

US EPA ARCHIVE DOCUMENT

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UNITED STATES
ENVIRONMENTAL PROTECTION AGENCY

PESTICIDE PROGRAM DIALOGUE
COMMITTEE MEETING

May 3, 2012

Conference Center - Lobby Level
2777 Crystal Drive
One Potomac Yard South
Arlington, VA 22202

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P R O C E E D I N G S

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3 DR. BRADBURY: Welcome to all the members of
4 the PPDC and the public. I appreciate everyone here to
5 join us for the next day and a half as we go through, I
6 think, a number of challenging issues. We're looking
7 forward to having a discussion with you, and I know
8 you've all put in a lot of work in preparing for today
9 and tomorrow.

10 Again, I appreciate all the travel, some of you
11 traveling through the Beltway to get here, and the
12 subway, and some of you flying across the country to get
13 here. I appreciate the effort just to get here and to
14 participate, and especially all the work that you've been
15 doing ahead of time as we come into these meetings.

16 As we've discussed numerous times, the PPDC,
17 when we all get together, is an important time for
18 sharing information, but more importantly, getting
19 feedback on next steps. To have feedback on next steps
20 means the workgroups have been doing a lot of work in
21 between our meetings, because that's where the real work
22 gets done and the ideas get crystallized and brought

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1 forward to the full committee. So, I appreciate that.

2 And just to sort of recap what we're all about
3 in the context of the PPDC and the Federal Advisory
4 Committee Act, this committee, as part of a process that
5 flows from the Federal Advisory Committee Act, is a
6 really important part to government in general, EPA more
7 specifically, and what we all care about is the pesticide
8 program. It's the feedback and the ideas we get from a
9 diverse group of stakeholders that really is critical to
10 advancing the program to help us see what we're doing
11 today and what could be better.

12 And as important, if not more important, is
13 looking to the future to see where we need to be as we
14 move forward into the future and take on challenging
15 issues. But to take on those challenging issues takes
16 input and advice and ideas from a broad array of
17 stakeholders who all have interests and equities in what
18 we do.

19 So, it's really an important part of our
20 program, everything from the registration and re-
21 registration process that leads to label language, to
22 stewardship and training, to enforcement, to the field

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1 program. All of that intertwines in, hopefully, having a
2 solid program that provides for public health safety in
3 terms of pest control and agriculture, but also ensuring
4 protection of human health in the environment at the same
5 time. Your input is really important.

6 Obviously, we take on tasks and challenges that
7 are pretty challenging, have a lot of different
8 viewpoints. So, the goal of the workgroups and the full
9 committee, as we tackle issues, isn't necessary to reach
10 a consensus -- although that's great when it can happen,
11 and we like it when it happens. Then, we may agree or
12 disagree with the consensus, but that's a different point
13 -- but also realizing that sometimes it's hard to reach
14 consensus.

15 Not reaching consensus is not a bad thing
16 because good hard work, constructive work, careful
17 deliberation, brings out some of the challenges that may
18 be associated with an issue. Not reaching a consensus,
19 as I said, isn't a bad thing. Getting clarity around the
20 different viewpoints and the assumptions and the analyses
21 behind different viewpoints is very helpful for us as we
22 ultimately have to make the decision. But understanding

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1 the complexity or the variation in viewpoints is really
2 important for us.

3 So, I want to just encourage the workgroups.
4 We'll hear some things today where I think we are
5 reaching some consensus or maybe some areas we're still
6 struggling trying to figure out how to tackle some
7 issues. I just want to make it clear that's okay.
8 Continuing to kind of work and get clarity on issues is a
9 critical step. Consensus is great, but it's not a
10 requirement to make progress and to move forward.

11 So, we've got a pretty solid agenda, like we
12 usually do. Hopefully, we've struck a balance between
13 getting efforts out of the workgroups, which is our main
14 engine of getting things done and getting feedback on
15 steps for other workgroups to take on based on your
16 feedback and our feedback from EPA.

17 Also, we've got some spots on the agenda just
18 to get updates on activities going on. I notice there
19 always is this balancing act between updates and digging
20 into the details of activities. So, we'll see if we
21 struck the right balance on that.

22 I just want to spend a few minutes going

1 through the agenda just to hit some of the highlights of
2 the agenda. Then, what we'll do is just introduce
3 ourselves. Although I think we're all getting to know
4 each other pretty well, I think it's helpful just to go
5 around the table again. Then we'll move in into the
6 agenda.

7 So, what we're going to take on during the
8 course of the next day and a half, the first session,
9 after we do introductions, will be Marty and I reviewing
10 a bit on our strategic direction setting and intertwined
11 in that an update on our budget from the past, our budget
12 today, and a little bit of a sense of what the future
13 looks like for budgets.

14 We'll then have a session on pollinator
15 protection, the workgroup. Those come together over
16 several months and had a good meeting yesterday. I think
17 we'll be getting some, I think, tangible suggestions or
18 recommendations from the group on some next steps that we
19 can take on. Don Brady will help facilitate that
20 discussion with presentations from workgroup members as
21 well.

22 Following lunch, we will then hear from the

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1 integrated pest management workgroup and get some
2 presentations from what the workgroup has been taking on,
3 as well as a presentation from the USDA and some
4 components of USDA's IPM program. That will take us up
5 to after lunch, and then we'll take a break.

6 Then we'll get an update on the endocrine
7 disruptor screening program from Karen Whitby, who is the
8 acting director for the Health Effects Division, and Mary
9 Manibusan, who is the new division director in the Office
10 of Science Coordination Policy that leads the endocrine
11 program. So, we'll get a snapshot of what's going on
12 right now with the program and what some of the future
13 looks like.

14 We'll then have a series of updates, trying to
15 get that balance again with updates as well as workgroup
16 reports. You can see on your agenda we'll be going
17 through a number of topics that were based on info we got
18 from the committee on areas you'd like to get some
19 updates. We also reserved a little bit of time for sort
20 of an open mic if there's a topic or a set of questions
21 you may have that we didn't capture.

22 Then, near the end of the afternoon, Jack

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1 Housenger will give an overview of some work we've been
2 doing on the definition of minor uses, the economic
3 definition of that. It's going out for comment, but we
4 just wanted to give you a preview of what that's all
5 about, not necessarily to weigh in on it but maybe help
6 with some clarifying questions as that moves through the
7 comment period. We'll get you up to speed on that.

8 Then, the last session will be an update on
9 spray drift, where we are in our spray drift policy as
10 well as some of the technology that we want to advance in
11 terms of drift management.

12 Tomorrow morning Don Brady and Rick Keigwin
13 will talk about the Endangered Species Act. That act
14 still exists and some of the challenges still exist. But
15 there's some progress and some steps we've been taking,
16 so we want to give you an update on that and get some
17 feedback.

18 We'll then spend a little time on registration
19 review, but in particular, there are two aspects of
20 bringing up registration review. One is just sort of to
21 get an update on where we are in registration review and
22 just reminding ourselves of the work we've got or the

1 ideas we got in terms of these focus meetings to try to
2 help at the front end of registration review to make sure
3 we're getting the most critical information to moving
4 forward. It helps with ESA, but it helps generally with
5 our risk assessment process.

6 Related to that, we want to spend some time on
7 water quality. One of the goals going into registration
8 review was to insure that we were getting the best
9 available information on monitoring information and other
10 information about aquatic systems. We finished
11 registration review.

12 As we finished re-registration, we're getting a
13 lot of comments on, are you sure that your re-
14 registration decisions aren't going to inadvertently,
15 perhaps, lead to future 303(d) listings or impaired water
16 listings of the Clean Water Act. Obviously, we want to
17 try to minimize the idea that we're registering
18 pesticides that in the future could create a water
19 quality problem through the Clean Water Act.

20 Some of the dialogue near the end of the re-
21 registration process was hard because people were
22 concerned where we're going and talking about monitoring

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1 that, but we didn't have our hands on the monitoring data
2 or the information behind impairments or potential
3 impairments.

4 So, we want to spend some time tomorrow talking
5 about that process and how to make sure we're getting the
6 current information on monitoring data to help feed into
7 the front end of problem formulation for registration
8 review to tackle one of our major objectives.

9 Then we'll spend a little time with the PPDC
10 workgroup on 21st century toxicology, getting updates on
11 where they've been taking on some issues. We'll talk a
12 little bit about -- have a guest speaker, if you will,
13 from our colleagues in the Office of Pollution Prevention
14 and Toxics, sort of giving a little update on how they're
15 thinking about 21st century toxicology and the work they
16 do.

17 Then we'll wrap up with a couple of short
18 sessions on the Regulatory Cooperation Council and the
19 efforts that Canada and the U.S. are undertaking to try
20 to make sure not only in plant protection and pesticides
21 but more broadly across the economy coordination between
22 the U.S. and Canada and trying to harmonize approaches.

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1 So, we want to give you an update on that. Then, there
2 will be an update on sustainability issues within the
3 agency and things that we've been taking on.

4 So, I think it's a pretty robust agenda.
5 Hopefully, there's enough time for questions and dialogue
6 and decisionmaking. Without any more of me burning up
7 clock time, why don't we go around the table and just
8 introduce ourselves. Then we'll get on to the agenda.

9 So, Marty, why don't you go first.

10 MS. MONELL: Marty Monell, Deputy Director OPP.

11 MS. KUNICKIS: Sheryl Kunickis, USDA Office of
12 Pest Management Policy.

13 DR. KASHTOCK: Mike Kashtock, FDA, Office of
14 Food Safety.

15 CAPTAIN BEAVERS: Good morning, everybody.
16 Mark Beavers, Armed Forces Pest Management Board.

17 DR. CALVERT: I'm Geoff Calvert. I'm a
18 physician with the Centers for Disease Control and
19 Prevention.

20 MS. SMITH: Cindy Smith with the Gowan Group.

21 MR. DELANEY: Tom Delaney, Professional
22 Landcare Network, Landscape Group.

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1 MR. THRIFT: Jim Thrift, Agricultural Retailers
2 Association.

3 MR. HANKS: Doug Hanks, National Potato
4 Council.

5 DR. FERENC: Sue Ferenc, Chemical Producers and
6 Distributors Association.

7 MR. GJEVRE: Eric Gjevre, Coeur d'Alene Tribe
8 and Tribal Pesticide Program Council.

9 MR. BUHLER: Wayne Buhler, NC State University,
10 coordinator of the pesticide safety extension programs
11 and cooperative extension.

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

14 DR. GREEN: Tom Green, IPM Institute.

15 MS. HERRERO: Maria Herrero, Biopesticide
16 Industry Alliance.

17 MR. JACKAI: Louis Jackai, North Carolina A&T
18 State University.

19 MS. STARMANN: Allison Starmann, American
20 Chemistry Council.

21 MR. BARON: Jerry Baron, IR-4 project.

22 DR. KEGLEY: Susan Kegley, Pesticide Research

1 Institute.

2 MR. VUKICH: Jake Vukich, DuPont Crop
3 Protection.

4 MS. SULLIVAN: Kristie Sullivan, Physicians
5 Committee for Responsible Medicine.

6 DR. KEIFER: Matt Keifer, National Farm
7 Medicine Center.

8 MS. LUDWIG: Gabriele Ludwig, Almond Board of
9 California.

10 DR. ROBERTS: Jimmy Roberts, Medical University
11 of South Carolina.

12 MS. LAW: Beth Law, Consumer Specialty Products
13 Association.

14 MR. NYE: Ken Nye, American Farm Bureau.

15 MS. PALMER: Cynthia Palmer, American Bird
16 Conservancy.

17 MR. CONLON: Joe Conlon, American Mosquito
18 Control Association.

19 MS. COX: Caroline Cox, Center for
20 Environmental Health.

21 DR. LAME: Marc Lame, Indiana University School
22 of Public and Environmental Affairs.

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1 MR. SHEEHAN: Pieter Sheehan, Fairfax County
2 Health Department.

3 MR. SCHERTZ: Scott Schertz, Schertz Aerial
4 Service.

5 DR. CLEVELAND: Cheryl Cleveland, Dow
6 AgroSciences.

7 MR. COX: Darren Cox, U.S. Bee Industry.

8 MR. McALLISTER: Ray McAllister, CropLife
9 America.

10 MR. WHALON: Mark Whalon, Michigan State
11 University.

12 DR. WILLETT: Mike Willett, Northwest
13 Horticultural Council.

14 DR. VERDER-CARLOS: Marylou Verder-Carlos,
15 California Department of Pesticide Regulations.

16 MR. SMITH: Steve Smith, S.C. Johnson.

17 MR. TAMAYO: Dave Tamayo, Sacramento County
18 Stormwater Program.

19 MR. JORDAN: Bill Jordan, Office of Pesticide
20 Programs.

21 MR. BRADBURY: Good, and again welcome to
22 everybody. I've got to get my left hand on the right

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1 hand side because Margie got me confused. Some of you
2 aren't in the same places I'm used to seeing you. Cindy
3 is over there so that part is stable. Hopefully, I won't
4 get names and faces mixed up. Again, welcome and
5 appreciate all the time and effort to join us today.

6 So, the first topic that we'll cover today is
7 to give you a snapshot of where we are in our strategic
8 direction setting as well as the budget picture. I know,
9 over the course of several meetings, we've talked about
10 our strategic direction setting, efforts that we've been
11 doing in the program, and you've all been asking, so, how
12 does this interplay with some of the budget issues that
13 are playing out in the federal government. So, they play
14 out with us well here in the pesticide program.

15 Let me just spend a few minutes kind of
16 introducing the topic, and then I'll turn it over to
17 Marty for the lion's share of the time. We'll also have
18 time for some questions.

19 I think in a couple of our sessions I described
20 an effort we undertook starting probably a couple years
21 ago, a year and a half ago, when we did some self-
22 reflection within the program. We're coming up on

1 cycles, three- to five-year cycles when you sort of sit
2 back and take a look at your organization, what are its
3 challenges, what are the dynamics inside your world and
4 the world you interact with, and do that time when you
5 decide is everything going pretty good and maybe just a
6 few minor modifications is appropriate.

7 You don't really need to do a major shift in
8 sort of how you tackle the challenges that your
9 organization takes on, and you move forward for the next
10 three- to five-year cycle. But sometimes you take a look
11 at where you've been, where you are, where you're going
12 and you reach a different conclusion.

13 Folks on the phone, if you can make sure that
14 you hit your mute button, that would be helpful.

15 If you take a look at where the world is and
16 where you're going, maybe it's time to make the
17 conclusion that kind of doing the same old same old may
18 not get you where you need to be in, say, five to seven
19 years. If you want to be at the head of the class five
20 to seven years or continue to be a high performing
21 organization, you have to make some adjustments as you go
22 forward.

1 So, we are looking at what are some of the
2 drivers, what are some of the activities going on, and
3 realizing there are a number of important drivers that
4 we're starting to reach some critical points. Some of
5 the drivers included changing technology, technology in
6 the context of how information moves, both within our
7 organization and outside our organization, and how
8 information can come into our organization.

9 This technology had a lot of power to it. It
10 could enhance not only efficiencies but also
11 effectiveness in what we do. We realize that we need to
12 change to start to really be able to harness that
13 technology and use that technology to our advantage.

14 In reading about some of these things,
15 sometimes it's the technology that's ready to go, but are
16 the people ready to figure out how to use the technology
17 and advance that technology for useful purposes? So, we
18 felt that was an important change and we needed to start
19 to try to learn about that and be able to start to
20 advance some of that technology for ourselves and for all
21 the folks that we work with.

22 We also were realizing that the science is

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1 changing significantly, and it's changing fast,
2 everything from what goes on inside cells with
3 subcellular components up to the scales of air sheds and
4 water sheds in terms of the science that we have to do to
5 support our regulatory decisionmaking. Some of that is
6 technology and some of it is just that science is
7 advancing rapidly.

8 We realized that five years from now the
9 information and the way risk assessments are done and
10 whatever scale you want to talk in terms of time or space
11 or organisms, it's not going to be the same five years
12 from now as it is today. I think it's just a fact.
13 There's just too much happening.

14 Having said that, do you want to be chasing
15 that change in science or do you want to be near the
16 front of that change in science so that we can take
17 advantage of more effective ability to do risk
18 assessments at whatever scale, whatever the question is,
19 as well as the efficiencies that can be harnessed from, I
20 think, some of the technology? So, we realize that
21 that's changing fast. So, we need to be ahead of the
22 curve on that.

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1 We also realize that the resource base is going
2 to be changing. So, we've got all these exciting events
3 happening, technology is changing, the science is
4 changing, how we communicate ideas in terms of labels or
5 stewardship. There's all sorts of opportunities there.
6 We also have another challenge, that the resource base by
7 which we're going to take on all these challenges
8 probably isn't going to be the same as it has been. It's
9 probably not going to be the same because it's getting
10 bigger. It's probably not going to be the same because
11 it's getting smaller.

12 So, how do you blend the fact that your
13 resource base is likely to be going down? It's not just
14 us and EPA. It's across the federal government, our
15 state colleagues and local government colleagues have
16 been facing these challenges for quite a while. It just
17 took a while for parts of the federal government to start
18 to absorb the same changes that are going on.

19 So, realizing we've got these three or four
20 different themes before us, we established some
21 workgroups that have been taking on issues like how do we
22 get to the point where our organization can get

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1 information instantaneously. So, whatever you need at
2 the snap of your fingers you can get what you need, be it
3 information coming in from the registrants, which would
4 mean if that can happen, hopefully we're making things
5 more efficient for the registrant community, but also
6 snapping our fingers and seeing what we want to see.

7 Most of our stuff is public. It's open to
8 everybody to see, the outcome of our risk assessments or
9 different ways our risk assessments are working. So,
10 everybody can see information quickly and access it in
11 different ways efficiently and effectively.

12 So, we've got groups starting to think about
13 how to do that. Actually, a lot of that is what's your
14 business process and how do you actually move information
15 even if you didn't have electrons around to do it? So,
16 we're spending time on that.

17 Also, there's a workgroup focusing on how do we
18 communicate information effectively, not just by words
19 but by pictures, by whatever technology is out there so
20 that in the future we can communicate how to follow the
21 label appropriately in lots of different ways, from
22 information coming down from satellite to going into the

1 council and the planters so that maybe label instructions
2 can be put right into the planter.

3 Here's where the buffer zones are and here's
4 where that riparian zone is, combined with knowing what
5 your nitrogen or phosphorus levels are as you do your
6 fertilizer applications just as you need, where you need,
7 in your field. There's other things that can probably be
8 going on in that computer and that planter. We also
9 realize in our country many people speak many different
10 languages. So, how do you tackle that, you know,
11 effectively?

12 The third workgroup is looking at how do we
13 advance both the science of risk assessment and the
14 science of risk management, if you will, and take that to
15 another level in terms of information flow
16 decisionmaking.

17 Then we have a couple workgroups that are
18 focusing on the people that work in our organizations.
19 All these things don't happen at once. There are people
20 there to do it and the people there are able to take it
21 on. So, how do we ensure that we're advancing
22 collaboration and teamwork and constantly learning and

1 adapting.

2 The challenges that we're going to be facing
3 are going to be evolving and it's not a world where I
4 know one thing, I do it really well, and I get it done,
5 and then I do the next thing really well. We're going to
6 have to be adaptable and be able to cross disciplines and
7 learn and be constantly learning and adapting as we go
8 forward. So, there's some workgroups focusing on how do
9 we do that, as well as how do we retain the best people
10 that we can and how do we attract the best people that we
11 can that are going to be part of this change.

12 Then, with all that going on, there isn't as
13 much money in the checkbook as we had over the last few
14 years. So, that's part of getting intertwined in that,
15 because some of these things, though, we think will
16 increase efficiency and effectiveness at the same time.
17 So, how do we use the resources we've got as effectively
18 as we can?

19 So, we were anticipating a change in the
20 resource base, but we may not have been anticipating the
21 change as fast as it happened this fiscal year. So, what
22 we want to do is share with you a little bit some of the

1 changes that are happening this year as we deal with one
2 of the drivers we knew we had to deal with, which was
3 going to be a change in resource base. It came a little
4 faster and a little sharper than we thought it might, but
5 that's what this election setting exercise was all about,
6 to be able to start to adapt to change that was going to
7 be coming.

8 So, what I want to do now is turn it over to
9 Marty. She'll give you a little bit of a retrospective
10 and a current picture so you can kind of see where we are
11 in the budget picture. Then we can open it up for some
12 questions and discussions.

13 Marty.

14 MS. MONELL: Thanks, Steve. Just bear with my
15 throat. I was up late last night watching a hockey game
16 and I was screaming at the TV for hours.

17 Anyway, the first slide is a snapshot of our
18 budget over the past four fiscal years. When people talk
19 about the pesticide program, the budget for the pesticide
20 program, it's a little complicated because we have three
21 different appropriations and we have two fee accounts.
22 The three different appropriations actually fund more

1 than just OPP. Part of the funds --

2 I don't think it's on a slide. You're going to
3 have to use your paper. I'm on the first slide.

4 The pesticide program budget is the large
5 number here depicted in blue. It includes all of the
6 pesticide activities within our AA-ship. So, it includes
7 a little bit of the AA's office that support the work
8 that we do. It includes the regional activities and FPEs
9 that support the work that we do, as well as OPP itself.

10 So, the red lines are the ones to really focus
11 on because that's the money that comes directly to OPP
12 and with which we have to maintain our payroll, maintain
13 our contracts, grants, and any other activities. So,
14 this is appropriated dollars only. This does not take
15 into account any of the fees.

16 So, the next slide is the same information only
17 it shows a change for OPP from 2011 to 2012. You'll note
18 that again this is -- I'm sorry, this is OCSPP. For the
19 AA-ship, the pesticide activities overall took a pretty
20 significant cut.

21 Then, if you'll turn to the third slide, you'll
22 see the cut to OPP from one year to the next. Now, you

1 might wonder well, couldn't you anticipate that? Didn't
2 the president's budget give you a clue? What has
3 historically happened in the federal government in the
4 past four or five years is we have a continuing
5 resolution. Congress takes its time passing a final
6 budget.

7 So, usually for the first two quarters we have
8 a continuing resolution which means you're funded month
9 to month and it's based on the prior year's
10 appropriation. Then, when they actually give you the
11 budget, it's a full year continuing resolution based on a
12 certain percentage of the previous year's budget.

