant. We are
15 on a time line under PRIA to get the first round of this
16 review completed by 2022. So, in order to have a chance
17 of meeting that deadline, we definitely needed to have
18 more resources.

19 The \$800,000 of the \$5.8 is for IT set-asides.
20 In this arena, it was recognized that since the very
21 beginning of PRIA, there have been some enhancements to
22 our IT abilities that have been sought by both the

1 registrant community and the environmentalist community.
2 The two big ones are the ability for the registrant to be
3 able to find out the status of their application without
4 having to call a staff person, sort of the UPS-type
5 approach that you could go online and figure out what the
6 status is of your application. So, we just don't have
7 the resources to invest in getting this done.

8 The same thing with conditional registrations.
9 Our systems just aren't as well enhanced as they could be
10 to track conditional registrations, and there is a great
11 deal of interest in being able to do so. Find out what
12 are the conditions of these registration actions that are
13 taken, and what's the status of the meeting of the
14 conditions, and so forth and so on.

15 So, again, we just have not had the resources
16 to really focus on this type of work. So, the agreement
17 was that we would do that with these enhancements. So,
18 those first two items will be the first two that will be
19 major activities once we start receiving the maintenance
20 fees. As I mentioned, these particular enhancements are
21 to be paid for out of the maintenance fees.

22 So, the other areas where we decided to have

1 some investment for ITs are the electronic submission and
2 review of labels. This is something that this group has
3 talked about many times, about how important it is that
4 you be able to submit to us electronically a proposed
5 label and that we be able to review it electronically and
6 so forth. So, with this investment, we'll be able to
7 move that forward in a very significant way.

8 We're also working with our partners in Canada,
9 PMRA, on electronic submission of CSFs. This is
10 important because many of you submit -- the confidential
11 statement of formula. I'm sorry I'm so acronymed -- has
12 to be submitted with most actions to both Canada and
13 ourselves, as well as other countries. But, for right
14 now, we're partnering with Canada. They have developed
15 some technology that we're going to be able to leverage
16 so that both countries will be able to receive the same
17 information in the same format, agreed upon,
18 electronically. So, we'll be using some of the IT set-
19 aside to enable us to work on that.

20 Lastly, we already have an endangered species
21 database of sorts, which we populate with species
22 location information as we get it. The ideal is to

1 enhance this database and then share it more broadly
2 across the federal government so that there is a
3 repository of information that all of us in the federal
4 government that have an interest and need for this
5 information will have access to. I would assume more
6 broadly, further down the line, this would be a web
7 application where the public would have access as well.
8 But, for starters, to enable us to do our work as
9 efficiently as possible, we will be enhancing our
10 internal database.

11 The other thing on the maintenance fees that I
12 wanted to point out is that over the years, there have
13 been some complaints that the way the maintenance fee
14 taps a structure really wasn't fair to the small
15 business, medium/small business community. Quite
16 honestly, there really hadn't been an adjustment to the
17 caps in many years. So, one of the things that we
18 focused on -- and, apparently, the coalition in working
19 with congressional staff was encouraged to work on -- was
20 making it a more equitable distribution across all of the
21 various industries so that the caps would capture a fair
22 distribution, especially of the increase.

1 So, the caps for large businesses were
2 increased. What I mean by a tap is the maximum amount of
3 fees that a company would have to pay for their product.
4 So, if you pay \$3,500 per -- I'm just making that number
5 up -- \$3,500 per product and you had 100 products, well,
6 there is a cap at which you would have to pay no more.
7 The same for medium-sized businesses and small
8 businesses. So, we adjusted them so that we would be
9 able to collect the appropriate amount of fees, the \$27.8
10 million, but that the caps would be adjusted such that it
11 wouldn't impose an unfair burden on smaller businesses.

12 There was also an additional cap, if you will,
13 imposed. This was also worked out between congressional
14 folks and the coalition that provided for relief for the
15 first product of a very, very small -- ultra small it's
16 called in the legislation -- business that only has less
17 than five products, less than 500 employees, and \$10
18 million or less in gross sales. That means from all of
19 their sales, not just pesticide sales. So, this was an
20 effort to provide a 25 percent first product discount for
21 those types of small businesses.

22 We also have new authority now to ensure that

1 we get clean labels. This will be a huge help to the
2 registrant community because they will be able to go to
3 states for their state registrations and provide a clean
4 label which will improve that whole process, rather than
5 the current situation which is you might get a label with
6 comments and then you have to come back to the agency and
7 get that situation straightened out before state will
8 allow you to get that registration.

9 So, what we do now is we haven't extended the
10 total time frame. What we've done is allow for a period
11 of time towards the end of the time frame during which
12 there will be a negotiation of what the final language
13 will look like. So, say, two months before the PRIA due
14 date, the registrant can expect to be contacted by a
15 registering division. This, in particular, impacts the
16 antimicrobial division and the registration division for
17 conventionals. It doesn't really impact the biopesticide
18 division because they already require clean labels.

19 So, about two weeks before, there will be a
20 contact made saying this is what your label needs to look
21 like. If the registrant is happy with it, we're done and
22 you can proceed to registration. If the registrant says,

1 well, I'd like to talk about that a little bit or
2 otherwise work on it, there's a 10-business day
3 opportunity to negotiate the label language so that by
4 the PRIA date it is done. If it's not done, then there's
5 a discussion about whether or not it's appropriate to
6 have a renegotiation. But the idea behind it is we want
7 clean labels. We don't want to have to keep going back
8 and forth with messy unclear labels. So, that's
9 contained in the legislation.

10 We also have new authority for the agency to
11 conduct a preliminary technical deficiency screen. Right
12 now we have the statutory authority within the first 21
13 days to conduct a screen, but it's only to make sure that
14 the application is complete. So, are the right forms
15 there? Is it formatted properly? That type of screen.
16 Quite frankly, we're able to fix most of those problems
17 as they come in within the 21-day period. So, I think in
18 the eight, nine years of the PRIA experience, we've
19 probably rejected two because the application couldn't be
20 fixed in terms of formatting.

21 The big issue that has come up, though, is that
22 once the matter goes into review, it's determined that

1 you claim that this is substantially similar to another
2 application. In fact, it's not even remotely. So, then
3 a company might come back and say, well, let's try this
4 one. No, that doesn't work either. Let's try that one.
5 There was no sense of a beginning or an end.

6 That's just one example of the issues that we
7 came up with and that led us to say, okay, we've analyzed
8 our renegotiation situation with regard to causes behind
9 our need to request renegotiations or, in the industry's
10 case, your need to request us to renegotiate a date. A
11 large part of it are problems with product chemistry,
12 with this failure to be substantially similar, the me-too
13 kind of situation.

14 We thought well, gee, if we could have for a
15 short term action 45 days to really sort of get into the
16 matter and determine what the deficiency might be, we
17 could work it out and then put it into review without
18 having to renegotiate. I mean, that's the ultimate goal
19 here. For the longer term actions, if we could have 90
20 days, we could again look at it, make sure the right data
21 is there.

22 I mean, oftentimes we might get a submission.

1 If there hasn't been a discussion with the divisional
2 ombudsmen, then the inappropriate data or lack of data
3 could arise. So, we wanted the ability to take a look
4 and make sure that the right data is there, that, again,
5 product chemistry issues were diminished, and so forth.

6 So, we have that provision now. We have 45 days for
7 actions that are less than six months in duration and
8 then 90 days for actions up to a year.

9 The hope is that we will come up with a process
10 that works for everyone. We don't want to have to keep
11 negotiating due dates because that wastes everybody's
12 time and you don't get the predictability or the
13 registrants don't get the predictability of getting a
14 product to market, and we waste time on inappropriate
15 actions. So, that's the ultimate goal.

16 We're working with the stakeholder community,
17 with the coalition, on criteria. Obviously, given that
18 the bill was signed into law on September 28th to be
19 implemented October 1st, meant that we had to put
20 something out there how we were going to proceed. So,
21 we've identified six areas that we believe are worthy of
22 our looking at within that technical screen time frame.

1 We're working with the coalition now to sort of
2 flesh it out. We'll be having a meeting in January,
3 after the holidays, to sort through all this and talk
4 about what makes sense. We've received some suggestions,
5 actually, from some registrant groups, and we'll be
6 working that. But this is really a big deal for us
7 because it makes no sense for anybody to waste time on
8 packages that are just not appropriate, that we're not
9 able to work on and, therefore, you're not able to rely
10 on a specific date.

11 So, that was a big deal for us. We also have
12 authority now to collect data on small businesses. When
13 the coalition was up on the Hill working with congress on
14 this reauthorization of PRIA, we were often asked
15 questions about well, how many businesses will be
16 impacted if we do a tap this way, and how many businesses
17 will be impacted if we reduce certain fees for ultra
18 small businesses, for example? We didn't have that data.
19 We didn't have the statutory authority to collect that
20 data and certainly didn't have time to put an ICR out
21 there.

22 So, realizing our dilemma, congress obviously

1 added a clause into PRIA that authorizes us to collect
2 information about businesses, their status of small
3 businesses, their status of ultra small businesses, the
4 number of employees, and so forth. So, this will help
5 everyone get a better handle on what the registrant
6 community looks like in terms of their overall status
7 vis-a-vis the taps and percentages for maintenance fee
8 payments.

9 We have additions to our report language. As
10 you know, now we must provide an annual report to
11 congress and to the public on our web that provides a
12 status of how we've implemented PRIA from year to year.
13 Since the first year of PRIA in 2004, moving forward, it
14 has become quite an expansive encyclopedia of the
15 registration work. I have the honor of reading every
16 word of it before it gets posted to the web. I start in
17 December. They give me pieces and so forth. It's really
18 very illuminating all of the work that is done in the
19 course of a year by this program in terms of both the
20 registration work and the registration review work.

21 So, in addition to those basic provisions of
22 the PRIA and the annual report that's required, we now

1 are tasked with reporting on other areas. Obviously,
2 we're tasked with reporting on the progress of the IT
3 investments for which there's the \$800,000 a year set-
4 aside. So, that's a new area for us. The reports are
5 also to include the number of applications that are
6 rejected under this new preliminary technical screen
7 authority that we're given, the number of applications
8 that are rejected and the reasons therefore.

9 So, we'll be tracking this. We would be
10 tracking this anyway for our internal use and for the
11 benefit of the stakeholder community that proposed doing
12 it this way. But now the public and congress will also
13 have access to that information.

14 The environmentalist community was very
15 interested in our increasing the openness and ability of
16 our tracking systems vis-a-vis incident reporting. So,
17 because our incident reporting upgrades to our system --
18 it's the incident data system. You may be familiar with
19 it. It's where the 6A2 data gets reported and tracked.
20 We've invested, I would say minimally, in upgrading that
21 system so that it's a little bit more friendly for us to
22 internally utilize and manipulate to get trend data,

1 because that's basically what you get from 6A2 reports.

2 You don't get a lot of very detailed
3 information at this point. This group has been reported
4 to before on our hopes for improving the whole incident
5 reporting and tracking status in our program. It's not
6 on our regulatory scheme right now. I think you're going
7 to be hearing a little bit more about it during the
8 course of this meeting. In any event, the agreement was
9 that we would provide a report in the annual report on
10 our progress towards updating the system and, as the
11 administrator deems appropriate, our ability to make data
12 available to the public.

13 Obviously, this is something that's going to
14 require a lot of work both from the technical side and
15 from the regulatory side. So, I think that's why they
16 ultimately decided that the appropriate mention of the
17 issue was to keep track of it vis-a-vis the reporting
18 mechanism in PRIA.

19 The last area that we're to report on is an
20 assessment of the public availability of summary
21 pesticide usage data. You, I believe, have an update in
22 your folder on sort of what we use for usage data, how we

1 use it, and various sources of our usage data. The
2 interest here was to the extent possible to get usage
3 data available to the public as well. So, we are to be
4 just reporting on our progress, if any, in that. A lot
5 of this data is proprietary so we don't have control over
6 it. But some of it is available through public means.
7 It's more limited, but it is available to the public, and
8 we will be reporting out on that.

9 So, that concludes my formal presentation. Are
10 there questions, either budget, PRIA 3?

11 MR. BRADBURY: Cindy, Matt?

12 MS. BAKER: Thanks very much, Marty. I just
13 did kind of quick calculations to see the percentage that
14 OPP is getting out of the total dollars. It's declined a
15 little bit. It's not dramatic, but it's declined a
16 little bit out of the total dollars. So, what's the
17 implication for you guys in terms of FTE and work?

18 We've seen what happened with PMRA in Canada
19 with their reductions. I think it has had some
20 significant impacts on one, how they look at their
21 workload and two, just the fundamental number of people
22 who are available to do the work. What thoughts have you

1 guys had about potential impacts in terms of that as a
2 result of these numbers?

3 MS. MONELL: Well, two things come to mind.
4 One is that the decrease from 11 to 12 also reflects the
5 fact that the Stag account was held harmless. That's the
6 amount that goes to the states and tribes. That's
7 recognizing that the states really have been very hard
8 hit during this recession and the desire by congress and
9 the federal government not to impose further burdens by
10 reducing that. So, headquarters more or less had to
11 absorb the cut. So, it's not specifically reflected
12 there, but that was a piece of it.

13 The other piece is that our starting premise
14 has been that since the pesticide program is done
15 primarily out of headquarters -- in other words, we are
16 the decision-making entity -- that we needed to do
17 everything we could to protect our people, protect our
18 payroll. So, that was sort of our threshold starting
19 point.

20 Then, the next down was, well, what are we
21 required to do by statute, by regulation, by litigation,
22 by whatever means that were something over which we had

1 no discretion. So, then we covered that, if you will.
2 And then, that which is discretionary, how can we manage
3 it so that our highest priority discretionary work is
4 funded, if not from previous funding, maintaining that,
5 or through new funding to the extent it's available.

6 So, while we have slowed down the backfill of
7 positions, it's not because we have made a conscious
8 decision that payroll isn't important; it's recognizing
9 that payroll is a significant portion of our budget. So,
10 we've had to adjust. Yes, we have slowed down hiring,
11 and that's essentially mandated by the agency because of
12 this issue.

13 But also, we've done it in a way that
14 recognizes that we have to get the work done and the work
15 is done here. We can't in any way decrease the
16 scientific approach that we use in doing our work.
17 Nothing gets slipshod that we have to do it with the same
18 rigor that we would if we were (inaudible). So, we
19 manage the fee accounts in that way as well.

20 MS. BAKER: You don't have to do it in this
21 meeting, but is there a site or someplace we can go to
22 see what are the FTE impacts? I mean, you had this many

1 FTE in 2011 in the division and now you're projecting
2 this.

3 MS. MONELL: Sure. I've got some slides from
4 last May that we can update, sure. I'd be happy to.

5 MS. BAKER: Thank you.

6 MR. BRADBURY: Just real quick, Matt, to follow
7 up a little bit on what Marty was talking about. Last
8 time we met, we were sort of letting you know what was in
9 play. We talked about a lot of activities going on in
10 the program, not to reorganize the program but to rethink
11 sort of how the business model works and how the staff
12 works.

13 There's been five groups working on everything
14 from information technology advancements to how do we do
15 our science most efficiently and our risk management
16 decision making, to how do we ensure training for the
17 staff and when we can recruit, recruiting people that
18 have the ability to do lots of things, and how we're
19 working across our division to maximize our capabilities.

20 So, getting back to your question of how many
21 FTEs per division, that's very important. People need to
22 have their branch chief and their supervisor and all

1 those things that have to happen, but realizing that as
2 we move forward, it's going to be a more fluid and
3 dynamic organization where we'll be looking at what's the
4 problem that needs to be solved and where across the
5 organization is the best match of people, and how to
6 ensure that our people are learning more -- everybody, me
7 too -- learning more things so that we're better able to
8 take on more tasks.

9 We may have gotten our Ph.D. in this area or
10 our Masters degree in this area, but we're going to be
11 learning constantly so that we can do more in any given
12 period of time and try to smooth out the FTE utilization
13 across the organization, managing of FTEs and increasing
14 skill sets within everybody in the organization.

15 Matt.

16 DR. KEIFER: My question pertains to your
17 comments about 6A2 and what you described as sort of
18 minimal effort to improve 6A2. The biomarkers group who
19 have been trying to increase our thinking about how we
20 make diagnoses, how we do epidemiological research on the
21 impact of pesticides on human health of course is focused
22 on the tools necessary to make the diagnosis to follow

1 the population. That's been our effort. The receiving
2 end of that is either 6A2 or some other form of human
3 health surveillance system, which at the present time is
4 extremely weak in the United States.

5 The closest thing we have to it is Geoff
6 Calvert's project which is the NIAASH sensor project. It
7 doesn't cover all of the states. It probably misses a
8 fair bit. Between 6A2 and the censor support that NIAASH
9 gets, that is effectively our surveillance system for
10 pesticide illness in the United States.

11 It seems to me if we're going to realize the
12 true promise of the 21st century toxicology model, which
13 includes, as you recall, that outer ring which catches
14 the illness that is induced in the general population, we
15 have to do something about reinforcing that capability.

16 I just want to make it clear that I think we
17 really need to start thinking about that, whether it's
18 6A2 or enhancing the system that Geoff depends upon or
19 Geoff uses for the censor reports, it's got to be one or
20 the other. We've just got to know that information.

21 MR. BRADBURY: Point well taken.

22 Ray and then Mark.

1 MR. MCALLISTER: I have several questions. I
2 didn't understand the difference between your slides 2
3 and 3, one showing the LCSVP budget. Those are numbers I
4 thought we'd heard previously as levels of funding for
5 OPP.

6 MS. MONELL: Excuse me, no. Page 2 are the
7 levels of funding for pesticide program work throughout
8 OSCPP.

9 MR. MCALLISTER: And the OPP budget numbers
10 are?

11 MS. MONELL: Just what this building receives.

12 MR. MCALLISTER: But they're considerably less
13 than the floor level protected by PRIA.

14 MS. MONELL: Correct, but if you recall, Ray,
15 in PRIA, when it describes what the minimal appropriation
16 is, it specifically refers to the budget categories,
17 which are included in number two.

18 MR. MCALLISTER: Okay. One other question
19 regarding the ESA database you mentioned with the species
20 location information, I assume that being shared across
21 the federal government means that the services would be
22 (inaudible)?

1 MS. MONELL: Or something like it. We're
2 developing databases. Services already have a certain
3 amount of databases. The goal ultimately is to share
4 this information in one place or have access to it by
5 everyone. But, for right now, our focus is on as we get
6 location information, habitat information, that we would
7 be able to store it so that we would have it for future
8 use so we don't have to reinvent the wheel every time we
9 have an issue.

10 MR. MCALLISTER: So, you're talking about
11 receiving information in the context of registration
12 action?

13 MR. BRADBURY: Ray, what we're talking about,
14 first of all, as Marty was indicating your question is
15 getting at, we are working towards a federal government
16 repository of species location information, habitat
17 location information, the characteristics of the species
18 and the habitats. While that planning process is
19 ongoing, we still have information in the building, so to
20 speak, and we need to do risk assessments every day.
21 It's starting to get better and better at taking a look
22 at endangered species information.

1 So, the funds that Marty is talking about will
2 at least ensure that the information we currently have
3 you can get access to at our fingertips quickly so we can
4 use the information that's currently available through
5 the services. That will definitely be a stepping stone
6 to a broader federal government approach to how we go
7 forward. We're certainly not trying to recreate or redo
8 what the services are doing, but at least be able to
9 manage the information we currently have efficiently.
10 That will be a stepping stone to a broader federal
11 effort.

12 Mark and then Caroline.

13 MARK: My question also centers around the
14 wholly issue of the use of the data that you're
15 collecting and will now be able to collect. I'm very
16 interested in it from a couple of points. Certainly, the
17 endangered species part of it is critical, but also some
18 of the use and adoption issues, particularly as it
19 relates to IPM, for example, biopesticides and their
20 uptake and how they're being used (inaudible). That data
21 would be really useful in the context of prospering and
22 growing IPM across the US, especially in specialty crops

1 which are so hit by maximum residue limits and export
2 issues and things like that.

3 So, I wonder is there going to be a
4 streamlining to get that data into the hands of the
5 people who can use it and really utilize it in the
6 context of further implementation?

7 MS. MONELL: Well, I don't see anyone here from
8 BEAD. Oh, Susan is back there. Actually, Mark, if you
9 don't mind, this question probably would be more
10 appropriately addressed when we talk about the -- there's
11 a fact sheet in your book about the usage data. I'm just
12 suggesting that you just hold that thought because it's
13 going to be an opportunity for a more robust discussion
14 about usage data needs and appropriate ways of collecting
15 it.

16 I mean, I certainly hear what you're saying,
17 but that is not what -- I mean, it is envisioned in the
18 reporting mechanism. What is not envisioned in PRIA is
19 that this data will be collected.

20 MARK: That's what I was really afraid of.

21 MS. MONELL: So, it just means that you'll have
22 to use -- we will collectively have to think about other

1 ways of collecting the information.

2 MR. BRADBURY: Caroline and then Cheryl and
3 then we'll wrap up this session.

4 MS. COX: When the fees, the PRIA fees are set,
5 is there some calculation that they're supposed to cover
6 some percent of the cost of registering a pesticide?
7 What's the sort of conceptual framework behind it?

8 MS. MONELL: The conceptual framework by the
9 founding fathers and mothers, me being one of them, was
10 that the cost of registering a pesticide should not
11 exceed -- the pesticide fee should not exceed 40 percent
12 of the cost of registering a pesticide. This was at the
13 insistence of a lot of the NGO community in the initial
14 PRIA discussions because there was concern, obviously,
15 that, appearance-wise, if registrants were paying for the
16 full cost, then there might be some expectation that they
17 would receive some sort of a deal or whatever.

18 Since this statute was primarily based on the
19 prescription drug user fee statute, PDUFA (phonetic) they
20 call it, where I believe it's in the 90 percent range of
21 the cost of registering a pharmaceutical or getting a
22 pharmaceutical to the market is paid for by their user

1 fees, there's been a lot of criticism about that.

2 So, one of the sort of understandings, basic
3 foundations of PRIA, was that the fees would not exceed
4 40 percent of the cost of doing the work. As it turns
5 out, it has not come close to that. Fees pay for about a
6 high 20 percent of the cost of the registration work.

7 MR. BRADBURY: Cheryl.

8 DR. CLEVELAND: I'm way in the corner this
9 time. You mentioned a number of things that are a
10 priority from an IT perspective. I see them as a bit
11 unequal in terms of how legally binding they are. One of
12 the things you didn't mention was the update about the
13 web distributed labeling project that we have in our
14 packet. What caught my eye here is that this was
15 designed to obtain online legally valid labeling
16 information.

17 So, my question is, if that's the design of
18 this web-distributed piece, you're going to have to have
19 some extreme attention and funding and long term support
20 to keep this database viable and really useful. How are
21 you setting the priorities for your IT pieces here?
22 You've got ESA, you've got risk assessment, you've got

1 things that really depend on final decisions. You've
2 also got status of application, which actually it's nice
3 but it's not legally binding. So, how are you balancing
4 all of this?

5 MS. MONELL: I obviously wasn't clear. The
6 set-asides that are identified in PRIA with those which
7 were decided upon by the coalition and acted upon by
8 congress, they don't necessarily reflect the highest
9 priorities of pesticide programs. They're certainly
10 things that we didn't object to and believe that we can
11 accommodate.

12 So, the way it worked, actually for the whole
13 process of PRIA 3, was there were probably six workgroups
14 identified to tackle areas around PRIA 3 that might need
15 some attention. On these workgroups were members of all
16 of the eight trade associations, and then, the NGO
17 community was invited as interested, if you will. So,
18 for instance, the group that was looking at conditional
19 registration issues, obviously the NGO community was very
20 interested in that.

21 So, when that topic came up at the IT group,
22 they were present and certainly weighed in very heavily

1 on that. The result was that that's an area for IT
2 expansion and investment of this additional PRIA funds.
3 Those five areas again are not -- they're very important,
4 obviously, to the overall program implementation, but
5 they don't necessarily reflect the pesticide program's
6 highest IT priorities.

7 DR. CLEVELAND: Okay, that helps. The last
8 question is very broad. Can you explain what
9 sequestration is going to do in terms of the budget?
10 It's not very clear. It's in the news. I don't
11 understand it.

12 MS. MONELL: Well, you know about as much as I
13 do. Congress is wrestling with this issue. Just
14 continue to read the paper. I mean, that's what we do.
15 We don't have any insights. Our opinions are not asked.
16 By law, by the sequestration law, I forgot what the act
17 was called, but nonetheless, by law, OMB had to provide a
18 report that basically told congress what the impacts
19 would be on the various federal departments and agencies.

20 EPA was told -- this was told as an agency --
21 that our number is 8.2 percent. It's a public piece of
22 information. But what we don't know and what was unclear

1 is, does the agency have discretion to apportion that 8.2
2 percent cut? What was the baseline for arriving at that
3 percentage for EPA and other percentages, I'm sure, for
4 other federal agencies? We don't know. I don't believe
5 it's been agreed upon.

6 I think that that's sort of the threshold issue
7 that congress is wrestling with right now. So, there's
8 so much unknown that we're just not allowing ourselves
9 the luxury of speculating. We're planning with what we
10 know.

11 MR. BRADBURY: Okay, thanks, Marty. Why don't we
12 take our break now. We've got a 15-minute break
13 scheduled. So, on the clock in the room, we'll reconvene
14 a little less than 15 minutes. At 25 minutes to the
15 hour, we'll reconvene. Thanks, everybody.

16 (A brief recess was taken.)

17 MR. BRADBURY: Okay, folks, why don't we grab
18 your seats. We're going to begin the next session. Our
19 next session is a report out from the pollinator
20 protection workgroup. Rick Keigwin and Don Brady have
21 been helping to work with the workgroup on their efforts.
22 So, I'm going to turn it over to Rick. Don Brady is

1 under the weather. I think the stress of working on this
2 project probably put him down.

3 So, Rick, I'll turn it over to you to start the
4 session. Thanks.

5 MR. KEIGWIN: Thanks, Steve. Just to remind
6 everybody of the work of the pollinator group, we were
7 formed at a PPDC about a year and a half ago. We began
8 meeting as a workgroup back in September of 2011. I
9 think at this point the workgroup is actually larger than
10 the PPDC. We're upwards of 65 members. Mary Clark West
11 (phonetic) has been doing a great job of organizing us
12 and corralling us and getting us to the point that we're
13 at today.

14 As you'll recall, the workgroup is organized
15 around four themes, those being labeling, best management
16 practices, communication, education, and training, and
17 then, finally, enforcement. What you're going to hear
18 today are some recommendations for you all to consider in
19 terms of providing advice back to the agency in each of
20 those four areas.

21 I think you'll find that there is a great bit
22 of overlap between the four groups and the

1 recommendations that are coming forward. As part of
2 these recommendations, you'll also hear from each of the
3 presenters relative priority, understanding that some of
4 the higher priority items still need a considerable bit
5 more work. But there's a lot of energy from the meetings
6 that we have been having of moving forward in each of
7 these areas.

8 So, on labeling, Dave Epstein (phonetic) from
9 USDA will be making the presentation. On best management
10 practices, Brett Adi (phonetic) will be giving that
11 presentation. On communication, education, and training,
12 Wayne Buhler will be giving that. He also will be
13 demo'ing for you a web site that he has put together that
14 may be a way for us to communicate on many of the best
15 management practices. Then finally, on enforcement,
16 Darren Cox will give the report out from that group. So,
17 let me first turn things over to Dave.

18 MR. EPSTEIN: All right, thank you, Rick. I
19 was asked to speak on behalf of the labeling subgroup,
20 which we have a couple of dozen people on this workgroup
21 from all aspects of the stakeholder community. We've got
22 the state lead agencies, the beekeepers, the registrants,

1 the commodity groups, and government personnel as well.
2 We've had a number of conference calls. We have come to
3 some consensus. There are things that we have largely
4 agreed on that we have not come to consensus on. There
5 is still, as Rick says, a whole lot of work left to do.

6 In terms of the labels, you can see up here our
7 first bullet point is a need for clearer label language.
8 That's pretty broad. What we've spoken about largely is
9 the need to strike a balance between protecting bees and
10 protecting crops. In terms of bees, we are working along
11 the same lines as the EPA with their white paper in terms
12 of using honeybees as a surrogate for all bees.

13 We've heard loud and clear from our commodity
14 groups, our applicators, the beekeepers, that bee
15 language needs to be prominent and uniform on the labels.
16 In terms of clarifying language, there are terms that
17 need to be defined and used consistently or they're not
18 enforceable. We heard from the folks on our workgroup
19 with the state lead agencies that say that currently they
20 are often moved to use state standards where they have to
21 make interpretations about label language.

22 So, what are some of the things we're talking

1 about there? Language such as toxic or highly toxic to
2 honeybees. It doesn't make any difference to the
3 applicator or the beekeeper whether it's toxic or highly
4 toxic, but it does have meaning in terms of relation
5 adrift with highly toxic having restrictions in terms of
6 drift language. But it's not very clear to those who
7 have to enforce these rules what that means.

8 Such things as apply early in the morning. To
9 anybody who has ever raised a teenager knows that the
10 meaning of morning can have many meanings, starting at
11 noon for some. So, you can't have things on the label
12 that are not very specific to things that can be well
13 defined.

14 Actively foraging versus foraging or visiting
15 versus actively visiting, this is some of the examples of
16 language that is already on labels. The group is in
17 agreement that there has to be a uniform language that is
18 used that is consistent. Such a thing as the actively
19 foraging question, we wrestled quite a bit with that.
20 How do you measure that?

21 We talked about using crop phonology, but there
22 are issues with that such as the glooming weeds that may

1 be in that crop. How do you account for that, or
2 questions about crops that may have indeterminate bloom?
3 So, we've come to the consensus that we need to review
4 these terms and come up with consistent definitions.

5 To that extent, one of our members, Eric
6 Johanssen (phonetic), who is with the Washington
7 Department of Ag Pesticide Registration, went through and
8 reviewed all of the commentary that was on the EPA web
9 site regarding this issue. The group has come to a
10 consensus on a number of these terms, but there's still a
11 lot of work to go.

12 The second point that you see up there is the
13 information on residual toxicity, RT25, which represents
14 25 percent immortality based on the SB population exposed
15 to the formulated product that's been applied to foliage,
16 and then the bees are exposed to it.

17 We have not reached consensus on how this
18 should be on the label. There's been a lot of discussion
19 on this. There are questions from the registrant
20 community about it being a level playing field where data
21 is or is not available, and how the data may be different
22 depending on environmental conditions or geographic

1 regions. So, we're in agreement that we need to work on
2 this, but we don't have the answer of how it's going to
3 be represented on the label as of yet.

4 We also referred to best management practices,
5 which you're going to hear a lot more from the best
6 management practices workgroup. But in terms of best
7 management practices on the label, we've had a lot of
8 discussion about the need to talk with EPA about how we
9 can make references in the label language to potential
10 web sites or something that will have much more in-depth
11 information on local best management practices, crop
12 specific possibly, just local sources of information and
13 how do we tie into that.

14 We had a lot of discussion about commercially
15 pollinated versus noncommercially pollinated crops. Best
16 management practices really become very important in the
17 crops where we do not have commercially pollinated. So,
18 those are, in very brief form, what the labeling group
19 has talked about that's condensed from about probably 30
20 hours of discussion to five minutes.

21 MR. KEIGWIN: Thanks, Dave. What we're going
22 to do is take questions at the end because of the

1 interrelated nature of the recommendations.

2 So, Brett will give the report out on the best
3 management practices.

4 MR. ADI: Like the labeling group, we had a
5 number of phone calls throughout the year. We developed
6 a priority list. Best management practices are probably
7 the fastest thing to (inaudible) to get results. Maybe
8 one of the harder things is because it's voluntary. So,
9 with that, we came up with a couple ideas.

10 First, we started (inaudible) and a lot of the
11 land grants and the Department of Ag have done a lot of
12 research in the best management practices -- available
13 electronically. Some are still paper documents, but when
14 we looked at all of the material available, we decided
15 there's a need to have some type of national coordination
16 to pull all this together and get it to a format where
17 it's readily accessible.

18 Wayne has talked about putting together the web
19 site with North Carolina and a database for all
20 electronic formats. But it's still almost overwhelming
21 all the amount of good research that's been done. Some
22 of the research shows a benefit in the autopollinated

1 plants for having bees there. This is one of the things
2 we came up with. We need to continue that research.

3 You'll see it's on our point number two, a
4 subpoint, but this would probably be more directed at
5 communication and the Department of Agriculture and EPA
6 working together, but to bring up this overdata and make
7 sure it's still correct and do field studies to see what
8 the relationship is to a lot of the autopollinated
9 plants.

10 For instance, there's corn. No benefit there.
11 Soybeans, they say there's no benefit, but if you look at
12 the old studies, 0 to 40 percent gain, sunflowers gained,
13 canola gained, (inaudible) gained, cotton gained. We
14 could document what the gains are by keeping the bees
15 healthy there for that pollinated crop or autopollinated
16 crop. BMPs are much more readily adaptive because
17 there's a direct economic interest for the (inaudible)
18 where the bees are usually (inaudible).

19 That was one of the things we came up with,
20 that we need to have a national database and somebody to
21 keep that up. We need to continue research on what the
22 BMPs are and their effects and their financial returns to

1 the growers that don't think the bees directly benefit
2 them.

3 Secondly, it's becoming a smaller and smaller
4 world the way the bees work. They're becoming more
5 concentrated and more mobile. So, everybody is
6 everybody's neighbor. So, it becomes a stewardship issue
7 to engage in the BMPs because you're keeping them for not
8 only your neighbor but for the future yourself so you're
9 not locked into producing one or two crops.

10 You may have the alternative to go and
11 (inaudible). So, this becomes a communications and
12 extension effort. I see the two agencies, the Department
13 of Agriculture working hand in hand with the EPA, farm
14 industry, and the bee industry to bring these BMPs
15 (inaudible).

16 We talked about the BMPs. We have some that
17 are just rock simple and then there are more complicated
18 ones that are local. The rock simple ones, we can adapt
19 these right away, but just good communication on the
20 stewardship and keep them available as a national
21 resource.

22 We've outlined I think five or six of them

1 here. I kind of recategorized them just a little bit.
2 But the simplest is apply pesticides when bees are not
3 foraging. I mean, that's the very simplest right there.
4 The second would be avoid applying compounds where
5 extended residue toxicity will overlap (inaudible) bloom.
6 Very simple.

7 Third, and it goes right into what we're
8 talking about in the labeling group, the RT25 is needed
9 to be a known component there so those decisions can be
10 made properly. Avoid drift. That's pretty obvious.
11 Provide clean water for bees. Maybe look at it another
12 way, do not contaminate the water. That's a real obvious
13 simple thing we need to work towards.

14 Then, the last one here, and this I want to
15 direct to everybody here, develop resistant management
16 strategies (inaudible). We are very limited to the
17 industry what we have available. We would encourage the
18 USDA, the ARS to go full throttle in working on
19 varoacides.

20 We would encourage the registrants, even
21 though, by definition, the bee market is probably micro
22 micro market, to look at the combined market, look at

1 what the value is without the bees being healthy. You
2 don't have the almond crop, you don't have the apple
3 crop, you don't have the blueberry crops. Look at the
4 combined market as a registrant for developing
5 varoacides. Don't look at just the bee market, but look
6 at your full product line and combined markets.

7 We desperately need good compounds to keep the
8 bees healthy. We need the EPA's help when the
9 registrants come up with these programs to fast track
10 them and the USDA, if it's an IR-4 program or whatever
11 other tools you may have available, to bring that product
12 to the market so we can have a good rotational basis to
13 keep the bees healthy.

14 I think that kind of highlights my BMPs.

15 MR. KEIGWIN: Thanks, Brett.

16 Next up is Wayne Buhler. He's actually going
17 to come up because he's going to demonstrate for us
18 pesticideinformation.org that Wayne has been working on
19 for quite some time now.

20 MR. BUHLER: Yes, thank you, Rick. I'm hoping
21 that I can go on record as being the first free-standing
22 presentation at a PPDC meeting, especially since this is

1 probably my last one.

2 Actually, I'm with the extension service, so I
3 speak much better standing. I wanted to give you kind of
4 an idea of what we're doing before I get to the web site.
5 There's been a lot of discussion, as Paul and Brett have
6 pointed out. This has been many hours telephonically
7 speaking to try to come to some sort of consensus as to
8 what we're up against or what may work best in terms of
9 communication and education.

10 I remember 14 years ago when I first started my
11 job at NC State, I attended an AAPCO meeting, American
12 Association of Pesticide Control Officials. I was only
13 two weeks on the job. I was completely lost in acronym
14 speech, Marty, so I know where you all come from.

15 While swooning out in the lobby, I met one of
16 my colleagues from Louisiana State University, Mary
17 Grodner (phonetic). Mary unfortunately died just a
18 couple months ago, so maybe as a memorial or honor of
19 her, it's great to be able to speak about being able to
20 bring a lot of information together for maybe one
21 consistent message.

22 Mary told me this, she said, Wayne, you know

1 there's 50 states out there and there's 50 different ways
2 of doing pesticide safety training. That's so true. I
3 mean, each of us have our own programs. Each of us have
4 probably apiculturists that we work with at the land
5 grant universities. So, we're not always speaking off of
6 the same song book.

7 In fact, I brought with me from North Carolina
8 a lot of the evidences, I guess you could say, of
9 information and fact sheets and PDF files of how we are
10 communicating to our audiences. Mostly it is a state by
11 state kind of thing, but there are a lot of great
12 messages that are out there. So, consolidating that may
13 be the greatest challenge, meeting up with both what Paul
14 and Brett have said, to have that consistent message is
15 something that we would like to see.

16 In fact, I probably heard it best from one of
17 the members of our group, that maybe we should act more
18 like NHL referees and let these other groups duke it out,
19 fight to the finish, and then come up with a good set of
20 terms that everybody agrees with so that those are the
21 ones that we can communicate most effectively.

22 There are some unifying messages, and there are

1 some ways that we do training that is consistent across
2 the states. A lot of that is due to the work from EPA to
3 create pre-certification types of materials, those that
4 the pesticide applicators, whether they be a private
5 applicator or a commercial applicator, will use to
6 prepare for a certification exam.

7 Unfortunately, there's a lot of stuff to teach
8 a person who is going to become certified as a pesticide
9 applicator, as you can imagine. In fact, I think there's
10 over 170 different core competency areas. So, this is
11 just one of those 170. Unfortunately, we just have a
12 half a page in the core manual that's designated for
13 pollinator protection.

14 So, amongst other issues, I think it is
15 important that we do provide training in this. But, more
16 than likely, it's going to come across through continuing
17 education or re-certification opportunities, as many
18 states have structured their programs.

19 I think what we'll do is show the web site.
20 What I'd like to do is just talk a little bit about some
21 of the features of this site that I've been involved in
22 creating. Fortunately, I guess I was in the right place

1 at the right time, because there was money that came
2 through the Center for Integrated Pest Management, which
3 is located on the campus of NC State University. So I
4 was fortunate to be able to get some grant funds to start
5 up this web site as the national coordinator.

6 But it is a site that is really regional in our
7 outreach. I work closely with my colleagues from the
8 northeast at Cornell. I've worked with colleagues at
9 South Dakota State, Perdue, Nebraska, and in the
10 northwest in Washington and California. So, it's really
11 kind of a combined national effort, and I think of it
12 kind of as a national repository or portal, if you will,
13 to all things pesticides safety related.

14 I guess, Mary, you can probably come over here
15 and tweak this a little bit. I'm going to go back to the
16 home page for the pesticidestewardship.org site. So,
17 those of you that are listening in at home or at your
18 office, you can just type that in as
19 pesticidestewardship.org.

20 You can see our navigation is primarily with
21 this left frame sidebar. We've covered a lot of hot
22 button stewardship-type issues. Of course, the most

1 important thing that I do, 95 percent of my time is how
2 to teach people how to read the label. We've covered
3 issues like calibration, disposal, drift management,
4 handling containers.

5 There's one particular site for homeowners,
6 integrated pest management, PPE, and then we get down in
7 the Ps here with pollinator protection. We could go on
8 with recordkeeping, resistance management, spills
9 (trouble with audio).

10 So, in essence, what we've done is try to
11 create the best of the best that is out there by putting
12 together programs with permission from people that have
13 already provided material. This one on protecting
14 pollinators is actually designed from a (inaudible)
15 publication in California. As you can see, there's many
16 subtopics that we are addressing, which are designated by
17 these orange squares.

18 The pesticide may be toxic to pollinators, so
19 we'll describe terms like toxicity there, understanding
20 pollinator habits, using an IPM approach, minimizing
21 drift, cooperation and communication. There we're
22 talking about basically how the farmer can cooperate or

1 communicate best with the beekeeper. We even provide
2 contract examples from the University of Georgia and
3 Florida, symptoms of accidental exposure, and then,
4 lastly, resources and suggested reading.

5 Here is really a compilation of material that I
6 have found to be really helpful for me, for my extension
7 agents, or for an applicator that will call and ask for
8 material. So, I've basically try to cobble it all
9 together into one site, if you will. So, we have NAPSI
10 and their fact sheets, which are excellent, Project
11 APHIS-M, another good repository or portal to information
12 for both beekeepers and orchardists, including BMPs for
13 managing bees. The ZERCI society is very active, of
14 course.

15 Here is the pollinator protection EPA portal
16 for reporting bee incidences and bee kills, curists,
17 USDA, and then, more or less, a kind of regionalization
18 of different state fact sheets dealing again with
19 protecting honeybees from pesticides. So, you can kind
20 of see how that stratified from south and northeast,
21 midwest, so on and so forth. So, again, a lot of great
22 materials. This is just pointing to them.

1 Maybe the thing to do is to tease them apart
2 and look for ways that we could actually present this so
3 that people aren't having to thumb or read through a lot
4 of information but really just go to this place as a one-
5 stop shop and a portal for more information. In fact,
6 there is more information on beehive management.

7 So, we do link to e-extension within the USDA,
8 and there we have a community of practice for the
9 pesticide environmental stewardship group, as well as one
10 for honeybee health. So, if you'd like to learn more
11 about just managing or husbandry of bees, then you could
12 actually click and go into the e-extension and find a
13 huge community of practices, apiculturalists mostly with
14 the land grant system, that have designed and produced, I
15 guess, a really robust web site on that.

16 Let me just say that this web site is just an
17 offer. I do have long-term commitment and support for
18 it. We also have quite a few contributors as well as
19 editors, reviewers, supporting organizations that provide
20 both financial support and editorial oversight. So, we
21 think of this as being a site that would be vetted by
22 experts and providing the best information possible while

1 also directing people to resources that would be helpful
2 in this area.

3 MR. KEIGWIN: Thanks, Wayne.

4 Then, Darren is going to present
5 recommendations coming from the enforcement subgroup.

6 MR. COX: Well, enforcement is an exciting
7 topic to be able to end with. We got together and worked
8 on this and it's kind of difficult because we're not a
9 policing agency, but we did come up with a lot of good
10 ideas on how we could advance risk management through
11 enforcement strategies.

12 So, one, we identified there was a need for
13 improved standardized and traceable reporting for bee
14 kill instances. Many of the states we found out have
15 different ways of doing things. It is an option for
16 states to be able to forward that information up the food
17 chain to identify traceability and corrective measures.
18 So, that was something that came out really, really
19 quick.

20 Then, portions of the subgroups recognized that
21 EPA is currently engaged in certain activities to update
22 or improve enforcement, some specific to bees. However,

1 there still remains the need for improvement in both the
2 mechanisms for reporting -- also, what is reporting?
3 Some states you may get more reporting than a different
4 state. So, it's good to be able to separate that and be
5 able to identify it.

6 The workgroup noted that not all states
7 collection the same information or in the same manner.
8 The workgroups also notes that while OPP has made efforts
9 along these lines, there remains a lack of clear
10 understanding of what to report and how to report the
11 incidences.

12 We explored ways to get public input into FIFRA
13 in enforcement manual and guidance development. The
14 workgroup discussed the respect of the ongoing efforts by
15 EPA's Office of Enforcement and Compliance Assurance.
16 While these are good, more access by affected
17 stakeholders would be good.

18 The workgroup discussed that enforcement may
19 have rules, business, than, say, a program office like
20 OPP. Many of the workgroup noted that knowledge that
21 could benefit efforts by OECA is being foregone. The
22 workgroup believes that more stakeholder input would

1 benefit those efforts. Then, grant guidance, making
2 pollinator protection a priority in the EPA cooperative
3 grant process with states.

4 Finally, we believe that the workgroup believes
5 that there should be a greater support by OPP to make
6 pollinator protection a priority for all states. One
7 means to do this would be to include pollinator
8 protection more directly into the grant process between
9 EPA and states.

10 Before I came down here, I had a little piece
11 of paper I found in my truck and had a good quote from
12 Henry Swartz (phonetic). It says, whether you think you
13 can or can't, you're right. This is kind of how we've
14 got to approach this problem collectively on dealing with
15 these state-lead agencies. So, we're looking forward to
16 seeing how this progresses over the next year and a half.

17 MR. KEIGWIN: Thanks, Darren.

18 So, to wrap things up and then to begin to get
19 your input, we wanted to just summarize where we think we
20 are. I think you heard across pretty much all four
21 workgroups that improving communication and getting
22 similarity and consistency and how we community

1 information is critically important.

2 We thought one of the areas that we could first
3 start on was BMPs because we thought we had some really
4 good examples that were out there now. As Brett
5 presented, we had some fairly simple things that we
6 thought could part of some of the initial BMP information
7 that could be made available.

8 Secondly is the issue about providing
9 information regarding residual toxicity. Considerable
10 discussion in yesterday's meeting in particular about the
11 high value of this information but some concerns about
12 how that information could be conveyed both in the short
13 term and the long term. In particular, the need to put
14 that residual toxicity information into some type of a
15 context.

16 The discussion led to maybe we start in the
17 short term to having that on a web site so that
18 contextual aspects could be presented in a clearer
19 manner, could bring in some discussions about influences
20 of climate and other meteorological issues that might
21 influence residual toxicity, leading, perhaps in the
22 longer term, to putting that on labels once we have some

1 experience of how to convey that information through
2 labeling.

3 Clearly, working with a variety of stakeholders
4 was also quite important. We identified a number of
5 groups that if we were using similar information on the
6 BMPs, it's not just only governments, but it would be
7 cooperative extension states through industry stewardship
8 programs and work through NGO organizations. Darren was
9 just presenting looking for opportunities to continue to
10 improve EPA's guidance on pollinator protection issues
11 and opportunities to bring public input into the
12 formation of that policy.

13 Some of the longer term things would be working
14 towards clearer label language. So, maybe we'll take
15 somebody up on their suggestion from yesterday of letting
16 folks duke things out like the NHL referees do and try to
17 come up with some clear terms that everyone can
18 understand that we can move toward putting on labels.

19 As I mentioned earlier, looking for
20 opportunities once we have some experience with putting
21 residual toxicity information on labels. Then, the group
22 also wants to tackle not only -- now that we've

1 identified that, we need to have better reporting and
2 traceability in terms of investigations, how we might go
3 about doing that, and what are the elements that everyone
4 should be reporting, and how do you set up a traceable
5 system as part of an investigation.

6 We think that many of these activities, the
7 four workgroups that we have operating right now, can
8 help us achieve those goals and recommendations. We also
9 thought that some of the recommendations that came
10 forward today perhaps are outside of our scope or aren't
11 necessarily recommendations solely for EPA. Clearly,
12 that area of research, research on repellants, research
13 on additional best management practices, probably isn't
14 an EPA issue, per se. We would participate, but it
15 likely would not be an EPA lead.

16 We also identified that while we had great
17 participation from USDA, there may be other federal
18 partners that we might want to include as we continue to
19 work on these issues.

20 So, Steve, with that, I think I'll turn it back
21 to you.

22 MR. BRADBURY: We'll go around. I'm not going

1 to try to go through workgroups subgroup by subgroup
2 because, as you all mentioned, a lot of it is
3 intertwined. But let's all be listening for tasks that
4 we might be able to take on sooner rather than later. We
5 can work as a group to see where it goes.

6 So, what we want to do now is make sure the
7 full committee can get some clarification on some of the
8 things you've heard about, for sure, but it's also, over
9 the course of almost the next hour, to start to get a
10 sense from the full committee where you think the biggest
11 return on investment could be for specific items,
12 realizing some are short term, some are medium term, some
13 are longer term.

14 So, it's probably going to be a combination of
15 getting some clarification. We'll be listening for that,
16 as well as listening to emerging concepts which seem to
17 be resonating. I'll try to synthesize as we go with my
18 colleagues up here and then talk back and speak what I
19 think I'm hearing back to the full group as we get near
20 noon and see if we can start to target some specific
21 tasks we can take on, the idea of implementing some
22 things, though I think some things are sooner, some

1 things are longer.

2 But I want to move beyond some ideas that we
3 could take on to starting to identify these that will
4 start to happen and start to make some things go. So,
5 with that, I was talking and not watching, so I may not
6 have everybody in the right order.

7 Jennifer.

8 DR. SASS: Well, first of all, this is a really
9 good report. I just want to say that it shows how much
10 work was being done by the working group and all the sub-
11 working groups. This is a hard issue and it's really a
12 nicely written report. So, just a few comments.

13 You could use a little definitions in here.
14 So, I'll just tell you what I picked up quickly from
15 reading it. Notice 2000-X comes up on page 1, I think.
16 It would be good maybe to have a footnote to that so that
17 people could get a link to read it.

18 The honeybees, managed bees, non-Apis bees, it
19 would be nice to have a little footnote also defining how
20 those are understood.

21 The residual toxicity was a new concept for me,
22 but it wasn't defined anywhere, including what RT25 was.

1 So, the presentation did it just now, but mentioning that
2 it's 25 percent bee mortality associated with that level
3 of residual toxicity, I believe. So, whatever the
4 definition is, put it in, because it's not there now.
5 That would be very helpful.

6 Then, the residual toxicity also, I had a
7 question. Does it include systemics? So, I'll put that
8 out. I have a few more things, so I'll just have that
9 question there. Is that part of residual toxicity? I
10 couldn't tell.

11 Then, I like the part where you guys were
12 looking at reducing dust drift and you were thinking
13 about the seed dressing. So, I wondered if there was
14 another comment you wanted to make on that to flush that
15 out. But anyway, I liked that you were looking at that
16 because that's important.

17 Then, also I like that you were thinking about
18 reserve land, making sure that it's not treated with
19 pesticides. I think that's all my comments. Thank you
20 very much. Good work.

21 MR. BRADBURY: Thanks, Jennifer.

22 Marc Lame and then Mark Whalon.

1 DR. LAME: A couple of general questions. One
2 has to do with an assumption and the other one with a
3 suggestion, but they're both questions.

4 First of all, I assume, based on what I've
5 heard and in talking with folks and reading, that there
6 are differences in state-lead agencies with regard to
7 education and enforcement when it comes to incidents.
8 So, I was wondering how that might be addressed.

9 The second question is, has the agency put on a
10 PREP, which is a pesticide regulator education program,
11 for the state-lead agencies with regard to pollinator
12 protection?

13 UNIDENTIFIED MALE: So, regarding the first
14 part, our EPA office in region 5 in Chicago has actually
15 been taking the lead on developing some investigation
16 guidance that is in development now. The plan would be
17 that that would then become national guidance for all
18 regions and all states to use as part of a bee kill
19 investigation. That was what we were alluding to in
20 terms of some of the guidance that's under development.

21 Regarding the PREP courses, it's interesting
22 that you bring that up because that also came up during

1 our workgroup meetings yesterday. In fact, as part of
2 two of the PREP courses that are planned for 2013, there
3 are pollinator protection components. For one of them, I
4 think it's one day and for the second one I think it's a
5 two-day of a five-day session that will be devoted to
6 training state regulatory staff on pollinator protection.

7 DR. SASS: I forgot PREP isn't defined as well
8 in here, and BMPs aren't defined, the best management
9 practices. It's used in the title of that section but
10 it's not used where the acronym is used. So, I couldn't
11 find it. I was really searching for it when I was
12 reading it.

13 MR. BRADBURY: Mark Whalon and then Cindy
14 Baker.

15 DR. WHALON: I sat in on this meeting yesterday
16 and have done some background work earlier for a talk I
17 gave to this group, to the bee keeping group. It struck
18 me that perhaps a tool had been overlooked in this
19 process. That is the whole area of system science or
20 system analysis.

21 You have a multifaceted mortality and
22 survivability process going on with bees in the

1 complexity of a background that's changing very rapidly
2 in terms of pesticide makeup of agriculture and
3 speciality crops, in particular.

4 I think about all the viruses, the verroa
5 issues, those pesticides and their changes, the movement
6 and management of bees, the queen longevity, and some of
7 the problems associated with that, IPM and its changing
8 that are interactive effects of site by site insecticide,
9 fungicide interactions, the genetics and the history of
10 genetics in bees and introgression of wild genes, et
11 cetera, for some bee producers. I think about our
12 investment in USDA and bee labs and research. Yet, I
13 don't see any systems approach to this issue.

14 I think it's a real significant oversight that
15 we can't come together in a systems model to try to
16 understand all of these factors and focus on where that
17 may lead us in terms of where we ought to invest first
18 and fastest in order to do something for bees and
19 beekeepers as vital as they are to all of this nation and
20 the food in general.

21 So, I would encourage some kind of outcome out
22 of this process that would look in that direction and

1 that would specifically develop resources to take that
2 on, because this is too complex to do it piecemeal.

3 MR. BRADBURY: Cindy and then Caroline.

4 MS. BAKER: Thanks, Steve. I would just like
5 to build a little bit on Jennifer's opening comment about
6 the success of this workgroup. I've sat on a number of
7 PPDC workgroups and I think that this workgroup has been
8 extraordinarily successful. I think it's really because
9 people have put in a ton of time.

10 We've had calls and people calling from
11 vacation, EPA people included. Really, I think people
12 have rolled up their sleeves and tried to come to some
13 solutions. So, I think that's why you see some real
14 specific things about we think we can go forward with
15 some things there.

16 I just had a couple of comments that I don't
17 think have been made by anybody yet. On the best
18 management practices side, I think we need to solicit
19 some more engagement from some other commodity groups to
20 get in and be engaged in this. I think we have basic
21 principles that were laid out today that I think are
22 generally very supported.

1 But people like corn growers and soybeans and
2 some of the other crops that don't think they're affected
3 but are affected I think really need to get involved as
4 we work through these best management practice plans.
5 Plans will only be successful if people buy into them and
6 use them. They're more apt to buy into them and use
7 them, I think, if they're involved in the development of
8 them. So, I think that we should broaden the outreach a
9 little bit as we try to get the content right on those
10 best management plans.

11 I think some other specific recommendations is
12 I think SFYREG should form a workgroup to deal with this.
13 I think that SFYREG is meeting in early December. I
14 think having input from those state-lead agencies and
15 active involvement with them and the other stakeholders
16 is really critical because the states play a huge role in
17 this particular issue.

18 So, EPA laying out some good guidance and
19 working through a week is good, but the states need to
20 get bought into this and raise where are their
21 limitations in terms of resources or training materials
22 or whatever so that they can be addressed.

1 We had someone representing OECA on our
2 workgroup meeting yesterday. I think to the extent they
3 can, I think if you guys can weigh in with your
4 counterparts there about opening up that process to get
5 stakeholder input, what comes out will be a lot better.
6 Right now, the beekeepers have not been engaged in that
7 discussion, and I think there's a lot of valuable input
8 from them and other stakeholders that could make that
9 process a lot better.

10 Then, lastly, the work that region 5 is doing,
11 I would put the same information into that. To the
12 extent that they can start engaging with this workgroup
13 or the SFYREG workgroup or others to get some input, I
14 think that would be really good. A lot of thought has
15 been put into what would be successful, and I think they
16 would benefit from that information.

17 MR. BRADBURY: Thanks, Cindy.

18 Caroline and then Virginia.

19 MS. COX: I am not part of this workgroup, but,
20 like everybody else, I'm really impressed by the amount
21 of work and the quality of the work and all that. It is
22 amazing to see a group that big make this much progress.

1 But I do have one concern that I wanted to share.

2 It seems like the focus -- well, I guess I have
3 two concerns, actually. The first one is that it seems
4 that the focus of the workgroup has been on bee kills,
5 which are very important and I understand why you're
6 focusing on that. But I think there also needs to be
7 some discussion about more chronic effects on bees.
8 Maybe you guys have talked about that and it's just not
9 reflected in this report, but I would really encourage
10 the workgroup to take that up really seriously.

11 Then, the other thing is, I was thinking about
12 the incident reporting and the guidance for how to do an
13 investigation of a bee kill. It strikes me that we need
14 that not just for bees but, hey, people, and frogs, and
15 everything else. I think it's really important to have
16 it for bees. It's probably most important to have it for
17 people. But I don't know if those guidances can be
18 generalized. But certainly the reporting systems could
19 be generally for incidents and illnesses, not just bee
20 kills.

21 MR. BRADBURY: Thanks.

22 Virginia and then Cheryl.

1 MS. RUIZ: Following on that note, can you talk
2 a little bit about what the current system is for
3 incident reporting?

4 UNIDENTIFIED MALE: There are a couple of
5 different vehicles that we have. There is an ability on
6 the EPA pesticides web site right now where people can
7 click on a link and it will allow people to submit
8 information that way. There's also an ability to submit
9 information through NPIC (phonetic) and there's a portal
10 on NPIC to submit information. Then, we know people have
11 been calling us directly and then will complete the
12 information.

13 I think part of the discussion that the
14 workgroup started to have yesterday is, are we collecting
15 the right information as part of that. There's probably
16 some standardization that could occur across those and
17 some enhancements that could be done. There's probably
18 some better, for lack of a better term, marketing that we
19 could do about how to submit that information. I think
20 there's still some confusion on how to actually submit
21 the information.

22 So, those are two of the areas that I think the

1 workgroup will start to focus on.

2 MS. RUIZ: As a follow up, is there any sort of
3 mandatory reporting or anything like that in the states?

4 UNIDENTIFIED MALE: Obviously, 6A2 related
5 information would need to be submitted. Then, at a state
6 level, states have different requirements. Different
7 states, I know, have bee rules. But there is some
8 differences across states on what's required to be
9 reported at a state level.

10 MR. BRADBURY: Cheryl and then Darren.

11 DR. CLEVELAND: So, listening to some of the
12 workgroup discussions yesterday, it's very clear that
13 there's still a lot of concern about the way that the
14 RT25 is going to be interpreted. That comes down to the
15 fact that it's a true screening assessment. It's hazard
16 versus putting it into context. It's hazard putting it
17 into context with risk assessment.

18 So, I wonder if this -- I guess it falls under
19 the labeling group -- if there is an effort to go forward
20 and hash out how the details of this are going to be
21 handled, maybe a subteam, a working group. I don't quite
22 understand how that's going to go, but that was one piece

1 that I picked up that's not really completely resolved.

2 The other thing has to do with enforcement.

3 It's good that we've gotten as far as we have, but
4 there's a lot of issues still here. One of the things
5 that I would say is there needs to be continued input. I
6 would reiterate Cindy's comment, let some transparency
7 into the enforcement.

8 Mainly, you heard a number of stakeholders
9 yesterday react that they'd like to have some input in
10 that process. Registrants, in particular, have some
11 expertise in investigative processes. We have a vested
12 interest in understanding when there is a bee kill, we're
13 probably the last to be invited to the table when you
14 think about that. You're thinking state agencies and
15 growers, but there is a place for registrants to be
16 engaged as well. So, I'd like to make that comment.

17 MR. BRADBURY: Thanks.

18 Darren and then Scott.

19 MR. COX: I'd like to add that the bee industry
20 and the registrants have really been able to come out of
21 their corners and work good as a collaborative effort to
22 address this. I'd like to thank everybody involved with

1 that.

2 One good example is the cedars with (inaudible)
3 planting the seeds. We identified a quick way to jump on
4 that as a solution and get it fixed. It's already being
5 implemented. I would suggest as we go along this route
6 and we find things that can be quickly assessed and
7 remedied, let's work on it. As we get into the drift
8 reduction technologies and we find something that can
9 mitigate the risk, have an avenue to where it can be
10 streamlined to where it hits (inaudible) the farmer and
11 the beekeeper to where it can have an affect this year
12 instead of five years from now.

13 There's other technologies. As we start going
14 down this road and we identify how to do enforcement,
15 there's going to be a lot of pushback from applicators
16 that say, geez, we can't do everything at night. It's
17 almost to the point where we need to be looking at ideas
18 on how we can advance the science and to advance risk
19 management through improving these technologies and
20 saying, okay, what can be changed or put a think tank
21 involved in it.

22 There's emerging GPS technologies that could

1 aid in facilitating that. So, I guess we've got to start
2 trying to think outside of the box on it. Integrated
3 (inaudible) management strategies, that's another thing
4 that the bee industry has looked at. We know we're not
5 the cattle industry, the sheep industry, and our bees
6 don't eat grass, but there's got to be some place for
7 pollinator habitat to be able to grow and flourish in the
8 United States. Thank you.

9 MR. BRADBURY: Thanks, Darren.

10 Scott and Luis.

11 MR. SCHERTZ: To reinforce a few of the
12 comments. One, probably the biggest one, is many of the
13 subjects around this table we come back to enforcement.
14 I think realistically the state-lead agencies have a very
15 full plate and typically declining budgets, et cetera, so
16 we do have to be somewhat realistic on that. I don't
17 think that's a silver bullet, but obviously improvements
18 can be made.

19 Also, this focus has been on pesticides, but
20 there are definitely other issues, particularly habitat
21 and beekeeper responsibilities that probably enter back
22 into -- I believe it was Mark's comments as far as a

1 systems approach. There probably are big opportunities
2 with the movements on cover crops. That's a definite
3 place for collaboration with the SBA and NRS, et cetera.

4 Also, there is a real need to protect crops
5 even during pollination. We have to have that available.
6 Like Cindy's comments, there really has probably been a
7 lack of engagement by many of the major commodity groups
8 because they haven't thought that they were potentially
9 effective.

10 So, those are just a few comments to around
11 this out.

12 MR. BRADBURY: Luis and then Cynthia.

13 MR. JACKAI: Yes, I'd like to add my voice to
14 everyone who thinks that this is a (inaudible) because it
15 is, in particular the (inaudible) web site. Wayne has
16 worked on it. I've used it a number of times, and it's
17 extremely useful and helpful.

18 I had a concern with the incident reporting.
19 We probably need some clarification on whether it's self
20 reporting or (inaudible), because that needs to be
21 clarified. The other point is, if it's not self
22 reporting, what is in place to enforce some kind of --

1 well, if somebody does a self report, what happens and
2 how do you do that?

3 In the same way, the RT25, I've been thinking
4 how easy it would be to enforce that. If you consider a
5 case where a grower is using a chemical because that's
6 the best for his crop, but it doesn't really meet the
7 RT25 requirement, so actually the bees are going to be
8 exposed to it.

9 On the one hand, he's using it in compliance
10 with the requirements for his crop. On the other hand,
11 it's violating another set of requirements. How is that
12 going to be enforced? So, enforcement is going to be a
13 little tricky. I would like to hear your comment on
14 that.

15 UNIDENTIFIED MALE: I'll start and then others
16 may want to chime in. On the reporting piece,
17 registrants, when they get information about incidents,
18 have an obligation under FIFRA section 682, the adverse
19 effects of reporting provisions of FIFRA, to submit that
20 information to EPA. So, that's the mandatory piece of
21 it.

22 What we've made available, both through the

1 pesticides web site and working with our partners at
2 NPIC, are voluntary reporting systems for others to
3 submit information to us about incidents occurring. So,
4 the workgroup is really going to be more focused, I
5 think, on the mechanisms for the voluntary reporting.
6 There is a broader group that's working on incident
7 reporting generally, and we could probably link up with
8 them for the pollinator specific issues.

9 Regarding the RT25, one concept that we have
10 discussed, because of the very complex issue that you
11 raised, was until we sort of figure out how to best
12 convey the information and put it on labels and perhaps
13 make it a mandatory provision on labels, is to just make
14 that information available.

15 So, one concept that we have been discussing is
16 having a web site on the pesticide page similar to the
17 aquatic life benchmarks that we've made available or the
18 human health benchmarks for pesticides that we in the
19 Office of Groundwater and Drinking Water launched in the
20 past year that are essentially advisory levels to make
21 people aware of -- so, to the extent to which they are
22 going to make a decision on which type of product to use

1 based upon its residual toxicity, they would have that
2 information available in all one place.

3 There was a great bit of concern discussed
4 during yesterday's workgroup meeting about putting that
5 information on labels today, in part because of some of
6 the diversity of data that's available or not available
7 and some level playing field issues that some labels
8 might have it and some might not.

9 There was a timing of implementation issue
10 expressed in that in the short term while we're figuring
11 out how to best convey this information, if the RT25
12 information across a broader set of active ingredients
13 and products was available on a single web site, that
14 might be an easier mechanism for conveying the
15 information.

16 What you raised were some of the very issues
17 that the workgroup was struggling with even yesterday.
18 So, thank you.

19 MS. PALMER: Cynthia Palmer, American Bird
20 Conversancy. I would second the feeling that this group
21 has made a tremendous effort in the workgroup. As
22 Caroline Cox was mentioning, I think that we do need an

1 expanded view of protecting pollinators, pollinators
2 including birds, including bats, including other
3 organisms.

4 The American Bird Conservancy is particularly
5 concerned about the red flags raised by some of the
6 products that are being used in terms of their
7 persistence, their systemic application, their quasi-
8 permanent findings to cholinergic receptors. We are
9 undertaking a major assessment of aquatic toxicity,
10 looking at invertebrates, also, of course, looking at the
11 effects on birds.

12 So, this is just a placeholder to say stay
13 tuned for the next meeting. We should have more results,
14 hopefully, by January.

15 MR. BRADBURY: Go ahead, Douglas.

16 MR. HANKS: Just as a producer point of view, I
17 hope that the risk of bees versus agricultural is always
18 taken into relevancy. I'd hate to say that Al Gore was
19 right, we are seeing warmer weather in the Pacific
20 Northwest. Mites are being a problem. So, we're having
21 to control them also more.

22 Second, be in tune with NRCS for each

1 opportunities for the bees. Then, enforcement, I think
2 that there should be a definition in the bee kill of are
3 they honey pollinators, are they wild bees that are being
4 killed. Is that a definition in the enforcement process?

5 UNIDENTIFIED MALE: Doug, I would hope it's
6 never a case of bees versus agriculture. We view
7 ourselves as an integrated part of agriculture, so we
8 don't want it to be bees versus agriculture. We're
9 agriculture's partner here. We're here to serve
10 agriculture. I just want to make that point clear. We
11 don't want to be bees versus agriculture. We are
12 agriculture.

13 MR. BRADBURY: I've got a question for the
14 labeling group. It seems simple, but then it gets hard.

15 Foraging versus aquaforaging, things like that. It
16 seems like the group may have started -- I wasn't sure.
17 At one point it seemed like in the conversation that
18 maybe there was some consensus revolving around certain
19 phrases. Then, I also heard the National Hockey League
20 analogy as well.

21 So, if could you expand a little bit on sort of
22 was the universe getting in shape or there are some

1 things that seem easier than others?

2 UNIDENTIFIED MALE: Well, I'll make an attempt
3 at this and then others who are on that workgroup can
4 chime in as well. I would say yes, we can make
5 significant progress on this. We've been trying to boil
6 big issues down to little issues that can be addressed
7 directly. When it comes to terminology, I tried to kind
8 of give some examples, like with the foraging and the
9 various parameters that have to be looked at to determine
10 what that means.

11 I think that these are questions that consensus
12 can be developed on, but we haven't gotten to the point
13 where we are directly addressing the individual terms
14 yet.

15 Marylou, do you want to take a shot at that?

16 MS. VERDER: I agree with Dave. We had
17 actually discussed some very specific ones like visiting
18 and actively visiting. Then, there's all other factors
19 that the other stakeholders had brought in that we didn't
20 think about at that point.

21 So, my proposition would be that when we have
22 our next meeting, to have very specific agenda items.

1 Okay, Dave will discuss visiting and actively visiting
2 and what are we going to (inaudible) these circumstances
3 on. I think that's the halfway that yesterday we had
4 reached that we are going to continue to talk about the
5 labeling issues because otherwise it's very vague. So,
6 we're going to have more specific items to think about.

7 UNIDENTIFIED MALE: I think that this FACA
8 gives direction to us on where we should focus. I think
9 we can get it done.

10 MR. BRADBURY: Cindy.

11 MS. BAKER: I would just add one further
12 comment to that, Steve. I think the fast consensus that
13 we could come to in the labeling subgroups are what are
14 the phrases that need more explanation. The challenge
15 was as we started digging into each one of those, there's
16 such a heavy component of other stakeholders and the
17 enforcement overshadowing piece that isn't completely
18 worked out that we keep getting bogged down there.

19 So, the workgroup I think would be able to make
20 more progress, as Marylou said, if it was more narrowly
21 focused on just doing that.

22 MR. BRADBURY: Jennifer and then Susan.

1 DR. SASS: I just wonder again about the
2 systemics. Are they included in the residual toxicity?

3 MR. BRADBURY: I'll make sure that my answer is
4 correct after lunch, but I believe the answer is no.
5 It's based on surface contact, a lot of exposure in
6 toxicity.

7 UNIDENTIFIED FEMALE: I just picked up the
8 guideline for that study; it's a spray.

9 SUSAN: I just wanted to add that not that the
10 spray drift notice should be a model for efficiency, but
11 at least --

12 MR. BRADBURY: Well, to be fair, you all were
13 pretty darn good (inaudible).

14 SUSAN: So, the really great thing about what
15 happened with that was that there was a guidance that
16 went along with it that explained what you meant by where
17 it might be a problem or other things. So, this is where
18 you might be able to expand on what the label language
19 means in the absence of actually being able to change it
20 quickly.

21 So, I'm kind of interested in seeing something
22 happen before all the bees actually die. That may be a

1 way forward that describes what's meant, what EPA means
2 by those label words.

3 MR. BRADBURY: So, I'm going to kind of do the
4 part where I'm trying to synthesize and then share what
5 my brain is trying to put together, and then see if
6 generally the committee is on board. I think I'm picking
7 up from what Marylou was describing and Dave was
8 describing and Cindy where that group is starting to see
9 the next step. So, hopefully, this is pretty logical.

10 Picking up a little bit of what Susan said is
11 part of the task at hand, which would be -- I don't think
12 the full committee has to do it but trust the workgroup
13 -- find that universe of phrases that you think are the
14 most critical to get on with first, as you look across
15 the label. Start to work towards, as best you can,
16 consensus is great or different variations, if you can't
17 reach a consensus, on how to stabilize the meaning behind
18 the words you're seeing right now on the label. Active
19 foraging versus foraging is one example.

20 I think Susan's observation may be helpful as
21 part of that process to see where maybe there is a suite
22 of words that work by understanding what was meant behind

1 foraging versus active foraging and things like that.

2 So, without getting too refined to give the
3 workgroup the freedom to fine tune what their next steps
4 would be, but it would be to have this workgroup to find
5 that universe of phrases that isn't so big that you can't
6 get anything done but a small enough set that seem to be
7 critical words that could really make a difference.

8 Try to document the intent behind those words
9 as best you can. Folks from EPA and up can help that
10 history. Then, see if you can start to propose clarity.
11 It may be the first thing to do is something Susan
12 suggested, maybe just get a document together and
13 describe what's intended by the words and then maybe
14 actually coming up with a proposal to what those new
15 words should be.