13 So, yes, we have the president's budget and we
14 have a number that that speaks to, but the reality is,
15 Congress has historically given us continuing resolutions
16 that are based on a percentage of the previous year's
17 amounts.

18 So, while we knew there would be cuts, as Steve
19 indicated, we didn't expect them so quickly and we didn't
20 expect them to be so deep. As you'll see, there's a \$9.2
21 million reduction from '11 to '12 that we had to absorb.
22 Again, this is appropriated dollars only.

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1 The same thing with the FTEs, the next slide
2 shows the FTEs, full-time equivalents. This is the
3 government's jargon for level of effort, the hours, the
4 man hours in costing out of personnel costs. So, these
5 are numbers that speak for themselves. Again, the red
6 depicts what the Office of Pesticide Programs actually
7 has received in terms of FTEs.

8 As a government agency, we are not to go over
9 the ceiling that Congress authorizes for us for FTE. We
10 have a little bit of leeway in the pesticide program
11 because PRIA enables us to hire additional people to do
12 the additional work without counting against our FTE
13 ceiling. It's a very nifty provision in PRIA that to
14 this day we thank Wesley Warren for because he used to be
15 in OMB and he knew enough to make sure that we had that
16 protection.

17 So, again, we go to the two-year comparison,
18 the changes between '11 and '12. You can see it for the
19 AA-ship there's a reduction in the number of FTEs.
20 That's man hours to do our work. If you go to the next
21 slide, it specifically addresses the OPP FTE summary.
22 You'll see that for FY '12 we enjoyed a 14.6 FTE

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1 reduction. So, in other words, our ceiling is reduced.
2 We can only hire up to a certain point. We can hire with
3 using the PRIA dollars but only if we have enough dollars
4 in PRIA coming in to support the payroll.

5 So, then, the next page will show the payroll
6 associated with the FTE. So, we have a reduction in
7 payroll dollars of \$1.6 million. We had a reduction in
8 FTE that you just looked at, but we never get enough
9 payroll to cover the cost of the FTE anyway. So, having
10 a payroll reduction associated with the overall
11 appropriated dollar cuts leaves us with additional
12 payroll shortfall.

13 If you look at the first number that I talked
14 to, which was the OPP -- what we actually got in '12,
15 it's the \$95.7 million amount after the rest of the money
16 is handed out to the regions and to the AA's office. The
17 actual OPP amount is \$95.7. Payroll takes up \$80 million
18 of that, \$89 million of that, leaving us with \$6.7
19 million to run contracts, grants, and all other non-
20 payroll associated activities.

21 Again, tight, very tight. Obviously, we can't
22 do. We can't live the way we used to live. But we have

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1 fees and they're not included in these numbers. This is
2 just talking to you about the appropriated dollar aspect
3 of our budget.

4 So, as Steve mentioned, we realized right away
5 that we had to engage in some efficiencies, some
6 significant efficiencies. How are we going to make up
7 for this shortfall? So, we knew we would have to do some
8 shifting around, covering contracts more, those that
9 supported PRIA activity. Our core mission work would
10 have to be -- we'd have to use a larger portion on that
11 from PRIA and from FIFRA, the maintenance fee accounts,
12 to help us with the work to get it done.

13 What we usually try to do is carry over a
14 little bit in all of these accounts so that knowing we're
15 going into a continuing resolution, we've got enough
16 money to sustain ourselves for at least one quarter.
17 Historically, we've done it for two quarters so that we
18 can meet our payroll needs and we can meet our
19 obligations under our contracts in extramurals, other
20 kinds of grant awards.

21 This year we knew we wouldn't have that luxury.
22 We wouldn't be able to carry over money, so we saved

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1 about maybe \$4 million by operating under that change
2 paradigm. It's risky, but we didn't see that we had much
3 choice. We had been operating for the first full quarter
4 of the fiscal year under last year's numbers. Then, all
5 of a sudden we had to absorb these cuts which were
6 magnified because we had been spending as though we had
7 last year's amounts of money.

8 So, slide nine depicts sort of where we've been
9 at, where we've spent our money historically on grants
10 and contracts, the kinds of activities broken out by
11 infrastructure. So, our IT contracts have been
12 historically funded at very significant levels.

13 We've done not as much as I know you all would
14 like us to do, but we've done some pretty serious
15 investing in e-submission kinds of activities, in
16 building up our documentum, which is essentially our big
17 library of all of the data studies and reviews that the
18 program has conducted over the years. So, we've done
19 some investment, but, clearly, we were not going to be
20 able to do the same things this year.

21 The non-IT contracts and grants, historically,
22 we've been able to fund some things that have been

1 helpful to grantees, to local communities, to states, and
2 then, of course, covering our immediate needs vis-a-vis
3 contracts, the mission support contracts. Then, we've
4 broken out the worker protection and certification and
5 training kinds of activities.

6 There's a lot in there that you will see. It
7 includes the national associations, State Department,
8 Agricultural Foundation, the Association of Farmworker
9 Opportunities Program, a lot of different activities that
10 we have historically been able to fund, in addition to
11 the certification and then training that we provide
12 through the vehicle with USDA.

13 The next two pages show the IT contracts. This
14 is basically just to show how we spent appropriated
15 dollars in 2011 for a bunch of different activities, in
16 addition to the maintenance of our basic systems. Then,
17 for '12, we expect to spend a little bit less, and it
18 will be basically just to keep the infrastructure going.

19 We had one small investment to help with our
20 strategic direction setting, sort of an alternative
21 analysis, if you will, that we were investing a couple
22 hundred thousand dollars in because we know the kinds of

1 things we want to invest in and that we need to make us
2 sufficient, to make your lives easier, but since we can't
3 do it all at once, we need experts to tell us how we
4 should phase these, how we should stage them.

5 So, we are investing in that. But, other than
6 that small investment, we can only do the bare bones,
7 keep the machines and PCs and everything running
8 smoothly, hopefully. Again, this number is no longer
9 just appropriated dollars. We're having to use some PRIA
10 money and some FIFRA money to enable us to just keep the
11 machines running.

12 The non-IT contracts are laid out on the next
13 two pages. You'll see that it was a substantial
14 difference in amounts between '11 and '12. The '12
15 numbers actually only reflect amounts that we have
16 allocated to date. So, it's not the final decisions; it
17 is what we've done to date.

18 We're working aggressively internally on
19 efficiencies. For instance, a lot of our product
20 chemistry and acute tox work had been done in a
21 combination of contract support and internal FTE support.
22 So, we're not able to do the contract support anymore, so

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1 we're rallying our resources to figure out the most
2 efficient way of getting the work done in house. So,
3 that's one area that we were able to absorb.

4 We're looking at a lot of different areas.
5 Primary data review that we've shipped it all out in the
6 past, more of that will be done in house. We've got
7 folks that have solid science backgrounds that are now in
8 regulatory positions and reg management positions that we
9 may be pulling to do some primary data review, in
10 addition to our existing secondary reviewers.

11 So, as I say, we're looking at all of our
12 options because we just don't have the resources to
13 continue to maintain payroll and our people, which is our
14 number one priority, at the same time that we maintain
15 the contracts. We just can't do it. So, we're looking
16 at all of these. That's why the final decisions haven't
17 been made on all of our contracting activity yet. We're
18 trying to assess how much we can save and then figure out
19 how much we'll have left and what the priorities for use
20 of that remaining money is.

21 So, you can ask me questions about this
22 afterwards. I'm just trying to give you the overall

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1 picture.

2 That brings us to the slide that depicts the
3 minimum appropriation. As many of you are aware, PRIA
4 provides that the agency and Congress essentially provide
5 the program with a minimum amount of appropriation before
6 the fees kick in. This was an attempt by the coalition
7 to, two-fold, first of all, a basic understanding that
8 PRIA fees would never pay for the full cost of running
9 the pesticide registration or re-registration program.

10 There had been experience with FDA and the
11 prescription drug program and some criticism about the
12 amount of influence that some feel the industry have when
13 they are paying so much of the cost of running a
14 licensing program, essentially. So, there was a great
15 deal of interest in not replicating that model.

16 There was also the interest in, I guess, the
17 understanding that in government, if there is a fee
18 revenue stream coming into a program office, it's a very
19 easy target for appropriators to cut, with the idea that
20 the cuts are offset by fees. So, that was never the
21 intention. This is called the Registration Improvement
22 Act. That's the IA part of PRIA. It was to enhance and

1 facilitate the process rather than replace it. So, this
2 minimum appropriate is there. As you can see, we're
3 pretty darn close.

4 These numbers, by the way, represent the entire
5 appropriation to our AA-ship for pesticide work. So, it
6 includes the regional allocation and it includes the AA's
7 office oversight. So, it is not restricted to just what
8 OPP gets. So, it's more broad than that. But, even so,
9 for '12, we're right on the button. There is a provision
10 that it can go 97 percent of that amount. So, \$122
11 million is the magic number for our planning purposes,
12 and we're above that.

13 Then, the last couple pages deal with fees. We
14 collected \$11.6 million in '11. That's down. That's
15 down substantially from previous years. We've averaged
16 about \$15 million. One year, I think it was 2008, we had
17 \$18.6, then it's been \$15. So, last year was a slow
18 year. It probably is reflecting the change in the
19 economy, as much as anything. Thus far, in '12, we've
20 collected about \$8 million.

21 Maintenance fees, we've collected a little over
22 the target. If you'll remember, we were authorized to

1 collect \$22 million in maintenance fees each year under
2 PRIA-2. We collected a little bit over in 2011. We're
3 right on the button in 2012. What we do is for the five-
4 year duration, we average them out because it's very
5 difficult to ascertain exactly how many registrants are
6 going to maintain all of their registrations. So, we
7 come pretty darn close.

8 Then, you'll see the historical collections on
9 the next two slides for PRIA. It was 2010 actually that
10 we got the \$18.7 million and then some maintenance fees.
11 So, you'll see that while the picture is definitely not
12 rosy in terms of our appropriated dollars, we've done a
13 lot of work internally. I have to commend not only the
14 leadership but actually right down to the staff because
15 everybody has jumped on this opportunity to make things
16 better and to absorb the reductions without doing damage
17 to our basic programs. I think that's our ultimate goal.
18 I think we're well on our way to absorbing it.

19 Do you want to do questions or shall I go into
20 PRIA-3?

21 This is a good segue into the next topic, which
22 is PRIA-3. It's an update on where we're at with

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1 reauthorizing PRIA-2. As you may or may not know, PRIA-2
2 ends September 30th of 2012, which is right around the
3 corner. In terms of our ability to continue to collect
4 fees for registration, we can collect -- we have a 40
5 percent reduction in 2013 and then a 70 percent reduction
6 in 2014.

7 This basically reflects, again, the wisdom of
8 the coalition that, you know, if you hire up, if you get
9 prophecies in place, it's very difficult to just stop
10 them on a specific date. You've got people. You've got
11 contracts in place. So, they allowed for this ramp down.
12 What it doesn't do is maintain timelines, so you pay your
13 fee but you get no time line. The maintenance fees end
14 as of that date. There's no provision for extending or a
15 ramp down in terms of the maintenance fees.

16 So, last June, the coalition, in its wisdom,
17 asked EPA to start working with them to provide some
18 technical assistance on PRIA-3. What can we do to make
19 PRIA-3 even better, besides just getting more money?
20 That would help. So, we started internally by updating
21 our costing information. We hadn't done this work since
22 the beginning of PRIA.

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1 So, eight years ago we had done a lot of --
2 probably 9, 10 years ago, Pete Cawkins (phonetic) had
3 done a bunch of costing on the back of an envelope. We
4 hadn't done anything really since then. We've done some
5 work around registration review, but that was before we
6 actually began implementing the program.

7 So, we went back and did a lot of costing work
8 in our science divisions as well as our regulatory
9 division and updated the information for the coalition to
10 consider when they were having their discussions about
11 what the fee categories should be and what the amounts
12 for those categories should be and what the amounts for
13 maintenance fees should be going forward to support the
14 chemical program.

15 So, we started with that. Then, we decided
16 that there were a lot of -- again, we seem to be on this
17 efficiency kick, so we thought there were some areas of
18 PRIA that weren't solely related to money but that were
19 related to processes that could be improved.

20 So, we came up with eight different areas. The
21 coalition formed workgroups to address work with us on
22 these areas, to hear what our concerns were or what our

1 suggestions were, and then to work among themselves to
2 either discard our idea or to come up with statutory
3 language that would help to implement our ideas.

4 So, I'm just going to briefly touch upon what
5 the areas were. Then, if you've got any questions about
6 them, we can go into a little more detail.

7 One was decision times. This is addressing the
8 issue where frequently we will make a registration
9 decision that essentially provides for comments on your
10 label. So, we'll give you a label, but it will be with
11 comments. So, you don't have and we don't have a final
12 stamped clean label. So, when you go to your state
13 without a final clean label, you're out of luck. So, you
14 have to come back to the agency, file an amendment, get
15 your clean label.

16 So, we thought that why not add a period of
17 time. So, there are actually two timelines for this
18 label cleanup exchange to occur so that on the second
19 time frame, you've got your label and we've got a copy of
20 that label and the states will have it. It's just a much
21 more efficient process. So, we have to work through how
22 that's going to be implemented, but that's one area.

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1 The other area that was not well addressed, has
2 not been well addressed, was inerts. The clearance of
3 inerts in products other than the conventionals just
4 weren't contemplated under the fee categories in the fee
5 table under PRIA-2. So, we did a lot of work to
6 incorporate the various scenarios where inerts clearance
7 was important, the review and clearance was important to
8 the registration process.

9 Screening process for technical deficiencies,
10 this was to address the fact that the negotiation of due
11 dates was on a steep increase. We did a lot of review of
12 the reasons behind that and what we could do internally
13 to improve upon it, what the stakeholders, the registrant
14 community could do to improve upon it, but there were
15 certain basic things that really jumped out at us that
16 really drove the renegotiation rate.

17 One was product chemistry. Probably 60 percent
18 of all of the renegotiations have something to do with
19 product chemistry issues or CSFs not adding up or the
20 kinds of things that if you had more than just the 21-day
21 content screen, you'd be able to identify and either fix
22 or start over again.

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1 We also thought that it would be appropriate --
2 we've been talking for years, ever since the beginning of
3 PRIA. If you all remember Arnold Lane (phonetic), he was
4 talking about his vision of having this whole e-
5 submission where it would be totally electronic, not just
6 submitting things on CDs and having them scanned into
7 paper and so forth, but really true e-submission. Well,
8 we just haven't had the resources to make it happen both
9 in terms of contract development and implementation.

10 So, we thought, well, if we could get some sort
11 of an IT set aside for this work, we could make it happen
12 because we would have to just use that money for that and
13 nothing else. Of course, the NGO community was very
14 interested in this idea.

15 As you remember, the coalition isn't just the
16 industry. There's a lot of NGO representation on it.
17 They thought, well, you know, we're really interested in
18 tracking conditional registrations. What's the story
19 with -- you know, how many do you have, what are the
20 conditions, when were they imposed, when were they
21 fulfilled, so forth and so on. Quite frankly, we don't
22 have an effective database right now to produce those

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1 kinds of reports. So, that's another investment.

2 Some enhancements around our endangered species
3 database, knowledge base we call it, where we have to
4 work with the services and we struggle back and forth
5 getting information. So, we get habitat information and
6 so we need to put it in a central repository so everybody
7 has access to it and everyone can see our decisions and
8 so forth. So, that's another area. So, we developed
9 this whole concept of some IT enhancements and having an
10 addition to the maintenance fee amount to support that
11 throughout the life of PRIA-3.

12 The set asides from the registration service
13 fees remain the same. So, all of the other kinds of
14 enhancements that we're talking about, those are from the
15 maintenance fee side. The registration service fees
16 support the worker protection set aside, the
17 certification and training set aside, partnership grants
18 set aside, and they remain the same.

19 Other activities that occurred thus far is that
20 the registering divisions have all met with their sort of
21 stakeholder communities, worked on time frames of
22 categories, additional categories, deletion of

1 categories. I'm sad to say that we're up to 180
2 categories now. We started at 90. Every year we seem to
3 increase more. But that just really speaks to the
4 complexity of the work we do and the nuances of dealing
5 with what you folks are bringing in to us.

6 Then, there's an increase proposed for
7 maintenance fees. Assuming it passes, we're going to
8 have maintenance fees set at \$27 million. That's a \$5
9 million bump up for the next five years, in addition to
10 an \$800,000 set aside for the IT enhancements. That \$5
11 million really reflects the increased cost of
12 registration review.

13 As you know, we are implementing our compliance
14 with the Endangered Species Act through the registration
15 review program. It's proving quite costly. We've got
16 experience now with registration review. When we first
17 set the fees under PRIA-2 for maintenance, we had no
18 experience. So, now we've got more experience. We're
19 realizing that it's more resource intensive than we had
20 thought. So, we will hopefully see an increase in the
21 fees.

22 Last but not least, we have adjusted the caps,

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1 the caps on the maintenance fees. This is the certain
2 point -- maintenance fees are based on a per-product
3 assessment. At a certain point, if you've got a certain
4 number of products, you reach a cap, either a small cap
5 or a large cap, small business/large business.

6 So, we adjusted them so that the \$5 million
7 increase in maintenance fees would be more equitably
8 distributed. So, the larger companies, their caps would
9 go up a little bit higher than the commensurate caps for
10 the smaller businesses. It's something we hadn't done
11 previously. It just seemed like it was the right thing
12 to do. Apparently, Congress has agreed with us.

13 So, that's where we're at. Hopefully, this is
14 a win, win, win. We'll get some additional resources and
15 I think a very good structure around the work that we do.
16 Industry gets its predictable time frames and when it's
17 going to be able to bring the products to the market.
18 The NGO community gets predictable funding for workers,
19 partnerships, and applicator training. I think we're in
20 a good place. We just have to encourage Congress to help
21 us out.

22 MR. BRADBURY: Which we can't do.

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1 So, we'll open up with questions from Cindy and
2 then Mark, Tom, and Allison.

3 MS. BAKER: Thank you very much, both Steve and
4 Marty, for the updates. I think they're useful
5 information to break it out in that way. I guess I would
6 just like to comment that I think, Steve, in some of your
7 earlier comments about the PPDC in general, you were
8 talking about consensus.

9 I think this is a nice example, PRIA-3 at
10 least, of different stakeholders coming together for a
11 common purpose to achieve some things. So, I think
12 that's good if people aren't aware. It's a broad
13 coalition of NGOs and other stakeholders that have an
14 interest. I think it's positive that we can continue to
15 go forward with a plan.

16 I'm just curious about the PRIA fees and/or the
17 maintenance fees that you collect. Do you guys do a
18 breakout of FTE and contracts for where those dollars go?

19 MS. MONELL: What we have is a time accounting
20 system, TAIS. So, before we can charge anything to a fee
21 account, we have to have the requisite number of hours
22 charged by our people. So, that's sort of a guiding

1 principle of how many -- we historically have supported
2 about 130 FTE with the maintenance fees and then about
3 50-ish with the PRIA fees. That goes to the people that
4 are putting their time into the system.

5 As you know, we're audited, so we have to do
6 that. Then, the leftovers, if you will -- it's really
7 hard to predict with the PRIA fees because we don't know
8 how much we're going to get, we allocate for contracts
9 and grants.

10 MS. BAKER: And then, do you have a way to
11 track, you know, submissions involving EFED, ATD, RD?
12 Sometimes the maintenance fees have a big involvement
13 with PRD. Can you track it that way by division? I
14 mean, I assume with your time allocations, since it's
15 coming from that person, you know where it's going.

16 MS. MONELL: We know what the workload is going
17 to be for the year. So, in our annual planning process,
18 we know, for instance, the conventional world. RD will
19 have -- okay, we've got three new AIs we've got to
20 complete this year. It's a two-year time period, but we
21 have to complete two or three new AIs. We've got to
22 complete 10 new uses, whatever the numbers are. So,

1 using that as a guideline, we allocate the resources.

2 MS. BAKER: Thank you.

3 MR. BRADBURY: Mark and then Tom.

4 DR. WHALON: Marty, at this time of the day,
5 for you to give us that much information was remarkable.
6 For me to absorb even half of it would probably be even
7 more remarkable.

8 MS. MONELL: Imagine if I did it at 4:00.
9 You'd be asleep.

10 DR. WHALON: Only over a beer, Marty. I would
11 need note taking by a lot of folks. Statistics is awful
12 difficult for me. Bear with me on this stuff.

13 You know, besides being an entomologist, I had
14 the misfortune of having to deal with a lot of public
15 finance and budgeting. The fellow who taught me that was
16 a three-star general who was a comptroller for the
17 Pentagon. He basically said, you know, when someone
18 tells you what a priority is, if there's not a budget
19 that accompanies that that's appropriate, then someone is
20 blowing smoke up your dress.

21 So, I kind of looked at the budgets on the five
22 years for contract and grant funding. First I want to

1 recognize that there has been a meaningful shift to the
2 administrator's priority, and I might say America's
3 priority, to make sure that our children are protected
4 from environmental assault as far as their health goes.
5 School IPM has certainly been recognized by the agency.
6 They've shifted resources in a very meaningful way. I
7 recognize that.

8 However, as I look at what my old professor
9 would say, when I look at the numbers and I look at the
10 percentages, it seems that the priorities must be for IT
11 and for information management, which, of course, I think
12 is important. I might say I think the agency deserves
13 more for everything. Those people who have been
14 punishing the agency, whether we've been in a recession
15 or not, I'd like to see them go a month or two without
16 clean water and see what they do with that while they're
17 on the toilet.

18 What I'm seeing here, if my calculations are
19 correct, is there's a 5 percent decrease in IT contracts,
20 a 48 percent decrease in non-IT contracts, a 63 percent
21 decrease -- and this is from 2011 and 2012 -- for worker
22 protection, training contracts and grants, and a 60

1 percent reduction, which is the school IPM budget.

2 MS. MONELL: Just let me add a clarification,
3 Mark. At the very bottom of that chart it says for this
4 year it shows allocations to date. It doesn't show final
5 decisions yet. The reason that that's the case is
6 because we're still trying to figure out how much we can
7 absorb in house, how much we're going to have available
8 to put on mission support contracts as a result.