16 I think if you can come up with a small enough
17 list so when we meet six months from now, I would like to
18 see, to the extent possible, maybe there's a list of five
19 phrases and we didn't get to all five, but for the first
20 two, here's our recommendations to the full committee on
21 how to resolve the first two sets of phrases.

22 If there isn't consensus, that's okay, too. At

1 least give us sort of what the range of options are in
2 terms of those first two phrases or all five. Again, two
3 and five, don't take me literally, but I do think if you
4 give more than five, you're not going to get anything
5 done. With two or three, you might make some progress.

6 With that attempt to try to synthesize one
7 aspect of the conversation, I don't need everybody to put
8 up your name, but if some folks think that's a really
9 dumb idea, let's hear about that. Otherwise, I'm going
10 to assume the group thinks that's a reasonable task for
11 the workgroup to take on.

12 UNIDENTIFIED FEMALE: No, don't do it.

13 MR. BRADBURY: Marylou and Dave, you should
14 speak up as well. I'm asking for feedback. It was more
15 like feedback that was in the realm of no, don't do it
16 versus feedback -- I'm just looking at the first
17 workgroup with the labeling workgroup so that we can
18 define a more narrow task for the labeling group. We'll
19 go to the other workgroups in a second.

20 UNIDENTIFIED MALE: I think it's a good idea.
21 I think we can accomplish it and within a defined time
22 frame here of half a year, no problem.

1 MR. BRADBURY: Jennifer, I just meant that
2 first workgroup to try to come up with a specific task
3 for that first group.

4 So, that will be one task, that we get more
5 specific for six months from now.

6 BMPs, while they came back to Mark's system
7 ecology, clearly these four groups are intertwined. I am
8 trying to bite off half. We can start the half and then
9 we've got to work for synergy and integration.

10 So, one question I had on BMPs, I think the
11 group did a nice job of describing what's good out there.
12 There's lots of information, and there's different
13 entities like North Carolina State that are providing
14 ways to get at it. But this does seem like a hyperspace
15 in terms of organizations that have information and
16 different kinds of groups that might want to get at the
17 information.

18 The part that was still fuzzy to me is to what
19 extent can EPA to advice from the PPDC help try to gain
20 focus to the resources that are being invested? I don't
21 think I'm saying it the right way, but a thousand flowers
22 are blooming and that's good, but are there some flowers

1 and some prairies that we should be concentrating on?

2 That was a part I was trying to hear, but I'm not sure if
3 I've heard it.

4 Go ahead, Gabriele.

5 MS. LUDWIG: That's probably going to be a
6 surprise, but one thing that did get talked about and I
7 didn't think it really came out in the comments here was
8 the DSAR or the idea that you really need someone to help
9 coordinate all of this. So, the question is, we don't
10 really know where that belongs, but you need someone who
11 works with the grower groups to get the MPs into whatever
12 the cumulative site is. You need someone who can help
13 reach out to groups to say this information is available.

14 So, if you're asking point blank, that's what
15 we would say, is we need actually a human resource
16 somehow to help make all of this happen.

17 MR. BRADBURY: Cindy.

18 MS. BAKER: I would say, Steve, in my mind
19 there's two steps here. One is could we finalize some
20 content that could be shared through multiple vehicles
21 today that would help improve things that are going on in
22 the way of best management practices.

1 Second is more to Gabriele's point. As
2 multiple agencies get involved, and that's what that red
3 circle, I think, was intended to show, around the areas
4 of habitat, around the areas of what commodity groups and
5 applicators and registrants and state regulators can do,
6 I think that's the second bigger effort where you could
7 put probably more ideas into best management practices
8 with the involvement and interaction and support in
9 resources from some other agencies.

10 UNIDENTIFIED MALE: One suggestion might be on
11 the best management practices and enforcement fact sheets
12 is you have EPA regional directors that can help
13 disseminate and educate states and universities and all
14 that. That might be a suggestion also.

15 UNIDENTIFIED MALE: About a month ago, Dr.
16 Epstein, Cheryl, USDA, held an industry workgroup for
17 bees, researchers, and this same thing came up. We do
18 have a lot of good information. We just need a way of
19 communicating out to the grower groups. So, I see an
20 underlying theme. I just encourage both USDA and EPA to
21 work on this.

22 I know the funding is short, but we do really

1 need, for lack of a better term, a national bee extension
2 person to go out to the grower groups and keep them
3 current. Everybody has a whole plate full of stuff when
4 they're dealing with their own specific commodity. We
5 need to keep bees in their mindset, the importance of
6 them.

7 So, I would encourage both agencies to work
8 towards a type of extension position that's proactive
9 that goes out to different grower groups.

10 MR. BRADBURY: Let me try to do a synthesis
11 here. One activity that will happen is EPA pesticide
12 program will make a commitment today to work with USDA as
13 the two most significant parts of this right now in terms
14 of the federal government in terms of what I think is the
15 person or the entity that's got to start to figure out
16 how do we come up with a strategic plan and a way to
17 bring the information together and then get it out to
18 multiple portals.

19 So, we'll make a commitment working with Cheryl
20 and colleagues of USDA to identify that node that can
21 start to help make this happen through the land grants,
22 through extensions, things we probably don't even know

1 about that USDA knows about so we get that clarity.

2 Then, I think the second task at hand would be
3 the workgroup feels like it has the right spread of
4 expertise or can tap into additional expertises to start,
5 if you haven't already, to identify these are BMPs that
6 we think are nationally applicable or regionally
7 applicable, but to what extent do we start to really make
8 sure it's not just doing a Google search and getting all
9 sorts of stuff up, but you're getting pointed to the
10 things that may be most apropos to the situation that
11 we're dealing with.

12 I think if the workgroups could report out in
13 six months sort of where that focus needs to be. At the
14 same time, before that six months is over, we'll make
15 sure there's a federal point of contact, an organization
16 within the federal family that can start to help in that
17 dialogue to get to that point. Is that making sense,
18 that latter part?

19 What's the strategy for helping people get to
20 where this node is going to be? I think that's a good
21 next step. But I think in the next six months, if we can
22 have established in the federal government where's the

1 entity that's going to help make this happen and starting
2 to get clarity on the information that we think is really
3 high priority first in getting organized and sorted out,
4 then I think we'll be ready to start the process of how
5 can we advance our outreach.

6 If you guys can get all that done in three
7 months, then you've got three months of sitting around.
8 You can start working on the strategy of how to get the
9 outreach going. So, the first two tasks and then I think
10 Bill has got a good point, it has to happen. But I don't
11 want that to get in front of the information (inaudible).

12 I had one other thought on the BMPs. There
13 have been discussions today and prior to today about how
14 -- a colleague this morning, before the meeting started,
15 talked about how a corn grower or soybean grower is
16 actually the neighbor of the almond grower because those
17 bees are associated with the corn and soybean fields in
18 the midwest at a certain part of the year and then those
19 same bees are going to the almond growers to help with
20 the pollination of the almond growers. So, in fact, the
21 quality of the environment for those bees while they're
22 in the midwest is very highly connected to the

1 productivity of those bees when they're in the almond
2 groves or other places in the country.

3 I think Cindy and others mentioned the
4 importance of getting some of the other commodity groups
5 to be at the table. If some of the BMPs are designed to
6 ensure good pollinator services, then one part of the
7 country and part of that hinges on best management
8 practices in a different part of the country. If the
9 folks aren't talking together, then we're like trains
10 passing in the night and not get the impact that we want.

11 So, definitely be working with the USDA in
12 reaching out to other commodity groups. But there are
13 members of the PPDC that I think can probably help us
14 doing that, the Farm Bureau, others that -- I'm kind of
15 looking to you all in the northwest to help us reach
16 across the various commodity groups so that we've got
17 that kind of input.

18 Gabriele.

19 MS. LUDWIG: I just want to say that to some
20 extent some of us have been trying to do that. With all
21 the range of issues, especially with farm bill, you're
22 not going to get the time of day from some of those

1 groups. So, until that's resolved --

2 I think the other thing to put in there in that
3 mix -- and I don't know enough about this -- but the
4 beekeepers have been raising the issue that we do have
5 pest management on nonagricultural land that's having an
6 impact. Bringing in some flares from that arena for that
7 discussion on best management practices would be useful.

8 MR. BRADBURY: Okay, thanks. So, we've got the
9 first two tasks. Part of it is the federal government to
10 help define that node in the federal government to help
11 the workgroups starting to hone in on the first suite of
12 consistent messages that can be in the system. Spend
13 some time, if there's time, to start thinking about the
14 outreach strategy.

15 Then, EPA and USDA probably reaching out to
16 some members of the PPDC to figure out how to get to
17 commodity or other land management entities to bring them
18 around the table. I appreciate everybody has got too
19 much to do, but I think it's really important that we
20 reach out some more.

21 MS. LUDWIG: And I just realized that could be
22 someone like from Aphis or BLM might be a starting point

1 for that.

2 MR. BRADBURY: Can help to get the connections,
3 right.

4 DR. CLEVELAND: One idea is we did this with
5 resistance. We had what's called the Federal IPM
6 Coordinating Committee. As an extension of that, we
7 invited all of the federal agencies that had resistance
8 or pest management responsibility. We had a meeting, I
9 believe it was last May, here in Washington. We've got a
10 meeting coming up on December 12th. We haven't got our
11 agenda complete.

12 We can have the issue of pollinators brought up
13 at this meeting. It would be, I think, a really good
14 starting point, same with resistance, all of the
15 different agencies. These could be non-ag agencies. A
16 lot of my colleagues at the table here are part of that
17 federal IPM coordinating committee, but certainly we can
18 bring the issue of pollinators and how they're working to
19 protect them at this meeting in December.

20 MR. BRADBURY: Thanks, Cheryl. So, the BMP
21 communication, we've sort of got to focus there. I want
22 to turn to the enforcement area. Again, try to

1 synthesize and get feedback so we can go forward.

2 During the report out, I think it became clear
3 there are things going on in region 5 with them sort of
4 taking a leadership role with the states in region 5 to
5 start working on some enforcement guidance. That hasn't
6 necessarily been plugged in to some other work that we're
7 doing here at PPDC. I mean, it hasn't been completely
8 divorced, but it's probably not formally hooked up.

9 There's clearly been discussions with
10 SFYREG, generally on pollinator protection and issues
11 that need to go, but it hasn't necessarily been a real
12 formal plug-in. Mark brought up, or I think somebody
13 brought up, funding in terms of the state grants in the
14 out years. That conversation actually is going on in
15 terms of state guidance as we do our two year out fiscal
16 planning.

17 So, on the one hand, it seems to be the pieces
18 are there. It's making sure they get plugged in the
19 right way. In particular, how do you get stakeholder
20 input into some of these evolving enforcement guidance
21 manuals or some of the tracking systems that could
22 evolve.

1 So, what I'd like to propose on that one is
2 that we in EPA will take the responsibility to make sure
3 that the different parts of EPA that are in play on this
4 are getting their act together in terms of getting
5 something bigger than the sum of the parts. Then, with
6 that, be able to reach back out to this workgroup as our
7 node to make sure everybody knows when key events are
8 happening, in process, so that we can get some of the
9 diverse stakeholder engagement going on.

10 So, the workgroup is starting to think about
11 what would be the first two, three, four messages you
12 think are really important to get into, say, the first
13 draft version of the enforcement guidance or new ideas
14 about how to develop a better tracking system, for
15 instance, so that once we sort of get a venue set up
16 where this dialogue can happen, you're ready to provide
17 some of the input, even if it's lots of different input,
18 because there's going to have to be consensus, but it's
19 just organized so we can be efficient and move forward
20 with that input.

21 We'll figure out ways to make sure the
22 workgroup isn't running off without the full pieces.

1 We'll figure out ways to keep everybody informed that the
2 timing is such that things can happen sooner rather than
3 later. Maybe if there's a meeting happening in a couple
4 of months and there's six months until we meet, we can at
5 least make sure that group knows we're starting to
6 consolidate.

7 In the future, you're going to be hearing some
8 ideas from the PPDC to help on some of that feedback so
9 that the entities are getting across -- at least get them
10 on notice that that's coming down the line. Some of
11 these things are happening. I don't want to stop them
12 from happening, but I want to make sure when they get to
13 the right stage, we can get the input into these groups
14 before the things get cooked, so to speak.

15 UNIDENTIFIED FEMALE: I think our impression
16 yesterday was that OECA wasn't soliciting input but they
17 would take it if we gave it to them. There were things
18 that they needed to do that we don't have any way to
19 control.

20 MR. BRADBURY: So, what I'm saying is that the
21 pesticide program will take the responsibility to
22 organize the EPA family to help ensure that appropriate

1 connections are getting made to the processes that are
2 evolving.

3 UNIDENTIFIED FEMALE: Can you just go back over
4 the list of exactly what you want us to detail on the
5 enforcement side?

6 MR. BRADBURY: Well, I don't know. All I know
7 is that the workgroup reported out that it's really
8 important that a diverse range of stakeholders have the
9 ability to provide some thoughts to the people drafting
10 these enforcement guidance and education tools from
11 registrants, to beekeepers, to commodity groups.

12 I don't know what it is that you guys are all
13 thinking about, but to the extent that you've already got
14 them written down, then just have them ready to go so
15 that once we can find the first time to have some
16 dialogue, we won't pitch it as the full PPDC's
17 recommendation, but at least we can pitch it as some
18 ideas that are emerging as the PPDC starts to get their
19 head around it. So, it's mostly just a workgroup to the
20 extent you've already consolidated your top three and
21 then your next three and then your next three, you're
22 done.

1 If you still need to talk that through, start
2 doing that so that once we can get the venue set up, we
3 can start sharing with them, at least conceptually, the
4 issue that we think are really important to focus on. I
5 don't know what they are. I'm not going to judge what
6 they are. I'm asking the group to do that part.

7 I'm the fault now for not keeping on the
8 clock, but there was one last piece of this one that
9 EPA could use some advice on. It's the incident
10 reporting. I realize there's some different aspects to
11 that phrase. Some of it could be an incident reporting
12 system that's helping enforcement people track what's the
13 status of an incident that's being evaluated and what did
14 you learn and how do you make sure others, if they run
15 into that scenario, can learn from that and not reinvent
16 the wheel.

17 Also, the incident reporting not in the context
18 of the 6A2 but of beekeeper or grower or anybody
19 observing something that that doesn't seem right, and how
20 do you get the information into EPA so that we can take a
21 look at it and figure out what to do with it.

22 We've got Oregon State portal, we've got an EPA

1 portal, but this isn't the first time I've heard in
2 meetings with folks that nobody knows this exists.
3 People don't know how to use it. Maybe people don't
4 trust it. There's a whole variety of things. So, what I
5 could use and the program could use is some feedback from
6 the workgroup on what is the barrier or barriers that are
7 keeping people from knowing those portals exist?

8 Is it that people know the portal exists but
9 it's God awful complicated to put information in so they
10 just tune out and they don't bother to do it? Or,
11 they're afraid that the information could be used in a
12 certain way, so, therefore, they're adverse to providing
13 information. We need some input as to why is it that
14 people either don't know about these sites or can't use
15 the sites or don't want to use the sites so we can work
16 on that so that something can happen.

17 I don't think building a third web portal is a
18 solution. I think it's trying to figure out why is it
19 that these portals aren't trusted or are too hard to use
20 or maybe nobody knows about them. What do we need to do
21 so that people know about them? I'm not trying to
22 prejudge what the problem is, but we need better problem

1 definitions so we can try to solve that problem.

2 Darren.

3 MR. COX: I would say right off the bat there
4 needs to be a level of trust rebuilt between your state-
5 lead agencies and your beekeeping communities. I mean,
6 beekeepers have operated under a fear of retaliation in
7 many cases for reporting. So, historically, they will
8 just absorb the loss when they can and then they shift to
9 California and they don't get the bees to the almonds so
10 they absorb the loss.

11 So, if we could get better interaction right
12 down to the individual counties to work with the
13 beekeepers to report -- because many of the beekeepers
14 don't have GPS coordinate sites. It's the bee yard that
15 got sprayed over behind the barn five miles away from
16 their shop. I mean, they have no idea what pesticide it
17 was that was used. In many cases, it goes back to it
18 being extremely problematic with your state-lead agencies
19 because they have no idea who sprayed what where when and
20 why if you don't have proper usage reporting.

21 So, it's almost like you need to put together
22 an effort with California where they do have some form of

1 traceability for usage reporting. I'm not trying to push
2 usage reporting here, but somehow to be able to educate
3 the beekeeper for calling in to somebody to assist them
4 with how to explain filling it out.

5 Most beekeepers, they're not going to be able
6 to pull out a laptop, even though some of us are
7 proficient with that, that we don't carry iPhones. I
8 know beekeepers who don't even have cell phones. So,
9 it's trying to advance old school technologies and
10 reporting in new school technologies. We really need
11 assistance of your land grant universities and your
12 extensions and your state-lead agencies to facilitate
13 that information.

14 MR. BRADBURY: That was very helpful. It will
15 be that kind of work in the workgroup. Maybe Darren's
16 idea is, bam, that's it, but it would be helpful to have
17 that workgroup spend a little time building on that
18 introduction that Darren just provided so we can then
19 start to figure out what do we need to do to enhance the
20 ability of people to get information. That would be the
21 other task I'd like the enforcement group to take on.
22 Unless somebody thinks it's a really bad idea, that will

1 be sort of the domain of that group to take on, the
2 enforcement group.

3 I know Rick has been taking notes. I've been
4 trying to take notes. We'll make sure tomorrow when we
5 sort of summarize everything, that we've captured the
6 tasks at hand. I think if the workgroups feel like
7 they're up to it, I think we've narrowed specific tasks
8 within each workgroup with the idea of getting action,
9 things happening within the next six months, which I
10 think is really critical.

11 The only reason we're in that position is
12 because of the hard work that everybody has been
13 doing to figure out what's the problem, what are some
14 options for solving the problem, building the
15 partnerships, the teams that are bringing in these
16 different ideas. So, we couldn't get to where we are
17 today without all the hard work you all have been doing
18 to get up to this point. So, I want to thank everybody
19 in the workgroups for all the hard work and the chairs of
20 those workgroups as well.

21 Okay, so let's take our lunch break. We're
22 scheduled to be back at 1:15. We'll start at 1:15 to

1 give ourselves a little bit of a break. So, I'll see
2 you all at 1:15. Thanks, again.

3 (A luncheon recess was taken.)

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

1 AFTERNOON SESSION

2 - - - - -

3 MR. BRADBURY: If everybody could grab your
4 spot around the table, we'll get going on the afternoon
5 session. So, thanks. The Tox 21 workgroup works until
6 1:30, so some of our colleagues will be coming in a
7 little bit later, but we've also got to keep track of
8 this agenda so I don't keep you all until 6:00 or 6:30.

9 So, we want to get rolling into the afternoon
10 session. Our first session is integrated pest
11 management. We will get outputs from the workgroup. So,
12 I'm going to turn it over to Keith Matthews who is
13 chairing this session.

14 MR. MATTHEWS: Good afternoon, everyone. I
15 hope everyone had a good lunch. Yes, we are back once
16 again for a session on school IPM. What we're going to
17 do, the way this session is going to be structured is
18 that I'm going to ask Frank Ellis to give a brief update
19 on activities in the Biopesticides Pollution Prevention
20 Division on school IPM.

21 We actually are making a lot of progress since
22 the last time that the PPDC met. We've had a number of

1 different activities that have occurred, and a lot of
2 progress is being made on this initiative. We're moving
3 forward on this.

4 Once Frank gives that update, then we're going
5 to have reports out from the two subgroups of the
6 workgroup that are helping us out on school IPM. So,
7 we're going to have Mike Page and Dave Tamayo speak to
8 that. Then we'll be able to segue immediately from those
9 reports into a discussion by the full PPDC.

10 So, if we can, just to get things started,
11 Frank, will you go ahead and give us a brief update of
12 what's been going on?

13 MR. ELLIS: Sure. Thanks, Keith, and good
14 afternoon, everybody. I'm Frank Ellis. I'm the Chief of
15 the Environmental Stewardship Branch in the Biopesticides
16 and Pollution Prevention Division. It's a big title for
17 our group which does a lot of the stewardship and
18 outreach work within the pesticides program. A lot of
19 the work that we do is around IPM promotion, specifically
20 school IPM.

21 So, I'll give you an update on a few school
22 specific things and mention a few others. I apologize

1 for those who were in our workgroup meeting yesterday.

2 Some of this will be a little bit repeat for you.

3 We are making some significant progress, as
4 Keith said, on school IPM. Just last week, we were able
5 to announce our strategic and implementation plan for
6 school IPM. That was released and has been picked up
7 quite broadly and been fairly well received among the
8 school IPM community and the larger children's health
9 community as a whole.

10 As expected, we're getting some feedback about
11 folks who may not share our philosophy about the benefits
12 of IPM or that as an approach, so we're working to
13 address those. But overall, we're getting very positive
14 feedback on the plan. Related to that, the regional
15 offices, as well as our headquarters group, has put
16 together work plans for FY 13. So, those fall into
17 alignment very well with strategic and implementation
18 plan as a whole.

19 Regarding our center of expertise for school
20 IPM, we are in the process of staffing that center. It's
21 going to be located in EPA region 6 in Dallas, Texas, but
22 those folks will work for me here at headquarters. We

1 had three positions that we announced at three different
2 staffing levels. Those positions have closed. We've
3 started some of the interview process and are waiting for
4 the list of qualified applicants for the other positions.
5 So, we are moving forward with that process.

6 Timing is somewhat dependent on when we can
7 conduct these interviews and get the information from our
8 human resources group. So, we'd like to have these folks
9 on board as soon as possible because we have a large list
10 of things for them to do as soon as they hit the ground.

11 Our cooperative agreements and grants that we
12 issued last year are underway and seem to be going along
13 well. We've set up quarterly conference calls with the
14 representatives from all of these grants. Included in
15 those calls are our 10 regional school IPM coordinators
16 and a lot of the staff here at headquarters that deal
17 with school IPM issues.

18 So, what we're doing is sharing information on
19 the progress of the projects and hopefully lessons
20 learned in areas where we can work together more
21 effectively as these grants go along. These are two-year
22 projects. We're just in the process now, I think, of

1 getting the second quarterly reports into the office.

2 So, we've very happy with how those are going for us.

3 I did want to mention a few other non-school
4 related efforts that we have going on. Our group also
5 works with IPM in lots of different areas. One of the
6 areas that we're working with now is IPM for tick borne
7 diseases. Candy Pissard (phonetic), who is in our
8 Environmental Stewardship Branch, is working with most of
9 the other federal agencies who have an interest in tick
10 borne IPM.

11 We're planning a conference this spring to
12 bring together representatives from all these agencies,
13 as we're working on a white paper that kind of assesses
14 and inventories what each of these agencies is doing,
15 what resources we're putting towards these efforts, and
16 where there may be gaps in our overall approach. So,
17 we'll all get together this spring. Part of it is going
18 to be a federal only meeting.

19 Then, the next day we're going to have a public
20 meeting and bring in six experts from around the country
21 to talk about what's going well for tick IPM, where there
22 are resources needed, where there are research gaps, and

1 hopefully make some significant progress in that area.

2 We also are doing some work, fairly recently --
3 one of our staffers, Lee Tanner (phonetic) has worked
4 very hard to have a relationship with a northeast IPM
5 center with the National Pest Management Association and
6 with some pest management providers and some building
7 service groups to do a study of IPM in class A buildings.
8 These class A buildings are, for the most part, green
9 buildings or lead certified green buildings.

10 So, we're going to do a comparative study in
11 two different areas, one in New York and one in LA, that
12 looks at IPM in a conventional pest management program in
13 one building pared with an IPM program in the other and
14 seeing how the delivery of information and the pest
15 management that's provided through that plays out.
16 Hopefully, we're going to see some very useful
17 information in that it's going to be meaningful as far as
18 being able to sell IPM within the green building
19 community.

20 We've also got work going on on the
21 international front with the OECD, the Organization for
22 Economic Cooperation and Development. That group has an

1 IPM workgroup on which we participate. They're actually
2 having a conference. They had one earlier this week in
3 Australia to look at metrics and uptake measures around
4 IPM.

5 This group is working towards looking at IPM
6 measures more on a global scale, a country-wide scale.
7 We are watching that. Tom Green, who couldn't be here at
8 this meeting, was able to go and present on behalf of
9 several of us in the US here who weren't able to attend.
10 So, we're working that issue as well.

11 So, that's kind of the IPM's update in brief
12 for you all. I think we'll go ahead and turn it back
13 over to Keith at this point.

14 MR. MATTHEWS: Okay, thank you very much,
15 Frank. As you can see, there's a lot of really good work
16 going on in the Environmental Stewardship Branch related
17 to IPM, in addition to the work going on with the
18 schools.

19 So, at this point, we're going to turn to a
20 report out from the two subgroups of our workgroup. Just
21 to summarize for you, we have two subgroups. Subgroup
22 one, the charge is to advise EPA on the development of

1 metrics to assess the effectiveness of the agency school
2 IPM initiative. So, we've asked the experts who are
3 assisting us to help us develop positive deterministic
4 metrics that we can use to assess the effectiveness and
5 the benefits of this particular program for this
6 initiative.

7 Subgroup two is going to discuss appropriate
8 ways to assess quantitatively the benefits of IPM, not
9 only in school settings but also in agriculture and
10 public health settings. From the very beginning, we
11 thought that this would be a very useful topic because,
12 to my understanding -- and I've talked to a lot of people
13 about this, and I think it's their understanding is well,
14 there is a dearth of knowledge out there in terms of the
15 actual quantitative benefits of IPM.

16 Everyone knows that IPM is good, but in terms
17 of quantifying just how good it is, there's not a lot
18 that's been done. So, we've asked this subgroup to help
19 us to determine appropriate ways in which quantitative
20 measurements of the benefits of IPM could be developed.

21 So, without further ado, I'm going to turn this
22 first session over to Mike Page.

1 MR. PAGE: Thanks, Keith. As Keith mentioned,
2 my name is Mike Page. I'm from the (inaudible)
3 Department of Agriculture and Consumer Services. I'm
4 also a member of the subworking group of the IPM working
5 group, or committee. I'm also representing the
6 Association of Structural Pest Control Regulatory
7 Officials, a.k.a. ASPCRO, who has a keen interest in
8 promoting IPM at the state level.

9 Briefly, I just wanted to kind of cover a
10 couple of points in an introduction to kind of set the
11 stage for this discussion. Back in December of 2010, EPA
12 announced an initiative to promote and expand the use of
13 IPM in schools as a way to improve children's health.
14 The subsequent 2011 PPDC, this committee, formed an IPM
15 working group to address the needs pertaining to school
16 IPM.

17 As Keith has said, there were two subgroups
18 that were formed. One was to develop metrics to assess
19 the effectiveness of implementation efforts. The second
20 was to delineate ways to assess quantitatively the
21 benefits of IPM in agriculture, public health settings,
22 and in schools.

1 So, this presentation will summarize the
2 efforts of the first charge, and that is developing the
3 metrics to assess effectiveness. Dave Tamayo will also
4 be covering the group two (inaudible).

5 As part of this presentation, we were asked to
6 do a couple of things, one of which was to provide a
7 couple of deliverables. This presentation is one of
8 those and serves to summarize a formal list of the
9 recommended metrics that we want the agency to adopt.

10 We are also delivering a written document
11 containing an expanded explanation of those metrics.
12 That document will be entitled "Evaluating the Success of
13 US EPA School IPM Initiatives." In the document, we will
14 make recommendations on how to judge impacts, how to go
15 about measuring the success of IPM implementation.
16 There's some information sources that are in that
17 document. We will also talk about the rationale for the
18 metrics that have been chosen.

19 The working group used kind of a two-step
20 approach to developing the metrics that we're
21 recommending and proposing. These metrics essentially
22 precipitated from a comprehensive review of three items.

1 The first was a really comprehensive list of performance
2 measures that were developed by the National IPM
3 Evaluation Group.

4 The second were a list of metrics that are
5 commonly used by IPM experts today. These metrics were
6 found in the pest management strategic plan entitled
7 "School IPM 2015." Those two documents can be located at
8 the web sites that are indicated on the slides.

9 The third thing we reviewed and considered were
10 commitments made by the agency in its recent released
11 strategic plan that Frank has discussed already and the
12 deliverables that were included in the grant awards that
13 will be used essentially to test drive the fitness of
14 implementation procedures in different regions of the
15 country.

16 I think it was mentioned that the strategic
17 plan was issued subsequent to the grant that was issued,
18 but the plan actually does emphasize some key things,
19 such as the formation of partnership with other
20 federal/state agencies, extension, and nongovernment
21 organizations to leverage resources toward accomplishing
22 the goal of implementing IPM in schools nationwide.

1 You'll probably see this as a general theme in the
2 metrics that we're going to be showing in the slides to
3 come.

4 One thing that is clear is the agency has a
5 very good working relationship with FLAs and extensions,
6 but probably could leverage the more resources through
7 their forming partnerships with other federal agencies
8 that deal specifically with children's health.

9 This slide essentially represents a compilation
10 of grant metrics that are associated with the
11 deliverables in those six grants that I spoke of earlier.
12 Grants were awarded in six states and include different
13 aspects of IMP implementation strategies. If you take a
14 quick look at the list, you can see there's a little bit
15 of overlap in these grant metrics.

16 There's some interrelated activities that
17 represent some level of coordination. There probably is
18 room for improvement in the level of coordination should
19 EPA have funding for future grant awards that will assist
20 with this initiative.

21 It's also important to note that these grants
22 highlight the agency's commitment to empirically measure

1 what is working and what does not work. The group also
2 wanted to make a strong recommendation to have this
3 committee charge the agency with reverse engineering
4 these list of grant metrics into the agency's strategic
5 plan. As I said before, the strategic plan came out
6 subsequent to the issuance of these grant awards. We
7 feel strongly that it would be more beneficial to tie
8 those two things together.

9 Lastly, and although it's not listed on this
10 slide, the group strongly recommends the agency publish
11 annual standardized reports that consistently track the
12 ongoing successes and failures of these grant metrics.
13 In doing so, the agency can preemptively address
14 criticisms that have occurred with past agency
15 initiatives such as the strategic ag initiative.

16 The second step or second phase of our
17 committee's work essentially was to select low cost, high
18 impact measures and triage the list of metrics that were
19 derived from the first step. In other words, the list of
20 metrics that were found in the national IPM evaluation
21 group and the school IPM 25th team document.

22 We wanted to make sure that there was a concise

1 list of cost effective and reasonable metrics that could
2 provide meaningful measures at the intermediate level of
3 behavioral change and at the long term conditional
4 changes that are predicted to occur when adoption of IPM
5 philosophies have taken root. There's a need to also
6 mention that most of the metrics proposed in this
7 presentation and our document will measure overall
8 progress toward IPM adoption.

9 Finally, we did not list any kind of short term
10 knowledge impacts because they really don't provide
11 meaningful information which lead to actual improvements
12 in children's health.

13 The next couple of slides are going to be
14 representative of ongoing measures on the intermediate
15 behavioral level. There are two essentially intermediate
16 levels that we're looking at, on the state level and on
17 the school district level.

18 This slide focuses on state level measures.
19 These measures are listed in slides that were part of the
20 survey conducted in 2008 and 2012. There are some slides
21 at the end of the presentation which show graphically
22 some of the questions that were presented as part of

1 these surveys, and some of the data that we're getting
2 back as a result of those surveys.

3 These measures are essentially a way to help
4 establish a base line by which improvements can be
5 tracked. Survey questions were also the same in both
6 survey years, and there are plans to repeat the same
7 survey in a few years, probably, say, 2015. I do need to
8 mention that these results will be published in the
9 future as well and made available to the agency, or this
10 committee, as needed.

11 This particular slide essentially indicates
12 school district measures. As you can tell, they're more
13 focused on verifiable IPM, which was defined as part of
14 the agency's strategic plan. Perhaps we should go
15 through a few of these, the biology and behavior.
16 Understanding the biology behavior of pests is certainly
17 a beneficial thing in trying to control pests without the
18 use of pesticides, knowing when to take action against
19 key pests, or essentially establishing threshold levels
20 where actions should be taken. Monitoring of pest
21 populations is a key part of any IPM program.

22 And then, of course, moving those conditions

1 that are conducive to infestation, declutter, and so
2 forth. Using one or more effective pest control methods,
3 such as sanitation, structural maintenance, and
4 nonchemical methods in place of or in conjunction with
5 the use of pesticides, are part of the agency's
6 definition of verifiable IPM.

7 I think these are very important to be
8 measured, although they're much more difficult to
9 measure. It measures, essentially -- like the one
10 monitoring pests, for example, will help to ensure that
11 IPM program is achieving its intended goal by reducing
12 pest populations. After all, that is the central tenet
13 of any IPM program.

14 So, as I mentioned, measuring (inaudible) is
15 kind of difficult, but it's not impossible. There are a
16 couple of ways that we go about doing that. This
17 particular slide indicates how IPM is measured.
18 Basically, it's through self-assessment surveys, one of
19 which is being conducted now by the National School IPM
20 working group. They are currently surveying districts in
21 more than 40 different states. These are combination
22 online surveys and phone follow up. These kinds of

1 measures are very cost effective and easily done.

2 The use of on-site assessment tools, however,
3 is a little bit more costly, but it does give a measure
4 of greater accuracy in identifying the conditions and
5 status of an IPM program's implementation. These tools,
6 such as IPM Star, I-Pest Manager, and the IPM calculator
7 created by Texas, are really excellent tools. They do
8 offer, like I said, a much more accurate way of
9 identifying key stages of IPM implementation.

10 Some of the long term conditional measurements,
11 again, utilize surveys and/or on-site evaluation
12 inspections, if you will, of school districts. We should
13 note that a number of these metrics listed are part of
14 the grant deliverables that were discussed earlier.

15 The metrics represent areas the agency should
16 consider for future RFPs, perhaps on a small scale, which
17 would include on-site evaluations by experts that sample
18 schools that are currently under IPM projects and schools
19 that are not in order to compare and contrast the
20 benefits of IPM implementation.

21 Other more challenging metrics have also been
22 measured but are definitely more costly. These

1 particular things that are listed here relate to human or
2 public health conditions, such as asthma, that are really
3 important in trying to get an indication of how well an
4 IPM program is actually working, the goal of which is to
5 reduce pests which are known to have triggered asthma
6 events. But these three things are, again, very
7 difficult to measure, very costly to measure.

8 So, we're making some recommendation that the
9 agency track the results of the research that pertains to
10 these measures. As the need arises, the agency should
11 consider supporting research efforts to track these
12 measures on a limited basis under grant-funded research
13 for implementation projects.

14 This particular slide was kind of a late entry,
15 but it addresses the focus on children's health measures.
16 The group felt very strongly that this committee should
17 charge the agency with building upon the partnerships
18 with sister agencies, that they should draw upon the
19 expertise of children's public health partners in a way
20 that is useful and effective to their initiative, and
21 collaborate on a workgroup basis between EPA and partners
22 to develop initial measures during the first year of its

1 three-year plan. Of course, those measures should be
2 revised in subsequent years.

3 As I mentioned earlier, I have a couple of
4 slides here that essentially illustrate the types of
5 surveys that are being conducted by the IPM working
6 groups. These are the results, essentially, of data from
7 eight states. Of course, more states are being surveyed
8 at this point. But it gives you an idea, essentially, of
9 the types of questions, types of metrics that are being
10 measured by these questions. I'm just putting them up
11 there briefly to kind of let you guys see the things that
12 are being looked at.

13 I also measured the surveys that were conducted
14 in 2008 and 2012. Just a brief look at this particular
15 slide will indicate that in the four areas that are
16 measured, there's a pretty notable improvement in the
17 activity levels of IPM in states across the nation.