9 There are certain contracts, for instance, we
10 use -- I forgot what it's called now. It's usage data.
11 We can only get it from one source. So, it's not
12 something we can absorb without. FTE can't do this work,
13 provide us with this information. So, that contract,
14 we've allocated that money.

15 IT, you'll notice, we've got that down. This
16 is the bare minimum to keep our databases running. This
17 is no frills. You'll see it reduced by 50 percent since
18 2008 because we were in a building mode, expanding mode
19 in 2008 when we were fat, dumb, and happy. Now we're in
20 the real world and we just can only support the basic
21 functioning of our system.

22 So, the numbers you're looking at in terms of

1 reciting reductions to worker protection, C&T, IPM in
2 schools, SAI, that's only what we've given to date. They
3 do not reflect final decisions.

4 DR. WHALON: Which is why I'm bringing it up
5 now.

6 MS. MONELL: Okay.

7 DR. WHALON: In hope, as part of this FACA, of
8 advising, redressing and a closer look at the priorities.
9 I certainly recognize and understand what you're saying.

10 Nonetheless, both in terms of real dollars and
11 percentage-wise, there's an inequitable decrease at this
12 time. I would say that as you are making decisions and
13 the administrator is making decisions, particularly with
14 her priorities and with regard to the mission of the
15 agency, that there are things that maybe need to be
16 redressed as far as the money goes. I would always say
17 that one needs to say, well, IT, is that going to further
18 the mission more so than the implementation of real
19 programs for, with my bias, children?

20 So, again, I bring that up with the idea that I
21 think it's very important for the agency to have
22 priorities, but I think that there needs to be

1 commensurate and equitable budgets for those priorities.

2 MR. BRADBURY: Thanks, Mark.

3 Tom and then Allison.

4 TOM: Well, thanks. I also want to express my
5 concern about the impacts on IPM and the mission of the
6 agency under FIFRA to promote IPM and under FQPA as well,
7 but to also lend some assistance. In 2010, a group of
8 about 40 professionals, including a number in this room,
9 formed IPM Voice as an independent nonprofit to speak up
10 for IPM. We've been focused on the USDA budget primarily
11 and been very successful in getting Congress to
12 appropriate more dollars for IPM than the administration
13 had requested.

14 So, if others in the PPDC would be interested
15 in joining that effort, we would love to have assistance
16 in addressing this serious threat to your ability to
17 address your furthering IPM mission. What would help us
18 would be to have access to grant reports and your
19 thoughts on what your biggest successes have been in
20 terms of IPM efforts coming out of EPA to educate
21 policymakers about the importance of that investment.

22 We have identified some really open ears in

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1 Congress, so I think that we can be effective. Maybe
2 during the break, Marty could get the president on the
3 phone and we could have that discussion. Tell him you're
4 calling about the hockey game and maybe he'll take our
5 call. Thank you.

6 MR. BRADBURY: Allison and then Caroline Cox.

7 MS. STARMANN: I just wanted to clarify that
8 the presentation figures are just appropriated, so it
9 doesn't include the pre-owned FIFRA FTE?

10 MS. MONELL: Well, it's noted. Like, for
11 instance, on page 9, there's a table sort of showing the
12 five-year spread. That includes the fee accounts as well
13 as appropriated dollars.

14 MS. STARMANN: So, for the FTE summary for OPP,
15 for example, that would just be appropriated. Are those
16 the ceilings?

17 MS. MONELL: Those were the ceilings, correct.

18 MS. STARMANN: And were you at your ceilings?

19 MS. MONELL: We always maintain ceiling, yes.
20 In that fact, we go over because we have the PRIA also.

21 MS. STARMANN: I might have missed it. You
22 might have said it over there, but what did the PRIA and

1 FIFRA add to the FTE?

2 MS. MONELL: Well, the FIFRA comes with its own
3 ceiling, if you will. That's down to about 150 now. We
4 burn about 130 because we just don't have the money.
5 Then, on the PRIA side, we average about 50 FTEs. That's
6 what the TAIS, the time and accounting system, reports
7 will justify.

8 MS. STARMANN: So, if the PRIA-3 negotiations
9 proceed the way they are, would it make up or would you
10 expect it to make up for the roughly, I don't know, 13
11 FTE shortfall between '11 and '12?

12 MS. MONELL: It depends on the receipts. So,
13 in other words, if the PRIA receipts come in to justify
14 additional work and additional billing of time, then yes,
15 we can increase the number of FTEs.

16 MS. STARMANN: But based on the track record,
17 would you expect it to change?

18 MS. MONELL: That's really difficult to say.
19 You see the trends in our collections. I would have to
20 say no. But there are, you know, another 40 categories
21 for which we will get fees, not much because they tend to
22 be just nuances of existing categories. It's really

1 difficult to predict, but the trend certainly is not
2 going up.

3 MR. BRADBURY: Thanks.

4 Caroline and Ray next.

5 MS. COX: I think that my comments kind of
6 mirror what Mark and Tom said, so I'll try to keep them
7 really quick. But I know when budgets are tight, it's
8 kind of a squeaky wheel that gets the grease. So, I just
9 wanted to be the squeaky wheel a little bit.

10 I do think that the environmental stewardship
11 grants, the IPM grants, and the worker protection grants
12 are really, really important and central to EPA's
13 mission. I'd just like to encourage you to keep being
14 creative and finding ways to fund that stuff.

15 MR. BRADBURY: Ray, and then Mike, and then
16 Kristie.

17 MR. McALLISTER: Marty, my last count was 189
18 categories. Getting where we are today with the PRIA-3
19 language, the legislation ready for introduction in
20 Congress has been the product of sometimes tense and
21 often very intense discussions and negotiations. We
22 commend the agency for all of their work in bringing that

1 to fruition.

2 I'd also encourage all of the stakeholders on
3 the PPDC to support the legislation. It doesn't require
4 necessarily active participation, but if you're asked
5 your opinion on this, whether it's from a congressional
6 office or from the press or the trade press, I'd
7 encourage your support so that it gets passed quickly and
8 readily.

9 We all have a stake in this, whether it's the
10 minimum level of support that Congress is required to
11 provide in order to maintain PRIA for the OPP
12 appropriations, the individual set-aside programs within
13 those C systems, there's something in there for
14 everybody. A unified support will make things happen a
15 lot more smoothly.

16 MR. BRADBURY: Mike, Kristie, Gabriele, and
17 then we'll stop this session.

18 MIKE: Thank you. Thanks, Marty, for pointing
19 this out.

20 I just wanted to note there's one area where
21 you're going to have significant information shortfall
22 that you didn't know it because it's not actually in your

1 budget, but it's information that you use all the time.
2 It's related to the NAS chemical use surveys.

3 You recall that in November, National
4 (inaudible) Service decided they were only going to do
5 their chemical use surveys every five years. In order to
6 re-institute the fruit and vegetable surveys on an every
7 two-year basis, the NAS folks say they need an additional
8 \$2.3 million a year. That wasn't provided in the senate
9 budget for them in the farm bill. So, we're really
10 concerned.

11 Those of us who use that data are extremely
12 concerned that maybe there hasn't been quite enough
13 response back to the department. We specifically asked
14 them if the EPA had actually said anything about not
15 having that information. The response we got from Dr.
16 Clark was that they hadn't heard from EPA.

17 I understand there's all these federal family
18 things that you have to make nice about, but I think it
19 may be useful to find some way to communicate how
20 important that information really is. Perhaps maybe a
21 five-year interval is not the right interval. Of course,
22 I'm echoing Ray's comments that everybody in PPDC who

1 thinks that fruit and vegetable and other chemical use
2 survey information is important should make contact with
3 those folks who might have input into that process.
4 Thank you.

5 MR. BRADBURY: Kristie and Gabriele.

6 MS. SULLIVAN: Thanks for the information. I
7 just wanted to say that I actually kind of like the idea
8 of bringing more of the data and tox review in house.
9 Admittedly, I don't know the details of these contracts,
10 but on the tox side, the toxic side, excuse me, and the
11 industrial chemical side with the HPV program in the 2004
12 to 2008 range, I had some experience with sort of data
13 review being contracted outside the agency.

14 I find it to be more difficult from a
15 stakeholder perspective to get information and have a
16 dialogue with the agency because of that. So, I think
17 that this could be -- given that it would be difficult
18 for staff to take on extra work, I understand time
19 issues, but I think having that process and having those
20 reviews be more in house is much more open and
21 stakeholder friendly.

22 MR. BRADBURY: Gabriele.

1 MS. LUDWIG: Just a quick question. I'm not
2 sure I have this straight. But my understanding is if
3 Congress doesn't get a certain percentage of cuts this
4 year, then you get into automatic cuts that are 10
5 percent across the board?

6 MS. MONELL: They're Draconian, whatever they
7 are. Our senior budget office is now looking at the
8 impacts of that situation on us. We don't have the data
9 yet. We haven't seen the precise language of sort of the
10 drop-dead action.

11 MS. LUDWIG: Right. The reason I'm asking is
12 just simply, if it were 10 percent, then I think you fall
13 below the PRIA minimum, if I'm seeing this right. So, it
14 makes the mess even worse.

15 MS. MONELL: Well, what has historically
16 happened is during the budget formulation process and
17 discussions with Congress, we always note -- and when I
18 say we, I mean our chief financial officer -- always
19 tells the appropriators we've got this anomaly here with
20 the pesticide program where we have to maintain a
21 threshold appropriated amount, 97 percent of it at any
22 rate.

1 So, that would kick in. Those discussions
2 would kick in. I'm not saying they'd necessarily be
3 successful, because I think that by operation of law,
4 they may not be able to have those conversations be
5 effective. But that's what historically happens.

6 MR. BRADBURY: Okay, thanks. Good questions and
7 we appreciate the input in terms of priorities from
8 different folks on the committee. So, take a break until
9 10:30 on that clock, and then we'll start off with the
10 pollinator protection workgroup report out. Thanks.

11 **(Whereupon, a brief recess was**
12 **taken.)**

13 MR. BRADBURY: We want to get started now on
14 the next session, which is going to be a report out from
15 our workgroup dealing with pollinator protection. Don
16 Brady and Rick Keigwin sort of co-chaired or helped guide
17 the group along. Don is going to take the point. Don.

18 MR. BRADY: Well, thanks very much for, like
19 Yogi Berra would say, making this day necessary. We
20 wanted to just get a report out from the workgroup that
21 was formed at the last PPDC meeting. Our format today
22 will be that there were four sub-workgroups, we called

1 them, formed. The co-chairs of those workgroups will
2 report out on recommendations to the full PPDC. Then,
3 EPA will provide some initial reaction to the advice we
4 get from the full PPDC in this session tomorrow morning.

5 So, I just wanted to start by putting one slide
6 up, which is just to remind the PPDC. This was the
7 charge to the workgroup in April 2011, that the workgroup
8 look at initial, science-based risk management
9 approaches, including appropriate labeling restrictions
10 and training; development of information on state
11 approaches and authorities; the transfer of lessons
12 learned by various stakeholders to improve existing
13 management practices; continuing international
14 communication; and any other issues the agency wishes to
15 bring to the workgroup's attention.

16 Mary (inaudible) was our lead staff person, who
17 is sitting to my left. Mary and all the members of the
18 workgroup did a very nice job of coalescing. It was a
19 large group, somewhere in the neighborhood of 50 people,
20 I think is what we initially ended up with. That's a
21 large group to coordinate across phone calls and things
22 of that nature, which was how most of this work was done.

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1 But the workgroup managed to do that. The sub-workgroups
2 very effectively met on their own and got together and
3 came up with recommendations that they'll present here
4 today.

5 So, what we'll do is we'll go to each of the
6 co-chairs of the groups. Before we do that, we'll start
7 with common issues that were identified across the
8 workgroups. Marylou Verder-Carlos will just provide
9 those for the group.

10 MS. VERDER-CARLOS: When we met yesterday, each
11 of the subgroups also had reported out to the whole
12 subcommittee to present their recommendations to the
13 whole committee on each subgroup. So, the common issues
14 we figured -- actually, we wrote these common issues
15 after we had already written all the issues from each
16 subgroup.

17 The common issues for each one was to really
18 minimize pollinator damage while controlling pests to
19 protect crops. It was laid out on the table that it
20 would be impossible to say zero tolerance for each, you
21 know. It just wouldn't work. Bees are needed by crops,
22 and endocrops would need bees. But, at the same time,

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1 there are also some issues that could be done to minimize
2 the pollinator damages.

3 Also, provide residual toxicity information on
4 the labels. So, labeling issues is really one of the big
5 issues that we need to deal with and improve labeling
6 language. Again, it's labeling issues.

7 Then, we also wanted to highlight success
8 stories. There was one very good success story that
9 happened in Yuma, Arizona, where there was a very good
10 collaboration between the beekeepers, the farmers, and
11 the industry. So, there was a nice story that Cindy
12 Baker-Smith is going to talk to us about later on.

13 Then, also, it was very apparent that training
14 of the pesticide applicators and communication is also
15 one of the big issues that needs to be improved. So,
16 each of the subgroups are then going to report out on
17 what we would ask PPDC to have advice on.

18 MR. BRADY: Thanks very much. So, the first
19 subgroup was the best management practices subgroup.
20 Rich Briarly and Brett Aidy (phonetic) were the co-
21 chairs.

22 Just for logistics, Mary (phonetic) has the

1 clicker up here. So, if you're presenting as a subgroup
2 chair, just let her know when to advance the slide.

3 So, Rich or Brett? I don't know if Rich is on
4 the phone. It's kind of early. There's Brett. He needs
5 a microphone. If somebody can maybe just give Brett a
6 shot at a mic, I'd appreciate it.

7 MR. AIDY: We came up with a lot of different
8 ideas, but we tried to prioritize them to what we thought
9 would yield the best results the quickest. Our number
10 one idea was the timing of application. That's denoted
11 up here. This was our highest priority.

12 On the timing of application, this wasn't
13 unanimous by any means, but it was the majority that when
14 products are used that are toxic to bees, they should be
15 done while plants are blooming or producing nectar.
16 These products should be applied in the evening or at
17 night when the bees or other pollinators aren't foraging.
18 So, that, we thought, could yield the best results the
19 quickest with the least amount of change. Just applying
20 the insecticide at the correct time of day to protect the
21 crops.

22 The second issue we found would be very good

1 would be to standardize the training manuals. That came
2 up in a lot of the other groups also. On the subpoint,
3 we saw there in the training manuals, it should be to
4 point out the importance of bees as pollinators, not only
5 to the ECA (inaudible) but maybe to their neighbors crop
6 that may need pollination or the crop that's going to
7 need pollination down the road in the future months. So,
8 I think the real take-home point on that was, you know,
9 in the training manuals to point out the importance of
10 bees.

11 Thirdly, we came up with the idea that best
12 management practices are adopted faster by economic
13 motivation than anything. So, we thought case studies of
14 yield enhanced by good BMPs would be really good. That,
15 again, goes to timing issues and a lot of the auto-
16 pollinated plants in case studies where the yields are
17 increased with bees.

18 So, if you can keep the bees alive while you're
19 controlling your pests (inaudible) by timing, you're
20 committed to get a small yield increase and that will
21 adapt the good best management practices faster than
22 anything if we can document returns to the growers.

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1 Fourthly, we think that there needs to be good
2 information on toxicities of the products so the growers,
3 the PCAs, and the applicators can make good selections of
4 the products when they're spraying a crop before bloom so
5 they have the right residuals so it doesn't affect the
6 bees or other pollinators when the plant needs them. So,
7 good residual toxicity data is needed.

8 There's initial residual toxicity data we
9 thought should be more specific for how the toxicities
10 are affected by temperatures, humidity, winds so the
11 applicators and the growers can make more informed
12 decisions of how long it's going to be there, you know,
13 high humidity conditions, windy conditions, hot
14 conditions, cold conditions, so they can make more
15 intelligent choices. So, that was our fourth
16 recommendation.

17 Our fifth recommendation goes into the seed
18 coatings and the planters that are applying. We highly
19 recommend that the companies that make the seed coatings
20 continue to develop better, more integrated products that
21 do not make dust. Then, the planting equipment
22 manufacturers need to work on mitigating the dust so the

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1 exposure to bees and pollinators is minimized by both
2 chemistry and stickers and by mechanical and engineering.

3 So, those were our five highest priorities that
4 we thought would reduce the risk to bees and pollinators
5 the fastest with the least impact on industry.

6 MR. BRADY: Thank you, Brad. It might be good
7 to pause for just a second here and ask if members of the
8 PPDC have any clarifying questions as to what's meant by
9 the recommendations. My thinking on how to sort of get
10 the full discussion going is once we get the
11 presentations from the four subgroups, then people can
12 have more general conversation. So, at this point, if
13 there's any clarifications for Brad as to what he meant
14 when he presented?

15 **(Whereupon, there was no verbal**
16 **response.)**

17 MR. BRADY: I don't see any cards going up, so
18 I think we'll just go on to the communication, education
19 and training subgroup. That was co-chaired by Wayne
20 Buhler and Ray McAllister.

21 MR. BUHLER: Thank you, Don. I realize that
22 Mary and Marylou last night gave us one slide, and the

1 other three groups have two. So, I'm going to talk very
2 slowly.

3 MS. VERDER-CARLOS: You were there, Wayne.
4 When I was sizing it, you were there.

5 MR. BUHLER: Okay, yes, I'm sorry. I confess,
6 I was there, all right. Thanks for straightening me out,
7 Marylou.

8 I am with the extension service, however, so I
9 do a lot of talking. In this case, I was very impressed
10 with the input that we received and extremely thankful.
11 It's been a number of years since I worked with bees, but
12 we have a couple of beekeepers on our subgroup. They
13 really helped in providing some insider type of
14 information that was vital to, I think, coming up with
15 about eight or nine issues that our subgroup addressed.
16 It's been distilled, as you can see on this one slide, to
17 four issues.

18 What I'd like to do is describe each one of
19 those and then I'm going to ask Bill if he would help by
20 going off Power Point and to a web site that I'd like to
21 present better than talk about it. It's easier to see
22 the web site as kind of an initiation to what we might

1 consider as a portal or repository for training and
2 training information.

3 Much like the best management practices
4 subgroup, we recognized the need for standardizing,
5 training resources, but then we also realized that
6 beekeeping and stewardship of bees is variable. It
7 certainly varies by crop. We could get down to crop
8 specific information, and we could get down to various
9 products. We can talk about the different regions,
10 humidity, mountains, whatever would have an impact, even
11 the unique pollinator species of those areas would make
12 it really difficult to make a one-size-fits-all package.

13 But we do realize the importance of at least
14 getting the terminology standardized, such that if the
15 label is making statements about extended residual
16 toxicity, for example, we have common definitions that
17 are used in the training. So, we need to see that
18 parallel between labeling language and training to be
19 standardized.

20 As Marylou has already indicated, there have
21 been some successful case studies, if you will. The one
22 out of Yuma is an example of that. I think Cindy is

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1 going to elaborate more on that towards the end of our
2 presentation. But, suffice it to say, that these kind of
3 things would be excellent training tools.

4 Anything that has shown how beekeepers have
5 worked with crop producers and advisors, extension
6 services, all of those experiences, would be awesome to
7 have as case studies that can be involved in training,
8 making training, I think, more active in terms of
9 bringing it to the people that it's affecting.

10 Number three, or bullet item number three, is
11 really -- I don't think anybody in this room would find
12 it hard to find some good information by Googling or
13 whatever you might do to search it out. I know that with
14 my program, I work as the statewide pesticide coordinator
15 for North Carolina. Forty-nine other states have
16 programs, too. Each of them probably has their own fact
17 sheet on protecting honeybees.

18 So, there's no shortage of information out
19 there. But I think what we need to do is kind of have a
20 common repository, if you will, where people can go to
21 these. This web site that I'll demonstrate later
22 provides something of a portal for that. Certainly,

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1 there would be good need to vet or validate the
2 information that's out there and make that appropriate
3 for interested readers.

4 One of the other issues that we grappled with
5 are bee registries. Bee registries have been around for
6 a long time. They're considered kind of a traditional
7 means of communication between beekeeper and pesticide
8 user. But they've been frowned upon by beekeepers simply
9 because they haven't worked for at least the stewardship
10 of bees in many cases from pesticides.

11 So, the question becomes, what is the intent of
12 the bee registry. I think if it's not used as an
13 enforcement tool or doesn't have that connotation with
14 it, I think as a means of communication, we can continue
15 to see value in it. So, we don't pinpoint that as the
16 solution, but perhaps one of the solutions, if it can be
17 integrated into a holistic approach to protecting
18 honeybees.

19 There's been interest to do a pilot study where
20 we can look at the bee registry as a communication tool.
21 I think North and South Dakota, from what we've heard
22 yesterday, has had a very successful program online where

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1 that information is easily accessible. However, we
2 recognized even that has some shortcomings in terms of
3 preventing bee kills.

4 So, there's much more to be looked at with bee
5 registries. I think we'll continue to grapple with that,
6 but we certainly want to continue perceiving that as a
7 possible way of continuing on with the communication
8 linkage between grower and beekeepers.

9 So, with that, Bill has gone ahead and done the
10 good work of taking this web site and having you see
11 that, at least for those of you in the room here. Those
12 that are on the phone, this is pesticidestewardship.org.
13 It's a program or web site that has kind of been my baby
14 for the past four years. There's a lot of information
15 related to all kinds of stewardship, information that we
16 don't have time to get into.

17 But, Bill, if you can perhaps go down on the
18 left frame, you can see pollinator protection at the
19 bottom. Again, this is kind of roughed in. I considered
20 it a rough draft, but I just wanted to make it available
21 for this meeting.

22 What we've done is create or break this down

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1 into various subparts. Bill, if you could scroll down a
2 little bit on that page, you can see where we deal with
3 pesticide pollinator protection. Go back up a little
4 bit, Bill, I'm sorry.

5 The pesticide may be toxic to the pollinators.
6 You can see that at the left frame as well.

7 Understanding pollinator habits, using an IPM approach,
8 minimizing drift, the cooperation and communication, and
9 symptoms of accidental exposure. So, you can click on
10 any one of those subpages, Bill, and go to the site that
11 would describe each of those features in greater detail.
12 I do have permission to use this particular publication
13 as the text. This is from CURES, Coalition for Urban,
14 Rural, Environmental Stewardship. It has been reviewed
15 and vetted and also has a number of resources.

16 Bill, if you could scroll down to the bottom
17 subparts, you'll see a resources and suggested reading.
18 There is something that we would consider, again, kind of
19 as a repository, direct access to a number of PDFs,
20 excellent brochures that are out there, highlighting, as
21 you can see, NAPPC, North American Pollinator Protection
22 Campaign, Project APIS-M, pollinator conservation through

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1 the Zersi Society (phonetic), EPA, the CURES, all the way
2 down the list.

3 So, again, a lot of work being developed
4 currently, a lot that exists that's really good. We just
5 want to make this as a portal to easily attain that
6 information.

7 MR. BRADY: Wayne, thank you.

8 Is there anybody who has any questions about
9 just understanding what Wayne was presenting as
10 recommendations from his subgroup, just in terms of
11 clarification? Darren, did you have something?

12 MR. COX: I would like to be able to point out
13 that these bee registries that has been very historic in
14 these regions was originally developed to prevent the
15 spread of American European foul brood. It was not
16 originally set up as a way of notification or
17 communication between the beekeeper and the applicator.
18 Many of these bee locations are set up and designed so
19 there's not overforaging or overgrazing in the specific
20 areas by having too many bees into the area.

21 We had also talked about having pesticide usage
22 reporting to complete that circle, but at this time we

1 don't see how that would work.

2 MR. BRADY: Thank you.

3 UNIDENTIFIED MALE: On sort of an overlapping
4 between Wayne's presentation and the previous one,
5 basically, I see the registries as being a very useful
6 tool to prioritize where additional, you know, safeguards
7 need to be taken. You know, we really can't do
8 everything that requires insecticides on blooming crops
9 at night. I mean, that is just reality. It isn't a
10 simple solution. Between the two, if you can prioritize
11 it, can be very helpful. Thanks.

12 MR. BRADY: Okay, thanks.

13 So, let's move on to the labeling subgroup,
14 Marylou Verder-Carlos and Dave Epstein (phonetic).

15 MS. VERDER-CARLOS: Dave is here right behind
16 me. So, if I make a mistake, he's going to kick my
17 chair.

18 So, our labeling subgroup started with
19 exploring, actually, what the existing labeling is right
20 now. We also explored how EPA currently determines what
21 goes on the label. So, we reviewed chapter 8 of the
22 label review manual and then we started our discussions

1 from that.

2 We found that our recommendations to go forward
3 was to look really at the environmental hazard statement,
4 because they are not consistent between each active
5 ingredient, and they are difficult to understand. So, we
6 were thinking that simplifying the language would be a
7 good recommendation, although we understand that there is
8 a science behind highly toxic, potentially toxic, and
9 toxic.

10 So, then, what came about yesterday was to
11 develop a labeling interpretation manual for clarity so
12 people know what the highly toxic, potentially toxic, and
13 toxic mean. So, from the group yesterday, the
14 recommendation was to have that labeling interpretation
15 manual much like the spray drift manual, if you will.

16 Then, also, we wanted to move forward with
17 providing simple label statements on pesticide's residual
18 toxicity. This was already discussed earlier with the
19 best management practices subgroup. The RT-25, what does
20 that mean? When it's on the label, for a beekeeper, what
21 does it mean to them?

22 So, mostly what we intended to recommend was to

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1 have those label clarifications. At the same time, we
2 had actually two folks from the registration division to
3 talk to us about label revisions. They said there is
4 also room for improvement. So, we were happy to know
5 that.

6 So, Eric Johansen (phonetic) from our group
7 also came up with label review manual revisions to be
8 more specific. So, we have drafted something and we've
9 forwarded that to Mary and Don and Rick to look at that
10 and see if we could do something with revising label
11 review manual. One of the things that we looked at was
12 that there was a big concern between crops requiring
13 pollination by bees and crops that do not require
14 pollination by bees, but the bees were there.

15 So, that was an issue that needed to be
16 discussed more fully. So, with the label review manual
17 revisions, we thought that that would be able to be
18 addressed. But, of course, there's also going to be more
19 work done.

20 But we thank Eric for starting the work on that
21 because there's issues with application timing, when the
22 crop is blooming, drift minimization, and all kinds of

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1 issues on that label review manual that we thought would
2 be a good thing to start with.

3 John Scott (phonetic), also from my group, and
4 I were in a class last week with 21 state-lead agencies.
5 So, we asked for input from them about how to go about
6 label revisions, on how they would think they would be
7 able to enforce those labels. We found out that there
8 was a mixed review, if you will. They did not think that
9 some of the label revisions we proposed would be
10 enforced, and some thought that it would be.

11 So, they asked that if we could forward them
12 any label revisions before it becomes finalized, that
13 would really help out the states as well. So, there's
14 really a whole mix of reactions from the label review
15 revisions, if you will, moving forward.

16 Like we said earlier, there's various label
17 issues that overlap with best management practices,
18 communication, education, training, and also the
19 enforcement subgroup. As you know, the label is the law.
20 If the label is not clear, it's going to be very hard to
21 enforce it. So, that's where also the state-lead
22 agencies come in.

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1 If there's any other from my subgroup -- we
2 actually had a very big subgroup. I think we were up to
3 30 people at one time on our conference call. I
4 appreciate --

5 Oh, also from our subgroup, Susan Kegley and a
6 group of our subgroup people had volunteered to come up
7 with a survey that would be able to survey the beekeepers
8 on a package that would be practical for them. She can
9 pipe in and tell us more about the survey, but we will
10 evaluate that survey for the data that we get as it comes
11 in and see what we can come up to help us with the label
12 recommendations going up to EPA.

13 DR. KEGLEY: The survey was mostly about crop
14 specific label language. So, the idea of the survey was
15 to figure out if there are particular crops that are more
16 or less problematic for bees and what the focus should be
17 in terms of modifying label language. So, it's out now.
18 We're going to close the due date for getting all the
19 surveys in at the end of May, but we're going to try to
20 do it like a preliminary cut on the results sometime in
21 the next couple of weeks so we can send those out.

22 We also have a few questions on enforcement and

1 a few questions -- most of them are focused on acute
2 pesticide poisonings that the label could conceivably
3 control. We have a few questions on kind of longer term
4 (inaudible) that is really harder to pin down in terms of
5 -- well, there's pesticides, there's mites, there's many,
6 many factors that may be affecting that. So, our focus
7 was mainly on the acute pesticide poisonings for that
8 reason.

9 MR. BRADBURY: Folks on the phone, if you could
10 hit your mute button, please.

11 MR. BRADY: Okay, we're getting a little bit of
12 feedback here, but that's great. So again, just
13 clarification questions from that workgroup's
14 presentation? We'll get to the discussion mode as we
15 finish.

16 Louis?

17 MR. JACKAI: I was just wondering, the labeling
18 subgroup, I think one of the points was about simplifying
19 the language in the example you gave us to eliminate some
20 of the words, the terminology that has been used for a
21 long time. I wonder if the group came up with some ideas
22 and what that might be, you know, making it simpler? If

1 you look at the next bullet, develop the labeling
2 interpretation, that seems to actually address the issue
3 that you're raising in the previous one.

4 MS. VERDER-CARLOS: Yes. Our discussions
5 started with, you know -- for a lay person, toxic,
6 potentially toxic, and highly toxic is the same. It's
7 toxic. So, we were thinking in the beginning that it
8 should just stay toxic. But, like I said earlier,
9 there's a science behind that. That's why the risk
10 assessment and the tox findings would be very important
11 for us to move forward on are we going to do this or not.

12 So, then, yesterday, like I said, what we came
13 up -- the whole committee came up with the recommendation
14 to say, well, maybe there should be a labeling
15 interpretation manual to address that. So, you're
16 absolutely right, that that's how we're probably going to
17 be able to address it if we move forward with doing it
18 that way.

19 MR. BRADBURY: Cheryl, did you have something?

20 DR. CLEVELAND: I heard a lot deeper discussion
21 yesterday in the meeting. A lot of details were voted
22 but not decided on. So, my question is, is the survey,

1 then, going to form the basis for some final label
2 language? Right now, this is very high level.

3 The main thing that I heard is that you've got
4 some very specific suggestions for revisions in this
5 manual piece, but those aren't being brought forward
6 here. Are you waiting to finalize those based on the
7 survey and then you'll bring them back to the group?
8 What's the process, next steps, for this subgroup?

9 MS. VERDER-CARLOS: So, we're waiting on the
10 results of the survey and then we come again as a
11 committee. So, I don't think that this is going to be
12 the end all be all. The labeling issue really is a big
13 national -- it's a big thing to do. You know, it affects
14 everybody.

15 So, what we were thinking is if we could get
16 everybody again back on the table and the pollinator
17 protection workgroup before we even move forward, we have
18 to go back to the state-lead agencies and see how they're
19 going to be doing that. Then we have to go back to the
20 industry to be able to get input. So, it really is a
21 work in progress. But this is what we thought would be a
22 good start to focus people on okay, these are the things

1 that we will probably move forward.

2 We're willing to forward all the label review
3 manual revisions that Eric Johansen put up and we had
4 already sent it to Mary. But it's an ongoing discussion.
5 This is not going to be the end. But we wanted to focus
6 people on things that we think should move forward,
7 although it's not a decision that's already made.

8 MR. BRADY: So, I just want to thank Marylou
9 for the answer, but also to point out that the question
10 about what we do next and the sequence and who does what
11 is what we will hopefully get some advice from at the
12 conclusion of the session today. So, we want to finish
13 the presentations. Then we'll have discussions and
14 questions about next steps and what's a logical sequence,
15 as we were saying yesterday in our workgroup meeting, who
16 does what, you know, which agency or which entity, so to
17 speak.

18 So, let's just finish this last report out and
19 then we'll be able to get into sort of more general
20 discussion about people's reaction to reports from the
21 subgroups as well as discussion and advice to the agency.
22 So, thanks very much.

1 So, our last subgroup was the enforcement
2 subgroup. Darren Cox and Gabriele Ludwig were the
3 chairs. One of them will say something, I'm sure.

4 MS. LUDWIG: My turn. So, the enforcement
5 subgroup really was dealing with the issues of how to
6 improve state-lead agency investigations of bee kills
7 that might be caused by pesticides. So, beekeepers have
8 encountered some frustrations in that area.

9 Really, we have two main focus areas. One is
10 what I'll call process improvements, basic ideas or steps
11 that could be taken to improve how state-lead agencies do
12 these investigations and just even step up to the table
13 to do an investigation. The other one is how to engage
14 state-lead agencies in this process, because it's very
15 variable to what extent they are engaged on these issues.

16 So, going through the list, the theme of
17 training came up again, develop and standardize training
18 manual for investigations. But this is now training on
19 how or what steps are specific related to a bee kill
20 investigation. I should say at the moment, OWECA
21 (phonetic) is in the process of revising the FIFRA
22 enforcement training manual. So, some feedback has gone

1 into that.

2 Develop a method for tracking incidents and
3 investigations. So, one of the issues that has come up
4 is even when a call has gone into a state-lead agency,
5 it's not always clear who is taking responsibility. So,
6 if you call in three weeks later and say, okay, what's
7 happened, you know, trying to find out who has done what,
8 it's essentially like an audit trail that you can know so
9 and so did this, so and so did this, so and so didn't do
10 that, or this is what the decision was at steps along the
11 process.

12 Developing criteria for states to convey
13 information to EPA, this probably should come down later.
14 But it's very variable when an incident investigation or
15 enforcement action -- what the criteria are for state to
16 send something on to EPA, either the regional EPA offices
17 or federal EPA. So, developing some consistency around
18 what the criteria are, when something should get notified
19 or should not get notified to EPA as a bee kill incident.

20 Develop procedures to make it easier for states
21 to determine when and where pesticides were used. This
22 is coming back to the issue of when something happens, it

1 can be difficult to figure out who sprayed what. If the
2 beekeepers had their druthers, all growers would be
3 required to do pesticide use reportings.

4 I will say the beekeepers said that they would
5 be willing to participate in pesticide use reporting on
6 their own. However, EPA has made it clear they do not
7 have the authority to mandate pesticide use reporting
8 across the country, so we're not really sure how to move
9 this forward. But just to say that is something that
10 would help investigations, but we don't know how to do
11 so.

12 Develop consistent and simple procedures for
13 notifying state-lead agencies of possible bee kills due
14 to pesticides. This comes to the issue I think Susan
15 raised yesterday, and that had actually come up at other
16 times, that in some states, it's very easy to know whom
17 to contact and other places it's very hard to know whom
18 to contact or it's inconsistent. So, again, making those
19 procedures easier to at least say, hey, I think something
20 has happened, can someone come out and take a look.

21 Clarify whether states have authority to obtain
22 incident details. This is maybe some of our ignorance

1 for those of us in the group, but it's not clear based on
2 what some states have said to beekeepers whether they
3 always have the authority to do the full investigation
4 and really ask growers in the area or applicators in the
5 area what did you apply when. So, we need some
6 clarification in that area and just make sure that that
7 full authority is there.

8 Then, the other thing is just to develop a
9 process for periodic review of investigation guidelines
10 to incorporate either new technologies, new knowledge,
11 things that have been learned throughout the time, so
12 something every three to five years or some kind of
13 review process for these processes.

14 The other side of it were steps that could be
15 taken to get state-lead agencies to pay more attention to
16 this issue because it's very variable from state to state
17 based on beekeeper's experience. You have SFYREG -- and
18 I always forget what that stands for, State Federal
19 something something. But it's basically EPA and the
20 state-lead agencies that do enforce pesticide issues.
21 They meet every two months, three months at least, at
22 least conference call meet, to talk about what is EPA

1 doing, what are the state-lead agencies doing.

2 We really think that that would be a good forum
3 for EPA to take the lead and say to the state-lead
4 agencies, hey, we have an issue here. We need you to pay
5 more attention to it. OWECA has this (inaudible)
6 manuals. Give your comments on it. Here's an
7 opportunity to raise that issue.

8 Similarly, NASDA, which is the National
9 Association of State Departments of Agriculture -- to
10 many states, it's the Department of Agriculture that is
11 the state-lead agency. That's another opportunity to
12 raise this issue and see if we can get some more
13 traction. Again, it's very variable from state to state
14 how much engagement they show on the issues.

15 Anything to add, Darren?

16 MR. BRADY: Okay, thanks very much. Again, any
17 clarifying questions? We have one more presentation and
18 then we'll be able to -- everybody I know is anxious to
19 get into the discussion. Okay, then, the last
20 presentation that the workgroup thought would be valuable
21 to share was results of a field trip that Cindy Baker-
22 Smith was instrumental in arranging. So, she's going to

1 share just a few slides on that activity right now.

2 MS. BAKER-SMITH: Thanks, Don. So, after our
3 last PPDC meeting and the workgroup discussion around
4 pollinators, Rick Smith, who I don't think is here today
5 -- he was here yesterday -- a beekeeper in Yuma, and I
6 got together and said, you know, we've been able to find
7 a way to make this work in Yuma. Maybe it's worth
8 bringing Don and Rick to Yuma and showing them what we
9 did and then seeing if there's any lessons that we can
10 take from that that could maybe be applied generally in
11 other areas.

12 So, just a quick little background on Yuma,
13 because I know not many of you have probably been there,
14 other than those of us who live there and work there.
15 So, it's a long time agricultural community. Been in
16 farming for over 100 years. If you eat lettuce or winter
17 vegetables in the winter, they come probably from Yuma.
18 Over 90 percent of the lettuce and winter vegetables come
19 from Yuma Imperial Valley which is about 40 miles away.

20 It's a very diverse agricultural community. We
21 have vegetables, melons, alfalfa, cotton, wheat,
22 safflower, beans, all those you can see there. I put the

1 crops up there to show you there are some that need
2 pollinators and some that don't need pollinators. But
3 because you're in a 20- to 30-mile radius of agriculture,
4 you know the bees are in that area, whether they've been
5 ordered in to do a specific function or whether they're
6 just there because that's where they reside.

7 The pollinators are needed and used in the
8 crops. I think it's kind of a microcosm of the issues
9 that we talk about here at PPDC, water, ESA, worker
10 exposure, pollinators, et cetera. I put that there to
11 say that when you talk about what are you going to do to
12 protect pollinators, you have to factor in the other
13 things that you are trying to do to minimize drift, to
14 take care of workers, to be protective of the
15 environment. All of those things are happening at the
16 same time in any particular environment.

17 So, what we did, I just talked about, we
18 brought Don and Rick down. Rick Smith really deserves
19 the credit for organizing the day and a half. We visited
20 pest control advisors, so in California and Arizona, the
21 people who walk fields and make recommendations about
22 what you spray and when you spray and how you spray are

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1 certified licensed people by the state. They have to go
2 through training annually to get enough credit hours to
3 keep their license.

4 We talked to actual farmers who were there, so
5 farmers who were ordering in the bees to pollinate their
6 melons and farmers who are growing other crops right next
7 to these guys who have to use the bees, and we talked to
8 applicators. We saw and heard firsthand about all the
9 different interfaces that go in there.

10 So, you know, the PCA is standing there talking
11 about the white fly problems that he has in melons. The
12 best product that he has today happens to be a neonic to
13 help try to be protective of the bees. He applies it in
14 the soil and then covers it up over the top to try to
15 minimize the exposure. So, those are kind of real
16 examples of what people are doing to try to address the
17 concerns.

18 Then, this last slide is just kind of a summary
19 of what I learned, because pollinator protection and
20 concerns hadn't been high on my radar screen. So, it was
21 very educational for me to go around with Rick and Don
22 and Rick to look at all this stuff.

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1 So, what I think we discovered was that local
2 solutions can work and probably will be the most
3 effective because one size doesn't fit all and there is
4 no silver bullet here to solve this problem. The pests
5 need to be controlled. The pollinators are necessary for
6 ag production and for other important reasons and need to
7 be protected.

8 We found that a champion helps a lot. So, in
9 the specific case of the Yuma success story, it was
10 actually Rick's dad I think who started this talking and
11 reaching out to PCAs and to growers and trying to find a
12 way to live together in this rather small agricultural
13 community where all those factors had to be addressed.
14 So, he initiated the work with PCAs and with growers and
15 with beekeepers.

16 And so, it doesn't always have to be the same
17 functional area that's the champion. In some areas, we
18 were talking yesterday, it might be an NGO who is the
19 champion because it's not high on the radar screen in
20 that particular state or maybe that state has a
21 predominant crop that doesn't need bee pollinators. So,
22 it might be somebody other than the beekeeper or the PCA.

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1 Creativity and flexibility are really
2 important. Really good communication is the key. So,
3 one of the reasons why it worked so well in Yuma is we
4 are a small community. Everybody knows each other. The
5 PCAs know the growers, know the applicators, know the
6 regulatory authorities there, work closely with the
7 university cooperative extension. So, it's a nice
8 environment for good communication, which is really one
9 of the key ways that we'll see success in this area.

10 MR. BRADY: Thank you, Cindy. So, we have
11 about 45 minutes here.

12 Mark, did you have a question for Cindy? Okay.

13 But I think to help give some structure to the
14 conversation, it might be good to start with the
15 workgroup report outs. What we would like to hear from
16 the EPA standpoint is some sense from the folks around
17 the table as to a sense of priority in terms of what, for
18 example, the best management practices subgroup committee
19 members think is most important to take on initially or
20 to take on first.

21 So, hopefully, if we walk through that
22 discussion, we, in EPA, will get a sense of what the

1 priority feelings are from the group. We'll also, as we
2 work through that, begin to look at common cross-cutting
3 things that were identified. So, I would start then with
4 best management practices subgroup.

5 Mark has his card up first.

6 MARK: Sometimes that's really a disadvantage,
7 to have your card up first. I took it down. I put it
8 up. I took it down.

9 MR. BRADY: We can go up here to Valentin if
10 you want.

11 MARK: Well, one of the things -- first of all,
12 I think the work that this subgroup is doing is really
13 vital right now. The reality is that we are impacting
14 pollinators significantly. I've been doing this project
15 called functional ecology in orchards and road crops in
16 Michigan for 11 years. We've seen a dramatic decrease in
17 pollinators, not just domesticated pollinators but native
18 pollinators and also natural enemies in these systems.
19 It's pretty good data. We're still analyzing a lot of
20 it. It's an immense amount of information.

21 One of the things that I think that I'd commend
22 this working group for is just the communication, getting

1 the word out, a bunch of things like that. Education,
2 absolutely essential. But there are a couple of things
3 that are nagging at me. That is, we talk about
4 pollinators but we don't talk about natives.

5 Natives sometimes give significant input in
6 various pollination strategies. I know that makes it
7 much more difficult, but there's quite a few of them out
8 there in some ecosystems particularly. Some of those
9 desert ecosystems are really important. That, again,
10 relates to natural enemies, which have also really gone
11 down.

12 But one of the significant things that we have
13 seen is where almost any plant that's irrigated that has
14 been treated with a systemic material, if that treatment
15 and the irrigation process are close in timing, you can
16 induce gutation (phonetic) in plants. You can induce the
17 process whereby plants give off water.

18 A lot of people recognize this or look at it
19 and they say there's a dew on the plant. No, stomata and
20 other organelles on plants give off this water. When you
21 build the water pressure in that plant, they compensate.
22 In that compensation, if you have a systemic material

1 associated with it, you push that systemic material out
2 into free water and you impact anything that's using that
3 free water in the system.

4 There's hardly any work done in this area, more
5 now focused in this area. But I think this is a broad
6 impacter of beneficials in the context of agriculture.
7 It really needs to be looked at. We're moving to more
8 irrigation, not less, and the impacts on natives, as well
9 as domesticated and as well as natural enemies, are
10 significant.

11 So, I'd like to raise that as a major issue we
12 really haven't pushed too hard, the correlation between
13 irrigation, gutation and impact. Thank you.