18 Again, tracking state funding levels is also an
19 important feature of monitoring IPM implementation.
20 Again, this shows a rather marked improvement in funding
21 IPM initiatives, probably because of the leverage of
22 funds provided to the US EPA, USDA, the IPM centers, and

1 even CBC. The green box there kind of gives you an idea
2 of the impacts that these demonstrations are having on
3 this particular issue.

4 Before I leave, though, I didn't get a chance
5 to put a summary slide in, but I would like to make and
6 summarize a few critical points, leave the committee with
7 at least three issues that I think you should address.

8 We think that the PPDC should charge the agency
9 with reverse engineering the metrics in those six grants
10 and putting them into the strategic plan for IPM
11 implementation. The second thing is to require the
12 agency to publish annually a standardized report of the
13 progress being made on these grant metrics. Thirdly,
14 work to form and strengthen its partnerships with sister
15 federal agencies to leverage resources toward this
16 initiative, specifically in the area of children's
17 health.

18 With that, I'll conclude the presentation.

19 MR. MATTHEWS: Thank you, Mike. I would like
20 to say that this was a somewhat brief summary, but it
21 reflects an awful lot of work that the subgroup has put
22 into this. I'd like to express my appreciation for all

1 the work that has gone into both the work on this
2 particular charge question, as well as the charge
3 question on the quantitative benefits.

4 So, the way we've structured this session is
5 for the two subgroups to report out, and then we will go
6 in and have a discussion by the full PPDC on both of
7 these report outs. So, if there's no objection to that,
8 I'm going to ask Dave Tamayo to take over and to talk
9 about some of the work that's come from the quantitative
10 benefits subgroup.

11 MR. TAMAYO: I'm taking over, so don't touch
12 your dials. We're sort of at the opposite end of the
13 spectrum of where the other subgroup is in that we've
14 really just kind of started the discussion on appropriate
15 ways to quantitatively assess the benefits of IPM. So, I
16 was asked, actually, to sort of jump start that
17 conversation and try and get us to a starting point.

18 So, I want to emphasize that what I'm putting
19 out here is really more of a status report of kind of
20 what we started talking about. Even though some things
21 may be phrased as recommendations, these are not yet
22 ready to be the clear recommendations of the workgroup,

1 because we haven't talked out all the issues.

2 I wanted to start out with the charge. The
3 charge that we were given is discuss appropriate ways to
4 assess quantitatively the benefits of IPM in agriculture,
5 public health settings, and schools. I wanted to make a
6 couple of comments on that.

7 One is that the genesis of that came from Keith
8 expressing, I guess, not quite a frustration but the
9 situation of him asking around, well, what are the
10 quantitative benefits. It's very difficult for people to
11 point directly to the body of research. I think that
12 there is a characterization that he made in addition to
13 that in that not a lot of work had been done. I don't
14 think that we necessarily, as a group, agree with that at
15 this point.

16 I think that we want to look -- one of our
17 recommendations, and you'll see it wrapped up throughout
18 here. We're not sure which sectors there's been a lot of
19 work done and where there hasn't been enough work done.
20 I think our emphasis is on finding out what's been done
21 and increasing access to that.

22 Then, there was also concern about the second

1 half of that, about looking at an agriculture, public
2 health settings and schools. I think that there's a
3 feeling that we may be asking to not have those specific
4 things called out for in the charge, because nobody could
5 really remember why those things in particular --
6 certainly schools have an emphasis, but we'd like there
7 to be -- we may come up with a recommendation to please
8 amend the charge somewhat. I think that will be sort of
9 based on further discussion.

10 So, I'll go to the rest of this. I think kind
11 of where we're headed is that we do have an initial sort
12 of outline of the types of data that should be used.
13 We're thinking about trying to make some recommendations
14 to EPA. Once you have access to these quantitative
15 assessments, this is how they ought to be used.

16 I actually started out with developing an
17 example for a flyer that might be used using quantitative
18 assessment of benefits for promoting IPM in schools. I
19 have a little bit of a draft of that. Then, there's sort
20 of a draft effort or recommendation to conduct a
21 comprehensive literature review on what is out there and
22 seeing if that's a utility, but that's not a

1 recommendation yet. We may be headed in that direction,
2 but we'll have to discuss whether that's a worthwhile
3 thing to do.

4 So, switching to the actual data types,
5 comparisons of pest management effectiveness and
6 emphasizing direct measurements of pest pressure. So,
7 how much damage is there, what are the populations of the
8 pests, in relation to what's really a problem. Then, is
9 there some sort of an increase in the yield?

10 Looking at measurements for how to reduce risk
11 and/or exposure and going beyond just looking at well, we
12 reduced the amount of pesticide that was applied. We
13 want to sort of focus on studies that really look at did
14 the changes actually result in a reduced risk situation.

15 Looking at demonstrated improvements in health
16 outcomes. Asthma may be one of those things. Measurable
17 benefits to the environment, so using systems like IPM
18 Prime which the IPM Institute developed for certain --
19 they've got a pretty good system now for certain crops.
20 But looking at ways to look at the different types of
21 potential environmental endpoints and are there ways to
22 measure how IPM made improvements or changes in

1 environmental endpoints.

2 Are there some long term cost savings
3 associated with, in particular, reduced pest management
4 costs? I think you could probably also extend that to
5 some of the other things I already mentioned, like
6 increased yield. That's not a cost savings, but that's a
7 balance of the other side of that coin.

8 So, the next slide -- and remember, these are
9 not final recommendations. Just trying to give you a
10 flavor for where we're headed. We're considering asking
11 EPA to use these quantitative assessments to create some
12 materials to promote IPM. That would necessarily be in
13 cases where EPA has identified a need for it to take a
14 leadership role.

15 Look for ways to increase accessibility to
16 existing studies. That's kind of based on even just
17 starting to figure out what are we going to talk about.
18 It is difficult to find these things. So, even though
19 there's a lot of claims that IPM has these benefits --
20 and certainly, I know there are some examples in schools
21 where there are some studies done.

22 I'm sure a lot of you know of many cases in

1 agriculture where there's a lot of research that has been
2 done to promote or to show the benefits of IPM. You can
3 find out how to do the IPM and what the specific
4 recommendations are, but it's a little less accessible to
5 get to the actual studies. So, the citations aren't
6 necessarily there. So, I think EPA can take a role in
7 that.

8 Promoting more generation of quantitative
9 assessments and maybe working with some of the partners
10 that are identified, and even in its own granting
11 programs, looking for ways to spur that.

12 This one will probably take a lot of
13 conversation. There's good quantitative assessments for
14 IPM alternative, incorporating that or really using that
15 in some of the risk management decisions that are done in
16 the pesticide regulatory arena. How you would actually
17 do that, I'm not really sure. So, that's a potential
18 thing that we might be recommending to EPA. Then, always
19 be on the look out for other types of quantitative
20 assessment methods that we may have overlooked going
21 along.

22 I did mention the potential literature review

1 for quantitative assessments in schools. These might
2 apply to any other sector. It's almost self evident that
3 it would be beneficial to have comprehensive
4 documentation of what's been done out there, whether
5 good, bad, or indifferent, but really know what the
6 literature says.

7 It would help identify data gaps in direct
8 future studies. I think it would be very helpful for EPA
9 to have that in hand. I think Keith articulated that
10 very well. We just don't know what that information is.
11 So, I think it would really help EPA to promote an
12 integrated pest manager to have that as a resource.
13 Then, I think also it would be very useful for people out
14 in the school community who need that sort of information
15 to back up their advocacy of instituting IPM in their
16 community.

17 So, obviously, there are some limitations to
18 this. Of course, we would want there to be specific
19 citations of credible studies and not just sort of vague
20 assertions. So, we want there to be studies that can be
21 pointed at, that can be evaluated. Certainly, it will be
22 found that there are some systems that need additional

1 study to have a robust set of data.

2 I've already mentioned a number of times that
3 there may be a lot of stuff that's in the literature, but
4 it's not readily accessible. Some of the measurements
5 may be very cite specific or operator specific. Then,
6 it's a moving target, too, because the pests and human
7 systems are changing all the time.

8 It should be recognized in developing these
9 that you can't necessarily expect all the benefits to
10 accrue in all the different situations. It's just a set
11 of information that you can use as to how good this
12 system is. Even if something is not being achieved in
13 that particular situation, that isn't necessarily the
14 defining factor.

15 Finally, a lot of these quantitative
16 assessments, the ones that we've identified so far, those
17 are all measurements of relative advantages. They don't
18 necessarily capture all of the good reasons that there
19 may be for implementing IPM. So, there may be other
20 things other than quantitative assessments that would be
21 worth looking into.

22 So, I want to give just a very brief example of

1 how this might play out in schools -- or, not how it
2 plays out but just sort of a cursory look at how this
3 might be used for schools as a case example, so improved
4 pest management.

5 There are studies that show that IPM just
6 prevented problems from occurring in the first place
7 where there had been significant problems in the past by
8 applying a rigorous IPM program. It just kind of made it
9 so these just aren't occurring anymore. It was very
10 helpful to have the actual on-the-ground studies of that
11 to be able to point to. Obviously, that's an example of
12 more effective pest control, but there are other examples
13 for, like, controlling cockroaches in North Carolina.

14 You can go a little bit deeper and look at
15 actual health endpoints, where in North Carolina it was
16 shown that there was a reduction of cockroach allergens.
17 Now, that's not measuring the population itself, but the
18 reduction of cockroach allergens was very significant.

19 Then, on that final bullet is getting to the
20 idea that you can reduce pesticide risk by changing to
21 lower exposure methods. This is an example of where it
22 would be -- I don't have a specific citation. I believe

1 that there's some out there, but it wasn't readily
2 accessible to plug in there. So, that's an example of
3 how it would be useful to have a more robust literature
4 review.

5 Another direction we might be headed once we
6 have a really good set of quantitative assessments, take
7 what had been provided as a draft -- you can see there's
8 just like a little Word document -- and turn it into kind
9 of a nice document from the EPA that EPA could use to go
10 out to the school community and say, here are the
11 quantitative assessments of IPM benefits in your school
12 community, and making a case for that. I think it would
13 be useful to have that. So, we'll see if we can work
14 through a more specific document to bring to you
15 hopefully by the next meeting.

16 Then, finally, we sort of got started on
17 quantitative benefits of IPM and didn't get even as far
18 as the other beginnings. But ag is a much bigger animal.
19 It's much more diverse. You can think of schools as
20 being roughly equivalent to a particular crop.
21 Obviously, there are hundreds of crops. So, the
22 quantification of benefits of IPM for agricultural

1 situations is going to vary by the crop.

2 Fortunately, the way that IPM is looked at in
3 agriculture situations, there's certain measurements that
4 are much -- the whole thought process of that is much
5 further developed. The economic benefits are much more
6 directly measured. At least some of the economic
7 benefits are much more directly measured through the
8 balance of crop yield and pest management costs. I think
9 a lot of you are familiar with the idea of economic
10 threshold. I mean, that's the whole basis of it there.
11 So, there's an advantage of ag.

12 But there's a disadvantage. You can get out
13 there and you can find that there's a lot of IPM systems
14 that are promoted by universities and other sources, but
15 you see what the formulas are. You see the
16 implementation of it. But you don't have ready access to
17 the research behind it. It would be advantageous to have
18 more ready access.

19 So, what is the actual research behind there?
20 Presumably, I'm going under the assumption that the
21 universities wouldn't be promoting these things, wouldn't
22 have these definite things, if they didn't have the

1 research behind it. It's just that needs to be brought
2 more to the forefront. Maybe there will be some
3 instances where that's not the case, but hopefully not
4 very many.

5 Then, similar to the school situation, it would
6 be helpful to have studies that show improvements and
7 health outcomes for, like, workers or neighbors or the
8 farmers themselves. Advantageously, IPM Prime is already
9 developed for use in agricultural systems. It's pretty
10 robust for the ones that it's done. I think that it's
11 pretty clear that EPA's role should be complementary to
12 USDA.

13 I know I keep talking about this as if these
14 are specific recommendations. These are actually more
15 recommendations to this subgroup. So, thank you.

16 MR. MATTHEWS: Thank you, Dave. I appreciate
17 that. I do want to emphasize the points that Dave has
18 been making. This is actually a really major problem
19 here. It's not a problem, but it's a major effort that's
20 going to be required to kind of address this particular
21 charge.

22 So, it's completely understandable that there's

1 not necessarily recommendations coming out of this
2 subgroup at this time. As I said before, there's an
3 awful lot of work that has gone into it, but there's an
4 awful lot of work that has to be done with respect to
5 this particular charge to the subgroup.

6 So, I guess maybe the best way to handle this
7 would be to open up this second charge for any discussion
8 from the PPDC, any comments that the committee may have.
9 I know Mike had specific recommendations, so we want to
10 make sure that we get to those and see what the full
11 committee thinks about those specific recommendations
12 with respect to the metrics.

13 MR. BRADBURY: Scott.

14 SCOTT: Well, first off, my apology in that I
15 am technically on this group and, honestly, I got side
16 tracked more than a little bit on the pollinator one.
17 But what I would suggest, if ag is going to be a real
18 focus of this, we do need to broaden the membership or
19 the participation to include more ag people on it. I
20 know in the early meetings that I was a part of it, it
21 was pretty weak on the ag representation.

22 MR. BRADBURY: Jennifer and then Mark Whalon.

1 JENNIFER: Thank you. So, I haven't
2 participated in this work group, but I think it's a
3 really important work group. So, thank you guys for
4 taking this on.

5 A couple comments and thoughts. One is, when
6 you say schools, are you including or should you maybe
7 write that you're including daycares and childcare
8 facilities? I think you should. So, if you haven't
9 talked about it, that's my recommendation.

10 Then, the other thing is, IPM, integrated pest
11 management, is the idea that you first try to use
12 nonchemical or nontoxic treatments, and then you have
13 like all these other tools in the toolbox and you sort of
14 move down the line from no risk to little risk to
15 increasing risk to deal with the problem that you need to
16 deal with. So, you're responding with appropriate force
17 to the problem with least amount of risk possible.

18 So, in that vain, I wonder if the IPM workgroup
19 would consider making the recommendation to cancel or
20 have EPA cancel all cosmetic uses of pesticides on
21 schools and childcare facilities? It's not a very
22 radical thought. I was just looking it up. I think

1 there's something like 50-some municipalities in the US
2 that have already done that. I don't actually know the
3 exactly number, but it's definitely double digits, that
4 have passed those kinds of things.

5 DC is working on that as well. I've testified
6 to support that. In Canada, 171 municipalities have
7 already restricted lawn uses, including all of Quebec,
8 Ontario, and New Brunswick. Quebec and Ontario are huge
9 provinces. Actually, those cosmetic restrictions on lawn
10 care pesticides actually represent -- 79 percent of the
11 entire population of Canada fall under those
12 restrictions. They seem to be doing okay.

13 Also, medical groups support it. Environmental
14 groups support it. The bans or restrictions were made
15 because of the environmental and health concerns.
16 Ontario has a total ban on all lawn pesticides in the
17 whole province, which is a good double digit chunk of the
18 population of Canada. BC and Saskatchewan are going in
19 that direction as well. The majority of the provinces
20 voted in support of it.

21 So, it's not a very radical idea. I think that
22 it does fall into IPM because it's the first step to not

1 have toxic chemicals being used. I think this group
2 could make a recommendation that EPA cancel those uses.
3 But, if not, this group could at least make a
4 recommendation that we would support those kinds of -- we
5 would recommend that schools, daycares, and child
6 facilities not use any cosmetic use of pesticides on
7 lawns and gardens.

8 MR. BRADBURY: Before we go to Tom, we
9 definitely have captured Jennifer's suggestions. What
10 I'd like to do, though, is manage the time and the topics
11 first to focus on the specific charge to the workgroup,
12 which had to do with the metric stuff. We can come back
13 to Jennifer's thoughts with the full group. So, those of
14 you that put your cards up, I'd like you to put them down
15 if you wanted to respond to what Jennifer said. We'll
16 come back to it.

17 What I'd like to do first is get feedback on
18 the specifics around workgroup 2, which was, in one part,
19 should we kind of shrink our scope a bit. Scott sort of
20 touched on that. If we're going to keep ag in that
21 workgroup, we need some more umph. But I think Dave was
22 sort of indicating maybe one thought for the full PPDC of

1 trying school first and then get that done and maybe move
2 on to another sector.

3 So, those would be the kind of things I'd like
4 to get some feedback from this whole PPDC now and then we
5 can see how the clock is going and see if we can come
6 back to some of the points that Jennifer raised.

7 So, Mark and then Tom.

8 DR. WHALON: One thing that relates to that a
9 lot, Steve, is the origin of IPM itself. Actually, going
10 back to the very beginning of when IPM became popular and
11 even identified EPA had a lot to do with that process,
12 USDA almost secondarily, but then it became an operating
13 process within USDA.

14 So, when I look at what's happened with IPM in
15 schools, again, IPM in that arena, historically, EPA
16 leads out. If you look at what happened to IPM or what
17 is happening to IPM and agriculture today, it's
18 struggling a lot for a lot of different reasons. Part of
19 it is the public sector's support of development of new
20 arenas and areas.

21 It's really interesting how this same concept,
22 which is a quantitative evaluation concept of how one

1 assesses a pest management process, could be applied
2 directly and with what I'm advocating as a systems
3 approach to pollinators, for example. So, the next step
4 may be okay, take the prime money and put it into
5 pollinators, I don't know.

6 The thing that I'm saying is that historically,
7 if you look at IPM, the progenitor of IPM, at least on
8 the ground initially, has historically always been EPA.
9 Then, EPA, those monies dry up in EPA. For whatever
10 reason, USDA steps in, does a process. Now, USDA has got
11 an immense challenge of getting an IPM into all of the
12 agricultural sector processes. The resources probably
13 aren't sufficient to get it in all of them.

14 So, I commend EPA for its position. Again, in
15 this case, in IPM in schools, I know that you're going to
16 run with that banner. You're going to get a lot of press
17 for that process. You're saving kids, all that. That's
18 great. Meanwhile, I think IPM on the landscape is
19 largely floundering in many instances, dying out in the
20 public sector because of the lack of resources.

21 MR. BRADBURY: Thanks, Mark.

22 Tom and then Joe.

1 TOM: While this addresses at least one thing
2 that Jennifer said, I think it's important because I'm on
3 the committee. The first two committee meetings we had,
4 we, of course, had to start with what is the definition
5 of IPM. We agreed that as a group and went forward based
6 on the decision that we were going to use the FIFRA
7 definition of IPM. So, that's the definition that we're
8 working on, and the results of the outcomes are based on
9 that definition.

10 Then, the other thing of the charge, which, you
11 know, we had some problems with just even listing public
12 health to what was the definition of public health. Were
13 we addressing mosquito control in hospitals or whatever
14 that definition itself could be (inaudible). As we
15 mentioned, we didn't have enough resources of people on
16 the committee for agriculture.

17 One of the other areas of which I kind of
18 represent, the green industry, it's a lot more
19 complicated, IPM in the green industry, because we have
20 to deal with a customer base. That's why people hire us
21 to do certain things on the property, or whatever.
22 Sometimes it causes more problems to deal with integrated

1 pest management or whatever to satisfy customer demands,
2 since if we don't perform, we lose the business. So,
3 that makes it somewhat more difficult while we practice
4 IPM and we can add some things in. It makes it more
5 difficult for our sector to follow the same procedures
6 that are used possibly in school IPM.

7 MR. BRADBURY: Thanks, Tom.

8 Susan.

9 SUSAN: Well, Tom just sort of got to where I
10 started out with where I was going and clarified that
11 you're starting out with a base point of the FIFRA
12 definition of IPM. Having come from sort of the ag side
13 and animal health side, IPM means different things to
14 different sectors. FIFRA or school IPM may be very risk
15 oriented, reduce (inaudible) maintaining the healthcare
16 levels that you need.

17 When you get into agriculture and livestock
18 production, IPM may simply be can I use another tool that
19 costs less. It's more cost effective than necessarily
20 risk reducing. That doesn't mean they can't work
21 together and in concert, but if you go back and look at
22 some of the things that have been done for IPM, a lot of

1 it is pest resistance.

2 Your IPM, your toolbox, as Jennifer said, has a
3 lot of different things in it, rotating pastures before
4 you give an antibiotic, and then only using ones that you
5 did last year. So, I think there are a lot of decisions
6 that go into an IPM approach in every sector. But if
7 your baseline is FIFRA -- and I admit I haven't read it
8 -- but if there's a FIFRA definition for what IPM is,
9 there's probably a different definition for IPM and a lot
10 of people out in the ag sector that -- and are they
11 consistent with each other?

12 You can't track down quantifying the benefits
13 and risks because that's not how they're looked at in
14 every sector. They're measured differently. They're
15 done for different reasons sometimes than a singular
16 approach of reducing pesticide use and risk. That's my
17 only caution, having this group have such a broad, broad
18 goal.

19 If you're going to limit it to public health
20 settings and in agriculture on a FIFRA definition of what
21 IPM is, I don't know what you can find in some of those
22 cases, rather than saying, but IPM has different things

1 for different people. So, that's my only caution. It
2 sort of echos a little bit about well, maybe we need to
3 have ag people if you're going to look at ag.

4 Who else you bring in for the public health
5 settings, they probably have a different set of criteria
6 as well for what's a benefit to IPM, different thing at
7 risk. So, it was only just a note that that's a lot of
8 work for this group. It's a big charge.

9 MR. BRADBURY: Mark.

10 MARK: Appropriate just to this -- we're not
11 going to the first presentation but to the second
12 presentation and what we're discussing on measures.
13 Actually, in my experience, going into extension in 1980
14 and all the way up until now, I've read many, many, many
15 reports, mostly in the Journal of Economic Entomology
16 quantifying the benefits of IPM in all kinds of different
17 crops and public health situations, whether it be the
18 benefits are financial or they have to do with resistance
19 or other things like that.

20 So, that said, I do agree with what Keith
21 brought up, which is that we haven't done a good job of
22 late compiling them into an understandable document. So,

1 I think a lot of the discussion that I've just heard is
2 probably a little bit preliminary until we do this
3 literature review, which, truthfully, won't be that hard.
4 I mean, just have a grad student search Journal of
5 Economic Entomology for the last 40 years, and they'll
6 probably come up with something. So, I think we'll have
7 to see what happens from there.

8 MR. BRADBURY: Okay, thanks.

9 Robin.

10 ROBIN: I'd just like to echo what Jennifer had
11 suggested, that yes, I would like to include nursery
12 schools and daycare centers. I think that counts as
13 schools. And yes, the healthcare community does use
14 FIFRA as a base. Then, we also have a little bit more
15 public health protective definition that we would
16 consider. The literature is there for both daycares and
17 healthcare facilities to be found. There's lots of
18 literature.

19 MR. BRADBURY: Okay, let me try what I tried
20 this morning. So, for the second breakout group of the
21 IPM group, here's what I'm synthesizing as an idea to get
22 back to that workgroup for the next steps.

1 I think I'm hearing that trying to do schools
2 and ag and public health at the same time is too much to
3 do and probably has more leveraging to do in terms of
4 USDA, CBC, and who knows who else in terms of some of
5 those latter things.

6 So, I'd be proposing to not take those two off
7 the table but change the sequence and timing. First try
8 to concentrate efforts on the school environment and
9 tackle with the topics that are in this subgroup in
10 schools, not say we're never going to come back around to
11 ag or public health, but we may do it in a different
12 context. Maybe think about that in the background.

13 Take the recommendation coming from workgroup
14 two, which was to get the tighter focus and accept that
15 recommendation from the workgroup, and then you guys
16 continue working on how you want to recommend the
17 (inaudible) aspects but in the school context.

18 The other thing I was going to point out is
19 right now the school IPM strategic plan and
20 implementation plan, and what with Steve Owens we started
21 in 2010, is for school. It doesn't have daycare and that
22 component in the EPA plan right now. So again, it

1 doesn't mean that we couldn't take on daycare centers,
2 for instance, but I would like, given the agency's first
3 cut at this, to stay focused on the scope that's in our
4 plan.

5 If the workgroup can see that it's very easy to
6 say, and, by the way, the same logic would apply to a
7 daycare center or something, I think that's great. Sweep
8 it up. But I want to make sure that we get the school
9 part done because that's in the plan. That's what the
10 million dollars of grants are focusing on.

11 I want to make sure we get that connection as
12 efficiently as we can before we start expanding what
13 we're trying to take on, given where we started. So, I'm
14 not saying no, not ever, but just making sure it's an
15 efficient process as we go forward.

16 Robin, go ahead.

17 ROBIN: Can I clarify now how the two subgroups
18 are different? What's the difference between the two
19 subgroups if they're both focusing on schools?

20 MR. BRADBURY: It's my understanding that the
21 first workgroup is trying to get a handle on how do you
22 measure the implementation of, in this case, school IPM

1 happening. The second subgroup is trying to come up with
2 ways to say not only are more, for example, schools
3 taking it on, in the context of taking it on, those
4 schools have been able to consider resources to educate
5 more kids in certain ways or to maximize their ability to
6 teach kids because they've been so efficient in managing
7 their pests.

8 Things like that is what I see a difference
9 between the two. The first one is how do you measure, is
10 it happening, and the second group is trying to help
11 provide the information to show what you gain by taking
12 on a school IPM approach.

13 Mark, I may have messed that up.

14 MARK: First of all, I pretty much agree with
15 where you're going, Steve, on this. I will say, though,
16 that in order to quantify the benefits of IPM in schools,
17 we'll look at cost, we'll look at people who find pests a
18 nuisance, but we also need, of course, to look at
19 children's health.

20 So, that is obviously going to spill over into
21 the public health aspect that would, of course, then
22 spill over into childcare, hospitals, elderly care. So,

1 we're not going to leave that too far behind, or we
2 shouldn't leave that too far behind. There's already
3 lots of good work being done on that.

4 MR. BRADBURY: The connections are all there.
5 It's just sort of where is your focal point and then look
6 for the branching. Use the same approach as the
7 pollinators, if there's some passionate disagreement with
8 this general approach. Seeing none, then people are
9 taking good notes, I hope.

10 So, that will be sort of the feedback, Dave, to
11 that group that you reported out to. School is your
12 focal point. Now start thinking about your
13 recommendations of things to take on to make that happen
14 in that context. We're not shoving the other ones off
15 forever and ever, but we're just going to sequence
16 things. That's going to be our approach.

17 Okay, let's flip around to the first workgroup,
18 which had three very clear recommendations to the full
19 group. If you all think those make sense, then they'll
20 come back to us at EPA and we start to work them out.
21 So, if I captured the notes, the three recommendations
22 were first, we should try to reverse engineer the metrics

1 from the grants back into the strategic plan and the
2 implementation plan. The second recommendation is with
3 these metrics -- and they'll probably evolve with the
4 years -- but to provide a yearly report on using some set
5 of metrics (inaudible) in time how we're doing. Then,
6 the third recommendation was to make sure we're really
7 advancing the partnership with other federal entities or
8 state entities in terms of children's health advancement,
9 which gets back to some of the comments we just had.

10 Did I capture those, the recommendations,
11 accurately? Anybody on the full -- this is kind of an
12 awkward thing to do to people, but should I sense that
13 the full PPDC agrees with those three recommendations for
14 the agency? Any reason for the agency not to take those
15 recommendations? Now, how we'll actually do it is
16 something we'll have to work on, but to take those three
17 recommendations and start working how to make it happen.

18 Cheryl.

19 CHERYL: Well, I'm confused by the actual
20 recommendations. You've got metrics used all over the
21 place, and there's pages of potential metrics. So, the
22 overarching recommendations that you back engineer these

1 into the strategic plan I think are the grant metrics
2 specifically. But then, you've got this proposal for a
3 public health report based on metrics. Is it all of
4 these metrics, some of these metrics? I'm confused as to
5 what is actually being proposed.

6 The other question would be, I'm going to have
7 a reaction to page 5 when you talk about the simplistic
8 reduction in applications if you're not going to talk
9 about substitution agreement of pesticides, if you're not
10 going to talk about reduced exposure and baits and things
11 like that.

12 UNIDENTIFIED MALE: I think that's an important
13 point. I apologize if there was some confusion on part
14 of the list of metrics that were presented in the
15 presentation. The focus, though, on this particular
16 recommendation was on those metrics that were listed in
17 the fourth slide of that, they all were derived from the
18 six grants that the agency has issued and awarded. Those
19 grants were actually awarded prior to the finalization of
20 the strategic plan.

21 What we're asking is that the work being done
22 on those grants is also part of the strategic plan.

1 We're essentially test driving those particular
2 measurements. We feel strongly that those should be kind
3 of part of the strategic plan to kind of be more cohesive
4 and link together those efforts on the initiatives, if
5 that helps.

6 MR. TAMAYO: So, Cheryl, in part, answering
7 your question, Mike did a good job. Also, in the
8 strategic plan, as Mike said, you want to have the
9 measurements of how schools are going to succeed with
10 integrated pest management.

11 But, furthermore, by putting those metrics into
12 the strategic plan, one of the things it allows the
13 agency to do is to reach one of their objectives in the
14 strategic plan, which is to have better regional
15 coordination and standardization of IPM in schools, with,
16 of course, the understanding that pests and even pest
17 management changes are region to region. The metrics, in
18 my experience, can be the same. So, that's answer one.

19 The other one to what you brought up towards
20 the end regarding your concern that looking at the
21 percent of pesticide application reduction is too
22 simplistic -- this is me speaking from my experience --

1 is that I try to stay away from toxicity and toxic
2 arguments in many ways.

3 But if you can leave that stuff aside,
4 pesticide applications are usually -- not always, but
5 most of the time an indicator of effective pest
6 management. So, whether it's boric acid or using some
7 kind of fumigant, I don't know, nuking them, the fact
8 that you've had to resort to a pesticide application,
9 organic or otherwise, is an indicator of the
10 effectiveness of the pest management that you've led up
11 to that point. So, that's why it's important just to
12 even look at the number of applications.

13 UNIDENTIFIED MALE: I'd like to get in on that
14 point because if you are able to reduce the number of
15 pesticide applications, it is implicit that you are doing
16 something to take its place, either good monitoring
17 practices or you're substituting with greener products.
18 In fact, that's what's happening. The trend now is for
19 more organic pesticides to be used to replace, to
20 substitute, the more toxic products.

21 So, I think in the long run, what we're really
22 interested in is to see that as a result of pesticide

1 reduction, the pest problem is also reduced. Now, we can
2 go into great detail to find out how that has come to be,
3 but it's important that we keep that in mind. There's
4 some substitution of (inaudible); otherwise, the pest
5 problems are not going to go away even if the pesticide,
6 toxic pesticide use is reduced.

7 UNIDENTIFIED MALE: May I respond to that?

8 Actually, this goes back to the argument of what we call
9 bait substitution. The baits the industry brought up are
10 typically very effective and very safe, at least from
11 what we know right now. So, they've done a great job,
12 and that's all well and good. But the fact that they
13 have to use baits also can indicate, and usually does
14 indicate, that they are not doing the other things to
15 manage their pests that they could.

16 So, if you talk about substituting a method --
17 so, sanitation versus chemical control -- I agree with
18 you. But if you talk about substituting a green compound
19 for something that might be more toxic, from my point of
20 view, you haven't addressed those other things first.

21 MR. BRADBURY: Okay. Cynthia, if you want to
22 get into a debate on this, I'm probably going to cut it

1 off, because what I'm getting out of it, I think what
2 we're talking about is the fact that you're going to use
3 a suite of metrics and you're going to interpret these
4 metrics as a whole. You probably don't look at one in
5 isolation of other information that you're getting. You
6 can get a richness of information based on the
7 (inaudible) of the metrics and how you integrate the
8 interpretation.

9 What I wanted to try to do is I've got to start
10 watching the clock and wrap this one up. So, keep your
11 card up, Cynthia, but if you want to get in that debate,
12 you can. But here's what the agency is going to do. The
13 agency is going to take the three recommendations from
14 that first workgroup. We're going to work them in the
15 agency like we do whenever the PPDC gives us a
16 recommendation.

17 There's usually, for lack of a better word, an
18 implementation phase to the recommendation. Sometimes
19 recommendations are very sweeping and you can't do it all
20 at once, so there's different options within the
21 recommendations that we need to take a look at. Keith's
22 group will work on those recommendations, come up with

1 some approaches to make them so.

2 They'll work with the IPM workgroup to be the
3 first piece of PPDC to get some feedback. Are we hearing
4 what you wanted? What do you think about this way to
5 start to implement those recommendations? We can do that
6 over the course of the next few months so that at a
7 minimum, when we come back and meet in six months, you'll
8 hear, with some help from that workgroup, how we're going
9 to take those recommendations and start to make it
10 happen. So, that's what we're going to do.

11 But, Cynthia, go ahead.

12 (The recording ended.)

1 CERTIFICATE OF TRANSCRIPTIONIST

2

3 I, Marilyn H. McNulty, do hereby certify that

4 the foregoing transcription was reduced to typewriting

5 via audiotapes provided to me; that I am neither counsel

6 for, related to, nor employed by any of the parties to

7 the action in which these proceedings were transcribed;

8 that I am not a relative or employee of any attorney or

9 counsel employed by the parties hereto, nor financially

10 or otherwise interested in the outcome of the action.

11

12

13

14 MARILYNN H. McNULTY

15 Transcriptionist

16

17

18

19

20

21

22

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

UNITED STATES

ENVIRONMENTAL PROTECTION AGENCY

PESTICIDE PROGRAM DIALOGUE

COMMITTEE MEETING

November 29-30, 2012

Conference Center - Lobby Level

2777 Crystal Drive

One Potomac Yard South

Arlington, VA 22202

P R O C E E D I N G S

- - - - -

MR. BRADBURY: Good morning, everyone. Let's get the Friday meeting started. We've got just a few more folks getting through security, but I think our timing is pretty good. So, for those on the phone, just another reminder to make sure you keep your phone on mute. With that, why don't we get started.

Again, I want to thank everybody for all the contributions and excellent discussion yesterday. I think we got a lot done, identified some key action items to take on in the areas we discussed yesterday. And at the end of the morning session, we'll recap those action items.

So, this morning we're going to take some time, about an hour, to go over a number of activities in the area of 21st century toxicology, both activities that the workgroups have been taking on, as well as some of the related activities going on in OPP and OCSPP.

And then we'll talk a bit about the endocrine disruptor screening program, and then have an update on the Endangered Species Act implementation efforts we're

1 undertaking, as well as an update on registration review.

2 Then we'll wrap up with itemizing tasks,
3 activities, goals for the next meeting, as well as Margie
4 spending a little time describing how some turnover in
5 the membership of the committee plays out over the next
6 few months.

7 So, with that recap of the agenda, I'll turn it
8 over to Jennifer McLain and Vicki Dellarco to kick off the
9 21st century toxicology discussion.

10 DR. MCLAIN: Good morning. I'm Jennifer
11 McLain. I'm the deputy director of the antimicrobial
12 division. I'm one of the chairs of the 21st century
13 toxicology integrated testing strategies workgroup. As
14 you know, this has been a fairly longstanding workgroup
15 at this point. We were established in 2008. The group
16 objective is to focus on communication and transition
17 issues that EPA faces in new 21st century tools, methods,
18 and policies.

19 This is the diagram from the NRC report, the
20 toxicity testing in 21st century. We wanted to put this
21 up here as a group because it gives the background for
22 where we've come from and where we're going and what

1 we're focusing on, both in terms of the toxicity pathways
2 but also the population and exposure monitoring that
3 feeds back into looking at those toxicity pathways. It's
4 something that as a workgroup we keep in mind to make
5 sure that we're appropriately focusing in the right
6 direction.

7 Here are some of the workshops that we've done
8 in the past. This is one of the major things that the
9 workgroup has accomplished over the past few years. We
10 started out in 2010 with a -- just know that what you see
11 on the screen is going to be different than what you see
12 on the paper. Don't worry, we'll just keep going. Your
13 paper version is the more updated version. This one is
14 just a little bit shorter than the paper version. So,
15 just pay attention to what's in front of you.