14 MR. SANCHEZ: I'd like to just get some
15 clarification. You were talking about the Yuma trip. I
16 see here you guys talked to farmers, applicators. I
17 guess my question is, when you talk about applicators,
18 are we talking about independent companies that apply
19 pesticides or are we talking also about workers who
20 sometimes (inaudible)? Also, whether some of the
21 applicators spoke Spanish or (inaudible) Spanish.

22 MS. BAKER-SMITH: So, there's a mixture in Yuma

1 of how crop protection products get applied. The actual
2 application company that we went to was a company called
3 Morris Ag. They are aerial applicators mostly. So, that
4 was the specific field trip. But growers also do some of
5 their own application in Yuma.

6 The distributors do a good chunk of the
7 application in Yuma. So, somebody like Crop Production
8 Services does application not just for their clients, but
9 they also contract out their application services there.
10 In the mix of employees in the distribution network in
11 Yuma, because the Gowan Group has the Doom companies
12 which are ag retail distributors there in Yuma, speak
13 English and Spanish. So, I think that was your question.

14 MR. SANCHEZ: Yes, thank you, Cindy. In
15 Oregon, we don't have a lot of aerial. Most of the
16 farmers ask their employees to apply pesticides. So, I'm
17 just thinking that we should consider including workers
18 as well into this discussion because at least in Oregon,
19 they're the ones that are working on this daily at the
20 farm.

21 MR. THRIFT: I want to try to get this in
22 perspective. I'm not a member of the workgroup but I've

1 spent close to four decades in a pesticide business and
2 grew up on a farm in California where we used bees. I
3 also want to say our association, Ag Retailers
4 Association, represents about 45 percent of all the
5 pesticide applications in the U.S., primarily ground
6 applications.

7 With that said, and this has probably already
8 been discussed in workgroups, but I wasn't in the
9 workgroups, the original pollinator questions came up in
10 the PPDC two or three years ago basically surrounding
11 colony collapse. Evidently, we've moved other places, so
12 that's fine.

13 A number of things I've heard this morning make
14 very good logical sense, education. In the enforcement
15 area, however, historically, bee regulations and
16 restrictions were directed toward pesticides on colonies,
17 not migrating bees. I'm going to make a point here
18 because I must have missed a connection here that I think
19 is very important to ground applicators.

20 I also want to state the fact that my
21 background in agronomy and science really puts
22 pollinators in a beneficial insect class. I think

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1 they're important. They're necessary. But, quantifying
2 that, I believe that USDA and NRS data says that
3 pollinated crops are roughly a little over two million
4 acres of which over half of that is actually located in
5 one state.

6 The primary crop, as we know, is almonds,
7 850,000 acres, I believe, at last count. I believe at
8 last count, USDA is using 400 million acres nationally of
9 crop land. Actually, I think it's 397.5, but I wouldn't
10 want to be picky on data. But I think now from something
11 I just heard that Marylou said a couple of minutes ago,
12 and I believe the quote was, "crops not pollinated by
13 bees but bees present on the crop," I'm trying to figure
14 out how my members would look at this, because I think we
15 just went from 2 million acres of pollinated crops to
16 crops across the U.S. or something like that. I'm not
17 sure that I understand that.

18 Now, probably I've gotten lost here somewhere,
19 but I think that 2 million acres, probably 60 percent at
20 least -- I could probably provide the committee data if
21 you'd like -- is in California, probably another good
22 part in probably Florida and Arizona. So, that's what I

1 guess we're actually talking about. We're not talking
2 about the Midwest corn crop or cotton in the south or
3 other crops. That's one thing I want to quantify.

4 The other part is, I get concerned about label
5 restrictions, but we would be open to discussing best
6 management practices. I think that's a very logical
7 approach. I also get concerned when we start talking
8 enforcement and we haven't even talked about the protocol
9 of the regulation yet. That makes me nervous.

10 Now, I can't tell you what I'm nervous about
11 really yet because I haven't talked to my members because
12 this is the first time I've heard about this. So, I
13 don't know if I'm nervous or everybody is happy, but I
14 think we need to quantify.

15 My first question would be, are we talking
16 about U.S. crops and we're going to educate applicators,
17 or are we talking about the crops where there are
18 necessary pollinators?

19 Then, the next question is what Marylou brought
20 up -- I knew about it but I hadn't thought about it -- is
21 I don't think they build fences around fields where
22 there's pollinated crops so the bees migrate. If the

1 bees migrate into a crop or my members are spraying
2 because of pest thresholds, are they responsible for -- I
3 hate to think of this -- dead bees? Do you understand
4 what I'm trying to say here and quantify this thing?

5 MR. BRADBURY: Let me give a couple of
6 sentences, and then I want to really encourage the rest
7 of the speakers to focus on the best management practices
8 subgroup, if you can give us some advice on next steps.
9 Jim, some of your comments related to that (inaudible)
10 half an hour. The agency, working with the PPDC, has
11 created this group. We want to get some advice from the
12 committee on where to go forward and try to tap into the
13 various thoughts you all have.

14 Colony collapse disorder, yes, that was a
15 discussion of two or three years ago, but clearly,
16 through research from the USDA and just what we all know,
17 going back to the NAS report of the mid-2000s,
18 pollinators are in decline across the country and
19 globally. It's more than just managed bees. So, the
20 issue has always been bigger than colony collapse
21 disorder and honeybees.

22 There are a number of issues that the workgroup

1 has been dealing with, some of them acute poisoning
2 incidents as well as sort of just understanding sort of
3 the landscape as a whole and how pesticides are
4 integrated with lots of other stressors in the landscape.
5 We want to get some advice on how we ensure that what
6 we're doing in the pesticide program is reasonable and
7 appropriate to I think strike the balances I really
8 commend the workgroup on.

9 We have to have crop production and we want to
10 minimize harm to pollinators. I really appreciate the
11 group realizing sort of this tough goal we want to get to
12 and how do we start to chip away at getting at that,
13 realizing working with USDA this multi-factorial
14 challenge will be tackled.

15 So, if we could go around with the folks that
16 are up right now and get some advice on what you think
17 for the best management practices group, then we'll try
18 to get through the other three workgroups to start to get
19 some feedback. EPA will ponder over the evening, maybe
20 with or without a beer, and then we'll get back to you
21 tomorrow and kind of give you our thoughts on where we
22 think we'd like the workgroups to focus on in the next

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1 cycle.

2 So, Scott, if you could go ahead.

3 MR. SCHERTZ: I just want to expand a little
4 bit on my earlier comment and then also take an expansion
5 basically on Cindy's explanation of what goes on at Yuma.
6 The application protection of crops doesn't always fit
7 into this nice little 8:00 at night to 6:00 in the
8 morning time period.

9 Throughout the country, you know, she has the
10 example of a very intensive ag situation. I think it
11 would be very easy for many people to discount that as
12 really being odd in those demands. Whether you're in a
13 major crop area, you know, corn, soybeans, whatever, you
14 still have similar things that may have a little bit
15 different labels.

16 But whether it's (inaudible) corn workers and
17 re-entry times and when they've got to get back in
18 dictates when you can do the spraying, et cetera, it just
19 isn't an easy piece, and you've got to take all these
20 different things into account. That's why I think it is
21 so important that it be kept under best management
22 practices but be able to prioritize it to where the

1 active pollinator interests are and not a blanket
2 recommendation. Thanks.

3 MR. BRADBURY: Susan and then Cindy.

4 SUSAN: I just wanted to comment on Cindy's
5 statement about the Yuma situation which seems -- I agree
6 that having people working together in a way that
7 everyone can see the benefit of working together is
8 really valuable. Ideally, that's where this would head.

9 I'm a little bit concerned that in a time of
10 limited resources, that some states who don't really
11 depend on pollinators for growing the crops that are
12 present in those states are not going to be able to
13 prioritize this activity. Relying on point people who
14 are -- essentially, it's not their job to do it; they're
15 volunteers -- it's hard to see how this is actually going
16 to be effective in the long run.

17 I'm thinking that what EPA can do perhaps is
18 provide some incentive to bring these people together. I
19 do think communication is going to be a big part of the
20 solution, but providing some incentives for making that
21 happen, that communication happen, would be really,
22 really helpful.

1 MR. BRADBURY: Cindy and then Tom.

2 MS. BAKER-SMITH: So, one of the things that
3 happened in our workgroup yesterday, Steve, that makes
4 this discussion kind of challenging is that a lot of
5 these things overlap. So, (inaudible) the best
6 management practices feedback loop because I really do
7 think it's important for us to think about what can we do
8 now and what has to take some time.

9 Just changing labels by their nature takes
10 time. We're going to have to figure out what the right
11 language is, what is the data and the risk assessment
12 behind that language. The point about residual toxicity
13 I think is an important part. The reality is that all
14 that data doesn't exist today.

15 Getting it by crops, by products, by geography
16 -- because there are things that if you're in an area
17 that gets more than 25 inches of rain or you're in Yuma
18 where your average rainfall is 2 inches is going to make
19 different impacts in terms of how long something might
20 stay on a lead surface or whatever. So, I think my
21 recommendation would be for EPA to do the things that
22 they can do today in the area of best management

1 practices and balance that with what you have to wait for
2 science and data to do.

3 I think the other thing that was important for
4 this workgroup -- and I actually think we made a lot of
5 progress here -- I think it started out with a lot of
6 emotion. I think the easy place for people to go was to
7 go into their corner and say, I'm a beekeeper and I'm
8 only going to -- and I'm not suggesting they did this --
9 I'm only going to protect my interest or I'm a grower and
10 I'm only going to protect my interest or I'm an
11 applicator and I'm only going to protect my interest.

12 The reality in a lot of these issues that we're
13 dealing with is that we're not going to make 100 percent
14 of the stakeholders happy. I know you know that. You
15 live it every day. It just isn't going to happen. We're
16 probably not going to get to a situation because of the
17 things that Jim pointed out -- you can have bees in an
18 area where nobody knows they're there.

19 If you have all of the registries in the world,
20 you won't know they're there. So, we're not going to be
21 able to get to a place where we say no bee will ever be
22 harmed. But I think that we also can't say that there's

1 nothing that we're willing to talk about in terms of
2 changing how we control pests.

3 So, I think there are some best management
4 practices we can start putting in place. I would focus
5 some energy around what are those today, where we have
6 enough information, where you've got an agreement from
7 all of the stakeholders that have to be part of that,
8 where we can utilize some of the learnings that we have
9 done with other communication things that I think have
10 been successful. Get that information out to people so
11 that people know what some of those things are.

12 MR. BRADBURY: Tom and then Marylou.

13 TOM: Well, Cindy's presentation about Yuma
14 made me think about what partners need to be at the
15 table. I don't have the workgroup membership in front of
16 me. But the obvious ones would be the CCA program and
17 then NRCS, who we're going to from this afternoon, had
18 some program options around pollinator protection. Then,
19 the ag retailers, I think it will really be important to
20 have them participating in the next steps, whether it's
21 the workgroup or EPA that goes forward with best
22 practices and training materials.

1 Jim, there was a publication that came out of
2 Perdue this winter you may not have seen that talked
3 about corn seed treatment and the planter (inaudible)
4 about reducing the drift of that broken up insecticide.
5 That's where I think it's really important that we have
6 the infrastructure that you're talking about involved.

7 MR. BRADBURY: Thanks.

8 Mark and then Darren.

9 MARK: Just two short points. One is that we
10 look at restrictions on products. This was more of a
11 voluntary thing, and this was back in the 80s, doing
12 resistance management. There's some of the same
13 management techniques for saying this. We can do this
14 but we can't do it all, so you need to, in fact, have
15 some type of restrictions. Sometimes that's by
16 government; sometimes it's by grower groups. That's
17 something I just want to mention that there is a
18 precedent for.

19 The other thing is, as Steve mentioned in his
20 opening remarks, science is changing. Technology is just
21 getting way ahead of us and stuff like that. We need to
22 be looking at the things that have been brought out in

1 the literature about sublethal effects and really start
2 paying attention to those and integrating that science
3 into the best management practices, just like we would
4 integrate the science of determining thresholds, damage
5 thresholds, into the science of best management
6 practices. So, I think it's time that we look more at
7 the sublethal effects than we used to.

8 MR. BRADBURY: Thanks. Just real quick, I'm
9 sure the workgroup members know, but there's been, on the
10 science front and touching on what Mark and Cindy were
11 saying, there's been a lot of international work at EPA
12 as a part of -- we have a Scientific Advisory Panel
13 scheduled for September 11th to 14th to get advice on
14 moving forward with the risk assessment process.
15 (Inaudible) is part of that effort. Canada is part of
16 that effort.

17 As we learn some more about sublethal and other
18 effects, hopefully the science will move along and we can
19 integrate that with best management practices to
20 training, to labels, to whatever. So, I appreciate the
21 points, but we've got to kind of keep things moving
22 together and integrated.

1 Darren and then Ken.

2 MR. COX: You know, on the beehives, we view
3 them as environmental indicator species to represent the
4 overall health in the environment. I'd like to commend
5 the EPA for pulling this meeting together and being able
6 to really just look at the pollinators, managed
7 honeybees, and see how we can implement best management
8 practices that's agreeable to all of us.

9 I'm very happy to see the level of cooperation
10 that's been expressed here by all the stakeholders.
11 There is some concern, of course, if you're in a state,
12 for example, that you really don't need the honeybees but
13 they're visiting your crop. I recognize that concern.
14 In California, we understand the need and the desire for
15 these almond crops to be pollinated by the mound of bees
16 so that we can continue to have the proteins to feed our
17 civilization and grow with. It's trying to find that
18 proper balance that I think we all want.

19 One of the statements that was said was when
20 your crops are in bloom, apply the products in the
21 evening when the bees are not foraging, whenever
22 possible. So, that wording in itself is a BMP statement.

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1 I would like to say encourage that whenever possible, not
2 because you'd like to watch the news at 10:00 instead of
3 applying it at 10:00, but there is going to be some
4 emergency situations that do come up.

5 But I'd like to just make sure that we clarify
6 that as an emergency situation instead of just a general
7 practice situation. So, I'd just like to extend our hand
8 out as the bee industry that we're here to work
9 cooperatively with the rest of our ag community families
10 developing these BMPs.

11 As far as the bee registry locations,
12 California has a registry for hives. They also have a
13 registry for pesticides. I believe that's the only state
14 that has a registry for pesticides. Wyoming, Montana,
15 South Dakota, North Dakota -- Montana has apiary
16 registration sites. We still have problems in there that
17 can be improved upon for best management practices. We
18 do not have a pesticide notification site in there for
19 the beekeeper to gain that information for improving
20 communication.

21 One other point that I still have a concern
22 with is the ability of these states, especially in

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1 today's budget crisis, of being able to have the funding
2 to be able to go out here and do the proper training and
3 be able to do the field inspections and work in the ag
4 community to encourage BMPs in safer application and
5 actually do some investigations on some of these sites.
6 In many of the cases, states don't have the funding.

7 So, I would like to ask the EPA to try to work
8 with the states to ensure that they have the means and
9 ability to ensure the safety of our indicator species.

10 MR. BRADBURY: Thanks.

11 Ken and then Cheryl.

12 MR. NYE: Well, this is certainly an important
13 subject because we need to protect bees and other
14 pollinators. The importance of the services that are
15 provided and the importance of agricultures is pretty
16 critical.

17 Steve, I like the ideas here that have to do
18 with training and education. Best management practices
19 have suggested some of those, but there are some other
20 areas also by the other workgroups. I think we can do a
21 better job of making sure that the information is
22 convenient and easy to use. We know we can improve those

1 things that make that better coordinated.

2 Allow the states to do a better job through the
3 land grant institutions, the extension service, through
4 the organizations, the farm organizations, and beekeeper
5 groups also working closely together. I think we can
6 accomplish quite a bit if we pay closer attention to
7 this. I think too many of us have gotten a little
8 complacent in terms of we need to understand that the
9 consequences of utilizing pesticides on crops can affect
10 bees. We've got to consider that. We've got to keep
11 that in the back of our mind at all times.

12 I think if we do that, a little bit of help
13 from the beekeeping industry and a little help from our
14 educational institutions and so on, and from the
15 agencies, whether it's EPA or USDA both, I think we can
16 make sure that that information gets out to the field and
17 is usable as much as possible. We're not going to solve
18 100 percent of the problem, but I think we can at least
19 get people to think about it and understand the
20 consequences of their action.

21 MR. BRADBURY: Thank you, Ken.

22 Cheryl and then Doug.

1 DR. CLEVELAND: This is a really hard subject.
2 We've heard that. We've heard a lot of (inaudible) from
3 all the stakeholders. I would say that in attending the
4 full workshop yesterday, the information that is being
5 presented here is at a higher level. So, the devil is
6 still in the details. It's good to be respectful in this
7 forum, but there's a lot here that still needs to be
8 worked through.

9 But in terms of best management practices,
10 again, I'm hearing balance is really going to be the key.
11 I'm hearing that you want to have maybe some federal
12 programs, but you want to give way to local solutions. I
13 kind of liken it to my son. He's 19 and sometimes he's a
14 man and sometimes he's a child.

15 The best that I can do is throw out, please do
16 this. If he rises up and does it well, that's great. I
17 would kind of make that akin to a local solution. When
18 you can get that grassroots solution on your own, it's
19 wonderful. But if he doesn't rise up, then I say, uh,
20 I've got to come in and be the parent again. That's the
21 minimum standard.

22 I kind of hear that that's the balance that's

1 needed even in these best management practices, because
2 if you push -- this has been hard enough to get at this
3 level to get this much cooperation. If you push this off
4 to local systems which may not all be as motivated or may
5 not all -- they'll have variable responses. You can't
6 push this down to be completely local.

7 But, at the same time, you can't negate the
8 good that could come from a local solution. I think that
9 this is really important. It's more important when I
10 heard that the labeling group was actually going to be
11 mandating best management practices as part of their
12 suggestion for label language. So, these things become
13 intertwined. Again, I think that there needs to be kind
14 of maybe even two goals, if you think about it like that.

15 MR. BRADBURY: Doug and then Cynthia.

16 MR. HANKS: Well, mine will be short. On the
17 four areas of best management practices, communication,
18 education, training, labeling, and enforcement, the last
19 two would be compensated for if you can -- as EPA and
20 USDA, we're doing a program called Gap Now. It's good
21 agricultural practices. If that could be a page in the
22 manual that we're doing on pollinator protection, it

1 would help the national and state organizations cover a
2 little bit more of these items that we've discussed
3 today. So, I would make that as a suggestion.

4 MR. BRADBURY: Cynthia.

5 MS. PALMER: This is Cynthia from American Bird
6 Conservancy. I just wanted to make sure that as we
7 discuss pollinators, we also include or think about birds
8 and bats as pollinators. They are also important pest
9 control agents. They do it for free.

10 With regard to best management practices, there
11 are three areas that are particularly important to us.
12 The timing of the pesticide application needs to be
13 thought through very carefully. Songbirds migrate at
14 night. On the other hand, bats fly around at night. So,
15 we need to take all these considerations into account.
16 As a bird group, we are very concerned about seed coating
17 technology. We just have to be careful what we put on
18 those seeds.

19 Yesterday, there was also discussion about
20 encouraging the cleanup of spilled pesticides to avoid
21 toxic puddles. I just want to make sure that that
22 doesn't fall off the radar screen. Thank you.

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1 MR. BRADBURY: Any other thoughts, comments?
2 **(Whereupon, there was no verbal**
3 **response.)**

4 MR. BRADBURY: Here's what I think I'm
5 gathering, and, Don, you jump in if you think I'm
6 synthesizing differently, because we'll go back and
7 brainstorm a bit this evening and then come back in and
8 see if it feels right, thinks right.

9 One important concept that came out is a
10 logical sequencing of activities. Cindy and others have
11 obviously have formed groups that overlapped in certain
12 themes. Some development in some areas will then create
13 some foundation for moving into another area, depending
14 upon what the specific topics are.

15 It seems like looking on best management
16 practices, that the federal to the local level -- and
17 that would be something for that group to work on to sort
18 of get crystallizing those and seeing where they can play
19 out and how that starts to advance, then, is an important
20 concept that came out.

21 The education, training, getting information
22 out to people seems to be a really important area of

1 focus. As Don said, it may all be there, but it's
2 fragmented across a fragmented landscape or whatever, but
3 there may be that there's better information to gather to
4 get to folks.

5 It also may be there's really good information
6 out there but it's just hard -- it's not efficient, it's
7 not in the right places, or people don't know where to
8 get to it. I don't know what the right words are. To
9 me, that seems like low-hanging fruit that can start to
10 move forward and maybe feed into the best management
11 practice development and then could be a stepping stone
12 into some of the other areas.

13 I'm getting a sense that there is work that can
14 start on the labeling front. It may not be in the
15 context of X numbers of days, weeks, months from now new
16 labels would be developed, but to start to be prepared to
17 take advantage of what may be learned through the
18 education and training and through the BMP process to be
19 poised to have good discussion about pros and cons of
20 labeling.

21 I think it would be best to have people
22 thinking about the state of affairs on the labels, how

1 noisy are the labels, how difficult are the labels to
2 interpret. So, we kind of know what the universe is that
3 we're dealing with, have a gut check, but we may not have
4 a real complete understanding.

5 As the BMP and the education issues start to
6 evolve, at least we'd be poised to think about what to do
7 with the labels. It's sort of like getting ready, being
8 informed and getting ready, but not to be jumping on
9 something quite yet. That's sort of a third conflict I
10 got out of it.

11 And then, a fourth conflict, and I don't know
12 of the workgroups which clump it falls into, but it's
13 sort of balance of retail versus wholesale and roles and
14 responsibilities of us and EPA and USDA, states, and the
15 community of Yuma. Concerns of how do we work at these
16 different (inaudible)? I mean, EPA can't go around to
17 every -- I mean, USDA probably can't get around to every
18 single place in the landscape where you have different
19 convergences of different cropping patterns and different
20 kinds of communities and the roles of everybody in these
21 different communities. That just isn't going to happen.

22 But what can we do at a federal and a state

1 level to work with local communities in terms of here's
2 some things we've learned. They may not work in your
3 place, but it may be a helpful starting point. So, it's
4 not something that I can see to do immediately, but it
5 seems like it's something to be thinking about.

6 How do you get these scales to work? I think
7 the Yuma example is a good one, but Yuma isn't the same
8 as parts of Michigan where cherries and apples are grown.
9 But there could be some principles that are learned that
10 the wholesale way we could start to help at the retail.
11 The retail is going to be the local communities.

12 Again, I don't think that's an immediate one,
13 but it's just sort of underneath all the discussions
14 we've had. So, it seems like the BMPs, education,
15 training seem to be high priorities and it could be a
16 focus area.

17 I think labeling efforts, we need to get our
18 heads around the issue so that we're ready to take
19 advantage of some of the insights that come along. The
20 science is moving, so I realize that some of this is tied
21 into the science. I don't think we need to get ahead of
22 where the science is going, but marry that up. So, it's

1 sort of like chugging in the background.

2 I don't know if that helped at all. But that's
3 sort of how I was starting to synthesize some of the
4 discussion. Somebody let me know that that's not what we
5 meant or whatever. Don, is that sort of how you're
6 pulling it together? Was that a rough attempt to try to
7 synthesize, especially for the workgroup members?

8 MR. BRADY: It does seem, though, that once you
9 start putting something on the label, it's got to be
10 connected to risk assessment and science. I mean, I
11 really think you may be getting a little bit of the cart
12 ahead of the horse with what I understood of your summary
13 of it.

14 MR. BRADBURY: Be clear. I think the first
15 step with the labeling effort is what do we have on the
16 labels now. So, it's understanding what our labels are
17 saying now, because (inaudible) spray drift. We have
18 sort of the same AI under the same scenario that's on
19 multiple labels, and those labels are saying different
20 things. The intent of the label may have been common
21 across those three different labels, but the words sure
22 as heck aren't the same.

1 So, to me, part of the effort is just sort of
2 figuring out how much noise do we have in the system and
3 kind of reflecting back. Those words are (inaudible) the
4 following. So, at least we understand where we are
5 today. As the science progresses or the DMP practices
6 progress, they'll know where we're starting from, not so
7 much to be doing anything yet, but to know what the
8 universe is that we're dealing with.

9 Marylou?

10 MS. VERDER-CARLOS: I agree with you, Steve.
11 Labeling subgroup, we knew that the science has to be
12 there. But the last PPDC meeting we had the subgroups
13 also report and we said that while the science is not yet
14 there, could we do something with the labeling.

15 So, I think that the labeling subgroup should
16 continue their work on looking at each label and each
17 active ingredient to see where the inconsistencies are.
18 So, in moving forward, we can tell the agency, well, see,
19 this is the same active ingredient, but this has
20 inconsistent language.

21 So, it would be hard to enforce it. So, I
22 think that the work has to move forward with that in

1 mind, that it's not going to be a change all of a sudden.
2 It's going to be a move toward a certain goal.

3 UNIDENTIFIED MALE: I would just like to
4 reiterate on the best management practices. The quickest
5 adoption is usually one that has a self interest. That
6 being so, I think case studies that show a return to
7 growers by keeping their pollinators even on
8 autopollinated plants, like soybeans, canola, or
9 sunflowers healthy and alive will be the best adaptation
10 when it shows the grower a personal return.

11 That's why I highly emphasize that we need
12 documented case studies that we can go out with the
13 extension people and show the growers in their self
14 interest the BMPs will give them a return.

15 UNIDENTIFIED FEMALE: Hi. Just to clarify,
16 were you trying to synthesize the whole pollinator
17 protection discussion or simply that on best management
18 practices?

19 MR. BRADBURY: I was synthesizing across the
20 whole presentation because I can sort of tell, which is
21 fair enough, people were kind of bouncing around the
22 various areas.

1 UNIDENTIFIED FEMALE: Okay, because I was
2 holding back.

3 MR. BRADBURY: I appreciate that you were
4 disciplining yourself. So, go ahead and if you have some
5 other points, that's great.

6 UNIDENTIFIED FEMALE: I just wanted to talk
7 briefly about a topic related to enforcement, which is
8 incident reporting. I'm a little bit confused, and I'm
9 new to this group, so maybe you can help me out here.

10 Why there's no national system for incident
11 reporting for pollinators kills perhaps under FIFRA 682.
12 Maybe that could be beefed up. You were talking about
13 how EPA wants to be at the forefront of science and ahead
14 of the curve, and I feel like we don't have the data at a
15 national level. I know that that's a problem with the
16 bird incident reports.

17 When we want information, we have to submit a
18 FOIA to get that information on the incident reporting.
19 That's not a cost effective use of government funds. I'm
20 wondering about a more national system for birds and for
21 bees incident reports.

22 MR. BRADBURY: Thanks.

1 Let Caroline go and I'll try to circle back
2 around.

3 MS. COX: I had something I wanted to say about
4 the enforcement slides. I like to dream the impossible
5 dream, but I was struck by the one statement that the
6 enforcement subgroup made about developing procedures to
7 make it easier for states to determine when and where
8 pesticides were used. I understand that there's some
9 statutory and funding issues about full pesticide use
10 reporting, which I would love to see and I think would be
11 helpful in a huge number of arenas, including worker
12 protection and ESA stuff and on down the list.

13 But I just think that this recommendation is
14 really, really crucial. I hope that the agency will take
15 it very seriously and do whatever creative things can be
16 done to actually make that happen.

17 MR. BRADBURY: I appreciate the last two
18 speakers of making sure we didn't lose track of some of
19 the other areas.

20 David.

21 MR. TAMAYO: I think that your synthesis was
22 actually right on. I think that the sequencing of those

1 is a good way to go about it, do the things that we can
2 do now. I think those can really make a big difference.

3 Now, one thing about it, I think that the
4 development of a set of a principles is really important
5 early on because I think that's what's going to be sort
6 of like the universal training. I think that's what you
7 even need to do at a local level. The crops that are
8 being grown are changing all the time. Even if it's the
9 same crops, the conditions change from day to day. So, I
10 think that's one of the things that whoever is applying
11 these things needs to know.

12 I also wanted to say that part of the training
13 or part of the work needs to address the need to accept
14 responsibility. Jim said, well, are you responsible for
15 bees that are migrating? Well, yes, if you kill them,
16 you're responsible for them. There's a difference
17 between whether that's an enforcement kind of a thing or
18 just recognizing that we're part of a system.

19 It's your neighbors that's got the bees or that
20 needs those bees. You might need the bees next year or
21 whatever, but just be a part of the system and accept
22 responsibility for doing what you can to avoid an impact.

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1 I think if we move towards a system where people are
2 trying to be more and more responsible for their actions
3 and understanding that if we don't fix it through
4 voluntary stewardship, that that's where it starts moving
5 towards enforcement actions, which are very difficult to
6 do and can have all sorts of unintended consequences or
7 are less adaptable.

8 So, in answer to Jim's question, yes, you are
9 responsible at one level or another if you end up killing
10 them. You might be able to adjust and maybe you won't be
11 able to adjust. But at least understand that you have a
12 responsibility to sort of balance your actions and adjust
13 them where you can to meet both your needs and your
14 neighbor's needs.

15 MR. BRADBURY: We do need to break for lunch.
16 We're going to ponder on the synthesis that we just did.
17 I am going to add, hearing the last couple of speakers,
18 that I think what's important, low-hanging fruit, no pun
19 intended, but the continued coordination with the state-
20 lead agencies and the state associations. There's no
21 reason to not continue the dialogue we already have but
22 continue to expand that, because as these things move

1 out, the coordination with the states is critical. So,
2 we'll continue to push on that. But we'll set up some
3 priorities on how to do that.

4 Also, maintain our conversation with OWECA in
5 terms of the enforcement part, at least getting ourselves
6 current in what's going on. We'll talk some more about
7 incidents during the course of the next day or so and
8 maybe update on some of the portals we have for getting
9 incident information.

10 So, with that, I want to thank you all, in
11 particular all the members of the workgroup. You've gone
12 a great job. I really appreciate how you're trying to
13 bring things together. I think Dave's comments nicely
14 captured the spirit of the group in trying to come up
15 with some approaches going forward.

16 So, we'll take a break now for lunch. We come
17 back at 1:15 and we'll hear a report out from the IPM
18 workgroup.

19 UNIDENTIFIED FEMALE: The 21st century
20 workgroup, Jennifer McLain is going to meet you in the
21 back of the room to take you up to your meeting on the
22 fourth floor. You need an escort. Anyone who is going

1 to the 21st century workgroup meeting, can you just meet
2 in the back because they're about to go upstairs?
3 Thanks.

4 **(Whereupon, a luncheon recess**
5 **was taken.)**

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AFTERNOON SESSION

1
2 MR. BRADBURY: So, this afternoon, the first
3 topic on the agenda is getting an update on integrated
4 pest management from the IPM workgroup. Keith Matthews,
5 Director of the Biopesticides and Pollution Prevention
6 Division, is helping working with the group. I'll turn
7 it over to Keith to kick off this session.

8 MR. MATTHEWS: Very good. Thank you, Steve.

9 We actually have a very full session to go
10 through over the next hour and a half, so I'm going to
11 keep my introductory remarks fairly short and try to get
12 into the substantive aspect of the session very quickly.

13 So, as you recall, approximately this time last
14 year, Steve asked the PPDC to establish a workgroup on
15 IPM. I actually have to admit, working with the
16 workgroup over the past year, I've been extraordinarily
17 impressed with the dedication that the members of the
18 workgroup have shown. We have a very impressive roster
19 of IPM professionals and experts. They've done a great
20 job in delving into the specific topics that we've asked
21 them to work on.

22 So, the two charges that the workgroup received

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1 was one, to help the agency develop metrics to assess the
2 effectiveness of a new school IPM program, which I'm
3 going to speak in greater detail about the new school IPM
4 program later in this session. Also, number two, to
5 assist us in determining appropriate ways to assess
6 quantitative data benefits of IPM and agriculture, public
7 health settings, and schools.

8 So, we had a workgroup meeting yesterday, and
9 we have a report out from that workgroup meeting. The
10 two subgroups are going to report out separately. If I
11 have this correctly, Tom Green is going to report out
12 first on --

13 Tom, are you reporting first or is it Marc?

14 DR. GREEN: Marc.

15 MR. MATTHEWS: Marc is going to report out
16 first on the metrics for the new school IPM program, and
17 then Tom Green is going to report out subgroup two work
18 on assessing quantitatively the benefits of IPM.

19 So, Marc, why don't you just take it away.

20 DR. LAME: Thanks, Keith, I appreciate it. You
21 just want me to tell you when to go to the next slide,
22 and I'll just do that?

1 So, our contents, as Keith said, and there's a
2 slight addition on this one, is that I'm talking for the
3 next three hours on group one. Tom gets five minutes on
4 group 2. Cindy is doing the general comments, and then
5 Tom is going to have an additional report. Actually,
6 we'll get this done pretty quick.

7 You know, folks, this time of day, this is
8 finals weeks at IU right now and I'm skipping out to be
9 here. I do have a 1:00 class, so I have people come in
10 from lunch. I try to do things to keep them awake
11 because their tendency is to drift off. Looking at the
12 advanced age of a lot of people in here, I expect folks'
13 heads to be on the table.

14 I do want to say something, and I'm sure Cindy
15 will talk about this for a minute, I have a beef with the
16 air quality folks. That office, I'm sure, pumped in some
17 laughing gas into our session yesterday. We all got
18 along. Not only was that not any fun, but we had a hard
19 time getting things done.

20 So, this is what we want to do. We want to
21 make this shift to integrated pest management, which is
22 occurring in so many sectors, agriculture for sure, but

1 in so many other sectors which we'll talk about. But
2 it's a shift from a scheduled treatment that is pesticide
3 dependent to an integrated approach -- and this is in the
4 built environment -- that, of course, includes
5 pesticides, if necessary, but it is based on changing
6 behaviors that cause pests to happen. So, that's what
7 we're trying to do.

8 The reason we're doing this, particularly with
9 school IPM, is to provide this safe learning environment
10 for our most susceptible citizens. So, subgroup one, our
11 charge is finalizing the development of metrics to assess
12 the effectiveness of the new school IPM initiative.

13 Assess the effectiveness, essentially, that
14 means accountability. So, we had two different types of
15 metrics that we're really looking at. One is what I call
16 management metrics, and the other one is mission metrics.
17 Management metrics has more to do with how people do
18 stuff, and mission metrics, of course, relate to the
19 mission of protecting human health and the environment.

20 So, we have to figure out where to look. Of
21 course, not every state is lucky enough to have a
22 Roachdale. Indiana is.

1 So, management metrics, basically, there are
2 three questions that have to be asked and answered in
3 order to successfully implement. So, the charge is to
4 have successful or effective implementation. The three
5 questions are; what action is to be taken, who will take
6 that action, and do they have the resources to take
7 action?

8 What are the metrics that we're looking at for
9 this? We have change in activities. The action that
10 needs to be taken is moving from what they used to do to
11 integrated pest management. As we discussed about it in
12 our working group yesterday, we figure -- I think Tom was
13 the one who was profane enough to say his wild ass guess
14 was about five percent of schools in the United States.
15 Of course, the idea is to take that to 100 percent of
16 doing verifiable IPM.

17 So, change agent activities that can be
18 measured are partnerships that are established,
19 interactions with the school community, and the
20 development of implementation and risk-based standards.
21 Basically, those are the activities that we're doing, and
22 those are things that can be measured for what we're

1 doing, because pest prevention is everyone's job.

2 I'm sure that's not Litchfield Park, Arizona,
3 though. There's no possums there.

4 So, who will take that action? It goes to the
5 folks who are charged with this new initiative. There
6 are internal change agents, which are Keith's folks. As
7 you guys are looking at this new strategic plan, these
8 are regional IPM coordinators and folks from the Center
9 for Excellence. Those are the internal folks. Then,
10 there's external change agents which are the state-lead
11 agencies, cooperative extension, not-for-profit
12 organizations, et cetera.

13 So, those people, we can do some measurements
14 with what type of folks we have by measuring the level of
15 training for implementation. We can do that by degree,
16 by number of workshops that they've taken. Many of you
17 in other aspects of pesticides know that we do that with
18 certification, for instance.

19 So, there's a level of training for both the
20 internal and external folks, which are the technical
21 aspects, the school IPM. Also, how do you get
22 communities to adopt IPM? So, this is not a paper-

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1 pushing exercise. This is getting with communities and
2 changing the way they do things and getting them to adopt
3 a new way of doing things.

4 For instance, IPM education for the affected
5 community means that they have to become folks that
6 understand that they need to know what pests are and
7 their biology and conducive conditions, and the
8 management alternatives.

9 There's a relationship that has to be
10 established with these internal and external change
11 agents to prevent pests, inspect for pests,
12 identification, biology, all these things. Well, these
13 can be measured, and these are things that the WHO is
14 implementing. We can measure that person and their
15 ability to do this kind of stuff. If they don't have
16 that ability, we're not going to have successful
17 implementation.

18 So, the final question is, do they have the
19 resources to successfully implement risk reduction
20 programs in school and beyond? That can be measured as
21 well. That's a cost effective use of implementation
22 infrastructure developed. So, what this initiative does

1 is develop an infrastructure to get IPM in schools, but
2 once you have that infrastructure in place, you can
3 measure the transferability with regard to other
4 situations.

5 For instance, you can use that same
6 infrastructure to move to childcare, to elderly care, to
7 hospitals, and to public housing, basically implementing
8 the same IPM innovation. The other way you can look at
9 that as far as transferability is risk. You can look at
10 risk from pests and pesticides, and you can use that same
11 infrastructure, transferability, to deal with mold, lead,
12 indoor air quality, et cetera.

13 That will be a function of the partnerships
14 that have been developed. So, all of that is measurable
15 and basically figuring out how we can get school
16 districts to incorporate something that in many ways
17 they're already doing, if you think about pest
18 management, monitoring, keeping them out, same thing
19 they're doing for energy conservation and that kind of
20 stuff.

21 So, Tom, you can take it from here. I did add
22 on that this is what I consider mission metrics, to

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1 protect human health and the environment.

2 DR. GREEN: Thanks, Marc. Marc put my slides
3 in his Power Point, but I'm sure that there was a land
4 mine in there somewhere.

5 So, we did our group meetings consecutively
6 yesterday, so we had the whole group there for both
7 subgroup one and subgroup two. For subgroup two, our
8 focus is on recommending ways that the agency can
9 quantitatively measure IPM benefits and agriculture
10 public health settings and in schools. So, how do we get
11 some quantitative measurements in place?

12 Our agenda yesterday was to have a broad
13 discussion on pests and risks and costs. Case studies
14 that had been submitted over the previous months by e-mail
15 to the group talked about environmental and economic
16 benefits. It talked about who we'd see push back from.
17 As Marc mentioned, there wasn't anybody in the room. We
18 talked about partners, and then how does this fit with
19 the strategic plan that was passed out. We'll be
20 discussing this in this section.

21 So, deliverable? We haven't really refined
22 what we're going to end up with yet. Presumably, it's

1 going to be some report to the agency that is going to
2 list ways to quantitatively measure IPM benefits. We
3 haven't settled on a time line yet either.

4 We have identified quite a few tools. We had
5 Bill Coley (phonetic) from University of Massachusetts
6 participate by phone. Bill talked about this multi-year,
7 multi-collaborator effort to put together a set of logic
8 models. The URL is up there on the screen.

9 What they do is describe all of these measures
10 for different environments. So, there is one specific to
11 schools and one specific to agriculture. They talk about
12 short, intermediate, and long-term impacts or benefits,
13 which is what we're after.

14 So, a short-term benefit might be just
15 increasing the awareness of an IPM practice by giving a
16 presentation to a group. An intermediate benefit might
17 be that some of the people in that group actually go out
18 there and do something differently on their farm or in
19 their school as a result of participation in that
20 session.

21 Then, a long-term impact might be that six
22 months down the road that school has a lot fewer

1 cockroaches because of what they did differently by
2 sealing up harborages in the food service areas and
3 cleaning the drains. So, these logic models are in
4 place. They really do a very good job of cataloguing
5 these different benefits that we want to measure.

6 Then, we talked about best management practices
7 and IPM elements and guidelines. We also have a good
8 library of these at the web site. Then, Joe Conlon
9 shared one to the American Mosquito Association that are
10 really designed to help users measure how much IPM
11 they're actually implementing. So, it's a checklist of
12 practices that they could have in place.

13 Some of them are set up so that you can
14 actually score yourself. The National Potato Council and
15 Canadian (inaudible) Council and McDonalds just put
16 together a survey that all the potato growers that grow
17 potatoes that end up in McDonald's french fries completed
18 this survey. Then, each grower was able to see where
19 they stood within their own region and then also
20 nationally and between the two countries in terms of how
21 many practices they were adopting versus their peers.
22 So, it was a good measurement exercise.

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1 Then we have case studies also that detail IPM
2 benefits. Joe provided one. Robin provided one from a
3 healthcare project in Maryland where we worked with 18
4 different healthcare facilities and reduced pest
5 complaints and pesticide use in those facilities.
6 Another example was the great presentation that Peter
7 Ellsworth made at the IPM symposium in Memphis during the
8 closing session where he showed 15 years of history in
9 Arizona cotton, a reduction in pesticide use and in pest
10 problems like white fly in cotton.

11 We also talked about constraints to IPM
12 adoption. Those are detailed in that first report, Ann
13 Sorenson's report there. We talked about another recent
14 report that just came out that talks about ecosystem
15 services and the benefits that agriculture can deliver by
16 providing habitat for pollinators and so forth.

17 Then, we have a number of state-specific IPM
18 reports as well that IPM Voice has been working to
19 collect to educate congress people representing those
20 states. It's saying, hey, this is what IPM is doing for
21 your stakeholders and voters.

22 So, our discussion, and Cindy will talk about

1 this some too, we talked about getting into the
2 challenges and the constraints given that IPM adoption is
3 well below potential. The NRCS conservation effects
4 assessment program reports that Joe will mention a little
5 later on in this session really documents that in school
6 IPM or maybe about five percent of where we could be.
7 Lots of constraints out there. Those have been
8 catalogued.

9 We talked about having an extensive discussion
10 about those next time after we've read that literature
11 and then talk about some strategies to overcome those.

12 Here's some example measures that we talked
13 about building off the presentation by Bill Coley, going
14 from very simple measures like number of pesticide
15 applications and number of complaints, to things like
16 disease incidents and frequency of conditions that are
17 rodent friendly.

18 One point that was made is there's lots of
19 sustainability stuff going on. IPM is getting lost in
20 the sauce where it has a real opportunity to be a part of
21 these sustainability efforts and to document benefits
22 towards greater sustainability for health and

1 environment.

2 We want to learn something about where EPA has
3 been successful in getting adoption of best practices in
4 the past that we might be able to use as a model.
5 Collaborate with the public sector and, much like we
6 heard with the pollinators, training is really essential.
7 There are potentials to collaborate with others on
8 improving access to training.

9 So, next steps, we're going to work on setting
10 our agenda for our next meeting and refine our
11 deliverable, what we want to see in that report, and set
12 a time line. Then, after our group two discussion, we
13 had a short presentation from Joe Bagdon, who is going to
14 give that presentation today to this group after the
15 school IPM session that follows now.

16 But, just in a nutshell, USDA/NRCS is the
17 former soil conservation service. Works with private
18 landowners to increase conservation and protect
19 resources. I had asked Steve to add NRCS programs for
20 IPM to the agenda for this meeting based on the work that
21 we've been doing with Michigan State and others since
22 2006, focusing on getting greater access to this large

1 program that Joe will talk about in detail.

2 They invest about a billion dollars a year in
3 conservation. IPM has been about two percent a year of
4 that investment. We want to increase grower access to
5 those programs as a way of increasing IPM adoption. What
6 we discussed in the working group in terms of suggestions
7 to OPP is that they could train EPA on these programs
8 that NRCS has to offer. They can encourage grantees
9 through the RFA process to use these tools.

10 EPA could host and co-host training events.
11 NRCS uses private sector consultants to help deliver
12 technical assistance to growers and provides financial
13 assistance to fund that crop consultant time. We need
14 more of those people, those TSPs to do this work.

15 So, the way it works in Wisconsin, I'm the only
16 TSP working with apple growers. Apple growers come in to
17 NRCS. They sign up for a contract, a multi-year contract
18 to put an IPM program together. As part of the condition
19 of getting that funding, they have to work with me, since
20 I'm the only one in the state qualified right now to put
21 together a plan and then implement that plan. I have a
22 staff that helps work with the growers.