16 So, the workshops that we did in the past, the
17 first one was focusing on our strategic vision, basically
18 to introduce our vision to a broader stakeholder group
19 and talk about where we see the office going, how we plan
20 on transitioning, our policies over the years. Then, we
21 followed that with a workshop in 2011 that was focused on
22 the outer ring I just mentioned in terms of surveillance

1 monitoring. We had a workshop on diagnostic tools and
2 biomarkers in pesticide medical management, exposure
3 surveillance, and epidemiologic research.

4 So, what came out of that workshop, if you
5 remember, we've had a couple conversations with you since
6 that workshop, one immediately after and then one in this
7 past spring. After this past spring, when the workgroup
8 came to you and talked about a couple of project
9 proposals that they had developed of an outcome of the
10 workshop, the workgroup received a charge to follow
11 through on those projects. This is some of the
12 activities that we're currently working on.

13 We have two larger charges that we're working
14 on. The first one is to develop a priority list of
15 candidate pesticides for the purposes of research,
16 biomonitoring research. To do that, the charge was to
17 put together an expert group, to agree on criteria, and
18 to develop that list. The second charge would be to
19 create a pesticide use case to further encourage funding
20 for research on the rapid diagnostic methods.

21 We were also asked after the workshop to put
22 together some better definitions surrounding the area of

1 biomarkers because there was some confusion in the
2 discussion about biomarkers when we were here. So, the
3 request was, can you put together some better definitions
4 and put them up on your web site so that when you're
5 talking about the work that you're doing, we have a
6 resource to go to.

7 So, our progress right now with respect to
8 these charges is we have a subgroup that's headed by
9 Jimmy Roberts. We're going forward with this group to
10 first get together a set of experts. These are
11 scientists and public health professionals from industry,
12 and NGOs, and academia, and the medical community, other
13 government organizations, EPA.

14 That group is charged with getting together
15 some criteria and making recommendations for pesticides
16 that fit those criteria so again, we can have this set of
17 pesticides that would be a priority for future research
18 on biomarkers for pesticides.

19 So, at this point, we have convened the expert
20 group in terms of getting folks to agree that they would
21 like to be a part of it. We are planning on trying to
22 have a first meeting in December if we can arrange it or

1 early next year if we can't.

2 The other thing that we have completed is
3 putting together the biomarker definitions that were
4 requested. So, in OPP we worked with the Office of
5 Research and Development and put together some
6 definitions. We have them ready to upload onto our
7 website. They'll be there probably in a few weeks. So,
8 we're going to have definitions of what is a biomarker of
9 exposure, a biomarker of the facts, and a biomarker of
10 susceptibility.

11 So, those are some of the things that are
12 ongoing and where we've been. We're going to spend the
13 next couple of minute talking about some of the other
14 things we have going on. I'm going to turn it over to
15 Eric Janice (phonetic) and he's going to talk about a
16 proposal that we have for you for a third workshop.

17 MR. JANICE: Thanks, Jennifer. Good morning,
18 everybody. I am Eric Janice. I've been serving on this
19 workgroup since 2008. I led a small group of folks, a
20 small subgroup of folks to help develop the concept and
21 agenda for this workshop that we're hoping to do next
22 spring.

1 Really, what it is -- and I'm glad that you
2 showed us the diagram earlier, because, really, what it's
3 meant to do is to dig into the guts of the inside of that
4 ring diagram that you saw and explore the current 21st
5 century tox tools that are currently being used by EPA,
6 discuss the regulatory application of these tools.

7 It's meant to be just a one day, mostly non-
8 technical workshop. It's really meant as sort of a
9 service to the members around the table and other
10 interested stakeholders just to continue the education
11 process that the workgroup has been undergoing for the
12 last several years in this area.

13 Really, what we want to do, just to quickly go
14 over this, the proposed agenda is we want to essentially
15 define what an adverse outcome pathway is. If you don't
16 know what that is, maybe you want to come to the meeting
17 and define other common terms that are used in this area.

18 We want to be able to understand the use of
19 adverse outcome pathway as a framework to not only
20 organize information but to help inform decisionmaking
21 here. To do this, we're going to explore the development
22 of AOPs in a number of areas by inviting subject matter

1 experts and "downstream users" to present case studies on
2 the development and application of these tools in a
3 number of areas, human health, environmental,
4 ecotoxicity, for example.

5 Then, later in the day, we want to present a
6 series of case studies and implementation of adverse
7 outcome pathways and other tools. We're going to mainly
8 focus on adverse outcome pathways, but there are other
9 tools such as quantitative structure, activity
10 relationships, and other things that are currently being
11 used by the agency.

12 We want to look at again a series of case
13 studies and how these are implemented from a number of
14 different perspectives to try to explore the benefits of
15 using the tox 21 toolbox and the challenges to using the
16 tox 21 toolbox, essentially. We're hoping to invite
17 folks from possibly the Farma (phonetic) area, possibly
18 from other industrial partnerships where they have used
19 computational tools to do screening and to do other
20 activities that EPA is interested in.

21 Then, finally, we want to wrap up with a panel
22 discussion that will involve all of the folks that we've

1 invited to the meeting thus far and probably some folks
2 from the agency and start really digging into what are
3 the barriers to implementation here, what are the
4 barriers to greater use of these tools by the agency and
5 by the registrant community, how do we build confidence
6 in these tools, how do we think about even measuring
7 success in terms of implementation.

8 So, that's the concept. We would like to
9 recommend that we do this in conjunction with the spring
10 PPDC meeting in 2013.

11 DR. MCLAIN: One more project that we want to
12 talk about, and Kristie Sullivan is going to talk about
13 the subgroup that she's heading.

14 MS. SULLIVAN: Thanks, Jennifer. So, this
15 workgroup has been going on for quite a while. We had a
16 metric subgroup pretty active in trying to decide and
17 determine some metrics that the agency could use to
18 measure the benefits of 21st century tools a couple years
19 ago. A couple of us started talking about resurrecting
20 that subgroup in order to look specifically at acute
21 toxicity tasks that we're talking here about, the sort of
22 six pack, as it's known, of tests.

1 We basically are, as it says, looking to
2 establish metrics for progress on using in vitro tools
3 and other alternative approaches instead of animals for
4 those tests, and trying to use those metrics to help the
5 agency set goals for reducing (inaudible) and reducing
6 the use of animals for those tasks.

7 There are some sample metrics that I can give
8 you just verbally. We're still really working through
9 exactly what the metrics should be, what are the most
10 helpful metrics, and what are the ones that we can
11 actually easily measure, and also working through the
12 goals.

13 We're thinking along the lines of the number of
14 tools or approaches that are used per year. In fact, we
15 can measure those just looking at the (inaudible) to the
16 agency and what test companies used in their submission,
17 and then also looking at the number of animals used for
18 acute testing per year. Obviously, hopefully, hope to
19 see over time a decrease in that.

20 So, we had a small subgroup working on this,
21 but there's (inaudible) from the larger workgroups for
22 setting goals and making progress in this area, of

1 course. One of the things we're trying to do is to be
2 more specific about where in development and approval
3 some of these alternative tests are, in vitro tests or
4 QSAR tests approaches and sort of the timelines that you
5 can see for when they would be able to replace or reduce
6 the acute tests and what we can do to move them along as
7 a group.

8 So, one snag that we're kind of hitting is that
9 it is, of course, possible to count what tests were
10 submitted, whether you're talking about the bovine
11 (inaudible) test which is the BCOP for eye irritation.
12 You can see that someone has submitted that in place of a
13 rabbit test, but there are other alternative approaches
14 that you can use, sort of weight of evidence and things
15 like that, that aren't really reflective. You just
16 wouldn't see that test. So, we're trying to work through
17 how we can measure progress for those alternative
18 approaches.

19 DR. MCLAIN: So, we'll just open it up to
20 folks, anyone who has questions on the activities that
21 the workgroup is doing right now or feedback on the
22 proposals that Eric presented.

1 MR. BRADBURY: Susan.

2 SUSAN: I just have one request. When you set
3 the time for the workshop, would it be possible to not
4 set it on top of other workgroup meetings? That happened
5 last time. I think it ended up being when there were
6 working group meetings. I know it's tough because a lot
7 of people work on different groups. Having a workshop, I
8 like to be able to attend.

9 DR. MCLAIN: Yes, that's a good suggestion.
10 Our plan is -- and I'm not even sure if a date has been
11 set, but our plan is to have the workshop on the day
12 before the PPDC meeting because we need to take advantage
13 of the travel of you all to come to the workshop. But we
14 can talk internally about what to do with all the
15 workgroup meetings. We'll find a way to make it work.

16 MR. BRADBURY: Robin.

17 ROBIN: On the biomarker definition slide, are
18 you working with the public health laboratories on
19 developing those definitions?

20 DR. MCLAIN: The folks that we worked with are
21 in our Office of Research and Development, our exposure
22 laboratory. They're not definitions that are set in

1 stone, so if we -- when they go up, if you see things
2 that you think should be either added or changed, please
3 just send us a note.

4 ROBIN: I would recommend working with the
5 public health laboratories once you've gotten what you
6 think are your -- because I know that they're also
7 working on biomarkers very heavily. So, that would be a
8 good collaboration once you take it outside of the walls
9 of EPA.

10 DR. MCLAIN: Right, right.

11 MR. BRADBURY: Mark and then Dave.

12 MARK: Given the kind of euphoria that
13 surrounded the century 21 release in the news and in
14 science and in other journal articles that came along,
15 and given where you're at right now, are you surprised by
16 the kind of time frame that it's taking actually to
17 transition and move towards and in vitro system?

18 DR. MCLAIN: I don't think we're surprised by
19 the progress that we've made or the amount of time that
20 things have taken. I think at the outset, and as
21 recognized in the report, it's a long term vision. When
22 you get to the point that you're talking about, where

1 you're talking about are things in vitro and in silico
2 and everything happening in a non-animal system, that's a
3 very long term vision.

4 We've always planned for it to be an
5 incremental approach and a changeover time and a slow
6 adoption and change as we move forward.

7 MARK: Well, one of the things that I would
8 suggest in the context of that is, given some of the
9 things I've heard out in the field and some of the
10 scientific organizations, it might be good to release
11 sort of an interim thing, well, this is where we're at
12 and this is how long -- we're looking at a long term
13 future. I think that would really help the PR that's out
14 there and the landscape right now.

15 UNIDENTIFIED FEMALE: Just to add to that
16 comment, as part of my endocrine update today, this
17 morning, I'll be talking about our movement with 21st
18 century toxicology and that incremental progression that
19 you've articulated and what we've articulated, this
20 agency, and moving forward in a step by step fashion to
21 increase confidence. I think the timing will be
22 demonstrated through the SAP that is scheduled for the

1 end of January in terms of moving from vision to
2 implementation. It's a very good comment.

3 UNIDENTIFIED FEMALE: So, Mark, that's a good
4 comment because a couple years ago we put up a web site
5 about our 21st century vision. Part of that web site had
6 the tool thing developed and it had milestones and when
7 we were predicting things to go into peer review or where
8 we would look at it. We need to go through and probably
9 update that web site.

10 UNIDENTIFIED MALE: From my perspective in the
11 university and in the teaching community, as well as the
12 research community, and not a very faithful member of the
13 21st century tox group, the kind of stuff I hear among
14 colleagues is what's happening. I'm thinking about it
15 from the academic science end of it.

16 MR. BRADBURY: Dave and then Matt.

17 MR. TAMAYO: I'm kind of channeling Susan here.
18 Jennifer, your response, it sounded like the plan was to
19 have it the day before PPDC. I think that's exactly the
20 wrong time to avoid conflict with the workgroups. I
21 think, really, I don't want you to go too far along that
22 line because I'm on some other workgroups as well.

1 DR. MCLAIN: We will talk and work it out so
2 that you don't have lots of conflicts on those days.
3 We'll try to figure something out. I understand the
4 concern. We would like you to be able to come to the
5 workshop and learn. So, we'll think about that.

6 MR. BRADBURY: Matt and then Ray.

7 DR. KEIFER: I just wanted to voice support for
8 Eric's idea about adverse outcome pathway workshop. I
9 think it's a great idea. It gives us insight into a lot
10 of things that we otherwise might overlook.

11 MR. BRADBURY: Ray and then Kristie.

12 MR. MCALLISTER: Several questions about the
13 biomonitoring workshop and the next steps. You mentioned
14 an expert group for development of priority pesticide
15 lists. The members of the group, are they posted and
16 known or are you still recruiting?

17 DR. MCLAIN: Right now we're just in the stage
18 of getting some final responses from folks who are
19 agreeing that they would be interested in joining the
20 group. But we will post the group up on the web site for
21 the workgroup so everyone knows who is working on that.
22 I think that we can probably do that -- I think we

1 actually might have just had our final response come in
2 this past week. So, that's something that we can do
3 really soon.

4 MR. MCALLISTER: Is this to be a workgroup of
5 PPDC or something independent?

6 DR. MCLAIN: This is a subgroup of our
7 workgroup that is charged with working with this expert
8 group. So, the expert group is basically working with
9 our subgroup to provide us with recommendations. Then,
10 what we will do is come back to the PPDC when we meet
11 again and talk to you about the recommendations we
12 receive from the experts, both in terms of the criteria
13 for prioritizing the pesticides and a recommended list of
14 pesticides.

15 MARK: The web site, is that linked under the
16 PPDC web site or is it somewhere else?

17 DR. MCLAIN: Yes, it is. If you go to the PPDC
18 web site, you'll see, I think, on the right hand side
19 there's a list of all of the workgroups. Each one of the
20 workgroups has a separate page. We'll make sure that
21 it's in an easy place on the page for you to find.

22 MARK: These definitions and examples, they're

1 not exclusive to pesticides are they?

2 DR. MCLAIN: No, they're not.

3 MARK: They look like broader --

4 DR. MCLAIN: Right.

5 MARK: Is this inquiry coming from the
6 direction of PPDC? Is that a primary purpose for
7 establishing these definitions or is there some other
8 initiative involved here?

9 DR. MCLAIN: No, the definitions were really in
10 response to a request from folks here at the table, that
11 they just wanted to have a resource of some simpler
12 definition to look at. So, that was our goal in putting
13 them together, just to provide some information.

14 MARK: Okay, thank you.

15 MR. BRADBURY: Kristie and then Mike.

16 MS. SULLIVAN: I just actually wanted to
17 respond to Mark's comments about your colleagues. So,
18 one of our charges as a workgroup is to advise on
19 communication with stakeholders. So, I'm just curious
20 about what do you think is the best way to reach your
21 colleagues? How would they like to get information about
22 what's going on?

ERIC: Well, another article in science would help, probably. That kind of thing really splashes. But I think short of that, historically, the EPA has really done some nice documents on various areas, not just toxicology but IPM and what they're doing in school IPM now, kinds of modes of communicating. Those are the kinds of things that some of us in the field who are connected with you through this process or other processes can use to educate people in the field. So, that's what I'm thinking about, more like that.

Certainly, getting a splash as big as century 21 tox did initially isn't probably going to happen now. That's going to be very hard to manufacture. But the steady education process probably ought to go on because I think that will not only help you recruit in the future for input but also keep the people who are interested in that abreast. So, that's more like I was thinking, more like an extension scientist.

MS. SULLIVAN: So, maybe having a published report of the workshop would be helpful, some kind of written minutes or something that people can look at if they're not able to come to the workshop.

1 The other thing we actually talked about a
2 couple years ago was having like a presentation, like an
3 elevator speech or something, some sort of presentation
4 where you have a few slides. Is that something that
5 would be helpful if people had a few slides they could
6 show your colleagues?

7 ERIC: I could really use that, yes. I would
8 use it in my grad and undergrad class.

9 MS. SULLIVAN: Okay.

10 ERIC: Right now there's a place for it. I
11 already used the NRC's century 21 thing in my grad class.
12 That's pretty -- it looks great. Then there's the
13 reality. So, that's where I'm coming from.

14 MS. SULLIVAN: I think this workshop -- a lot
15 of people haven't heard what AOPs are yet, but it's
16 really a continuation of toxicity pathways in the
17 original report. A lot of people have latched onto it as
18 really a helpful way to visualize how you use these
19 tools. So, I think the workshops can be really helpful
20 for a lot of people.

21 MR. BRADBURY: Louis.

22 MR. JACKAI: I think all of the above avenues

1 that you've mentioned are going to be very useful,
2 particularly the slides that you talked about. Another
3 opportunity would be to take advantage of the
4 professional meetings or workshops that take place every
5 now and then. You reach a lot more people that way. You
6 can have a question and answer session to clarify any
7 doubts that might exist. But all of this would be useful
8 in getting to the university community.

9 MR. BRADBURY: Okay, let me just wrap up this
10 segment. I know there's another presentation on some
11 other activities. As far as the workgroup
12 recommendations, we'll proceed with the planning for the
13 biomonitoring workshop, realizing we're going to have to
14 work on some scheduling options. We'll see how much
15 money Marty has got in the checkbook and see if we can
16 stretch out some travel for some folks. But we'll figure
17 something out.

18 Then, the metrics activity in terms of trying
19 to keep track of what tool they're starting to use and
20 how that is playing out. One thought I have in addition
21 to looking at reduced number of animals, I can also
22 imagine reduced number of dollars or time frames maybe to

1 make the decision.

2 But if there's some way to capture the quality
3 of the decision making, which I know that's kind of
4 harder to get your head around, but we've always talked
5 about how it's not only trying to increase efficiency and
6 throughput, but it's as much confidence or even more
7 confidence in the overall decision making. So, if the
8 workgroup can think -- that's hard, but I think it's
9 important to try to keep wrestling that concept as well.

10 Then, the whole workgroup, maybe out of the
11 metrics group or out of other activities, be thinking
12 about other ways to get the word out in terms of what
13 we're doing. Maybe it's like a progress report or
14 enhancing some information that's on the slide already to
15 sort of help punch home where we are and where we're
16 going. It could be a number of venues, but the workgroup
17 keep thinking on ways to get the word out.

18 Okay, Dickie or Jennifer.

19 DR. MCLAIN: Okay, before we leave this, I want
20 to just thank the workgroup for all the work they've
21 done. It really is a working workgroup. We do, as you
22 can see, a number of projects that are quite varied from

1 each other. A lot of people put a significant amount of
2 time into those projects. We really appreciate the work
3 that you do to help us in this area.

4 I also want to give a thanks to one of our OPP
5 staff, Rebecca Vandenhagen (phonetic) who is our
6 executive secretariat. She has been invaluable in
7 keeping all of these subgroups and workgroups coordinated
8 and moving forward. So, thank you, Rebecca.

9 So, now we're going to move on to some of the
10 things -- Mark, you gave a good transition to this --
11 that are going on in OPP in terms of where we're going
12 with 21 century activities.

13 So, you're all familiar with our vision and our
14 goal to move our science into 21st century. We want to
15 move our assessments in a place where they are more
16 integrative and hypothesis driven so that we're focusing
17 our resources on the chemicals and the end points where
18 they'll have the biggest impact to those of greatest
19 concern.

20 So, our strategy for doing this is to ensure
21 that we have a very strong science foundation and policy
22 foundation and really work together with you, our

1 stakeholders, and with the research community, other
2 government organizations, and the international community
3 in moving the science forward and the application and the
4 implementation of that science forward.

5 So, as we were discussing earlier, this is
6 really an incremental move that we see as an evolution of
7 where we are as a program moving forward. So, what I'm
8 going to do is present a few of the things that our
9 office has recently completed or we're very close to
10 completing. Then, Mary is going to follow with one of
11 our major projects in terms of the QSAR guidance that's
12 just come out.

13 The first of these is our genetic toxicology
14 policy which we put up on our website a couple months
15 ago. This policy acknowledges the advances and gene tox
16 science, the new methods that have come out that we're
17 always open to receiving. But, more importantly, it
18 allows the testing to be integrated with existing
19 standard tox studies rather than having a separate
20 independent study. So, of course, this reduces the
21 animals that are used. That's one of the things, as an
22 office, that we are committed to finding ways to make

1 that happen.

2 This next one is an alternative approach for
3 doing eye irritation testing for hazard labeling and for
4 antimicrobial products that have cleaning claims. This
5 is something that we started in 2009 by establishing a
6 voluntary pilot program. It was based on an ICFAM
7 (phonetic) review of a comparison of in vitro and in vivo
8 data on antimicrobial cleaning products.

9 The purpose of our pilot was to try to ensure
10 that we could apply the test that ICFAM had come up with
11 in their review to our labeling process in house to
12 ensure that we were making decisions and appropriate
13 hazard labeling for the product. The test that came out
14 of ICFAM uses three different protocols. That's to cover
15 the range of the toxicity categories that the products
16 might fall in. There's no restriction on the toxicity
17 categories with respect to the pilot. It's open to any
18 of the antimicrobial cleaning products.

19 It's been going on for a few years. We feel
20 that we have received a sufficient number of studies to
21 be able to make some determinations, that we are able to
22 successfully make our labeling decisions that we need to

1 make with the in vitro tests. Our staff has been trained
2 through this pilot process, and we are now working toward
3 establishing the approach as an OPP policy. You can be
4 looking for that in the future, not too far from now.

5 The next slide is on our guidance that we put
6 out earlier this year on waiving or bridging acute
7 toxicity tests. There's actually nothing new in this
8 guidance, but we understood from a number of stakeholders
9 that what we had out there was confusing because there
10 were so many different documents that had come out over
11 the years about different components of bridging or
12 waiving.

13 The request was to please just consolidate them
14 so that there's a single source of information, to really
15 encourage the bridging and the waiving of studies where
16 we have other information that we can use to make our
17 decisions. The guidance covers all pesticides, so
18 there's specifics in there for biochemical and microbial
19 pesticides, to antimicrobials and conventionals.

20 Kind of building on that theme that one of our
21 goals is to use knowledge and promote the use of existing
22 knowledge when we're doing assessments. We've also put

1 together guidance for our staff to assist them in
2 evaluating the open literature and looking at the studies
3 that are out there right now to help us make decisions
4 about the studies that we need to further our risk
5 assessments.

6 So, there are two separate guidance documents
7 that are specific to the ecological and the human health
8 risk assessment. This is for our staff, but it is also
9 for you so that you understand the process that we go
10 through when we're searching the literature, how we
11 evaluate the quality and the utility of studies and the
12 open literature and make decisions about whether or not
13 they're useful for the risk assessment in either a
14 qualitative or quantitative sense.

15 The principles that are in these documents
16 aren't a deviation from where we are as an agency.
17 They're really built upon some of our existing policy in
18 terms of our guidelines for ensuring the maximum quality
19 and utility, integrity of scientific information, and our
20 risk characterization policy that really is based upon a
21 philosophy of transparency and consistency and
22 reasonableness.

1 So, those are a few of the activities that have
2 happened over the past year. I'm going to turn it over
3 to Mary because she's going to talk about one of our
4 major accomplishments of the year.

5 MS. MANIBUSAN: Okay, good morning, everybody.
6 I'm Mary Manibusan. I'm coming to you today from the
7 Office of Science Coordination Policy, but nine months
8 ago I was with the Office of Pesticide Programs. I was
9 also the grand chief of the Toxicology and Epidemiology
10 Branch in the Health Effects Division. That's where
11 really I had the privilege to be a part of this project
12 that I'm so pleased to be presenting to you this morning,
13 and that is the completion of the NAFTA Quantitative
14 Activity Relationship guidance document.

15 Up on the cover slide is my name along with my
16 partner from the Pesticide Management Regulatory Agency,
17 Jill Patterson (phonetic) who co-led this huge effort
18 with me in terms of its production, its writing, and its
19 evolution. Again, this is one of the projects that
20 really peaks at tox 21 vision as we just talked about
21 this morning and carries it forward into the
22 implementation phase.

1 So, for this morning's presentation, what I'd
2 like to do is just give you some background on the NAFTA
3 project, talk to you a little bit about why we're
4 focusing on QSAR as one of the IATA tools, among many,
5 and then spend a little bit more time just giving you
6 some general concepts of the framework that's in the
7 guidance document, talk to you about the scientific peer
8 review process, as well as the vision in terms of moving
9 forward with QSAR with respect to the adverse outcome
10 pathway, and then, of course, the implementation plans
11 and next steps.

12 The NAFTA project was actually formalized in
13 December of 2009. Of course, a lot of work had begun
14 already in terms of thinking about QSAR, using QSAR in
15 many of our day-to-day evaluations. IATA includes many
16 technologies, and we recognize that. It includes
17 molecular, cellular, and computational toxicology.

18 We're looking to again refine our need for
19 specific testing requirements for pesticides, targeting
20 our testing to only the data that we need to make
21 decisions in human health and ecological risk
22 assessments.

1 As a NAFTA project, it's really signaling our
2 movements collectively as North American countries in
3 this direction, moving towards utilization of these
4 computational tox schools and how do we do that
5 consistently and align our programs to such a degree that
6 a presentation of this type of data in Canada or Mexico
7 is no different than what we receive here in the U.S.

8 So, QSAR is a very, very old tool, if you think
9 about it, but it's being used consistently. This is
10 nothing more than looking at a chemical structure and
11 some of the inherent chemical properties and drawing upon
12 it to establish what you would need to understand for a
13 chemical that's not yet tested. So, this is moving in
14 the direction of reducing animals. In fact, perhaps in
15 some situations, not needing any animal testing. That is
16 the future. That is the aim. Where we are today is what
17 this guidance document speaks to.

18 In terms of its longer history, we know some
19 examples already in terms of quantitative structure
20 activities. We use it for our carcinogenicity
21 predictions. We know that when we have an electrophilic
22 compound or a cleaner compound that can (inaudible) DNA,

1 we can anticipate its toxicity. That's not necessarily
2 true for all endpoints and not necessarily true for all
3 chemical domain structures. So, I'll talk to you a
4 little bit about that.

5 That really tries to capture what we use QSAR
6 today in terms of (inaudible) endpoint predictions for
7 regulatory applications. But it also has a segment that
8 speaks to how we look to using QSAR in the future in
9 terms of key events and precursor events in the adverse
10 outcome pathway.

11 So, what is the QSAR guidance document and,
12 more importantly, what it is not? The purpose of the
13 QSAR document is really to articulate and lay down in one
14 single document what we already know and what type of
15 experience we've already gained. We've been using QSAR
16 in our residue of concerned determination, looking at
17 metabolites and (inaudible) of concern for inclusion in
18 our risk assessment as well as in our tolerance
19 expression.

20 We've not been doing that according to
21 guidance, perhaps, but we were doing that using expert
22 judgment. We're doing that within different programs

1 within even the pesticide program. So, this document is
2 really to gather up all the intelligence, all the
3 experience that we have to date and put that in a
4 framework that we can share and ensure a systematic and
5 consistent process.

6 The targeted audience here is for pesticide
7 evaluators. It is not for the QSAR modelers, it's not
8 for experts who know how to integrate information, like
9 (inaudible). It's really for the day-to-day reviewers.
10 How do you evaluate a QSAR document alongside with your
11 other empirical data?

12 The functionality of this document, it is a
13 flexible framework. It is not an SOP. It will not take
14 you step by step through the process of evaluation. It
15 gives you a conceptual design in terms of how you should
16 think about QSAR as you progress forward in your
17 assessment.

18 I want to highlight again that this document is
19 not just a human health (inaudible) piece. It also
20 speaks to how we use QSAR in our environmental risk
21 assessments, and emphasizing that QSAR is only one of the
22 many components as you conduct our weight of evidence

1 analysis.

2 Here is a flowchart diagram that's embedded in
3 the guidance document. Here it really speaks to the
4 three central components of the document. The first
5 component is just an introduction background. It tells
6 you what QSAR is, what kinds of methods are available to
7 you. It talks a little bit about our history in terms of
8 how we've used it across our agency.

9 The center body of the document really speaks
10 to how a reviewer would consider a QSAR piece of
11 information in our risk assessment, starting from the
12 problem formulation asking a question of, what are you
13 looking to use this QSAR to answer, what is its purpose,
14 what are you trying to do in terms of decision making,
15 and moving into determining the adequacy of the QSAR
16 prediction, again looking at its relevance, its
17 reliability, and using some of the OECD QSAR validation
18 principles that have been already articulated, and then
19 integrating that piece of information alongside with what
20 you have in pesticide submission information and asking
21 the question, does it make sense, is it biologically
22 plausible.

1 There's also a section that speaks to an event
2 where you might have multiple QSAR predictions, and how
3 will you think about combining those sets of data.
4 Again, conclusions really going forward, how do we think
5 about QSAR in the AOP concept as well as thinking about
6 peer review and the need for expert judgment.

7 So, I want to spend a little bit of time in the
8 centerpiece of the document just to give you a look and
9 feel about what this guidance document really lays out
10 for you. Again, probably the most important piece in
11 this guidance document is the problem formulation piece.

12 Again, asking the question, what it is you're
13 trying to do. For example, if you're trying to replace a
14 reproductive (inaudible) if you've got a QSAR report that
15 gives you information on (inaudible) endpoint, you're
16 done. It's not adequate. You cannot make a decision.
17 You move forward.

18 But if you have information on QSARs that is
19 relevant to the decision making that you're looking to
20 make, then you can proceed forward and looking at the
21 adequacy of the QSAR prediction. Again, here you're
22 looking at the validity and relevance of that QSAR report

1 for the decision that you're looking to make.

2 Here I'm just highlighting some of the QSAR
3 validation principles that we think are globally
4 applicable. They're just generic expectations of looking
5 at a defined endpoint. Again, if you're looking for a
6 prediction of carcinogenicity, that's fine. But if
7 you're looking for a prediction of reproductive toxicity,
8 that's a lot more difficult. We've not found a model
9 that is capable of doing that just because it's such a
10 variety of different endpoints to predict.

11 We're looking for an unambiguous algorithm, so
12 something that's transparent and clear and that you could
13 reproduce and go back and retrace on how you came to that
14 conclusion, that predicted outcome. That is really key.
15 Probably the most key for our pesticide chemistry is
16 ensuring that our pesticide chemical domain is captured
17 in that QSAR model.

18 So, if that QSAR model has just pharmaceutical
19 chemistry in its training set, that's not necessarily
20 going to be applicable for our pesticide chemistry. So,
21 that's really important that a negative is truly a
22 negative. It's not a negative because that training set

1 isn't able to speak to your chemistry.

2 Testing for goodness of fit and robustness,
3 again this is getting at the accuracy and the how
4 (inaudible) you are in that QSAR prediction, and then
5 capturing it together with what you understand about its
6 biology. So, thinking about (inaudible) and chemical
7 structures that you already know a lot about, perhaps you
8 can blend in that information on how you evaluate your
9 QSAR prediction.

10 Documentation is listed here as C because we're
11 looking to assure that we're consistently applying QSAR
12 reports and predictions across the board in our
13 evaluations.

14 Integrating QSAR into hazard assessment. Here
15 we're emphasizing that QSAR is just one component in the
16 weight of evidence assessment, and that you really need
17 to evaluate your empirical data against that QSAR
18 prediction to see if it really makes sense. Does it hold
19 true when you understand that mode of action?

20 Future conclusions in terms of shifting forward
21 in the 21st century toxicology testing, we're building on
22 what we understand with the adverse outcome pathway

1 starting from the molecular initiating vents carrying all
2 the way out to human population level understanding and
3 information of what's going on at the human level.

4 Then, here stressing that whatever you use in
5 terms of a QSAR prediction, those QSAR predictions are
6 really critical to how we demonstrate consistently the
7 application of such. So, the need for scientific
8 judgment peer review is critical. We emphasize that in
9 our guidance document as well.

10 In the appendix associated with this guidance
11 document is some key information, some links. Again,
12 this document isn't intended to replace any existing
13 guidance that's available. It's looking to provide the
14 necessary information for a risk assessor who might not
15 be as familiar with QSAR. So, we provide some links and
16 guidance documents so that if you're interested, you can
17 dive deeper and go into these sites.

18 One of the riches of this guidance document is
19 also the inclusion of case studies, how does the
20 application of this guidance look for real life
21 situations. It provides some key examples on
22 applications to QSAR, for pesticides and other chemicals.

1 It provides an ecological example as well. But we're
2 here stressing the validation and use of models,
3 including things like read across and integrating QSAR
4 along with other information you have.

5 That concept is depicted here in this figure.
6 On your right is how we think about chemical risk
7 assessment and how we want to evolve towards a more
8 targeted testing approach, going to prioritizing for
9 testing, targeting in vivo testing, making hazard
10 characterizations and the ultimate risk assessment.

11 You'll see a similar depiction of how we're
12 approaching this for the endocrine program, but speaking
13 to QSAR, QSAR is able to at least be informative for how
14 we begin to prioritize our future testing, along with
15 what we know about the exposure information. It also can
16 give you added information for the hazard information
17 we've just spoken about. Thinking about utilizing
18 chemical grouping and read across is a really rich
19 combination for how we anticipate moving forward for tox
20 21 testing.

21 This document is really the fruition of so many
22 experts across our agency and across other agencies. So,

1 listed here are the internal reviewers, internal
2 workgroup members that have been crucial to making this
3 particular product come to life, if you will. So, we
4 have experts from OPP, toxics, our ORD. We also reached
5 out to FDA who has a lot of experience with QSAR, as well
6 as our experts in Health Canada.

7 We had a very large external peer review
8 process that included experts internationally. So, we
9 have the European Joint Research Center, USFDA, OECD, and
10 Environment Canada involved in our external peer review.
11 One of the recommendations from this external peer review
12 is to take the richness of this established document that
13 speaks to guidance for pesticide risk assessment and
14 really broaden it to include other chemicals and making
15 this an OECD project.

16 So, that's the proposal that was developed, to
17 take this document and use it as a baseline, if you will,
18 to create a guidance document that is applicable to all
19 chemicals. This proposal was presented to OECD this past
20 June and was accepted formally. The new project
21 leadership will be provided by our own Office of
22 Pesticide Pollution and Toxics, as well as Health Canada

1 and Environment Canada.

2 The next step for this NAFTA QSAR guidance
3 document has already received approval by the NAFTA
4 executive board. It will be loaded in November on this
5 particular website, and that will be today. We've also
6 been thinking about other legs of this stool in terms of
7 implementation.

8 So, while creation of a guidance document is
9 great and it captures all of our intelligence in how we
10 plan to move forward consistently and systematically, we
11 also want to make sure that there is support in doing so.
12 So, as I had emphasized, it's really important to have an
13 expert consultation group to provide that expert
14 guidance, people who have experience in looking at QSAR
15 for our toxics and Health Canada groups, for example, can
16 lend their advice for how to do we move forward. Each
17 situation will be case by case, depending on the volume
18 of information, the richness of the current data, as well
19 as read across.

20 So, we're looking to the formation of an expert
21 QSAR group that will probably be embedded in our current
22 (inaudible) committee, the residue of concern knowledge

1 based subcommittee. We'll be reaching out to our
2 (inaudible) counterparts, as well as members from the
3 workgroup.

4 We've also thought of plans to develop a QSAR
5 training module, both internally and externally. This is
6 again based on our examples and how we've gathered
7 examples through experience. We want to emphasize that
8 as we move forward, this guidance document is a guidance
9 document, the guidance document that will be enriched by
10 experience gained and case studies as we evolve. So,
11 we're going to continue to learn by doing and learn by
12 implementation.

13 This slide is probably the most important slide
14 of my deck. It's to acknowledge again the project lead,
15 Jill Patterson from Health Canada who is an incredible
16 scientist as well as a proficient writer. Calling out
17 Dr. Ray Kent (phonetic) from HED and Jonathan Chen
18 (phonetic) from AD, critical key lead authors for this
19 document. The (inaudible) displayed really provides that
20 richness of experience.

21 I want to call out the new OECD chair for the
22 OECD project, Dr. Yintak Woo (phonetic) from our OPPP, as

1 well as Dr. Seniel Culcarney (phonetic) from Health
2 Canada.

3 This is a picture of a board model. Neil Barr
4 (phonetic) was a Danish (inaudible). Here is his model,
5 which displays an electryme that is orbiting around the
6 nucleus, the atom. As it jumped from the outer orbit to
7 the inner orbit, it's releasing a photon of energy. So,
8 it's going from a higher energy state to a lower energy
9 state.

10 That is how I liken our targeted testing
11 approach, that we're moving towards a lower energy state.
12 I believe that this quote that I leave you with is
13 entirely relevant for this talk, and that is prediction
14 is difficult, especially if it's about the future. Thank
15 you.

16 MR. BRADBURY: Thanks, Mary. There's a couple
17 of quick questions of clarification on Mary's
18 presentation, or what Jennifer was summarizing. Then
19 we'll turn it over to Mary to give an update on the
20 endocrine program. We'll do just a few quick questions.

21 Caroline.

22 MS. COX: When I think about QSAR, the thing

1 that I always -- I'm not technically adept at QSAR, but
2 the thing that always concerns me is it seems like by
3 definition, it's going to miss any chemical that has a
4 mechanism that's different from what we've looked at
5 before. Looking to see if a chemical has a structure and
6 so forth, that's similar to chemicals that had
7 mechanisms, adverse outcome pathways, I guess, that we
8 know about. But if it's something new, we're just going
9 to miss it. I was just wondering if this guidance
10 document addresses that issue.

11 MS. MANIBUSAN: The guidance document really,
12 again, is not a step-by-step process. It does articulate
13 that uncertainty in QSAR with respect to endpoints that
14 might not have been tested for. I think that's what
15 you're getting at, where we've articulated this and how
16 we think about incorporating this into risk assessment.

17 We're very clear in the guidance document that
18 you need to ensure that that QSAR prediction is based on
19 a training set that is informed by empirical data. So,
20 for pesticide chemistries, for example, we have a large
21 set of empirical data from submission information.

22 We want to make sure that that prediction is

1 also relevant for how we think about weight of evidence.
2 So, we're building on what we know. We're not just using
3 that QSAR prediction in isolation. So, that's a critical
4 recommendation of this guidance document.

5 But I think as we move along as we see models
6 start incorporating some of our toxicity information, it
7 will enrich the QSAR prediction. But always I think you
8 do have to ensure that it's anchored by what you know and
9 what you have data to demonstrate before you move
10 forward. So, that is a very good point.

11 MR. BRADBURY: One last question or comment,
12 Gabriele.

13 MS. LUDWIG: This may actually be more for you.
14 I guess for all of us, I'm just trying to understand how
15 this transition is occurring. I mean, what I'm hearing
16 now is this is all still in the testing or voluntary
17 mode. But what's the process if EPA decides, okay, this
18 is the way you need to test to submit something to us.
19 What are the time frames and what's the process for that
20 transition?

21 MR. BRADBURY: I think from all these
22 presentations, part of the message is even before that

1 NRC report of 2007 was written, some of this was already
2 happening. In other words, as Mary is indicating, the
3 use of quantitative structure activity relationships in
4 the Office of Pesticide Programs has probably been going
5 on for at least a decade. But what's happening is
6 there's more focus now on the advancement of those tools
7 instead of sort of once in a while are we starting to be
8 on a path to use them more consistently.

9 For probably decades, registrants have done
10 good science and said, you know, I've got all this
11 information that I think captures your information needs.
12 So, I'm submitting a data wave or to say I don't think I
13 need to do this particular bio assay because of this body
14 of information that already exists for the chemical.

15 Some of what we're describing is trying to
16 formalize that and help set targets so that as the
17 research advances, we can start to use more of that
18 information. So, some of what you're hearing is just
19 getting things organized and clearer and more focused so
20 people can see what's always been going on, but now it's
21 becoming more obvious, more transparent.

22 Jennifer was describing some of the movement

1 toward the replacement of the in vivo test for the six
2 pack with in vitro. An example of if you look back a
3 couple of years when we started as a pilot, we weren't so
4 sure how to do this, so let's try it out. We've done it
5 a few years. It's starting to work. Now we're reporting
6 out to you we're ready to move from pilot stage to we'll
7 take that data and we've got a way to deal with it on a
8 routine basis.

9 I think what you're seeing, Gabriele, is
10 evolutionary steps. So, if we stand back from this
11 meeting and look back two or three years, you'll see this
12 progression. When it gets back to Mark's point, I think
13 we need to do a better job of capturing what we've been
14 doing and where we're heading.

15 Matt.

16 DR. KEIFER: I'm very excited to see this and I
17 think you did a great job both of presenting this and it
18 looks like this is going to be a great document. The one
19 question I would ask is, is nano particulate delivery
20 systems affecting understood involving or somehow
21 modifying or understanding of the QSAR system?

22 Given what we've seen in some environmental

1 exposures with nano particulate toxicity, which differs
2 substantially from the toxicity when delivered in other
3 methodology and other techniques, is that part of the
4 QSAR? Is it considered? How are we integrating that
5 into the process?

6 MR. BRADBURY: We had a science advisory panel
7 meeting about two years ago which wasn't QSAR, per se,
8 but it was about how do you take a look at hazard
9 information, exposure information, how do you integrate
10 that in a risk assessment for nanomaterial as opposed to
11 non-nanomaterial. It was a nanosilver case study, if you
12 will, in getting feedback from the SAP on when is sort of
13 bulk silver the same thing as nanosilver or when is
14 nanosilver really different and you need perhaps a
15 different kind of information or testing.

16 So, I think we're more at that level in one
17 sense and starting to work through empirical information,
18 when is silver silver and when is whatever, copper or
19 whatever example you want to use, I want to pick on
20 silver, but when are they the same bulk and nano and when
21 is it different. If it's different, what's the kind of
22 information you need to get going on that?

1 The Office of Research Development is doing a
2 lot of work on this along with other partners in the
3 federal government. It has a QSAR component to it at
4 some point. I think, as Mary was implying, you've got to
5 build this empirical dataset and understand the adverse
6 outcome pathways and the mechanisms before you can loop
7 back into the nano.

8 That SAP was clear. Sometimes nano/non-nano it
9 doesn't matter; sometimes it can matter a lot. We're
10 kind of approaching it on a case-by-case basis in the
11 program right now.

12 UNIDENTIFIED FEMALE: Just really, really
13 quickly. I just wanted to thank you guys for putting out
14 these documents because I was probably one of those
15 sequels, as you said. I don't know what you guys accept.
16 No one knows what the plans are. So, for the genetic
17 toxicology, that's great for the waiver (inaudible)
18 document. There's been a lot of stuff coming out
19 (inaudible) that's really helpful. So, I just wanted to
20 thank you for that.

21 MR. BRADBURY: Okay. I think Mary has had a
22 chance to rest her voice. Mary Manibusan, who is the

1 director of the Endocrine Disruptor Screening Program, is
2 going to provide an update on the status of the program.

3 MS. MANIBUSAN: Okay. So, hello again. I'm
4 going to put my hat on as the endocrine director. Again,
5 just to emphasize that I'm coming to you from the Office
6 of Science Coordination and Policy. As its name
7 indicates, I do coordinate very closely with the Office
8 of Pesticide Programs, the OPPT, as well as Office of
9 Water, which we'll talk a little bit about.

10 So, I want to talk to you today. It's been
11 about nine months since our last update on the endocrine
12 program. Things have changed. So, this morning what I'd
13 like to do is reset the table for you in terms of laying
14 out just our overview of the endocrine program as a
15 baseline, just walking you through really slowly with
16 that.

17 Then, I would like to center my talk on
18 (inaudible) activities using the recently published
19 comprehensive management plan as the umbrella to capture
20 some of the key activities that are listed here, such as
21 tier one screening data reviews and weight of evidence,
22 as well as capturing our work on finishing up the tier

1 two methods development.

2 Then I'll pick up the pace and talk to you
3 about future activities with regards to use of
4 computational tox tools in the advancement of the program
5 and starting with the chemical prioritization process
6 that will be up for SAP review the end of January.

7 So, I typically start with reminding everyone
8 that our mission as the endocrine disruptor screening
9 program is to protect public health and wildlife by
10 screening and testing chemicals and then taking
11 appropriate action for those chemicals that are found to
12 have endocrine effects.

13 We do so under two primary statutes, the 1996
14 FFDPA section 408P. You can read the text, but I want to
15 underscore that we were directed to develop this
16 screening program and use validated test systems and to
17 focus at that time primarily on the esergenic pathway.
18 We've expanded from there.

19 We also have statute provided by the Safe
20 Drinking Water Act. Here, different from FFDPA, it
21 speaks to those chemical substances that may be found in
22 sources of drinking water if there is substantial human

1 populations of exposure. So, there's an exposure
2 component here in the (inaudible) language but not in the
3 FFDPA.

4 The endocrine program is a two-tiered screening
5 and testing program. Here on this slide are the 11
6 assays that we include in the tier one screening. These
7 are to capture whether a chemical has the potential to
8 interact with the endocrine system, again not causal, but
9 it's a screen. It's a screen in the sense that they are
10 meant to be redundant and they're meant to be
11 complementary. They speak to not only the esergenic
12 pathway but the androgen pathway as well as the thyroid.

13 We're currently working on some proposed tier
14 two methods, the first two from the mammalian two
15 generation as well as the extended one generation
16 reproduction studies. These are already validated and
17 are in place.

18 We're looking to utilize that same thinking in
19 terms of moving from a two generation to a one generation
20 study for the new ecological tier two method, no listed
21 tier, the avian two generation reproduction study, the
22 larval amphibian growth and development study, the fish

1 and invertebrate multi-generation reproduction study. These
2 are currently in progress.

3 This is a quick snapshot of our current
4 timeline, starting from 1998 and 1999 when we had our
5 EDSTAC report finalized in 1988. That really provided us
6 key recommendations that really formed the basis for our
7 program in terms of being a two-tiered testing program,
8 expanding from human health and also include wildlife and
9 ecological, as well as looking beyond estrogen inclusive
10 of androgen and thyroid.

11 We formed the EDSP program in 1999. In 2008-
12 2010, we had a number of critical milestones such as the
13 validation of the full battery in 2008 with our SAP. We
14 also issued our initial test orders for list one in 2009
15 comprised of 67 chemicals, including 58 active
16 ingredients and 9 high production volume ingredients,
17 which we're in the process of reviewing data for. We
18 also issued an FR notice publishing the proposed list two
19 along with the ICR statements of purpose and our policies
20 and procedures that are captured for list two that we're
21 currently undergoing evaluation.

22 In 2011, we issued two critical documents, the

1 EDSP 21 work plan summary, talking about our vision and
2 incremental progression with use of (inaudible), as well
3 as our weight of evidence document that really pulls
4 together how we are thinking about lending in not only
5 the tier one battery but also consideration of the
6 richness provided to the park 168 tox submission
7 information and other scientifically relevant
8 information.

9 In 2012, we issued our first comprehensive
10 management plan. I'd like to spend just a few minutes
11 focusing on that as our umbrella document. Just going
12 back really quickly, I provide a picture of the cover of
13 the management plan because in the future, as you look at
14 documents for the endocrine program, it should look just
15 like this. So, if you see a document with a cover page
16 like this, this is the endocrine program.

17 So, this comprehensive management plan was
18 issued on June 28th, 2012, in response to our OIG
19 recommendation to have a document that really speaks to
20 how the agency plans to and endeavors to hit our
21 milestones and achieve the mission that we set out for,
22 covering over a five year time horizon.

1 The strategic plan, however, is critical for us
2 internally. So, it has primary importance there for our
3 staff and managers to think about how we operationally
4 focus ourselves and coordinate among the various offices.
5 It's clear that it's not intended to provide any policy
6 or procedures or impose new requirements. It's again an
7 internal document that we share publicly. We want to
8 ensure that we're transparent and that we're involving
9 the public as we move forward.

10 It's important to know that this is a living
11 document. We indicate in there that we will be revising
12 it on an annual basis because we know that things will
13 change, new science will come to bear, and we'd like to
14 make sure that we are updated.

15 So, here is a layout of the management plan in
16 terms of the various components. I'm going to want to
17 focus today with you on the four areas here. The first
18 is a management organizational chart. This is speaking
19 to how do we coordinate this program, which is a
20 coordinated program, across OPP, OPPT, and Office of
21 Water, and engaging our Office of Research and
22 Development.

1 Then I want to talk about the critical
2 activities that we have before us, that is the technical
3 data reviews, both using high throughput as well as
4 looking at tier one in terms of uniformity, consistency,
5 and accuracy, talking a little bit about the validation
6 process for our tier two test methods for the
7 multigenerational (inaudible) studies.

8 Then, lastly, spending a little bit of time
9 talking about the EDSP 21 work plan and kind of our
10 evolution in utilizing these computational tox roles, as
11 well as exploring different ITS sects to ensure that we
12 can move forward in e-submission and e-data review.

13 So, here's a picture that was pulled from our
14 comprehensive management plan. It really demonstrates
15 how do we coordinate and make decisions as a management
16 structure so that we can capitalize on the different
17 expertise in the different offices, as well as engaging
18 all of our partnering offices in making critical
19 decisions.

20 We have a public outreach team that will ensure
21 that we are sending forward a consistent message. We're
22 also providing information in a timely basis. We have a

1 science committee ensuring that our scientific
2 methodologies have been reviewed, have been coordinated.

3 One of the workgroups that is a permanent
4 workgroup that reports to the science committee is the
5 EDST 21 workgroup that Dr. Vicki Dellarco and I are
6 currently cochairing with involvement from our Office of
7 Research and Development both from NHURL as well as our
8 national computational tox center.

9 The policies and procedures committee that
10 makes up our partner, Richard Keigwin from OPP, Maria
11 Doer (phonetic) from Toxics, as well as risk managers
12 from OW. We have guidance provided from our OGC and our
13 RCS group. Both of those particular committees really
14 are part to our steering committee. That includes a
15 deputy office director. Marty Monell is a key member in
16 that committee. That committee really reports to the
17 management council. That's all our office directors,
18 including Dr. Bradbury here. All the decisions are
19 really well flushed out, but they're engaging all the
20 critical offices that we need to partner with to ensure
21 that there's a seamless process as we move forward with
22 the endocrine program.

1 Here's a table again extracted from the
2 management plan that highlights some key activities.
3 Here I focus on 2013. You see here we're starting with
4 the chemical prioritization and use of computational
5 toxicology in 2013. We have the completion of the data
6 reviews of the initial list of chemicals in 2013, as well
7 as taking all of this information before our science
8 advisory panel. So, everything in terms of the tier one
9 assay by assay, battery performance, and weight of
10 evidence determination will be presented in a very public
11 and open forum to undergo strict scientific scrutiny and
12 rigor.

13 In 2013, as well, we're hoping to complete the
14 tier two internal laboratory method validation and
15 bringing that before the SAP, and then looking to
16 finalize list two chemicals as well as putting forward
17 test orders. But this is highly dependent on a number of
18 activities such as finalization of the list two, as well
19 as ensuring that we have finalized policies and
20 procedures. Very busy year.

21 This next document is the EDSP 21 work plan.
22 This was issued in September 2011. The objective of our

1 EDSP 21 work plan is really to segue from the traditional
2 methods into computational toxicology to ensure that
3 we're as efficient and expedient as possible in meeting
4 our missing and goals. We're wanting to do that in a
5 very incremental and measured fashion.

6 So, here are the objectives we see to ensure
7 through the work plan. That is, speaking to the 2007 NAS
8 report, we're looking to maximize all existent data, not
9 just the swift tox 21 tools, but any information that we
10 have, chem properties, information on structurally
11 similar compounds. We want to maximize and optimize that
12 use to really formulate a more targeted testing approach
13 for in divo toxicity screening.

14 We're using a variety of tools in a very tiered
15 fashion, and we provide a framework for how we plan to do
16 that, again stressing the systematic approach in
17 incremental fashion of incorporating these new tools and
18 methods all under the umbrella, if you will, with a key
19 understanding of the AOP and toxicity pathways.

20 Here's a figure pulled from the ESP 21 work
21 plan. It's meant to only (inaudible) provide that
22 increasing level of confidence as we move forward. The

1 key here is fit for purpose. What are we trying to do
2 with the computational tox tools and how we plan to use
3 it will drive the need for increased scrutiny and
4 validation and peer review.

5 So, starting from the first step, that is where
6 we are today. How can we use computational tox tools to
7 help us better prioritize what chemicals go into our
8 screening program first and what is lower tiered because
9 of information that we have?

10 The second phase is taking that next step in
11 terms of utilizing high throughput information and
12 computational tox tools to better inform our decisions
13 about which particular tests we need to select. So, it's
14 more of a targeted testing approach. We're only asking
15 for particular studies that we need to inform our
16 judgment. Lastly, it's the data replacement phase, which
17 is a longer term endeavor, and that is to use
18 computational tox tools to replace our entire tier one
19 screening battery.

20 Today we are at the chemical prioritization
21 phase. For the chemical prioritization that we plan to
22 take before our science advisory panel come January is a

1 consideration of multiple data screens. So, we're
2 looking at the utilization of not only high throughput
3 assays for estrogen and androgen and thyroid, if they're
4 available, but also considering inherent chemical
5 properties. Things like acidity and basic and TKA values
6 will all be considered in how we rank and order
7 particular chemicals for screening.

8 We're also looking again to utilizing some of
9 the model predictions, such as QSAR, and some of the
10 expert systems that the ER experts just always brought
11 before the SAP in 2009. We intend to capitalize on that
12 information, as well as looking at read across and
13 chemical categories and how do we think about structure
14 analog, all again linked together under the framework of
15 what we understand about the AOP concept and toxicity
16 pathways and mode of action.

17 One of the key documents that we just issued on
18 November 27th, this week, in fact, is the EDSP Universe
19 of Chemicals and General Validation Principles document.
20 In that document, we really key in on utilization of
21 these OECD QSAR validation principles for review and
22 evaluation of computational tox tools for the purposes of

1 chemical prioritization. So, nobody can argue that you
2 need to have a defined endpoint. For the endocrine
3 program, that's the estrogen, androgen and thyroid
4 pathway.

5 We also want to ensure that there's an
6 unambiguous algorithm. Again, this is speaking more to
7 transparency and making sure that we can cross
8 (inaudible) the prediction or the outcome as to how we
9 came to that information. Defining the domain of
10 applicability, our domain of applicability is defined by
11 our statutes.

12 So, FFDCA and the (inaudible) chemicals
13 universe provides us about 10,000 chemicals. That is the
14 domain of applicability that we'll be exploring, as well
15 as looking at the appropriate measures of goodness of
16 fit. Perhaps the use of balanced accuracy or controlling
17 for false negatives and false positives is appropriate
18 for our EDSP chemical prioritization. Again, ensure that
19 we have a good understanding of the toxicity pathway and
20 how each information fits along with our understanding of
21 that, so key considerations in implementing EDSP 21
22 beyond chemical prioritization inclusive of data

1 replacement.

2 We want to ensure that we have a clarity of
3 programmatic goals. What are we trying to do? What are
4 the questions we're seeking to answer? Define the
5 application and regulatory decision context. Again,
6 depending on how we're planning to use these
7 computational tox tools will define our level of
8 confidence and our level of uncertainty that we're
9 willing to accept, if you will, and also building on the
10 transparent strategy, making sure that we're doing this
11 out in the open, we're taking everything before our
12 science advisory panel and engaging the public, but
13 overall determining scientific validity in these tools
14 and how we seek to approach utilization of those.

15 In terms of ensuring that we have scientific
16 rigor and public participation, here's a timeline that is
17 illustrated for 2013. So, the first item I list here is
18 the January SAP on use of computational tox for chemical
19 prioritization. We're working very hard on building that
20 document for review.

21 The subsequent SAPs will be focused on the tier
22 one assay by assay battery performance as well as weight

1 of evidence analysis. Then, finally, we're hoping to
2 take before our SAP the validation of our tier two
3 methods. That will close out our year of 2013.

4 So, I leave you again with another quote. I
5 love quotes, as you can tell. And here's a quote from
6 the father of evolutionary biology. I think the
7 statement is really relevant here. It's not the
8 strongest of species that survive nor the most
9 intelligent but the one that's most responsive to change.
10 I think we are in a generation where we are expecting
11 change. Thank you.

12 MR. BRADBURY: Thanks, Mary. We've got time
13 for a few questions of clarification.

14 Cindy and then Jennifer or Robin. I can't
15 tell. Robin, okay.

16 MS. BAKER-SMITH: Mine isn't so much a question
17 or a clarification. I just want to make a request, I
18 guess, which is a lot of this is not something I'm deep
19 in knowledge in. But I know from a high level view that
20 the registrant community has spent a significant amount
21 of money generating data on these first round of tier one
22 battery tests, something in excess of \$50 million, I

1 think, has been spent generating this data. So, I
2 appreciate the updates.

3 I think the idea of having a dialogue about
4 what are we going to do with this information, what does
5 it mean, what can we actually go forward with needs to
6 continue as we go through this process, because I think
7 it's not clear to even us as registrants. It's certainly
8 probably not clear to all the stakeholders who could be
9 impacted by decisions that come out, and it's precedent
10 setting.

11 I think that the European Union is looking at
12 what we're doing. I think Brazil is looking at what
13 we're doing. I think that the actions that the agency
14 takes have for real consequences for a number of
15 stakeholders, regardless of what you think about it. So,
16 I would just encourage the agency to allow enough time
17 for people to comment during these SAPs. I mean, four
18 SAPs in a year, to look through that much data is a lot
19 of lift for you guys as well as for those of us who have
20 submitted data.

21 So, I would just request that there's
22 sufficient materials generated before these SAPs so that

1 people know what's going to be discussed and have an
2 opportunity to provide comments. That the way that the
3 information is communicated is taken into the context of
4 the international impacts that it will have and those
5 kinds of things. I think it's really important.

6 MR. BRADBURY: Thanks, Cindy.

7 Robin and then Mark.

8 ROBIN: I don't see anywhere on the list of
9 partners the Office of Children's Health. I strongly
10 encourage them to be at least part of the public outreach
11 plan because although they're not directly involved in
12 the process of the scientific testing, they could be very
13 useful in the outcome because they are the direct
14 recipients of the results.

15 MR. BRADBURY: Thank you.

16 Mark and then Joe.

17 MARK: I thought that this was really
18 informative and useful and contextually concise. So,
19 good job.

20 The one thing that I was wondering about -- and
21 you went through it so quickly that maybe it's just me
22 not being able to catch up. But when you were talking

1 about how you were going to handle goodness of fit and
2 false positives/false negatives, how do you integrate
3 those two processes such that you avoid the one side of
4 that fault in another?

5 MS. MANIBUSAN: I think a lot of the issues
6 with combining sets of information as well as exploring
7 the use of computational toxicology is looking at that
8 ability to predict knowns. So, a lot of the information
9 that we'll be presenting to SAP will be inclusive of
10 looking at the schools tested for reference chemicals, a
11 broad array of chemicals for different strengths in terms
12 of its responses and its ability to detect those, as well
13 as explain the universe that our endocrine program has
14 purview over.

15 The key question we'll be asking the SAP is
16 whether these tools have the level of accuracy that's
17 necessary for prioritization purposes. As we move
18 forward, that will become even more of a focus for the
19 agency.

20 MARK: I can really see that as you build the
21 database. You get more confident. At the beginning it's
22 going to be slippery, though.

1 MR. BRADBURY: Joe and then Susan.

2 JOE: First of all, great presentation. You've
3 done this before. I deal with the public and public
4 perceptions of public health pesticides on a daily basis.
5 I'm just wondering what plans do you have to make the
6 portal that you've got there at the EDSP web site to
7 inform the public about what constitutes a (inaudible)
8 endocrine disruptor, because that's a game changer when
9 it gets out into the media?

10 When something is labeled a suspected endocrine
11 disruptor, that congers up all kinds of stuff for the
12 general public. I'm wondering, do you have any
13 initiative there to really explain if something is
14 undergoing a tier one battery (inaudible), what that
15 actually could mean to the public?

16 MS. MANIBUSAN: So, as the agency has evolved
17 the endocrine program, we've been very careful to be
18 clear that as chemicals are screened, they are not listed
19 as endocrine disruptors. They are screened for potential
20 to interact with the endocrine system.

21 Subsequently, for tier two, the chemicals are
22 not automatically advanced to tier two. It's based on a

1 weight of evidence decision. But if they are advanced to
2 tier two and are tested, they blend right back in to the
3 risk assessment. So, it's really capturing what
4 sensitivity in terms of (inaudible) parture and how we
5 regulate that chemical and less about calling a chemical
6 an endocrine disruptor or not.

7 But to the extent that we have clarified our
8 universal chemicals on the 27th, we also posted on our
9 web site the universal chemicals. To the extent that we
10 have prioritization statuses for each of those chemicals,
11 that would be provided to the public on an annual updated
12 basis.

13 MR. BRADBURY: We're going to try to get
14 through everybody that's up. First, I want to check Matt
15 and Kristie. Are your name tags up from before? All
16 right. So, people that are up, we'll get to all of you
17 and then we've got to get along with the agenda.

18 So, Susan and then Cheryl.

19 SUSAN: A couple of things. EPA is doing a
20 really good job of making it clear that just because a
21 chemical is on a list for screening does not mean it's an
22 endocrine disruptor. But, in fact, when you look around

1 at third party certification programs and other messages
2 that come out, if somebody sees the name of a chemical
3 that's on a list for any reason linked to the word
4 endocrine disruptor, it's an endocrine disruptor.

5 So, as careful as EPA is being about it, don't
6 think that it's not -- people look for these lists and
7 say, okay, we can't use this chemical at all because if
8 it even shows up on a list, it's going to be screened.
9 But that wasn't the main thing I wanted to say.

10 The main thing I would say is that I'm a little
11 disappointed that you're putting a lot of work into this
12 SAP in 2013 that's going to review the assays whether or
13 not the performance of the assays gives you the answers
14 that you need to move forward. But when you talk about
15 sending out test orders on list two, the only thing
16 that's holding you back is finalizing the list and
17 policies and procedures.

18 The SAP process is going to take time and a lot
19 of work. How are you going to use what comes out of that
20 to inform what happens for the second round of tier one
21 testing, because they seem to be (inaudible) completely.
22 Are you just going to move forward with the same assay?

1 MS. MANIBUSAN: So, let me answer that really
2 quick. The agency recognizing the timing of the SAPs to
3 when we anticipate issuing the list two test orders, but
4 we are not insensitive to the fact that we are taking the
5 tier one assay by assay and battery and weight of
6 evidence review to the SAP. The agency plans to take all
7 of that intelligence to bear as we move forward in
8 issuing additional test orders.

9 But going back to the rationale for why the
10 agency is taking the tier one assay by assay and battery
11 to the SAP, this was a specific recommendation by the
12 joint panels, SAV and SAP, in 1999. While these are
13 again validated test methods, we do not move from that
14 point. We do recognize that when they were validated,
15 they were validated for a small group of chemicals and a
16 small list of laboratories. Now we're expanding that to
17 a larger chemical domain and a wider and broader range of
18 laboratories.

19 So, that was a suggestion and recommendation
20 that we're consistently following. But we want to
21 emphasize today that the agency will seek to use all of
22 the intelligence from the SAP before proceeding in

1 issuing additional test orders.

2 MR. BRADBURY: Cheryl and then Caroline.

3 DR. CLEVELAND: So, I'm still a little confused
4 about the connection between EDSP 21 from a priority
5 setting in list two and the same question that really
6 Susan was asking, how do these two things fit together?
7 I've actually tried to draw out my diagram of (inaudible)
8 to test orders that goes to tier one tests and then it
9 goes to these (inaudible) and then you come out with tier
10 two tests on one level. You've got this list two that's
11 sitting in the wings ready to go. You talk about the
12 EDSP 21. I'm having still some confusion on how you put
13 them back together.

14 I would also like to reiterate what Cindy said
15 in terms of planning for these SAPs. I understand
16 everybody is overworked. I understand you shake your
17 heads and you say it's really important. But can you put
18 some parameters around the time frames for these SAPs
19 that might be just a little bit different. Every issue
20 is important. Every SAP is important. We wouldn't have
21 it if it wasn't. But this is maybe super important
22 because of the international attention that it's going to

1 receive and the amount of information. You've got four
2 in one year.

3 Can you please extend public comment period?
4 Can you give panel members a little bit longer to digest
5 the material before you get into these important
6 conversations? Do you have some time frames for when
7 you're going to post the questions and how you're going
8 to form up the panels so that we're not into these last
9 minute got to get it done kind of thing?

10 MS. MANIBUSAN: So, just for clarification,
11 because you had a lot of points, really good points, in
12 your talk. Just recognizing that there is a distinction
13 between the operation that we have currently on our
14 agenda, that is the list one and list two, and that
15 having a time for us that is different from the
16 advancement of these new computational tox tools.

17 The use of new computational tox tools has
18 never been demonstrated before in a regulatory framework
19 in a decision-making process. That's what we're talking
20 to SAP in January. That is not to say that we're going
21 to use everything that we take to the SAP. We're looking
22 for recommendations on how do we proceed forward. So,

1 there is a longer time span, if you will, for
2 implementation for ESDP 21 for both prioritization as
3 well as targeted testing and then full data replacement.

4 In the work plan, we've included a time range
5 going out past five years. As we look back to list one,
6 and you're focusing on list two, list two has been
7 proposed since 2010. The agency again is still working
8 through all of the public comments and looking to
9 finalize the list, as well as the policies and
10 procedures. What I've said to you today is that the
11 agency plans to take all of the intelligence to bear
12 before we proceed forward and requiring additional test
13 orders issuance and additional tier one testing.

14 MR. BRADBURY: Thanks, Mary. I think in your
15 presentation you've got the citation for the management
16 plan. I think that's sort of helpful to get sort of the
17 sequence of these things together. There's a lot of hard
18 work to get that planned.

19 Caroline and then Susan, and then we'll move on
20 to the next topic.

21 MS. COX: So, I think a lot of people in the
22 public interest community share my sense that 1996 was a

1 long time ago and that we had really hoped when FQPA was
2 passed that this process would be a lot quicker.
3 Endocrine disruption is an important health endpoint and
4 one that really hadn't been included in the previous
5 evaluations of pesticides. So, it seems like there was a
6 sense in 1996 that there was some urgency to this.

7 That said, I'm really glad to see that you're
8 making progress. I was kind of reminded of what we heard
9 yesterday about the EPA budget and all that. I just
10 wanted to ask if you feel like at this point you have the
11 resources. The agency allocated the resources to this
12 program to really make progress more in the time frame
13 that we expected when the law was passed.

14 MS. MANIBUSAN: So, I purposely put a time line
15 in my presentation today to really give you a sense of
16 that span of time from 1996 to where we are today. I
17 think it's important to recognize that any pest method
18 development process and validation takes a long time.
19 Ten years is a long time. We have 11 assays. We're
20 moving forward with tier two.

21 So, I think the pace has picked up, but you
22 should also recognize that the bulk of the work has been

1 ongoing. Where we are today in 2013 is because of the
2 benefit of all the work that's been happening.

3 In terms of the evolution, what I also wanted
4 to highlight is that we're moving from a time frame of
5 test method development and test order issuance to now
6 into the data review phase. So, all of the SAP work
7 that's demonstrated in the future time line, that's all
8 being coordinated across OPP, toxic, water, and our
9 Office of Research and Development, very much a shared
10 program, if you will, in many respects. So, a lot of
11 those activities are already allocated in terms of time,
12 sweat equity, and people's manpower and expertise.

13 MR. BRADBURY: Thanks.

14 Susan.

15 SUSAN: This will be a quick one. So, there
16 are differences in the endocrine disrupting ability of
17 different compounds and the doses at which the affects
18 occur. I think people are most afraid of the low dose
19 endocrine disruptors where you get 10 to the minus 9th
20 molar concentration and you've got a problem on your
21 hands. Then it turns around and it maybe doesn't cause a
22 problem at higher doses.

1 So, I guess I'm wondering -- and this may be in
2 the documentation somewhere -- are you going to calibrate
3 these things equivalent to the cancer QSAR potency
4 evaluation, because it's a real difference? Is it
5 endocrine disrupting at really high doses, in which case
6 the regular tox test may pick it up, or is it a low dose
7 endocrine disruptor? So, are you distinguishing?

8 MS. MANIBUSAN: Good question. So, I go back
9 to thinking about the impact to the endocrine system.
10 The endocrine system is a very flexible system in terms
11 of its internal compensation mechanism. We get stressed,
12 we eat, our endocrine systems are activated. It happens.

13 But what you're keying into is whether or not
14 we're not capturing low dose affects in our screening and
15 testing program. So, I want to speak a little bit just
16 to the functional aspect of that.

17 So, tier one, just a reminder, is a screening
18 battery. We're screening for what goes and is advanced
19 to tier two. So, they're already heightened for a false
20 positive, if you will. They're meant and intended to
21 identify molecular initiating (inaudible) such as
22 receptor binding, a very first step that must occur. The

1 binding alone doesn't initiate and guarantee that you're
2 going to have an adverse outcome. We need to make sure
3 there's gene activation and we need to see (inaudible)
4 endpoints in in vivo systems. So, that's what tier one
5 cannot do, speak to quantitative dose response. Never
6 said it could, wasn't designed to do so.

7 However, as we shift into tier two, these are
8 quantitative dose response studies. They're intended to
9 give us that point of departure so that we can ensure
10 safety to human health and environmental organisms in our
11 risk assessment. To that extent, no different than
12 chronic bioassays.

13 We do a dose range finding study. We make sure
14 that we're going down as low as we can and as high as we
15 can to pick up different effects so that we're not
16 missing that spectrum in which we're expecting to see
17 effects. So, that's tier two. That's undergoing
18 interlaboratory validation that I'll be taking to our SAP
19 for that particular purpose.

20 I want to also state as an overarching issue,
21 the low dose issue, is it's critical to the agency. It's
22 very important not only for the endocrine program but

1 across the board chemical risk assessment. To that
2 extent, our Office of Research and Development has
3 focused a group of our experts, four experts in endocrine
4 disrupting capability and effects, to focus on looking at
5 the literature in a comprehensive manner, looking at
6 different pathways, E, A, and T, and we're bringing all
7 that to an external peer review body probably in the
8 spring. I don't have any specific time frame.

9 But we're looking to make that review a
10 transparent process where we're laying out all the
11 information. We're being very careful about selecting
12 the studies that could inform one of low dose effects
13 that wouldn't be captured by the typical dose response
14 curve.

15 MR. BRADBURY: Thanks, Mary, good job. So,
16 we're going to switch to a different e-topic. We'll
17 switch to Endangered Species Act. Don Brady was
18 originally going to do this, but Don got really sick over
19 the last 24, 48 hours, and his associate division
20 director had a doctor's appointment. I said it's more
21 important that you go to your doctor's appointment. We
22 can cover.

1 So, Rick Keigwin is going to cover both the
2 endangered species update and the registration review
3 update. They kind of get intertwined, so I think Rick
4 will try to take a look at the clock and lead in both
5 concepts as we go forward. We'll kind of play with when
6 to pause and take questions and move on.

7 Rick.

8 MR. KEIGWIN: That was Steve's way of saying
9 don't ask the hard questions on ESA because only Don can
10 answer them. That's what I heard, anyway.

11 So, on the ESA front, and like Steve said,
12 there is an interrelationship between this presentation
13 and the next one. So, if I skip through a few slides
14 here, it's because they will be more deeply covered in
15 the registration review update section.

16 We're going to cover three topics, not
17 necessarily in this order. One is the public involvement
18 proposal that EPA, USDA, and the services issued in
19 August and where we are with that. An update on the NAS
20 review that the services, USDA, and EPA commissioned back
21 about a year ago. Then, an update on where we are on a
22 youth pilot project that we discussed with you all at the

1 last PPDC meeting.

2 So, let me start actually with the status of
3 the NAS review. As you'll recall, the four agencies
4 initiated that review with the Academy in the spring of
5 2011. So, focus on a number of the science and technical
6 issues that had developed in the course of consultations
7 in the salmon cases and some of the consultations that we
8 had begun as part of registration review.