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1 We're working with growers both in Wisconsin
2 and Minnesota. It's just great to see the progress that
3 can be made with these short-term contracts in terms of
4 improving crop quality, because these guys are at the
5 beginning stage. They're often doing a counter-based
6 spray schedule that doesn't always catch the pests at the
7 right time, and then reducing their pesticide application
8 and pesticide costs as well. So, by the end of the five-
9 year contract, they are just rolling and have a great IPM
10 program and know lots about what the bugs are and their
11 orchard and how to manage them effectively.

12 Another suggestion was growers could
13 potentially get credit for the work that they do,
14 potential with an exemption for regulations when they're
15 already exceeding those expectations.

16 So, I will close with that, then, and we'll
17 hear more detail from Joe in a little bit. But I think
18 we're turning this to school IPM next. Thank you.

19 MS. BAKER: I don't have a Power Point. I have
20 a nice one-page. This is my presentation. I wrote it
21 out. So, it will be quick for you guys.

22 So, I think Marc kind of teed this up in his

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1 comments. I use this as kind of the summary. One of the
2 nice things about this workgroup is there is consensus in
3 the group that the use of IPM is important and beneficial
4 in schools and hospitals, in daycare centers, et cetera.
5 It continues to be important in agriculture.

6 We talked about starting with the baseline for
7 what you're going to measure from. Some of that baseline
8 information already exists, and some of it just needs to
9 be collected and refined. The metrics should be used,
10 and some of those already exist, but they also need to be
11 refined and finalized.

12 In addition to collecting information, though,
13 for the metrics, we also think it's important to be sure
14 to capture what works and why. So, in a number of these
15 workgroups we talk about examples of let's learn from
16 stuff that's already working and why.

17 We talked about brainstorming ways to improve
18 adoption of IPM in more settings. So, identification of
19 what the barriers are to IPM, sharing the case studies.
20 So, Tom mentioned Robyn's hospital example, the NRCS
21 apple example, Peter's cotton, and then, Joe, for sure,
22 has some in mosquito control, which is nice because you

1 get some in public health and ag and in the private
2 sector.

3 Developing user friendly communication options
4 that are easily understandable, easily utilized
5 materials, making them readily available and easy for
6 people to implement would be a suggestion going forward.

7 In terms of some of the next steps, I probably
8 jumped ahead of you guys and said that we should try to
9 finalize some metrics for school IPM by the next PPDC
10 meeting. So, because some of that information is already
11 there, we didn't think that was such a huge leap. Maybe
12 form a subgroup to work on ways approve the adoption of
13 IPM, so that whole brainstorming session about what we
14 could do there.

15 Tom, for sure, has this in his presentation
16 about training EPA staff involved in this issue. We
17 talked about what's in the strategic plan, the Center for
18 Excellence, the number of FTEs that will be working on
19 this. So, making sure that they have an understanding of
20 what IPM is and what it isn't and maybe some specific
21 examples of what it looks like in a school setting, for
22 example. That's it.

1 MR. MATTHEWS: Thank you, Marc, Tom, and Cindy.
2 Those are actually very helpful and very useful. Again,
3 I'll just reiterate the fact that I think that the
4 workgroup working on IPM has been extraordinarily
5 successful and helpful to us already as we embark on this
6 new initiative. I look forward to working with them over
7 the course of the next year as we continue to develop
8 metrics. Vote for school IPM as well as for assessing
9 the benefits of IPM in general.

10 What I'm going to do now is go to a brief
11 update on what's going on with the agency's school IPM
12 program. We've been working very hard on that over the
13 past more than two years now, and we've made substantial
14 progress. There's still a lot of progress to be made.
15 I'm just going to give an update in terms of where things
16 are.

17 By way of a brief introduction, let me just say
18 that this new initiative started in late 2009. It's
19 consistent with the priorities of the administrator, the
20 deputy administrator, and our assistant administrator at
21 the time, Steve Owens. We've gotten substantial and
22 strong support moving forward with this particular

1 program, both from Assistant Administrator Owens and our
2 current assistant administrator, Jim Jones, as well as
3 Steve Bradbury.

4 I think that the support that we've gotten is
5 exemplified by the fact that we actually do have an IPM
6 workgroup. PPDC was requested to establish an IPM
7 workgroup to continue to enable the agency to move
8 forward in this very important area.

9 Marc talked about resources and the fact that
10 in terms of moving forward, that resources are a very
11 important part of that. I'd like to point out that the
12 resources that we as an agency are devoting to IPM, quite
13 frankly, are substantial. We've got at least over 15
14 full-time equivalents that are devoted solely to IPM work
15 across the agency. That includes an FTE that's dedicated
16 to IPM work in each of the regions, as well as
17 significant headquarters staff.

18 We're going to talk a little bit in a couple of
19 minutes about the Center of Expertise that we're going to
20 establish. So, we're going to have three FTE in the
21 National Center of Expertise for school IPM, as well as
22 headquarters staff. I've got two of my staff that work

1 effectively full time on school IPM issues, as well as
2 the time that's devoted to the issue by the management
3 team and the Environmental Stewardship Branch. So, the
4 resources are substantial with respect to the FTE that we
5 have.

6 So, some of the activities that I can give you
7 an update on, we are currently finalizing draft strategic
8 and implementation plans for moving forward with school
9 IPM. You've received those. We have briefed the states
10 on a brief outline of those plans. We're going to ask
11 for a comment from our state counterparts.

12 We've got a lot of significant and substantial
13 assistance and input from our regional staff working with
14 our headquarters staff in developing these strategic and
15 implementation plans. We think that they actually are in
16 pretty good shape. We have distributed them to the
17 workgroup yesterday. They're available to the PPDC.

18 MR. BRADBURY: Folks on the phone, if you could
19 hit your mute buttons, please. Please hit your mute
20 button. Folks on the phone, you really need to hit your
21 mute buttons, please.

22 MR. MATTHEWS: I am going to try to speak over

1 the birthday discussion here and continue with my update.
2 Just a little bit more on the strategic and
3 implementation plans. You have a summary in your packet
4 as well as the plans itself. So, we have provisions on
5 the background, EPA's past involvement in school IPMs,
6 the rationale for the current school IPM initiative,
7 mission vision statements --

8 **(Whereupon, the tape ended.)**

9 MR. BRADBURY: So, for the rest of the
10 afternoon, we've got a series of updates, some more
11 extended updates than others. The first session that
12 we'll be covering now has to do with the endocrine
13 disruptor screening program. There's about a half an
14 hour set aside. Karen Whitby and Mary Manibuson will
15 give you an update on where the program is. I think we
16 can manage the clock so that if there is some clarifying
17 questions, we can weave that in.

18 If everybody is ready, I think, Karen, you're
19 going to lead off. Thanks.

20 MS. WHITBY: Good afternoon. On August 3rd,
21 1996, congress amended section 408 of FFDCH that requires
22 screening of chemicals using validated test systems and

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1 other scientifically relevant information to identify
2 chemicals that may have estrogenic effects. The
3 amendment provided EPA authority to obtain testing on
4 other endocrine effects as designated by the
5 administrator. The Safe Drinking Water Act amendment
6 also provided for testing chemical substances in drinking
7 water.

8 The agency issued approximately 750 EDSP
9 orders, starting on October 29th of 2009. Chemicals were
10 selected on the basis of being present in either four out
11 of four or three out of four exposure pathways, those
12 being food, water, post-application worker exposure
13 scenarios associated with high transfer coefficients, and
14 residential use.

15 Responses to test orders were due 90 days for
16 individual responses or 150 days if it was a consortia
17 response after receipt of the test orders. Tier 1 data
18 are due to the agency 24 months from issuance of the test
19 order, unless the agency has granted an extension.

20 Orders were issued for 67 chemicals, and the
21 agency will receive data for approximately 53 chemicals.
22 There will be approximately 500 EDSP list one tier one

1 studies submitted to the agency. The data began to
2 arrive late October of 2011 and will continue to arrive
3 to the spring of 2013.

4 Instructions for how to submit data can be
5 found at the EDSP website. Data may be submitted to the
6 agency using formatted CDs similar to what is done for
7 submission of new active ingredients. There is a new e-
8 docier application that guides registrants through the
9 process of assembling a CD using a question and answer
10 format. This is very easy to use and can be done by non-
11 IT folks.

12 The CD should be labeled PRDEDSP upon
13 submission, and paper submissions are also acceptable.
14 MRIDs will be made available to registrants on the
15 website in advance. DERs for the tier one studies will
16 not be considered as final or released until the agency
17 has completed their weight of evidence analysis of the
18 tier one data to determine which, if any, of the tier two
19 data are required. The agency plans to begin to conduct
20 the weight-of-evidence analysis in late 2012 to early
21 2013.

22 The agency has posted the revised weight-of-

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1 evidence guidance document to the docket on September
2 27th of 2011, and the agency has also posted the standard
3 evaluation procedures, data evaluation record templates,
4 and raw data spreadsheets to the EDSP web site.

5 MS. MANIBUSAN: So, in addition to the work
6 that's currently being done on the list one chemicals and
7 tier one result tests, they're coming in, as Karen had
8 indicated. The agency is also moving forward with a
9 second list of chemicals that was proposed and issued in
10 November of 2010.

11 That list of chemicals of 134 were drawn from
12 three particular sources. That includes the National
13 Primary Drinking Water Regulation list, as well as the
14 Contaminant Candidate List, CCL3, and the 2007/2008
15 registration review scheduled pesticides.

16 We're also moving forward beyond the tier one
17 assays for screening. We're moving forward with inter-
18 laboratory validation of the four tier two tests. The
19 Mammalian Two-Generation Reproduction study is, of
20 course, validated already. We are also accepting the
21 Extension One Generation Study, as it includes sensitive
22 endpoints for the endocrine system.

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1 We're moving forward again with inter-
2 laboratory valuation for the Avian Two-Generation, the
3 Japanese quail study, the Xenopus Laevis Amphibian Growth
4 and Development study, the Medaka Fish Two-Generation
5 study, as well as the Mysid and Copopod (phonetic)
6 Invertebrate Multi-Generation study.

7 We're not only stopping there with respect to
8 developing tier two tests, but we're also keeping our eye
9 moving forward in looking to explore the use of advance
10 computational toxicity tools. This title is applied to
11 EDSP in the 21st century, as it is the impetus drawn from
12 the NAS report that was published in 2007.

13 Here we're emphasizing the need to develop a
14 more hypothesis-based approach, a more targeted testing
15 strategy. Of course, the overall objective is to
16 maximize our current knowledge base, using all existent
17 information to do much more informed testing approach
18 using a variety of tools, so thinking not only about the
19 assays in terms of high throughput, but also looking at
20 some inherent properties, as well as (inaudible),
21 structure activity, as well as exploring the use of read
22 across that we have today.

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1 We're doing this in a very systematic and very
2 incremental way, as I'll demonstrate to you a little bit
3 later. Anchorage to all of this is the need to really
4 understand the biological significance and the biological
5 plausibility in terms of the toxicity pathways that we're
6 interested in exploring.

7 This particular slide demonstrates the needs
8 not only look at toxicity pathways but also consider mode
9 of action and adverse outcome pathways as we link
10 together not only the molecular initiating events but
11 also exploring individual effects in going out to the
12 population and community level. Again, this really
13 demonstrates the need to increase our confidence as we
14 move forward, making sure that the tools we use tomorrow
15 are anchored by what we know today.

16 That particular confidence is reflected in the
17 EDSP 21 work plan. As Karen indicated, that was
18 published in September of 2011. There we reflect on
19 three particular phases, which are kind of better
20 illustrated in this slide. We talked about the phases in
21 terms of how do we build confidence with moving forward
22 on computational tox tools and moving away from the tier

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1 one assays, if you will. It demonstrates that in three
2 particular phases.

3 The first phase is use of high throughput
4 technologies and again looking at other tools to help us
5 begin to prioritize the universe of chemicals that EDSP
6 is required to screen and test for. By doing so, we're
7 building conscience as we move forward and establishing
8 that level of conscience needed to move forward into the
9 next phase, the second phase, which is the screening
10 phase. That is to explore the use of toxicity
11 computational tools to replace the current in vitro
12 studies as part of our tier one battery of assays.

13 Then, the third phase, which is a long-term
14 phase, is to ultimately do data replacement. As we move
15 forward, we're thinking about things like uncertainties.
16 What are the levels of uncertainty that are tolerated as
17 you move through each of these three phases? Again, to
18 try to build confidence.

19 Front and center, we're focusing right now on
20 use of these high throughput assays and tools to begin to
21 prioritize our chemical universe. Things that we're
22 considering quite heavily are multiple tools. As we just

1 talked about, we're going to consider factors like
2 exposure and exposure scenarios that are important as we
3 begin to rank these particular chemicals. We're looking
4 at the estrogen, androgen, and thyroid pathways and
5 looking to the high throughput assays to anchor those key
6 events that we understand and we know from the
7 understanding of toxicity pathways.

8 We're again looking at the inherent chemical
9 properties and QSAR with respect to structure activity
10 and what we know about the receptor and what binds to
11 that receptor to initiate activation and proceeding
12 forward through the toxicity pathway. We're looking to
13 the ER expert system for information, as that's been
14 brought to the SAP and has gone through OECD reviews.

15 Information on structurally similar analogs
16 help us in terms of read-across. So, we're going to
17 bring that to bear, along with again an understanding of
18 the biological mechanisms that we understand to interact
19 with our endocrine system, our endocrine receptors.

20 Overall, the program is looking forward to
21 making sure that we understand how we're utilizing these
22 tools. Do we understand the clarity in which we choose

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1 to use these tools to achieve our programmatic goal? We
2 need to define the application and regulatory decision
3 context that we're making. Are we using this for
4 prioritization or are we using this for screening? Then,
5 how do we think about these as we think about long-term
6 data replacement?

7 But, all along that way, we need to build
8 transparency, making sure we reach out to our experts, to
9 our expert panels, for input, as well as our public at
10 large in terms of public outreach, making sure that we
11 engage with the public all along the way, insuring that
12 we use scientifically valid and sound science as we move
13 forward.

14 With that, I'll close and open it up for any
15 questions.

16 MR. BRADBURY: Allison and then Kristie.

17 MS. STARMANN: With respect to list two, when
18 is EPA going to be responding to comments and submitting
19 an ICR?

20 MS. MANIBUSAN: I think there's a number of
21 steps that we have to consider and that we're busy doing.
22 From the November 2010 issuance of the proposed second

1 list of chemicals, we've been busy looking and compiling
2 all of the public comments. We've received approximately
3 600 unique comments that range quite broadly from
4 scientific issues to exposure issues and considerations
5 of what should and should not be on the list, in addition
6 to some regulatory consideration.

7 So, there's a lot of work ahead of us. There's
8 also building the policies and procedures piece that goes
9 along with that package in thinking about moving forward
10 on the ICR.

11 MS. STARMANN: So, is there a when in there?

12 MS. MANIBUSAN: I think there's a lot of steps
13 that we need to consider. It's very difficult right now
14 to put a particular date on when. We're shooting for as
15 quick as possible, but we're moving as quick as possible
16 in terms of responding to the public comments. Some of
17 those comments require really detailed analyses, as you
18 can imagine. So, we're working very hard on that, in
19 addition to thinking about policies and procedures that
20 go along with list two.

21 The second list is different from list one in
22 that it not only includes pesticide active ingredients,

1 but also broadening that range to be inclusive of the
2 Safe Drinking Water Act chemicals and chemicals that
3 really don't have a rich database. So, that's something
4 that we're considering quite heavily.

5 We're targeting for some time in 2013, but
6 we're not definite and that's no promise that we're going
7 to meet that deadline, because there's a lot of steps in
8 between. There's a lot of processes that we need to
9 consider and areas of review that are outside of the
10 agency, quite frankly.

11 MR. BRADBURY: Kristie and then Cheryl.

12 MS. SULLIVAN: Thank you, Karen and Mary for
13 the update. First, I want to say that I really was
14 pleased to come back from maternity leave and see the
15 EDSP 21 plan. I think it makes a lot of sense to move in
16 this direction because if we're ever going to get a
17 handle on endocrinate compounds and where the universe
18 is, it has to be faster and smarter.

19 But I do have a question about -- this is
20 probably for Karen -- on list one. You said that the
21 DERs will be released when you conduct weight of evidence
22 on the data that you get in to determine whether tier two

1 tests are needed. Is that right? So, what is that
2 process going to look like, do you know? Are there going
3 to be any comments or drafts or how is that going to
4 work?

5 MS. WHITBY: Well, we'll start out by doing
6 primary review of each of the assays or each of the
7 studies. As I said, we're going to receive, I think,
8 approximately 500 studies across the 52 or 53 chemicals.
9 What we wanted to do to kick this off is to make sure
10 that as we move through the data and start to make some
11 preliminary decisions, that we're being consistent in our
12 interpretation of the findings that we come upon.

13 So, we were going to, let's say, for the
14 amphibian metamorphosis assay, for example, look at 10
15 chemicals and compare the various endpoints that are
16 measured and make sure that we're consistent in our
17 interpretation of the findings. But we were going to do
18 that for all 11 of the assays for consistency first.

19 Then we were going to evaluate the chemicals
20 across the 11 assays for each of the 52 chemicals. Some
21 of the test order recipients have indicated that they
22 plan to submit their own weight of evidence guidance on

1 how they interpret the findings. We would like to take
2 that into consideration as well as we begin to develop
3 our weight of evidence.

4 So, it's not something that we're rushing to
5 judgment on. No, I was not planning on releasing any
6 draft weight of evidence documents at this time.

7 MR. BRADBURY: Part of the process we'll go
8 through, and we indicated that back in 2005 or 2007 with
9 the policies and procedures with list one is using the
10 Scientific Advisory Panel for some advice on some of the
11 steps that Karen described in terms of assay performance,
12 battery performance, how to use our draft weight of
13 evidence guidance.

14 So, part of the idea of going final, if you
15 will, is taking advantage of input from the SAP to make
16 sure we've sort of got it -- we've tackled it in a
17 reasonable fashion before we finalize a decision, some
18 important steps of peer review, both internal and
19 external, as we go forward.

20 MS. SULLIVAN: Real quick. So, that's all good
21 and that's actually a piece I wasn't even thinking about.
22 But what I was trying to get out was proposing the tier

1 two assays and how that will work.

2 MS. WHITBY: Well, the tier two is still under
3 development and validation. I'll let Mary speak to the
4 status of that.

5 MS. MANIBUSAN: Maybe I can take a step back
6 and talk you through the review process and how it might
7 look like. As Karen had articulated, the review of the
8 tier one assays will be probably no different than how we
9 look at all of our studies in terms of doing a primary
10 review, a secondary review, and a tertiary review. The
11 tertiary review is to ensure that we're consistently
12 looking across all the assays consistently.

13 But, in a weight-of-evidence approach, we'll be
14 not only considering the tier one assay results, but we
15 will be bringing in knowledge that we have from our 158
16 studies. We'll be bringing in knowledge that we have
17 through our other scientifically relevant information,
18 all bringing to bear our characterization of that
19 particular chemical, again, that characterization on its
20 potential to interact with the endocrine system, not that
21 it will.

22 So, it's not automatic that just because we

1 have a weight of evidence that indicates some concern,
2 that we'll jump right into the tier two testing. When we
3 think about the tier two testing, again, the distinction
4 is that these tier two testing designs are definitive
5 studies. They're not considered a battery. They're not
6 considered screening level assays. So, it won't be that
7 we will require all of the tier two assays to be targeted
8 in our decision, but it will be made from a judgment
9 based on the entirety of our knowledge base.

10 Is that helpful to answer your question?

11 MS. SULLIVAN: Yes, thank you.

12 MR. BRADBURY: Cheryl and then Mark.

13 DR. CLEVELAND: So, I hope that when you were
14 saying that you were looking to get some guidance
15 together, that that includes -- for the tier two to pause
16 and get some guidance together before you issue the list
17 two -- that that guidance and programming that you're
18 referring to also includes an update from the lessons
19 learned in the first round of testing. So, that would be
20 encouraged.

21 I guess I'm still with Kristie a little bit to
22 understand what the timing is for the communication of

1 the tier two tests. Is it implicit in what you said that
2 you're going to wait for the full weight of evidence
3 analysis for the whole list before you would go through
4 and issue for the tier two tests or are they going to
5 come kind of piecemeal?

6 I didn't get that out very well, but I have a
7 follow up once I get that answer.

8 MS. WHITBY: As Steve had indicated, we will
9 certainly make use of peer review as we go through the
10 tier one data, develop the weight of evidence documents
11 looking at the potential of the chemicals to interact.
12 Right now we've been talking about taking certain taste
13 studies, if you will, to the FAC and looking at them in
14 terms of how we've applied our weight of evidence
15 guidance documents to particular chemicals, looking for
16 some examples that we might consider to be positive, that
17 we would consider to be negative, and some that are
18 somewhere in the middle that we would believe to be
19 equivocal.

20 I would imagine that along with that, ideally,
21 we would want to be able to say that if we think that
22 this chemical is positive and shows potential to interact

1 with either the estrogen, androgen, or thyroid pathway,
2 that we would then go on to say based on these findings,
3 we would think that tier tests one, two, three, or some
4 combination thereof would be required or needed to answer
5 any outstanding questions about that potential to
6 interact.

7 These data from tier two would then help to
8 inform whether or not a risk assessment would be required
9 or whether there would be an endocrine sensitive endpoint
10 that would be appropriate for risk assessment.

11 DR. CLEVELAND: Well, my follow up would be
12 that we're all interested in the timing and all this.
13 I'm hearing you're not ready to commit to that, and
14 that's okay. But I would like to mention that if and
15 when you do get ready to issue a true tier two test, the
16 management and the communication, that this is follow up
17 testing not the new endocrine disruptor test. It's
18 really important.

19 I'm sure you understand, and we've already
20 stated that it's only follow up testing. But these types
21 of lists can get circulated in an instant in a global
22 world. There's other agencies that aren't as involved in

1 this whole process that could all of a sudden look at
2 this new post and say, oh, that's an endocrine disruptor.