9 The NAS is currently on track to issue their
10 report sometime in the early part of 2013. They have
11 held three public meetings today, two in DC and one about
12 a year ago in Seattle. Those were quite well attended.

13 This slide just presents six charge areas that
14 we thought in our speaking advice from the Academy on to
15 help inform how we go about doing our ecological risk
16 assessments in the context of ESA review. So, advice on
17 what constitutes the best available scientific data and
18 information to be used in our consultation, what types of
19 information should we be considering relative to
20 sublethal, indirect, and cumulative effects of pesticides
21 and other stressors in the environment, the effects of
22 mixtures, which types of models are appropriate for use

1 when monitoring data aren't available, incorporating
2 uncertainties in the evaluations, and then how to utilize
3 various geospatial information and data sets as part of
4 the evaluation. That's about all we have at this point.
5 Like I said, the big take home is that we are still
6 expecting the NAS to issue their report sometime in the
7 early part of 2013, probably early spring.

8 On the topic relative to the proposal that we
9 issued this past August -- and we had previewed many
10 aspects of this proposal with the PPDC over the past
11 couple of years relative to how we could make some
12 process changes in the registration review program to not
13 only make the registration review program more efficient
14 and more effective, but how those steps and those process
15 changes might improve our ESA consultations.

16 As I mentioned, we issued a proposal back in
17 August of 2012 focused largely on process efficiencies
18 and looking for opportunities to get better information
19 available to EPA as we're starting our registration
20 review process, as we're framing the problem formulation
21 and scoping out what the initial parts of our ESA
22 assessment will be for chemicals under registration

1 review.

2 In response to that proposal, we received about
3 35 comments, generally in support of process efficiencies
4 of the program, generally in support of greater
5 stakeholder involvement in registration review, and
6 greater transparency throughout not only the registration
7 review process but the consultation process leading to
8 the development of a biological opinion.

9 EPA, the services, and USDA will be getting
10 together soon to discuss those comments. They are being
11 organized now. Thirty-five comments seems quite small,
12 but in fact a number of the comments are quite lengthy
13 and not only address issues that were raised as part of
14 the proposal, but address other issues that we've been
15 asked to consider.

16 Again, and this part will be covered in the
17 next presentation as well, but two of the big proposals
18 that EPA made were to add something called a focus
19 meeting -- Gabriele asked a question about focus meetings
20 yesterday. We will get to that in a few minutes -- to
21 the process.

22 Then, secondly, to potentially change the point

1 in the process when EPA would initiate consultation and
2 perhaps use more of an informal consultation step at the
3 point at which we seek public comment on our preliminary
4 risk assessments and moving, if necessary, to have a
5 formal consultation to the point at which we're closer to
6 making our final decision, closest to what would
7 constitute the federal action, and, as I indicated,
8 initiate formal consultation with the services, if it's
9 necessary, based upon that refined risk assessment.

10 The last topic I wanted to update you all on
11 here is the pilot project that EPA, National Marine and
12 Fishery Service, and USDA initiated about a year ago.
13 The purpose of this pilot was to see how we could best
14 incorporate pesticide usage data into endangered species
15 risk assessment. We selected two chemicals for that
16 pilot, arizalin and difubenzaron (phonetic).

17 We focused not only on information that was
18 available through the California DPR pesticide usage data
19 program, but also through the NAS chemical usage survey.
20 We thank OPNP for their help in summarizing all the
21 statistics and pulling that information together. We
22 also provided to National Marine and Fishery Service

1 updated label use information. Both of these biological
2 opinions are now in development by the National Marine
3 and Fishery Service. There have been meetings on both of
4 these chemicals with the applicant, the registrant.

5 I can say that in the course of those applicant
6 meetings, the services have, in fact, been relying upon a
7 lot of that information that USDA pulled together to help
8 ask questions, better understand the use pattern, better
9 understand how the pesticide fits into the crop
10 production practice. But we have not yet seen a draft
11 biological opinion, so we don't know specifically how
12 that data will be used as part of NOA's evaluation
13 process.

14 So, we've got a few minutes if we want to take
15 some questions.

16 MR. BRADBURY: Darren.

17 MR. COX: I'm just looking at this and I'm
18 thinking for geographical information and trying to
19 provide models, the same thing can be done that you're
20 doing with Fisheries to the bee industry. You can have
21 overlapping models as the geographics of where the bees
22 are actually pastured at. You may have a problem with a

1 specific chemical on a specific crop that may not be
2 found on a different specific crop, just to the
3 complexities and variations of how the plants would be
4 different.

5 So, I was wondering if you considered any kind
6 of that form of a model to track mortality based with
7 geographical specifics and models?

8 MR. BRADBURY: I think I'm understanding the
9 question. As part of going back to the NAS, we proposed
10 to the NAS to get feedback across all the federal
11 departments involved on how to integrate geospatial
12 information. So, where's the critical habitats for the
13 species, where do the species reside, also what are
14 history habits, like at what time of the year do they
15 tend to forage here or forage there, what's their dietary
16 components, what's the age of the first reproduction,
17 depending upon the species? So, get all that figured
18 out.

19 How do you lay that down, realizing that there
20 will be different levels of certainty with the
21 information. Then, where are the crops grown? Where are
22 the pesticides used? Then, sort of linking that all

1 together would be our fate and transport models and
2 perhaps our population models or other kinds of effects
3 models. So, we are trying to get to the ability to zoom
4 in or zoom out on a risk assessment based on the quality
5 of the data (inaudible) tenor of the question that needs
6 to get resolved.

7 So, I don't know if I answered your question
8 exactly, Darren, but we asked the NAS to extend their
9 data that you can get varied geospatial and (inaudible)
10 specific. Where are we today given the data sets we've
11 got. Where are we today in terms of the models that
12 we've got? What would be some insights into the future
13 as these start to go forward?

14 MR. COX: That would include, say, for an
15 example the area that had a higher percentage of, say,
16 sunflowers growing versus the (inaudible) mortality.
17 We're starting to see that becoming a consistent this
18 year and with beekeepers reporting that, say, for
19 example, hives that were around alfalfa or hives that
20 were around sunflowers or hives that were in a nonag
21 zone.

22 If we can get the mapping of the various

1 commodity crops grown and then link it to the type of
2 pesticides that's commonly known to be used for treatment
3 and controls, you may see a variation to where in a drier
4 climate there's more of an effect or a wetter climate
5 there's less an effect. Therefore, you could have a
6 product that would be more likely to be used safe in one
7 area of the country but not as likely to be used as safe
8 in another part of the country and still have it be able
9 to have it as a tool for an effective control in the
10 areas that could be accessed and used to provide crop
11 protection and also at the end provide colony protection.

12 MR. BRADBURY: Yes, exactly. That's the path
13 that we're on. Some of it is reflected in the ESA and
14 some of it reflected in other work we're doing to be able
15 to do exactly what you're describing, how the tools and
16 the technology and the data layers at various stages of
17 development implement that, but that's the path.

18 Mike and then Mark.

19 MIKE: On the one side where you talk about the
20 pilot -- if you want me to discuss this more with
21 somebody else in a sidebar, I'd be glad to. But when
22 using California DPR data, you have a lot of data that

1 links pesticide use to sites. Now, that data mostly does
2 not exist with that degree of specificity of tying those
3 two things together in any other state. You might have
4 usage data, but you don't know maybe exactly where the
5 site was that it was applied.

6 How does that work? How do you sort of try to
7 pour that information you're getting from the pilot to
8 maybe those other situations?

9 MR. KEIGWIN: That's actually part of the
10 charge that we all had, was how do you use information
11 that is well established in one part of the country and
12 look at what the use pattern might be in a neighboring
13 state, in another part of the country.

14 It was a challenge. It was initially an area
15 that we weren't sure that we could do. That's a long-
16 winded way of saying we're not sure what the outcome of
17 that is. Fortunately, there are some NAS data that
18 sometimes can help us inform that. So, to the extent to
19 which you're seeing some consistency between the data
20 reported out of specific, almost census-like, usage in
21 California compared to what you see in NAS, maybe you can
22 make better correlations to other areas of the country.

1 Where you don't see that, it creates some uncertainty.

2 MR. BRADBURY: So, it's a charge to the group
3 to try to deal with that uncertainty going from
4 California to maybe another state that's not quite the
5 same. How do you use NAS data and what would be some
6 options for extrapolating? What kind of uncertainty
7 would that carry with it? It's a work in progress but
8 one of the challenges to take on.

9 Mark and then Ray.

10 MARK: I want to also relate somewhat to that
11 mapping trial and the workshop that EPA ran, which was
12 really helpful in a lot of way, and conceptualizing how
13 one might get into the spacial development dimension of
14 endangered species.

15 We, in Michigan, worked up a carna blue
16 (phonetic) process and looked at that very intensely.
17 So, I was just wondering about update and other trials.
18 It's really in line with Mike's question about how to
19 transition. I'm thinking something like the carna blue,
20 which its distribution is really well known, and its
21 proximity to some key production areas is really well
22 known. The maps are there. The USGS has worked on some

1 of that, as the core service has and has a number of
2 grower groups have contributed to it.

3 So, I'm wondering about kind of next steps.
4 Are we going to see other trials in states where the
5 spacial information isn't as good but as a step down
6 maybe?

7 MR. KEIGWIN: Maybe we can hold that for the
8 reg review discussion, because I think when we start
9 talking about preliminary risk assessments at that point,
10 maybe I'll address that better at that point.

11 MR. BRADBURY: I think you will start to see
12 more of that as we have the data to do that. Marty also
13 yesterday talked about some of the PRIA-3 funds that are
14 helping us get our data sets organized within OPP that we
15 already have on species location and related things, and
16 the USDA land cover. But I was also indicating that
17 there are conversations going on across a number of
18 federal agencies that are all needing this information.
19 The discussions are getting going in terms of how do we
20 get this organized at the federal level so that everybody
21 is accessing the same information in each group that's
22 responsible for the quality of the data associated with

1 their mission is feeding into a common data set. If we
2 can get that information together, then I think you can
3 start seeing it on a more routine basis.

4 Probably at the beginning, it will be those
5 carna blue butterfly examples where you've got really
6 tight data you can reach out to. It's moving to all corn
7 and all the species in corn. It's going to take more
8 data layers to pull that on.

9 Ray and then Gabriele.

10 MR. MCALLISTER: I have a question about the
11 NAS review process and the proposal for ESA
12 consultations. First, I believe during this whole NAS
13 review process, there were recommendations to
14 stakeholders to take into account the economic impacts.
15 But this is not mentioned in your summary of the NAS
16 review process. I was wondering how economic impact
17 would be taken into account and at what stages?

18 MR. BRADBURY: I think from USDA to EPA to Fish
19 and Wildlife Service, the National Marine and Fishery
20 Service, the charge to the NAS has been very clear where
21 the charge components that Rick put on his slide. That's
22 the contract with the NAS. So, the charge to the NAS

1 doesn't get into the economic and technological
2 feasibility components of the overall process.

3 So, the first bite of the apple, if you will,
4 is assuring the science underlying our risk assessments
5 and the science that the services (inaudible) first
6 focus. The document that went out for public comment
7 that Rick reflected at the time is a component -- I'm
8 trying to get at what you're discussing, Ray -- how do we
9 go about trying to make sure we're getting the best
10 information about the cropping patterns and the different
11 ways to control those pests.

12 So, if we move into a situation where we have
13 to look at reasonable and prudent alternatives, we've got
14 the best available information to see what's the most
15 practical but still effective in protecting the -- sort
16 of get to some of the points that Darren was getting in
17 pollinator protection.

18 Ray, I just want to be clear that the charge to
19 the NAS was around science doing a risk assessment. It
20 wasn't the economic aspects of evaluating RPAs. The
21 executive branch hasn't changed the current charge to NAS
22 at this point.

1 So, what the NAS panel may do with public
2 comments that were provided to them in that topic, I
3 can't speak for the panel and what the panel may do with
4 that information.

5 MR. MCALLISTER: The other question relating to
6 the process that was proposed, what do you anticipate the
7 result will be or the range of possibilities from
8 guidance to policy to regulations?

9 MR. BRADBURY: From the NAS report itself when
10 it comes out?

11 MR. MCALLISTER: No, the August proposal.

12 MR. KEIGWIN: So, certain aspects of that we're
13 actually going to cover in this upcoming presentation.
14 But some of them had already started to be underway and
15 we sort of memorialized them in that proposal, things
16 like the focus meetings. Other aspects of that had been
17 the subject of fairly significant comment in the public
18 comments. So, I think before we give a time line for
19 when we might be able to resolve these things, the
20 agencies really just do need to get together.

21 We're hoping to get together soon. It's always
22 tough in December to get together, but, hopefully, if not

1 this coming month, in the early part of the year the four
2 agencies can get together to begin to work through the
3 issues that were raised in the public comment. Based
4 upon that, we'll have a better sense of what the time
5 line would be.

6 MR. BRADBURY: Gabriele.

7 MS. LUDWIG: This is partly clarification and
8 partly question. In the slide about the consults during
9 the registration review, you talk about using more of the
10 informal consultation. A, I just need a reminder of the
11 difference between the informal and the formal. Then, B,
12 I suspect it relies on sort of the good graces of the
13 services to do the informal consultation.

14 So, I'm trying to figure out what is their
15 willingness or how has that discussion been going.

16 MR. KEIGWIN: Information consultations,
17 there's a wide range of things that can happen as part of
18 informal consultation. What we've been discussing is as
19 we're going about doing our risk assessment but maybe
20 before we make a formal effects determination, we think
21 we need better information on species habitat or the
22 critical range of that species or the life history of

1 that species. So, in order to make a better, more
2 informed effects determination, that would be an
3 opportunity as part of that informal consultation stage
4 to approach either National Marine and Fisheries or Fish
5 and Wildlife Service to obtain that information.

6 So, rather than make a formal may effect call,
7 if you will, to make sure that we're relying upon the
8 best available information from the expert agency before
9 we move forward, as opposed to at the formal stage when
10 we would have made a formal may effect type of
11 determination.

12 In terms of the willingness, I think we have
13 developed some very good working relationships, in large
14 part, through the salmon biops that we've been working on
15 the past several years. So, even a simple phone call to
16 the services could be part of an informal consultation,
17 if you will.

18 MR. BRADBURY: Okay, thanks. Now, we'll ask
19 Rick to give an update on where we are with registration
20 review, and some of the things we talked about will come
21 back around in this presentation.

22 MR. KEIGWIN: Thanks, Steve. So, this

1 presentation will just give you all an update on where we
2 are with moving forward on the registration review
3 program. Then, I'm getting into focus meetings and what
4 we have been doing and what we're planning to do as part
5 of the focus meetings. Then, we'll wrap up by giving you
6 an update on some upcoming preliminary risk assessments.

7 So, just to refresh everyone's memory, FQPA
8 amendments in 1996 required EPA to establish a
9 registration review program to have a more than one time
10 look at each pesticide's registration. This first round
11 of registration review covers all pesticides that were
12 registered as of October 1st, 2007. We were directed to
13 comprehensively review each pesticide registration at
14 least once every 15 years.

15 The program very much developed through -- I
16 believe there was actually a workgroup of the PPDC that
17 helped to inform how we would go about developing the
18 registration review program. It was designed to be
19 flexible, transparent, and have an open process with
20 multiple opportunities for public comment throughout.
21 The original design actually had about three public
22 comment stages.

1 We began implementation of the registration
2 review program in 2007. There are over 1100 active
3 ingredients subject to this first round of registration
4 review. That covers about 750 cases. Certain active
5 ingredients can be grouped together. Maybe there's
6 (inaudible) of each other, for example, to help to make
7 the program somewhat more efficient.

8 As we previously discussed at PPDC meetings,
9 out intention is to address our national ESA obligation
10 as part of registration review, and then to also
11 incorporate the endocrine disruptor screening program as
12 part of that review. Mary Manibusan gave us a really
13 good update in the past hour. We are statutorily
14 directed to complete the first round of registration
15 review by October 1st of 2022.

16 To date, we've opened about 370 cases, so just
17 under half of the cases that we need to open to complete
18 the program by 2022. Then, of those 370 cases, about 320
19 of them have passed the final work plan stage. So, we've
20 gotten to the point that not only have we presented our
21 problem formulation, but we have revised that problem
22 formulation response to public comment. We've gone on to

1 moving towards issuing the data call-ins if they're
2 necessary to begin the risk assessment phase.

3 To date, we've issued about 35 final decisions,
4 so 35 chemicals have made it completely through the
5 program. These statistics cover not only the
6 conventional chemicals but the biopesticides as well as
7 the antimicrobials.

8 What I wanted to do is spend a good bit of time
9 this morning talking about focus meetings. There's been
10 a number of questions about these over the past couple of
11 days. We have discussed the concept of focus meetings
12 with you all on a couple of occasions recently. But,
13 just to refresh everyone's memory, it's a new component
14 that we're adding to the registration review program.
15 They're designed to discuss a specific chemical that's
16 before us.

17 They will have many purposes, but overall, it's
18 to hone in on what information OPP's registration review
19 team, the team that's actually scoping out the review of
20 chemical, needs as part of the registration review
21 process or thinks that we need as part of the
22 registration review process as we've done a preliminary

1 review of the label.

2 These meetings will generally be initiated by
3 OPP. The chemical review manager will be getting in
4 touch initially with the registrants, but there will be
5 opportunities for people other than registrants to
6 participate in focus meetings. They will typically be
7 between OPP and the registrant. We've had a discussion
8 at this meeting in the past about the high value in EPA
9 having meetings with a licensed holder. We are certainly
10 open to having similar meetings with other interested
11 parties.

12 So, this, as you all know, and we saw in the
13 previous presentation, is the current process where we
14 open the dockets. We issue the data call-in. We move to
15 the preliminary risk assessment, final risk assessment,
16 and proposed decision, and final decision phases.

17 What we're planning on doing, as I mentioned,
18 is having these focus meetings at the very early stage in
19 the process. So, after the internal team has begun to
20 scope out the review but before they put final pen to
21 paper, finalize the draft problem formulation, the goal
22 is that the outcomes from these focus meetings will be

1 reflected in the different scientific analyses that are
2 done to inform the preliminary work plan.

3 As I mentioned, these will have multiple
4 purposes. It's really designed in large part to have
5 early dialogue at the beginning of the process so that we
6 can focus in on those areas of the registration that
7 might need to be changed. We want to make sure that we
8 get the best information at the earliest stage in the
9 process.

10 Largely, it's designed to minimize the amount
11 of rework. If we haven't understood the label and we've
12 gone through a risk assessment process and we just
13 completely misinterpreted the label, that's a waste of
14 time for us. It's a waste of time for people who are
15 commenting on our documents.

16 So, it's an opportunity in these meetings to
17 get good, clear instructions on labels, a good
18 understanding of what constitutes sort of that initial
19 framework, that initial baseline for the use pattern that
20 we're assessing as part of registration review.

21 We also want to try to identify at an early
22 stage in the process those use patterns that are

1 basically of negligible or minimal risk so that we can
2 focus our registration review really on those aspects of
3 the registration, those aspects of the chemicals used
4 that are of highest concern. We think in the long run
5 this will save us and all stakeholders considerable
6 resources as we move through the process.

7 We've held about 20 of these meetings to date,
8 so the focus of each of these focus meetings has varied
9 depending upon how recently we've looked at the chemical,
10 how extensive the use patterns are for the chemical, and
11 how recently we've looked at the chemical. So, potential
12 topics could include what we think our data needs are.

13 There could also be a discussion of what data
14 the registrants might have developed to support continued
15 registration in other countries, opportunities for label
16 clarity. The teams have been instructed to come in with
17 very specific questions related to ambiguities that might
18 exist on the label. Are there ways that the label can be
19 tightened up to make sure that we best understand how the
20 product is intended to be used?

21 Sometimes you have use patterns on labels that
22 are quite atypical. So, things like a tree injection use

1 or a bait station, outdoor bait station, or a product
2 designed to kill tree roots. Ditch bank uses is one
3 that's come up recently and how that's actually applied
4 in the ditch. Is that a ditch that's coming off of an
5 agricultural area or is it some other type of a ditch?
6 Does that ditch feed into another food production area?
7 Just trying to get a better sense of what that use
8 pattern is.

9 to the extent possible, identify opportunities
10 for early mitigation. So, for example, if an issue has
11 come up as part of a recent registration action, say a
12 new use, we might look for opportunities to coordinate
13 the assessment that was done as part of the registration
14 program with the registration review program.

15 Then, as I mentioned, data that might have been
16 developed for registration in other countries. They may
17 not necessarily meet EPA guidelines, but they can
18 certainly be very helpful in informing whether or not we
19 have to pursue that line of inquiry for that registration
20 review.

21 So, our desired outcomes in the end are better
22 understanding of what uses the registrant is supporting

1 for reevaluation, better understanding of the use
2 patterns, to get agreements on the data to be submitted.
3 To the extent to which the registrant believes they're
4 going to seek a waiver for that data requirement, to
5 maybe begin that process a little bit early before they
6 receive their data call-in so that we can again be
7 focusing in on what data will ultimately be needed to
8 support the registration review.

9 To date we found that there's been great
10 dialogue between us and participants in these meetings.
11 We've gotten a much better understanding of the use
12 pattern. On occasion, the registrant and the growers
13 have said, we've never used that chemical in that way.
14 So, we'll take off these other application methods
15 because that's just not how it's done in our crops any
16 longer. So, we've actually begun to get some revised
17 labels in response. That, again, streamlines the process
18 quite considerably.

19 So again, many benefits have come as a result
20 of this early dialogue, opportunity for streamlining data
21 needs, beginning to focus in on what will be the real
22 areas in the risk assessment that are going to need some

1 more work. The extent to which we can begin to get in
2 front of the ESA issue and take some uses off the table
3 and maybe even preliminarily make some no effects calls
4 so that we can again focus the risk assessment on those
5 areas of highest concern.

6 The timing in number, this is one of the areas
7 that we've been experimenting with as well. Some active
8 ingredients have multiple registrants, and sometimes it's
9 helpful to have different meetings with the registrants
10 before you have a single meeting with all of them.
11 Sometimes a registrant has wanted to bring others in and
12 have a meeting with them and other stakeholders and then
13 separately have a separate meeting. We do think that as
14 a routine part of the process, particularly for
15 conventional chemicals, we will have at least one focus
16 meeting before we commence the problem formulation.

17 As I mentioned in one of the earlier slides,
18 we're about halfway through opening up chemicals for
19 registration review. So, half of the chemicals have not
20 had focus meetings. As we're getting ready to do risk
21 assessments, there might be opportunities to have a
22 focus-like meeting before we begin the risk assessments.

1 There may also be opportunities even for chemicals that
2 had focus meetings at one stage in the process, three or
3 four years out markets change, use patterns continue to
4 change.

5 So, there may be opportunities to continue to
6 have that dialogue before we initiate the formal risk
7 assessment. So, we're experimenting with different
8 timing approaches to see what works best and make the
9 process as efficient as possible.

10 So, we're continuing to pilot this approach.
11 We're encouraging the teams to be quite flexible. We're
12 erring on the side of having the meeting. Now, it
13 doesn't have to be a physical meeting. We've been
14 looking at webinars. We've done teleconferences. We've
15 done in-person meetings.

16 The content of the meeting is very much
17 dictated by the concerns that we might have or the issues
18 that we think we might have as we're starting to review
19 labels. We are committed to making all meeting minutes
20 for all of the focus meetings publicly available. For
21 chemicals that have already entered the program and have
22 a docket established, the meeting minutes will be in the

1 docket for that specific registration review case.

2 Because a lot of these will be for chemicals that have
3 not yet had a docket established, there will be a special
4 docket that's created just for focus meetings. So, all
5 the focus meeting minutes will also be available in that
6 docket.

7 Again, we think, and as we highlighted in the
8 proposal that we, USDA and the services, issued in August
9 of this year, we think that this is another opportunity
10 to increase involvement in the registration review
11 process, enhance our transparency, and do what we
12 designed the registration review program to do, which is
13 to focus on those areas with the greatest concern.

14 Let me talk just for a few minutes about
15 preliminary risk assessment. We are about to begin to
16 issue a number of preliminary risk assessments for public
17 comment, although the scope of what we intended to do
18 will change.

19 As many of you know, our plan had been that
20 when we got to the preliminary risk assessment stage, if
21 we made a may effect call, we would initiate consultation
22 at that preliminary risk assessment stage. We have done

1 that for a handful of chemicals, and not only issued the
2 risk assessment for public comment, but begun the
3 discussions and the consultation with the services based
4 upon those assessments.

5 What we found, and as we discussed in the
6 August 2012 proposal, is that it's probably a bit too
7 early. It's not necessarily reflective of what the
8 outcome from the registration review will be. There's
9 still lots of uncertainties in that assessment. There
10 are lots of areas that could be streamlined. We're not
11 sure, but we actually believe that it's an inefficient
12 use of the government's resources starting the
13 consultation at such an early stage.

14 We do think there is value in getting public
15 input on that preliminary framework risk assessment as we
16 move forward to developing the ESA part of our risk
17 assessment. So, the revised revision, as we laid out in
18 the August proposal, was we would still issue preliminary
19 risk assessments for public comment. Where we thought we
20 needed additional information and additional support from
21 the services to help further inform and refine the risk
22 assessment, we would initiate informal consultation.

1 We will still seek public comment, and we will,
2 as part of that public comment period, be asking for some
3 very specific questions to help inform how we revise and
4 update that risk assessment before and as we move to the
5 final risk assessment and proposed decision phase.

6 So, the preliminary risk assessments are going
7 to focus just on typical use, what we have. They'll
8 focus on the use patterns, what we know, but they're not
9 going to make species specific effects determination
10 calls. We believe that that's most appropriate to wait
11 until we have the most up to date information that is
12 available to make those species specific effects
13 determination calls as part of the refined risk
14 assessment and where we also had the most refined
15 information on pesticide use, including subcounty level
16 or other types of proximity data for co-occurrence of use
17 with listed species and their critical habitat.

18 We have been working very closely with USDA on
19 how to design an approach for proximity analysis.
20 There's been a great collaboration, I think, between us
21 and USDA on how to use different USDA data layers, crop
22 data layers, and other data that they have available

1 through the National Agricultural Statistic Service, but
2 we're not quite there yet.

3 So, because this is also one of the areas that
4 we're seeking assistance from NAS on, the National
5 Academy NAS, we think it's probably best to wait until we
6 get the advice from the Academy and continue our work
7 before we start to incorporate that into refined risk
8 assessment.

9 So, again, this is all about making sure that
10 we have the most appropriate data and having the best
11 utilization of resources. We don't want people at too
12 early of a stage focusing on something that we know is
13 going to be refined later on. But we do want to get that
14 baseline risk assessment right, because as we move on to
15 the endangered species component, we know that that adds
16 its own set of complexities. Let's get the baseline
17 right and then we'll move to the next higher stage of the
18 assessment.

19 So, what I can say is we will likely have about
20 a handful of assessments go out very, very soon. Part of
21 the message here is -- and this is consistent with the
22 program -- we're going to be at the point very soon where

1 it's 70 dockets open in a year, 70 final work plans go
2 out a year, 70 preliminary risk assessments go out a
3 year, 70 proposed decisions go out, and 70 final
4 decisions. That's lots of opportunities for you all to
5 get involved, but it's lots of stuff for you all to be
6 aware of. So, we wanted to give you that heads up.

7 Being in that fifth year of the program, that's
8 when these things were slated to start coming out. We
9 know you all are busy, but we really value the comments
10 that we get, and we're prepping you now. 2013 is going
11 to be the year where you start to see a lot of these
12 things roll out.

13 So, with that, let me stop and see if there are
14 any questions.

15 MR. BRADBURY: Dave, Susan Kegley, and Mark to
16 start

17 MR. TAMAYO: I guess the main concern is the
18 transparency of the focus meetings. I'm glad to see that
19 you're planning to release minutes. It would be helpful
20 if there was some sort of agenda of the things that
21 you're anticipating going in.

22 One thing I'd ask about the minutes is that

1 they really make it easy to find things that were sort of
2 taken off the table and the reasons for that. I
3 understand that there often are going to be really good
4 reasons, and I think it's very helpful to take things off
5 the table that really aren't concern. But we'd kind of
6 like to have a look at that where we have the wherewithal
7 to do it.

8 Then, the other things is I'm hoping that the
9 overall process of how you're going to be doing these
10 registration reviews is robust enough so that it's really
11 clear that you're going to kind of hold the line if
12 there's good reason to think -- in my case, there might
13 be a circus water quality impact that yes, we're still
14 going to take a really rigorous look at that.

15 Then, I'm also very supportive of there being
16 other opportunities to have similar meetings. I don't
17 know that we necessarily need to be in directly with the
18 meetings that you have with the registrants. Where it
19 seems like that might be good, then we'd be open to that.
20 But if there's the possibility of having webinars and
21 other ways of getting input early, I think that would be
22 helpful to us.

1 So, hopefully, there won't be a whole lot of
2 those that we'll have to participate in, but we
3 appreciate that you're open to that. Anyway, thank you.

4 MR. KEIGWIN: We're very open to that. As you
5 all know, every year we publish the Four Year Horizon for
6 which chemicals are coming up in registration review. We
7 publish the quarter in which we anticipate that
8 registration review opening.

9 So, that can be a good opportunity for you all
10 to see which ones you might be interested in having a
11 discussion with us about. All three division directors
12 who work on reevaluation have instructed our staff we
13 don't refuse a meeting. So, if you want to come in, if
14 you want to do a webinar, we're more than happy to do
15 that.

16 MR. BRADBURY: Maybe one other point of
17 clarification, Dave. I may not have been hearing what
18 you were saying accurately, but Rick was getting at at
19 sort of taking something off the table, it could be that
20 during the course of a focus meeting, a registrant and
21 with other people listening in and providing some advice,
22 it may be that a registrant decides a certain will take

1 it off the label. So, that's a whole risk assessment
2 scenario we don't have to focus on or deal with anymore.
3 So, it isn't so much making decisions that take a
4 potential risk off the table; it may be that a particular
5 exposure pathway may come off the table because that use
6 is coming off the label or the way that use is going to
7 be used is changing significantly. So, instead of
8 looking at four different application methods, maybe it's
9 going to be looking at one application method. So,
10 that's what we mean by taking things off of the table.

11 MR. TAMAYO: And I think that as long as it's
12 clear what was, what did happen, and why, that's very
13 helpful. Thank you.

14 MR. BRADBURY: Susan Kegley and then Mark
15 Whalon.

16 SUSAN: Three things. On your slide three
17 where you talk about what the registration review program
18 includes, the National ASA assessments, the endocrine
19 disruptor screening program, it would be nice to see on
20 that list field volatilization for chemicals for which
21 that may be an issue. That's certainly something that's
22 been a topic of discussion.

1 MR. KEIGWIN: We specifically mentioned ESA and
2 EDSP because historically they have been programs of
3 their own. This was just demonstrating our commitment to
4 incorporate them in. The volatilization exposure pathway
5 is something that we're more routinely starting to
6 incorporate into all of these.

7 SUSAN: Then, a couple of clarifying questions.
8 So, the focus meetings happen after the scoping documents
9 are done or before?

10 MR. KEIGWIN: They are done before. They go
11 out for public comment before they're finalized
12 internally. So, our internal team has met to begin to
13 scope it out, begin to identify where there might be some
14 areas for uncertainty. Then, one of the purposes of the
15 focus meeting is to seek clarification from the
16 registrants relative to those. Then we would go on to
17 finalize our draft problem formulation for public
18 comment.

19 SUSAN: Then, I guess the question is, how are
20 stakeholders notified of the early opportunities to
21 perhaps meet on these particular topics? Do we just see
22 that this chemical is coming up and we give you a call?

1 MR. KEIGWIN: Mm-hmm.

2 SUSAN: I just was at the web page with all the
3 list of everything and the status. It might be nice to
4 highlight the ones that are coming up kind of at the top
5 of the page or something.

6 MR. KEIGWIN: That's something that we can look
7 into.

8 MR. BRADBURY: Mark and then Kristie.

9 MARK: First off, I think the direction that
10 you guys are going in really makes a lot of sense to me,
11 and I applaud that because it saves a lot of work for you
12 and work for registrants. And even the user community, I
13 think, would like to see it.

14 But one thing that strikes me -- not to draw
15 you out so much but to get kind of a sense of reality,
16 when you talk about your service partners in ESA, what's
17 the likelihood of them coming to the table on something
18 like this?

19 MR. KEIGWIN: This was the commitment that the
20 four agencies made. We've been having many discussions
21 about this. For those groups that have participated in
22 some of the recent applicant meetings on the salmon

1 biops, I can tell you that NIMS has come to the table
2 very much prepared with a good understanding of the
3 labels. They come in with very specific questions about
4 the use and the use pattern as they read the labels.

5 Certainly, over the past six months, the
6 applicant meetings that I have sat in on have showed that
7 their understanding of agricultural use patterns of
8 pesticides has increased a lot. They are very much
9 engaged in the process. I very much expect that to
10 continue, and I would expect to see the same thing once
11 we start working more routinely with Fish and Wildlife
12 Service.

13 MARK: That's really encouraging.

14 MR. BRADBURY: Kristie and then Cheryl.

15 MS. SULLIVAN: So, I have a couple of
16 clarifying questions. You said you were going to create
17 a docket just for focus meeting minutes?

18 MR. KEIGWIN: Yes.

19 MS. SULLIVAN: So, will that be linked from the
20 --

21 MR. KEIGWIN: And we're hoping next week that
22 we will put up some formal guidance on focus meetings,

1 some questions and answers. Then, there will be a link
2 off of that registration review page into that focus
3 meeting docket.

4 MS. SULLIVAN: Okay. Are these offered to each
5 registrant or just in cases where you think there might
6 be a need for it?

7 MR. KEIGWIN: On the conventional chemical
8 side, what we've instructed our staff is to default to
9 having one unless it's pretty clear based upon a reading
10 of the label that we don't really have any issues. So,
11 the vast majority of times we will be having focus
12 meetings.

13 MS. SULLIVAN: Okay. So, I guess the one final
14 things is -- and just to give you a little context --
15 your sister office during the HPD program, oftentimes
16 what we found is that registrants or companies are very
17 focused on their own but they don't have a sense of the
18 universe.

19 Often the environmental and animal protection
20 and human health stakeholders have looked at the whole
21 universe of substances that are being looked at more than
22 the companies have. So, we kind of have a sense of what

1 strategies might be able to be used, in my case
2 obviously, to try to reduce animal (inaudible) but for
3 other reasons, too.

4 So, one concern that comes to my mind is that
5 if you're having focus meetings and talking about data
6 needs that the registrant might start the study before
7 public comment process has begun -- because oftentimes to
8 schedule some of this, you have to do it far in advance.
9 Anyway, that's what we found happens sometimes. So, I
10 just want to register that in your minds as something to
11 keep a look out for.

12 MR. BRADBURY: Cheryl and then Luis.

13 DR. CLEVELAND: So, I think all this focus on
14 the focus emphasis is really great because I do, as I
15 said last time around, six months ago, it's that use
16 pattern, the driver use patterns that are going to be the
17 most critical in eliminating ways to not wasting time on
18 things that aren't realistic.

19 You've got a lot of eagerness here for people
20 that want to jump in. But I guess my question would be,
21 in your experience so far, where has the most useful
22 stakeholder input been to help you better define those

1 driver uses? Do you have a sense of that yet? You said
2 you've had about 20 of these.

3 MR. KEIGWIN: Most of the ones that we have had
4 have been prior to the issuance of the preliminary work
5 plan. So, they have largely been focused on making sure
6 that we understand the label and getting some early
7 clarity. So, that has come -- the only participants thus
8 far have been registrants. I think USDA has been to a
9 few of them and key user groups, as necessary. We don't
10 have as much experience yet as we're about to start the
11 actual risk assessment. But the biggest areas for
12 resolution thus far have been on understanding the label.

13 DR. CLEVELAND: Understood. I just wondered if
14 there's been an addition to that, key user groups or key
15 parts of that, that you found useful for clarity.

16 MR. KEIGWIN: I think it's going to always vary
17 by chemical. Even with 20, it sounds like a lot, but the
18 diversity of uses, there hasn't even been a lot of
19 overlap in uses and use patterns yet.

20 DR. CLEVELAND: Okay. I had one other comment.
21 I really needed to come back to this. It's basically
22 something that Ray and Cindy said about registration

1 review. We have a registrant concern that parts of this
2 whole registration review process go off on individual
3 chemicals.

4 There's been a lot of attention to a variety of
5 things that are going to be impacted through the
6 registration review process in terms of what I would call
7 policies or worker assessments for bystander, for spray
8 drift, for volatility, all those things that have had
9 some preliminary opening SAPs. It's my impression that
10 the final policies on those haven't really been finished.

11 I understand you've got to work through, so,
12 you're going to go kind of case by case. But when you do
13 that and you're working on a broader policy issue but you
14 do it case by case on the chemical, then you limit the
15 universe of the conversation to a few people, maybe the
16 registrant, maybe not, but you're also making what I
17 consider to be kind of policy decisions, or at least
18 process decisions, where you're going to be picking what
19 models, what algorithms, what data bases where you get
20 your input, what percentiles you go. At some point, that
21 becomes a policy in and of itself.

22 I'd just like to express the concern that

1 somewhere in this we need -- you can't always be talking
2 about the chemical that you're working on with everybody,
3 but you need to have enough input into those decisions
4 that set that process up for that chemical in a better
5 way. I don't know how to express it better than that.

6 MR. BRADBURY: Thanks.

7 Luis and then Dan.

8 LUIS: On your slide number two, I guess, the
9 one on registration review, you indicate a 15 year review
10 cycle. That, I'm assuming, is imposed by FIFRA?

11 MR. KEIGWIN: That is stated in the statute,
12 that's correct.

13 LUIS: Right. Now, what happens in the case
14 where, for whatever reason, a certain chemical needs to
15 be stopped or recalled, whatever, for cases that have
16 been reported? Does that go into immediate review
17 because of some urgency that it might be creating or do
18 you hold it for (inaudible) review?

19 MR. KEIGWIN: The registration review is sort
20 of the standard review to comprehensively look at the
21 chemical. We have a variety of mechanisms available to
22 use. If information comes in to us via 6A2, for example

1 -- we talked a little bit about that yesterday -- as well
2 as other mechanisms, we can begin to take regulatory
3 action on that chemical earlier in the process. We also
4 have the flexibility in registration review that we can
5 move a chemical up earlier in the process if we need to
6 to address the concern.

7 MR. BRADBURY: Dan and then Virginia.

8 DAN: Thanks, Steve, and thanks, Rick. I think
9 the focus meetings really add a lot to the process. I
10 think it's important. It looks good.

11 My question is more at the tail end of the
12 process of registration review. During re-registration a
13 lot of times a division would codify the changes on their
14 own initiative, under their own authority. I wonder if
15 that would be the case when some of these products are
16 finished with the registration review process. My focus
17 is more on harmonizing with Codex, new crop groups. So,
18 would that be something that the division would do or
19 does it go back to the registrants or IR-4 in some cases?

20 MR. KEIGWIN: We haven't gotten to that stage.
21 to be honest, most of the final decisions that we've
22 issued have either been for non-food uses for which we

1 made a no effect call on the product we negotiated phase
2 outs or outright cancellations for the chemicals. But
3 one of the things that we have committed to do is, to the
4 extent feasible, work on MRL harmonization as part of
5 that final decision making process.

6 It's been a particular focus as part of some of
7 the pilots that we've been doing with Canada to see
8 whereas where even going to the risk assessment phase, we
9 can look at where there might be trade irritants and try
10 to resolve those MRL ambiguities, at least within North
11 America. So, that is very much still a commitment as
12 part of the program.

13 MR. BRADBURY: Virginia and then Ray.

14 MS. RUIZ: So, you mentioned all these
15 different opportunities for public comment and
16 stakeholders. What are the mechanisms for alerting
17 stakeholders to those opportunities? Are you going to
18 publish all of these in the Federal Register?

19 MR. KEIGWIN: In terms of focus meetings, the
20 website, the registration review website, lists when each
21 chemical is coming up for review. We do Federal Register
22 notices every quarter for every preliminary work plan

1 that we issue. We will do Federal Register notices for
2 every preliminary risk assessment that we issue.

3 We will do and have been doing Federal Register
4 notices for every proposed decision that we do.

5 Complementary to the Federal Register notices going out,
6 because we know not everyone reads the Federal Register
7 every day, we have been issuing OPP updates. So,
8 everyone that's registered with our field and external
9 affairs division for those OPP update (inaudible) would
10 also get notified that way.

11 MR. BRADBURY: Ray and then Caroline.

12 MR. MCALLISTER: I just wanted to echo one more
13 time Cheryl's comments about what I call policy creep.
14 The problems you observed in pesticide registration
15 decisions typically come up in the context of an
16 individual registration or registration review action.
17 When the procedures are established and the decisions are
18 made in the context of a single product, it doesn't
19 necessarily include all of the variety of factors that
20 are concerned.

21 A registrant, without knowing it, may be
22 setting policy for everyone else. So, we need to be very

1 sensitive to the effects those decisions and procedures
2 can have on other actions, because they're often cited
3 well, we did it here, it worked here, now it's your turn
4 to do the same thing.

5 One other thing, on your slide three where you
6 mentioned ESA assessments and the endocrine screening
7 program, you've given us a lot of very useful detail on
8 the ESA assessments. But this is the only mention of how
9 you're going to incorporate endocrine screening in
10 registration review going forward. Is there any more
11 detail available at this time?

12 MR. BRADBURY: The SAPs that will happen during
13 the course of this year I think will be really important
14 to help visualize how the future is going to be for EDSP.
15 Back, I don't know how many years ago, we thought there
16 was a good likelihood the EDSP assays would be online at
17 about the time the reg review program started and
18 everything would line up. That didn't happen. But I
19 don't think that means they can't get aligned.

20 As we start to get the information this coming
21 year, I think we'll get some insights into what's going
22 to be -- is the nature of the battery going to be the

1 same or is it going to change? The weight of evidence
2 SAP will give us additional advice, new advice on how
3 existing information can be used in the context of
4 perhaps new information. Maybe the SAP will say do it
5 just like we thought it was back in the mid 2000s or they
6 may have a different approach in how to do it.

7 So, I think as those SAPs come in, we'll have a
8 better insight into how to move forward. My personal
9 feeling is if some of the concepts around Tox 21 play
10 out, we may see that there's a more streamlined way to
11 make sure we're doing what we need to do in a way that
12 can realign the reg review schedule with the information
13 needs. But that's a hypothesis on my part to be tested
14 as we go forward in the SAPs.

15 So, I think right now our goal is to still try
16 to see if there's a way to get alignment between
17 screening through EDSP and a reg review. We'd like to be
18 able to (inaudible) one reevaluation pipeline and not
19 multiple reevaluation pipelines so we can maximize
20 resources.

21 But I think this year will be important to see
22 what kind of feedback we get on the battery performance

1 and the weight of evidence approaches that we'll be
2 proposing and some aspects of the Tox 21 that may give us
3 insights of where to focus.

4 Caroline.

5 MS. COX: I think that from a public interest
6 standpoint, the support for including registration review
7 in FQPA came from the sense that there were pesticide
8 chemicals that had been on the market for a long time.
9 There was new information about human health or
10 ecological hazards. There was no systematic way of that
11 agency evaluating that. So, this was meant to provide
12 that.

13 My 25 word sound byte, or whatever, when I talk
14 about this is, like, well, if Apple was trying to sell
15 phones that were two years old, they probably would be
16 laughed out of the industry. But in the pesticide world,
17 we have products that have been on the market for decades
18 and decades.

19 So, what I'm wondering is if there's anything
20 built into the registration review process once a mess of
21 the decisions have been cranked through to kind of
22 evaluate and see if that particular registration review

1 is actually being met and if the process is actually
2 accomplishing at least what the public interest community
3 was hoping it would.

4 MR. BRADBURY: Thanks, Caroline. The feedback
5 in terms of how do you measure not just outputs, for
6 example, number of preliminary risk assessments or number
7 of proposed decisions, but getting a handle on what's
8 been the outcomes of those decisions in terms of human
9 health protection, environmental protection.

10 Point well taken in terms of our overall
11 efforts to try to be able to track what's the outcome in
12 terms of insuring there is safe food and fiber and
13 protection of the environment and people. That's a point
14 well taken and something we continue to try to work on,
15 what are those measures that we can trace back to.

16 I'm checking the clock. We're running a little
17 long, but 12:15 isn't here yet. So, what we have -- oh,
18 Marylou, I'm sorry, I didn't see you.

19 DR. VERDER-CARLOS: On the focus meetings, is
20 there an opportunity for the (inaudible) SFYREGS to be
21 involved into conversations?

22 MR. KEIGWIN: I think we're open to figuring

1 out how to best make that happen. As coregulators, we
2 think that could be a very important piece of
3 participation.

4 MR. BRADBURY: So, Dave, did you want to talk
5 on registration review? Okay, sorry.

6 MR. TAMAYO: One small point that I forgot to
7 mention was that if waivers are being granted, it would
8 be really great if there was very clear documentation as
9 to what they are and why they were granted. Then, also,
10 I wanted to agree with Ray and Cheryl about the policy
11 issues that sort of start to emerge when you start making
12 decisions on sort of procedural things.

13 Then, I guess I'm requesting that management
14 keep an eye on what sorts of things are sort of emerging
15 and starting to set policy. Sort of figure out a way to
16 start getting input on those before things get too set in
17 stone. We have similar concerns about procedural things
18 that start spreading.

19 I realize you can't get too tied up in knots.
20 Every time something touches on a policy, you can't
21 necessarily stop the process. But really, keep an eye on
22 where things are starting to probably affect the way

1 business is done for subsequent chemicals. Thanks.

2 MR. KEIGWIN: So, let me just clarify the issue
3 on data waivers. That is not that we would grant the
4 waiver in the context of the discussion during the focus
5 meeting, but we would initiate that conversation and know
6 where we might be, where the registrant might be. But,
7 as we do with all data waivers, it's a very comprehensive
8 look at the rationale that the registrant may put forward
9 and then a response to that. Then, that ends up as part
10 of the docket for that registration review case.

11 MR. BRADBURY: I'm hearing the request of how
12 do you balance I think everybody's realization that
13 there's a statutory end day, October 1, 2022, so you've
14 got to keep moving. But how do you take a snapshot in
15 time as certain policies or implementation of SAP blessed
16 risk assessment methods are starting to show up. So,
17 we're definitely going to be looking at that.

18 I think one thing that you do know is when we
19 went into reg review, we looked at groups of chemicals.
20 They have similar, but not exactly the same, sort of
21 issues to deal with. So, for example, the OPs tend to be
22 in the same three or four year window. The carbamids

1 tend to be in the same three to four year window. The
2 pyrethroids tend to be clustered together. We've moved
3 all the neonicotenoids together to make sure we got the
4 bee issue sorted out the right way. So, that could
5 perhaps lend to seeing some things coming, having some
6 dialogue around general principles that are starting to
7 play out.

8 So, hopefully, some of the things that we did
9 when we set up reg review, not anticipating the detail
10 we're starting to talk to now but our intuition telling
11 us there would be certain common themes that may emerge
12 with certain groups of compounds and how they're used,
13 hopefully can facilitate these check-in points without --
14 I have this image of this train that stopped and all the
15 cars start piling up.

16 We'll figure out a way to keep things moving
17 but have the check-in points that are necessary so
18 everybody knows what's going on and can give us some
19 feedback. But there may be multiple ways we can do that,
20 not just one way to do it for a given situation.

21 Jacob.

22 MR. VUKICH: Just a quick question, Rick. How

1 soon after the focus meeting do you think that the
2 minutes would be published?

3 MR. KEIGWIN: Well, the regulation says 10
4 days. It's intended to be very quick.

5 MR. VUKICH: Exactly. So, that way, if there
6 are interested parties that want to make comment --

7 MR. KEIGWIN: There would be an opportunity for
8 them to make comments.

9 MR. VUKICH: Exactly, and you'd get it early
10 enough in the process.

11 MR. KEIGWIN: Yes. Thanks for the question.

12 MR. BRADBURY: Okay. So, thanks. Good input.
13 I'm glad we had this on the agenda to get the feedback.
14 So, even though it looks like an update, I think some of
15 our updates turn into really good opportunities to get
16 feedback on going forward. So, perfect. Thank you.

17 So, we have three things left to touch on.
18 There's a public commentor, there's to kind of highlight
19 what we accomplished in terms of action items for the
20 next meeting, as well as getting some additional ideas
21 for the next meeting, and then Margie wants to talk a
22 little bit about some of the turnover in membership that

1 plays out.

2 So, even though our agenda says to do public
3 comment last, I'm suggesting we have the public commentor
4 speak now, because it might be important to think about
5 for the other two topics we'll touch on. Then, we'll go
6 from there. So, Dudley Hoskins from Rise.

7 MR. HOSKINS: Thank you. First off, my name is
8 Dudley Hoskins. I'm the manager of Regulatory Policy for
9 RISE. For those of you who don't know, RISE is the trade
10 association we represent, especially the pesticide and
11 fertilizer industry. I had a quick comment. I guess I'm
12 the only thing between you all and adjournment, so I'll
13 try to get out of the way quickly.

14 But before I do that, I just wanted to
15 reiterate everyone's gratitude for the work that this
16 group has been doing all the time, the toil and efforts
17 you all have invested. I just really appreciate
18 everything you all have done and are continuing to do.

19 With that, I did want to make one point of
20 clarity, going back to yesterday's discussion on IPM. If
21 I recall correctly, I think there was reference to a DC
22 bill that banned all cosmetic use for pesticides. I had

1 to go back and look that up, but what I found was that I
2 think the bill in question, which is the Pesticide
3 Education and Control Amendment Act of 2012, actually
4 didn't make any reference to cosmetic uses, but it did
5 address nonessential uses. That bill went into effect
6 about a month ago, October 23rd. Really, from an
7 industry perspective, we just want to encourage this
8 group to continue to address IPM through the statutory
9 definition of IPM codified in FIFRA. That's really about
10 it.

11 MR. BRADBURY: Okay, thank you.

12 So, what I'd like to do now is spend a few
13 minutes -- I will highlight my notes which I think
14 captures some of the action items for the next meeting
15 and the workgroups in between. Then I'm not looking for
16 the exact nuance of the words, but if somebody hears
17 something that's wildly different than what you thought,
18 let me know, and then we can kind of tune up by working
19 with the chairs of the workgroups as we get to the next
20 six months.

21 I just want to make sure we have a general uh-
22 huh in terms of sort of the basis charges to a degree for

1 the next six months. Then we'll spend some time thinking
2 about other topics. Then, just like other meetings,
3 we'll kind of work over the course of the next few months
4 and hone in on how we'll do it.

5 So, as far as the PRIA-3 budget conversation,
6 my thinking there would be that Marty pointed out certain
7 specific IT enhancements or other activities we need to
8 do under PRIA-3. She gave us sort of a sense of the time
9 frames when different ones would kick in.

10 At a minimum, as appropriate, we'd give you an
11 update on some of the PRIA-3 initiatives, if you will,
12 that have to kick in. I don't know if we'll do a big
13 back and forth but at least make sure you're staying
14 current as the different PRIA-3 activities kick in.
15 There will also be some process changes that are starting
16 to happen with PRIA-3. Marty outlined some of those.

17 So, certainly at the front end of PRIA-3 and
18 some of these new components of the actors starting to
19 come into play, we'll at least make sure you're getting
20 an update on how that goes, not too dissimilar to PRIA-1
21 and PRIA-2 as they got off the ground. After awhile
22 we'll kind of ease back probably because it will become

1 more or less routine.

2 Pollinators and some of the homework, if you
3 will, that I pulled out from that, which I would expect
4 them to get some feedback from the workgroup and getting
5 a chance for the full committee to give advice in terms
6 of recommendations back to the agency. One subgroup in
7 the pollinator protection area was labeling. My notes
8 indicated that we charged the workgroup to take a look at
9 the universe of potential areas for label clarification.
10 That group identified three of the six.

11 Don't take me literally, but that's sort of a
12 zone of phrases or concepts that are in those labels to
13 start focusing on ways to -- if a consensus can be
14 reached, great, but if options is where you're at to get
15 back to the full committee in six months about
16 (inaudible).

17 Related to that would be maybe not full
18 documents but at least sort of an annotated outline of
19 best -- looking back at history, what was the rationale
20 behind those phrases in those label statements? There
21 could be a combination of education going along with
22 trying to get the labels clarified.

1 In terms of BMPs, communication, education,
2 training, they were kind of blurred, but that's okay,
3 across the two workgroups. One charge is for USCPA and
4 USDA to get together and figure out what's going to be
5 that federal government node or entity or person or
6 office that's going to help in this communication process
7 and help figure out which websites are connected to what.
8 Obviously, there's a federal portal presence to the ideas
9 of getting information out to growers.

10 One of the requests was we need someplace in
11 the federal government to be connected up to help this
12 stuff go. So, we have that homework responsibility to
13 get back. I'll probably work with the workgroups and let
14 you know as that gets resolved.

15 Having said that, the workgroup would be
16 thinking about the nonfederal entities, purely federal
17 entities. It could be part of this network of nodes of
18 information. Start to give us some advice on how to
19 start to zoom in on different nodes that are part of this
20 interconnection. I think we talked about there's lots of
21 places you can go to get information, which is cool, but
22 we need some structure around there and understand the

1 structure that people go to to get their information for
2 the workgroup reporting back on that.

3 Also, the workgroup reporting back on -- I
4 don't know what the right word exactly is, so don't take
5 me literally, but sort of what's the process to take a
6 look at all this information and start to figure out how
7 to hone in on sort of tiering your way through the
8 information or realizing if there's lots of different
9 ways to do this thing, that's okay, too.

10 How do we help to provide some structure to
11 folks as they see the wealth of information that's out
12 there so that users aren't just buried with information,
13 but they've got some help in terms of drilling through
14 the data that could be out there. So, it's a homework
15 assignment to the workgroup to feed back on how to do
16 that.

17 I know there was talk about the RT-25, the
18 residual time that's pretty close to 25 percent
19 effective. I think the feeling was, at least I'm going
20 to interpret the agency's feeling, that putting that on
21 the labels isn't the right time or place. But there
22 could be something with regard to information and giving

1 information to users and growers and applicators that may
2 be useful in terms of making some choices.

3 So, I'd like the workgroup -- and I don't know
4 if it's BMP or the communication/education training, but
5 you guys can decide to think that through a bit more in
6 terms of what would be some options to at least get
7 information available to people, not in the context of on
8 the label but in terms of information sources people can
9 get at.

10 Then, the homework assignment back to EPA, OPP,
11 was to working within the EPA family and across the state
12 EPA family to come up with a way that PPDC stakeholders
13 could provide some insights to groups that are starting
14 to work on enforcement guidance and training. I don't
15 have the magic way that that's going to happen yet, but
16 we'll take that on to try to figure out how to get that
17 conduit so the information flows.

18 Once we figure that out, we talked about at
19 least preliminarily the workgroup dealing with
20 enforcement can at least start to share some ideas, but
21 not necessarily speaking for PPDC, but at least sort of
22 getting the radar screen game turned up. Then we could

1 loop back around in six months and refine some ideas that
2 we can feed into those efforts.

3 So, that sort of captured what I thought were
4 some action items combined with homework assignments that
5 would come back in about six months when we meet again.
6 Let me stop there and see if -- again, I'm not trying to
7 get it down to nuance, but if there's something that I
8 completely missed or something that you feel was
9 completely off base, it would be good to hear it.

10 So, then, the IPM -- sorry, Gabriele and
11 Marylou.

12 MS. LUDWIG: I guess one other thing I would
13 say on the pollinator stuff is that EPA really articulate
14 every six months what actions they've been doing. I feel
15 that there are things that have been going on that we've
16 been hearing in dribs and drabs, but we've not had a nice
17 summary of here's all the things we've done in response
18 to either the PPDC recommendations or the other things.
19 Just another homework for you guys.

20 MR. BRADBURY: Okay, good.

21 DR. VERDER-CARLOS: Also, for the labeling
22 group on the three to six items, that would mean that we

1 would need the definitions of how it has been used in the
2 registration division.

3 MR. BRADBURY: Definitely we'll feed into that.
4 That will also feed into at least the annotated outline
5 of what was the rationale behind those three.

6 Now, let me switch to the IPM discussion.
7 There were two groups. One was metrics of IPM starting
8 to move into the school systems and things plan out. The
9 other workgroup was focusing on what kind of information
10 can be gathered to show what the benefits are of putting
11 IPM into play.

12 I'm not going to repeat the three
13 recommendations on the first one, but we all agreed that
14 those were going to be three things we were going to take
15 on. They included the engineering, the metrics that are
16 in the six grants, and cooperative agreements that are in
17 play right now and re-engineering those metrics back into
18 the agency's strategic plan, implementation plan, which
19 we will do.

20 Then, the other charge was that with that
21 metrics information from EPA, working towards a yearly
22 report as to how we're seeing things play out as we go

1 forward. We're going to do that. Then, the other charge
2 to EPA from the group was to continue to work on
3 enhancing the partnerships with other federal and/or
4 state entities that are focusing on children's health and
5 how to make sure we're linking up children's health
6 activities in the universe of school systems. We'll take
7 that on, too.

8 So, my sense of that was mostly everybody agree
9 with those recommendations and the agency is now going to
10 look at those three recommendations and start to work on
11 putting them into play. We'll report back to you where
12 we are in those implementation steps as we get to six
13 months from now, but probably the workgroup will give you
14 a more timely feedback of how that's working.

15 Let me stop there. Did I get that right for
16 folks that are on the IPM group? Okay.

17 Then, the second area was the benefits. It
18 seems like the consensus there was let's focus on schools
19 first, not that we're taking public health or ag off the
20 table from the charge, but in terms of a temporal
21 sequence of what to try to take on, take on the school
22 issue first. So, that was what I heard.

1 Then we talked about daycare and childcare
2 scenarios which aren't in the definition of EPA's school
3 IPM program. But my sense there from the conversation,
4 we're not going to -- it's very logical that if some
5 ideas around schools would naturally fit right in with a
6 daycare center, a childcare center, I would suggest do
7 it.

8 But my feedback to the group would be that if a
9 childcare or a daycare analysis would spread us way
10 beyond where we're thinking with schools, then to pull
11 back. I want to make sure we get the school part, but if
12 it's easy to squeeze in daycare/childcare, do it. But
13 that would be our focus.

14 Then, the workgroup is going to think through
15 the recommendations Dave talked about and fine tune those
16 and then report back to us six months from now about the
17 specific recommendations to undertaking the tasks to get
18 at the benefits. Did I catch that right? Okay.

19 Then we have the comparative safety and
20 standards discussion. We talked about reach consensus on
21 one, we're going to go ahead and extend the pilot for
22 another couple of years because the anniversary date is

1 coming up. We have the green light, if you will, to
2 explore the biopesticide universe of compounds, realizing
3 that there's some things to work through there with our
4 colleagues over in OPPT.

5 Nothing is going to be decided without getting
6 back to you, but we need to do some work. We need to
7 kind of explore what are the possibilities there so that
8 when we meet in six months, we can have a more in-depth
9 discussion about pros and cons of different approaches.
10 So, one of the homework assignments will be to get that
11 done working with the workgroup and then be able to
12 report back to the full PPDC on what some options may be
13 if we move into the biopesticide area. To me, that was
14 one of the bigger issues.

15 I know Kristie talked about the animal metric
16 thing. You've heard about the repellency thing. So,
17 there will at least be updates and feedback on how some
18 of those are evolving as we go forward.

19 Then, OPP databases, I think again that will be
20 more of -- some of it's tied into PRIA-3 updates. Just
21 sort of keeping you posted as things go along. We've got
22 an alternative analysis and how we're trying to move

1 towards that paperless environment. So, probably more
2 feedback. There may be points in time over the next six
3 months to identify feedback from you in terms of options
4 that we may have before we start pulling the trigger on
5 making some changes. So, that will probably be a
6 combination update feedback, I imagine.

7 Then, my biggest take-home message on the
8 general update section that got reinforced here today was
9 we'll figure out how to do this but when is something
10 just a unique new thing that happened for that chemical.
11 It really truly is just unique to that compound.

12 You probably aren't going to stop the presses
13 and have a big policy discussion over a truly unique sort
14 of scenario, but as we're starting to see trends
15 happening as we look into the future into reg review and
16 see sort of commonality in emerging issues, how do we
17 blend into the overall engines that are running some
18 dialogue on that while ensuring that October 1, 2022,
19 we're still getting everything done on time. So, we'll
20 kick around that.

21 I can see that being a set of options that we
22 might talk about. Maybe use the reg review section we

1 usually have as a venue to get into that in more detail
2 in terms of what would be some process thing that could
3 work to get the information flow going but maintaining
4 the efficiency of the process moving forward.

5 At that point, I've run out of gas. Again, at
6 least for that summary and some hints and not so hinting
7 in terms of homework to do in in-depth areas to discuss,
8 I want to open it up now for a little bit with all of you
9 in terms of anything I missed or some things to start
10 putting on the list of possibilities for the agenda.

11 So, Susan and Susan, Gabriele and Cindy. We'll
12 start with that first four.

13 SUSAN: I might have missed it, but did you
14 mention the biobase? I think one of the things that
15 we're coming back around with is the discussion about
16 what kind of disclaimer could go along with the biobase
17 in USDA?

18 MR. BRADBURY: We'll look back at the agenda,
19 this agenda, and make sure there's follow up and feedback
20 on everything in that comparative group. I just tried to
21 hit a couple.

22 SUSAN: This is for next time, or some ideas.

1 There's many situations where we run into issues with the
2 label. I'm wondering if there could be -- this may end
3 up being another workgroup, but for deconstructing the
4 existing label and turning it into something that people
5 will actually read the important parts of, because that's
6 not happening. Maybe this group could provide some
7 feedback on how best to make that happen.

8 Two is, it looks like you guys are starting to
9 implement some of the NRC's recommendations on best
10 practices for risk assessment and risk management in
11 terms of putting together scoping documents, looking at
12 the Tox 21 stuff. It would be nice to see -- this is
13 kind of an involved update, but a presentation on kind of
14 a global overview of what all these things are. We're
15 seeing it piecemeal here and there. But it would be nice
16 to see side by side with what are the recommendations,
17 what is EPA doing, what is EPA planning to do in the
18 future?

19 MR. BRADBURY: Okay. Maybe we'll even show
20 some of the things we started before the NRC published
21 their report.

22 Cindy and then Gabriele.

1 MS. BAKER-SMITH: I put mine into the two
2 categories. One is just an update that you could slip
3 into whatever we do next time, and that was the question
4 to Marty in terms of budget impacts for you guys. I
5 think you'll see something six months from now in terms
6 of FTE for divisions, but also real impacts on programs.
7 What are you guys seeing in terms of impacts on programs?

8 Then, for a more heavy agenda item, I guess, or
9 discussion items, certainly support for the workshop that
10 was talked about on AOP. One of the areas that I think
11 that people have identified, and we've talked about it in
12 a couple of different forums here, is the bystander
13 exposure and what you guys are actually doing and what
14 the results of that are.

15 Certainly, with the NAS report expected early
16 in 2013, what are the implications of that for ESA? I
17 think that would be a real logical topic to have.

18 MR. BRADBURY: Gabriele.

19 MS. LUDWIG: I think this is a bit of a
20 commentary on this meeting structure and then again a
21 reminder for the future. Really think about, as you're
22 putting the agenda together, what are things that the

1 public, this group, can comment on? The budget I can't
2 do much about. As I say, I'm a disenfranchised American
3 voter. I have zero responsibility for the congress we
4 currently have, okay.

5 As I look at yesterday, when we did all those
6 updates of all these different things that are to me core
7 activities of what OPP is doing, how you're doing your
8 risk assessments, all of those policies, that was done at
9 4:00 in the afternoon when we're all brain dead. I
10 really think that's something that's very key.

11 Then, you also kept hearing you're in the
12 process of thinking through policies that have pretty big
13 impacts on how we do these risk assessments, all these
14 different aspects. I'm not familiar with all the ins and
15 outs, but certainly the volatilization is a new thing.

16 Cindy just mentioned bystanders. You have the
17 drinking water. Again, I don't know all the ins and
18 outs, but I really think those are things that need to be
19 brought back to us earlier in the agenda, let's just put
20 it that way, not just as a five-minute update.

21 Then, you saw on the endocrine and stuff, which
22 was supposed to be an update, there was valuable feedback

1 there. So, again, how do we utilize that a bit more in
2 my mind? So, just as a general principle thinking
3 through, what are things that are just informational
4 versus what are things that we may have opinions on?
5 Let's just put it that way.

6 MR. BRADBURY: I agree. In a collegial way,
7 I'm going to also flip it back to the panel members. For
8 example, the update section that we did was frankly based
9 on -- the most input that we got from you, which is just
10 give us a snapshot, turns out, which is very logical,
11 some things that people thought, me too, would be a
12 snapshot weren't. So, you never know exactly, but it
13 would be helpful. There are things you'll be feeding
14 into Margie as you get more time to think about it.

15 But to the extent you can give us some insight
16 and maybe talk to some of your colleagues on the
17 committee, we truly think this would just be nice to get
18 a 10-minute snapshot just to make sure we're keeping
19 track of which website to go to versus an update. But we
20 think there may be some significant dialogue because will
21 help us prune and lump and split the agenda.

22 So, I agree with you, Gabriele, that it would

1 be helpful to get dialogue going so we kind of know how
2 to shape some topics.

3 Tom.

4 TOM: I suggest for maybe the next meeting have
5 a presentation on incident reporting. It came up in the
6 pollinator discussion, but it would be helpful in some of
7 the other areas of what information is recorded and what
8 is done with that information. So, I talked to a couple
9 other members, and they it would be of interest, too.
10 So, we may even make some comments on it.

11 MR. BRADBURY: Good.

12 Susan.

13 SUSAN: To Gabriele's point, I think a little
14 bit given that we're supposed to be sort of advising on
15 policy, the two SAPs that you'll have theoretically
16 before we have this next meeting, they're supposed to be
17 informing your policy as well. So, it would be really
18 great if EPA could come to the next meeting with their
19 takeaway from what the SAPs mean and what they're
20 thinking about potential policy changes.

21 MR. BRADBURY: So, I'll weigh in now on that.
22 Given that the SAPs will have just happened and we won't

1 have the reports, we won't be reporting upon how we
2 interpreted the verbal report out by the SAP because
3 that's inappropriate.

4 I also don't want to have two FACAs getting
5 overlapped. The SAP is a Federal Advisory Committee. It
6 has a public process period that waits for the public to
7 hear what the SAP is saying. I want to avoid just
8 duplicating what the SAP does.

9 Now, having said that, Susan, there will be
10 some time after the SAP report has been published and
11 we've figured out what we're going to do, maybe 12 month
12 cycle out, which would be completely appropriate to share
13 with you.

14 So, here's what the sign says. I'm not going
15 to come to the PPDC and have you secondguess the SAP or
16 our expert interpretation of the SAP, but we can
17 communicate how this is going to start to phase in to
18 what we're doing. But six months from now it would be
19 completely inappropriate for us to be talking about the
20 SAP review before they've even published their report.

21 Caroline.

22 MS. COX: I totally appreciate your comment

1 about the budget stuff. I understand where you're coming
2 from. I think I was actually the person who asked to
3 have that budget item on the agenda. My thinking was
4 just that it helps us all in our discussions with the
5 agency if we understand that resource piece. Make it an
6 update.

7 MR. BRADBURY: Susan, did you have another?
8 Okay. Oh, Dave, I didn't see you. Sorry, Dave.

9 MR. TAMAYO: I'd like to see us start having
10 discussions about use data. I noticed that there were a
11 number of people yesterday who were interested in it for
12 various reasons. I anticipate that that could be a
13 pretty lively discussion and also really informative.
14 I'd like to see other people's ideas about what they
15 think can be done, what can't be done, and how not having
16 adequate data can -- it really seems to get in the way of
17 some of your activities and then also even our
18 discussions because we just don't have the information.

19 MR. BRADBURY: We'll work with the group to
20 figure out how to hone in on that specific topic. Some
21 of it is (inaudible) and some of it isn't. So, we'll
22 figure out the right dimension to that point and bring it

1 up.

2 Virginia.

3 MS. RUIZ: I was just going to echo support for
4 two of the recommendations on incident reporting and use
5 data.

6 MR. BRADBURY: Okay, thanks, very good.

7 Margie, can you come up and just walk through
8 bureaucracy at one of its finest in terms of the process
9 for some of the turnover of the membership of the group?

10 MS. FEHRENBACH: Every step?

11 MR. BRADBURY: Not every step.

12 MS. FEHRENBACH: We're making our lists and
13 checking them twice. That's my other job. The goal is
14 to have a diverse broad representation of stakeholders.
15 So, over the next few weeks, the proposed membership --
16 many of you have reapplied. Not everybody has reapplied.
17 There's been several members from the public who have
18 applied.

19 So, OPP with Steve, Marty, Bill, and the senior
20 managers will be going over the list. I've put a
21 proposal together. We'll also have to develop a federal
22 lobbyist search certification. I have to go through that

1 process. Develop an outreach plan and show how we've
2 reached out to a diverse set of nominees, including women
3 and minorities.

4 Then we'll go to our system administrator, Jim
5 Jones, for his review and approval. Then it has to also
6 go to our general counsel's office and Federal Advisory
7 Committee management office. They look and check
8 everything. Then the nominations are submitted to the
9 deputy administrator or the administrator. Actually, one
10 of them makes the final selection of committee members.

11 So, this process will take a few months, three
12 or four months. Once we get that approval, I will be in
13 touch. Letters will formally be sent out to the people
14 invited to the committee. So, we hope to have this done
15 in late February/early March.

16 I also have some proposed dates for the next
17 meeting.

18 MR. BRADBURY: Are there any questions on the
19 process?

20 MS. FEHRENBACH: You can always contact me
21 separately.

22 So, looking at your schedules and the

1 availability of this room, May 15/16, June 5/6, or June
2 20/21. If you could let me know if there are any major
3 meetings that conflict with those days, and we'll try to
4 work that out.

5 UNIDENTIFIED MALE: Could you repeat those?

6 MS. FEHRENBACH: Yes, and I'll send them out to
7 you electronically, May 15/16, June 5/6, or June 20/21.

8 MR. BRADBURY: Okay. First, I want to thank
9 everybody on the PPDC and members of the workgroups. I
10 think it was a very good meeting. We got a lot of
11 information going. Got some good feedback and a game
12 plan for the future. So, thank you all.

13 I also want to thank Margie for all her hard
14 work in organizing this. (Applause) I also want to thank
15 Glen McCloud (phonetic) who helped with the AV and
16 getting the Power Points up and making sure the mics all
17 worked. (Applause).

18 So, thanks again. Safe travels back to
19 wherever home is, and we'll see you again in six months,
20 and be in conversation before then. Thanks.

21 (The meeting ended.)
22

1 CERTIFICATE OF TRANSCRIPTIONIST

2
3 I, Marilyn H. McNulty, do hereby certify that
4 the foregoing transcription was reduced to typewriting
5 via audiotapes provided to me; that I am neither counsel
6 for, related to, nor employed by any of the parties to
7 the action in which these proceedings were transcribed;
8 that I am not a relative or employee of any attorney or
9 counsel employed by the parties hereto, nor financially
10 or otherwise interested in the outcome of the action.
11
12
13

14 MARILYNN H. McNULTY

15 Transcriptionist
16
17
18
19
20
21
22