3 I would just encourage you that if it does come
4 out in one bulk or even if it comes out piecemeal, to
5 think through how to manage that as you go through that
6 next level.

7 MS. MANIBUSAN: I really appreciate that
8 sensitivity. We've heard that request from multiple
9 stakeholders. I think the message that you should
10 receive today is that the agency is looking to be
11 systematic in our review. We're looking to take our time
12 and do this right and be consistent about our approach.

13 We plan to check in with our external
14 independent peer review panels to make sure that what
15 we're doing in terms of looking at the assays by assays
16 and, as Karen has indicated, how we're looking to
17 approach the weight of evidence makes sense and that it's
18 scientifically based.

19 At the end of the day, again, we are not
20 looking to call a chemical an endocrine disruptor based
21 on tier one assay results. We've been very clear about
22 that. Even as we move forward, as we make decisions to

1 go forward with tier two testing, again, that would not
2 be the message that the agency would be putting out, far
3 from it.

4 As we look to explore and utilize all of the
5 weight of evidence, we're being very careful to make sure
6 that there aren't intermediate studies that could be done
7 to address some of the uncertainties. So, again, it's
8 not automatic that a chemical moves from tier one to tier
9 two. We're going to take our time, do this right.

10 As Dr. Bradbury indicated, we've agreed to go
11 forward to the SAP with some case studies to demonstrate
12 how the agency plans to make its decision and
13 characterize the totality of the weight of evidence
14 that's in front of us.

15 MS. WHITBY: The only thing I would add to
16 that, sorry, is again, that we would not be releasing the
17 DERs independently without some context within which to
18 consider the findings, which is why the DERs aren't being
19 released independently but would be released with the
20 weight of evidence document that brings you to the
21 conclusion and explains what the next steps for the
22 chemical would be.

1 MR. BRADBURY: Mark and then Caroline.

2 MARK: My question really is a little more
3 theoretical in a sense. It deals with risk, certainty
4 and uncertainty in risk. I know that you're very
5 sensitive in a chemist or toxicologist mode when you
6 describe how you'll know when you're there.

7 I'm backing up a little bit and thinking more
8 in a system science approach. That is, a system science
9 approach would basically ask the question, when are we
10 going to see an alpha error or a beta error? So, an
11 alpha error is that plausibility of an expected error, a
12 beta error being the plausibility of an unexpected error.

13 If you work within a system where you're
14 looking at partial features of cells, specific binding,
15 coefficient, et cetera, and you do 500 studies with 52
16 chemicals, when you look at permutations of that, really,
17 the statistical probability is pretty high that you would
18 run into a type two error or a beta error, an unexpected
19 plausibility at some point in the system.

20 So, I'm wondering if you're going to have to
21 revert at some point to some in vivo testing even in the
22 midst of your in vitro system that you're developing?

1 MS. MANIBUSAN: I think as we approach the EDSP
2 21 work plan, that's precisely how we're proceeding
3 forward. It's in thinking about replacement of studies
4 for in vitro assays first and then exploring the targeted
5 need for additional in vivo studies. So, again, it's
6 bringing to bear our knowledge of the adverse outcome
7 pathways and making sure that we anchor it with the
8 biological understanding that gives it that level of
9 confidence to move forward. I'll stop there.

10 MR. BRADBURY: Caroline, Dave, and Susan, and
11 then we'll move on to the next one.

12 MS. COX: My question was also about EDSP 21.
13 So, I just wanted to make sure that I understood that
14 flow chart correctly. Is the goal that within five
15 years, the tier one screening assays would be replaced by
16 tox 21 type assays?

17 MS. MANIBUSAN: So, just to clarify, the work
18 plan is just that; it's a plan that we had foreseen in
19 terms of how to approach this. But I think the message
20 here is that the three phases are meant to demonstrate
21 the increasing level of confidence as we move forward.
22 So, making sure that we're doing this in an incremental

1 step-wise fashion.

2 So, I don't think I would pay a lot of
3 attention to the dates in terms of the two years, two to
4 five years, or five plus years. It's making those
5 incremental steps forward and making sure that we're
6 anchoring it with good science, sound science, and making
7 sure that we have appropriate evaluations and a public
8 process as we move forward.

9 But it's that incremental movement from
10 prioritization, use of these tools to demonstrate
11 prioritization, before you move into data replacement for
12 just in vitro studies. Then you begin to even explore
13 the use of high throughput and other computational tools
14 for data replacement.

15 But, all along that way again, it's important
16 to make sure that we're anchoring it with good science.
17 The issue of validation is really key because validation
18 is different for each of those steps. So, that's the
19 challenge that we have in front of us in terms of how to
20 use computational toxicology. The work plan is meant to
21 just illustrate how do you begin walking through those
22 phases.

1 MR. BRADBURY: Dave and then Susan.

2 MR. TAMAYO: I was curious as to where the data
3 that comes from these studies is going to live and how
4 accessible it will be. Is there a plan for that?

5 MS. MANIBUSAN: So, as Karen had indicated, we
6 do not plan to issue the DERs or summary information
7 publicly before we finalize all of our weight of evidence
8 and characterizations of the data. But in terms of a
9 database, we are in discussions about different forms of
10 databases that we can make publicly available. It's
11 something that we're still developing.

12 MR. TAMAYO: I don't know what a DER is.

13 MS. MANIBUSAN: It's a data evaluation record.
14 It's an evaluation of each study done by the evaluator,
15 the risk assessor.

16 MS. WHITBY: A DER is a summary of the study
17 that's provided by or generated typically by the agency
18 where we lay out test materials, materials and methods,
19 the results, the conclusions that were drawn based on the
20 study. It's a review of the actual study that's
21 submitted by an industry.

22 MR. TAMAYO: I understand that maybe you don't

1 know exactly when and how it's going to be done, but I
2 just encourage that the storage of this data is done in a
3 way that maximizes its accessibility and also the
4 (inaudible) to other investigators. Obviously, it's
5 going to be a very rich source of data that people can do
6 work on that you won't be able to do for your purposes
7 but will be useful in a lot of other ways. Thanks.

8 MS. WHITBY: I would just add a caution to
9 that, that the battery was designed to be a battery. No
10 one study was meant to be taken in isolation to draw any
11 conclusions about the potential of a chemical to
12 interact.

13 MR. BRADBURY: Thanks.

14 Susan, and then we'll move on to the next
15 section.

16 SUSAN: Two comments. I would just hope that
17 the prioritization would also include a review of the
18 literature that actually shows endocrine disruptors.
19 It's not in here as the initial of why it would end up on
20 the chemicals of regulatory interest list in the first
21 place.

22 MS. MANIBUSAN: I think it's captured in the

1 read across as you look at structurally similar compounds
2 and information that you have in front of you.

3 SUSAN: But if you guys are thinking about it,
4 that's great.

5 MS. MANIBUSAN: There's a lot in the literature
6 on these chemicals.

7 MS. WHITBY: Right. The guidance document
8 that's on the web for how we will use the EDSP data for
9 weighted evidence does address these with literature.

10 SUSAN: Okay, great. I guess I had a question
11 regarding the comment that you weren't going to use the
12 tier one study if you automatically assign an endocrine
13 disruptor label to a chemical, but you are going to use
14 the tier one studies to kick them out as not endocrine
15 disruptors. Is that correct? So, from your flow chart,
16 these go weight of evidence to the weight of evidence
17 negative; therefore, they're out of the process. Is that
18 correct?

19 MS. MANIBUSAN: So, the prioritization use of
20 high throughput is meant to just prioritize what goes
21 through the tier one assay battery first or in what
22 order, not to rule out chemicals.

1 SUSAN: Different question. Prioritization was
2 one. You made a comment that you're not going to call a
3 chemical endocrine disruptors based on tier one results,
4 but you're going to call them not endocrine disruptors
5 based on tier one results, right? You trust those tests
6 enough to tell you that it's not an endocrine disruptor
7 but not to tell you that it is an endocrine disruptor?

8 MS. WHITBY: The tier one studies were designed
9 to be sensitive enough to detect things that would be
10 weak possible endocrine disruptors, yes. So, if it comes
11 out negative and clean, then yes, we do have confidence
12 that it is not an endocrine disruptor.

13 SUSAN: Thank you.

14 MR. BRADBURY: Okay, thanks, Mary and Karen.

15 So, we're going to move over to the next
16 session, section 5, which will be a series of brief
17 updates on about four or five topics. Then we've set
18 aside some time to hopefully just have an open mic, if
19 you will, if there's some specific topics you'd like to
20 get some feedback on.

21 So, the first topic or presentation discussion
22 is from the PPDC public health workgroup. Susan Jennings

1 is going to give us an update.

2 MS. JENNINGS: I'm going to provide a brief
3 update today on the public health working group and what
4 we've been doing. As most of you probably recall, this
5 was established as an ongoing workgroup. As such, we
6 have outputs from time to time. Right now, we're working
7 on just looking at different issues that have been
8 ongoing and trying to establish some sort of a framework
9 and a structure for moving forward in the future.

10 Yesterday, we had an interesting meeting where
11 initially we discussed with -- we had a representative
12 from CDC on the line who covered a project that they have
13 ongoing out there to combat Rocky Mountain spotted fever
14 in Arizona. EPA had worked with them to expedite a
15 registration faster than PRIA time so that they have that
16 on time for April. Well, she came in and talked with the
17 workgroup a little bit about what she was doing. We
18 talked a little bit about the expedited process for
19 public health pesticides when the need is urgent.

20 We also had an update from Kevin Sweeney
21 (phonetic) of our registration division on the recent SAP
22 on bed bug efficacy guidelines and revising them and

1 looking at them to be a little bit more specific towards
2 the control of bed bugs so that we can have a little bit
3 more detailed information about the efficacy of those
4 products.

5 We also had an update from Carl Malmadrome
6 (phonetic) from the IR-4 program who discussed a project
7 that he has ongoing for the public health inventory. In
8 his project, he's trying to go through and inventory the
9 pesticides that are used against pests of public health
10 significance.

11 His goal with that is so that we can have a
12 better idea of exactly what is out there so that when we
13 talk about our tool box, we'll know more about exactly
14 what is inside that toolbox and perhaps have a way of
15 identifying areas where we could use a little bit of
16 growth.

17 We also joined the comparative safety
18 statements or pesticide products labeling workgroup to
19 discuss the repellent mark program, which you're going to
20 hear about in a little bit.

21 Then, the last item we discussed yesterday was
22 a very open discussion on 25 bee products and bed bug

1 control and some of the issues with those products trying
2 to more or less brainstorm ways we can move forward and
3 try to help people who are trying to combat bed bugs to
4 be able to get efficacious products.

5 That's really the update that I have for right
6 now. I don't know if there are any questions.

7 MR. BRADBURY: Questions, clarifications, or
8 anybody else on the workgroup that has anything else to
9 add?

10 **(Whereupon, there was no verbal**
11 **response.)**

12 MR. BRADBURY: Okay, thank you, Susan.

13 Marty Monell is going to give an update from
14 the workgroup on comparative safety claim statements.

15 MS. MONELL: You may remember about three years
16 ago PPDC asked the agency to form a workgroup under the
17 auspices of the PPDC to look at comparative safety
18 claims, green claims, and things of that nature that
19 would be responsive to what was perceived to be consumer
20 interest in all things green, all products green.

21 So, there was some consumer perspective
22 articulated. Clearly, the marketers in the registrant

1 community wanted to respond to the consumer interest.
2 For the agency, if there was a way for us to assist in
3 driving the market towards safer chemicals, then that
4 would be a good thing as well.

5 So, we started the workgroup. You'll recall
6 all of the machinations that we went through to
7 ultimately get here with a recommendation that we proceed
8 with two pilots, one of which would enable a pesticide
9 product label to have a DFE logo on it.

10 The DFE is a design for the environment program
11 run by our sister organization which does a different
12 type of review than a FIFRA review for product safety.
13 It is essentially a hazard screen, but it's designed to
14 encourage safer chemicals on the market.

15 So, we have a pilot going where the pesticide
16 product that's interested in obtaining this logo goes
17 through the DFE screen and then some sort of a
18 certification process. They bring that certification to,
19 right now, the antimicrobials division with an
20 application for an amendment to a product or just an
21 amendment to a product's label to enable the placement of
22 this logo on the label. To date, we have five products

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1 that have obtained the DFE logo. Three of them are
2 lactic acids. The active ingredient is lactate acid.
3 Two are a citric acid.

4 The other pilot that we embarked upon is one to
5 allow factual statements on product labels. What we
6 agreed to was statements that could be factually
7 ascertained. So, things like dye free and fragrance free
8 were permitted to be put forth for inclusion in this
9 pilot. In that area, we have 10 product labels, five
10 each, five dye free and five fragrance free.

11 We also added in corporate commitment. What
12 this means is that a registrant can come in with an
13 application to put a web site reference on a product
14 label that indicates that if you are interested in the
15 corporate commitment to environmental and health matters
16 pertaining to the product, go to X, Y, Z web page.

17 We have three of those kinds of factual
18 statements that have been approved. Keep in mind that
19 when you do this, the whole label that's on the web then
20 becomes -- that statement becomes part of the label. So,
21 it's not something to enter into lightly.

22 Last year, we expanded the factual statement

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1 pilot to include determinations of biodegradability. We
2 wrestled with this one for quite some time. There is
3 guidance on the antimicrobial division's web site as to
4 how and what sort of screening process you have to go
5 through to be able to put a statement about the
6 biodegradability status of your product, the entire
7 product, which means all of the ingredients, or the
8 biodegradability of the surfactant in your product.
9 That, for us, is pretty easy to check because the DFE
10 program has a list of biodegradable surfactants. So, we
11 have two applications pending for the surfactant
12 biodegradability claim.

13 Yesterday, at our workgroup meeting, we brought
14 up the issue of allowing the use of the term botanical.
15 This came to our attention because we realized that our
16 registering divisions were in some instances all over the
17 map. Biological pesticides, some more prone towards just
18 allowing that because they have plant derived products
19 many times.

20 So, they have allowed the use of the term
21 botanical. It's also come up in a couple of other
22 instances. It's not addressed at all. The issue is not

1 addressed in a label review manual. PR notice 9810 does
2 address it, but it's in a very outdated fashion, I would
3 venture to say.

4 So, the workgroup, we have decided that this is
5 something that we want to look into further, perhaps
6 incorporating it into another area that I'm going to talk
7 about in a minute. But it's clearly something that we as
8 a program want to clean up and have consistent advice
9 through all the registrant communities, consistent
10 standards so the public knows what it means.

11 It could very easily be conceived to be natural
12 or safer or something like that. So, we want to just be
13 careful how we proceed with it, but our intent is to come
14 up with some proposed guidelines, guidance, internally
15 and then bring it back to the workgroup and flesh it out
16 for further communication.

17 Last time the farm bill was reauthorized, four
18 years ago maybe, three or four years ago, there was a
19 procurement provision in it to encourage the procurement
20 by all federal agencies of bio-based products. A charge
21 was given to USDA to set up a program whereby consumers
22 and -- essentially, initially, it was geared towards the

1 federal government procuring officials that they would
2 know which products had a certain percentage of bio-based
3 products. It was an effort to wean us away from
4 petroleum derived products and into more plant derived
5 products.

6 This has become a very important issue in the
7 federal procurement world because the procuring officials
8 insist that upon certain standards and that you get this
9 bio-based -- I think they refer to it as a certification
10 mark. It's a logo, for all intents and purposes, but it
11 is referred to officially as a certification mark.

12 So, in the pesticide world, we had a couple of
13 registrants who were able to get their products through
14 the bio-based program and receive the certification mark,
15 which, essentially, indicates what the percentage is of
16 plant derived products in its product within a certain
17 sector, if you will. So, naturally, the registrants
18 wanted to put it on their pesticide product labels.

19 This is our sister agency, this is something
20 that congress wanted, this is something the president,
21 subsequent to the passage of this provision of the farm
22 bill, has issued at least two executive orders mandating

1 that USDA expand this program and that all agencies
2 really pay attention and run our procurement by this
3 program. So, this is not inconsequential matter for us
4 to consider. Our concern is that it is a single aspect
5 program. It's only looking at the derivative of the
6 ingredient. It's not looking at the health or
7 environmental or other safety kinds of data and issues.

8 So, we wanted to be very, very clear that if we
9 allow this mark to be on a pesticide label, that there is
10 some disclaimer language; in other words, a couple of
11 sentences, in fact, that have been crafted by OGC that
12 makes it very clear of exactly what this mark means,
13 instructing the user to read the instructions carefully,
14 and then it refers the user to the bio-preferred web site
15 of USDA so that the consumer hopefully will go through
16 those steps and realize exactly what it is, what the mark
17 means, as opposed to making assumptions.

18 We think that this approach is legally
19 sustainable and appropriate. Our next step is going to
20 be to bring it to our states, the SFYREG, at the end of
21 the May or early June and get some feedback from them.
22 They clearly will have an interest in our doing this

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1 because the state labels are as important as our labels
2 in terms of the real world. So, that's the next step.
3 As I say, the workgroup is generally in support of it,
4 but I would say with some reservations because of the
5 single aspect nature of the certification mark.

6 Finally, we talked about -- this was Kristie's
7 recommendation to us, suggestion to us -- a way to
8 perhaps incentivize less use of animal testing in the
9 development of pesticide products that we allow
10 statements as to the lack of or reduced nature of or
11 something about the lack of animal testing in a
12 particular product, to have a factual statement be
13 allowed on a pesticide product label to that effect.

14 As you can imagine, this is not an easy task.
15 It's very difficult to get your arms around the
16 implications of that. Like, what about the ME2
17 community? We have a huge business practice, if you
18 will, around ME2. Well, they don't do animal testing,
19 but they're relying on someone else's product that did do
20 animal testing.

21 So, the workgroup broadly supports this idea,
22 the whole concept of it, but everybody recognizes there's

1 a lot more work to be done. We have to develop criteria.
2 We have to develop the statements that could be used.
3 Then, of course, the ideal would be to give some examples
4 of situations that would warrant such an approach.

5 We noted that the EU is active in this area,
6 XVAM (phonetic). It sort of has taken a larger leap than
7 we have thus far, so we hope to learn from their
8 experience and move forward.

9 Any questions?

10 UNIDENTIFIED MALE: Marty, are there any
11 chemicals now outside of this ME2 that don't require
12 animal testing?

13 MS. MONELL: We actually tried to think of one
14 and even with a -- one was suggested by a participant on
15 the phone that a simoil (phonetic) based product might
16 not have used animals in testing of its development.
17 Then, we took it a step backwards and I think in the
18 manufacturing product sense, there was animal testing.
19 So, I haven't heard of a product yet that has not had it.

20 UNIDENTIFIED MALE: Is that 25B, the simoil?
21 Is it a 25B product?

22 MS. MONELL: No, no. This is an antimicrobial

1 botanically derived.

2 MR. BRADBURY: Maria.

3 MR. McALLISTER: I think I missed something in
4 your explanation.

5 MR. BRADBURY: Sorry, Ray. Maria, Allison, and
6 then Ray.

7 MS. HERRERO: I had a question because the
8 pilot that you have going on the design for the
9 environment has been limited up to this time on
10 antimicrobials. There was some talk at one point of
11 bringing in biopesticides.

12 MS. MONELL: Absolutely. I'm sorry, I
13 overlooked that in my haste to make up time. Yes, we
14 very much want to -- from the get go, it was always
15 envisioned that we would not exclude products. We were
16 trying to focus on a certain subset of consumer products
17 in the antimicrobial world. But we have received
18 interest from the biopesticide industry. CPDA has folks
19 that are very interested in it. We are very interested
20 in pursuing this.

21 Many of the biopesticides are living organisms
22 with very low toxicity, so they would sort of lend

1 themselves to this kind of a program. Mike McDavit, on
2 behalf of PPDC, is exploring it further with the DFE
3 program to see how it would go through their screen.

4 MS. HERRERO: So, if you started a pilot, you
5 would make that --

6 MS. MONELL: We would just include
7 biopesticides in the pilot. The only thing we need to do
8 now is to make sure that the screen that DFE now employs
9 for what they're using for the antimicrobials is
10 appropriate for the biologicals.

11 MR. BRADBURY: Allison and then Ray.

12 MS. STARMANN: I just want to thank you and the
13 workgroup for showing the flexibility and for showing the
14 dedication of trying to take these pilots. I think
15 there's potentially a lot of value here. I think you
16 were starting to touch on the DSE and exploring other
17 active ingredients that might be able to be subject to it
18 with the antimicrobials, the stalastic acid and the
19 citric acid that has been able to go through that. Is
20 there a consideration of expanding the universe of
21 actives?

22 MS. MONELL: There actually is. The scientists

1 from the antimicrobial division have been working with
2 the DFE program. They've identified some actives that
3 they think might be appropriate. We're pretty adamant
4 that it be only tox category three and four that would be
5 eligible, so they've come up with some active ingredients
6 that would fit that and other parts of the profile that
7 they think that it might be appropriate for the screen.

8 We haven't come upon any yet, but we had a
9 discussion yesterday about peroxide. Peroxide would pass
10 through the DFE screen, but it wouldn't pass muster with
11 the antimicrobial division because of its concentrated
12 form. So, we think there's a way of working around that
13 because many of the peroxide products may lend themselves
14 to the DFE pilot.

15 So, we're trying to be flexible. We're trying
16 to be more inclusive. I mean, the idea is to give an
17 edge to safer chemistry.

18 MR. BRADBURY: Ray.

19 MR. McALLISTER: I think I missed part of your
20 explanation about a product for which animal testing
21 might not have been done directly but it cites testing
22 for another product.

1 MS. MONELL: Right. So, ME2 comes in. Do you
2 know what a ME2 is?

3 MR. McALLISTER: Yeah.

4 MS. MONELL: Okay. So, it comes in. It
5 doesn't bring data with it. It relies on data that's
6 been created by another product.

7 MR. McALLISTER: That would not qualify here.

8 MS. MONELL: Well, it would be a problem. I
9 mean, technically speaking, there was no animal testing
10 done, but is it fair to give them the edge when in fact
11 the original product was very much involved with animal
12 testing?

13 MR. McALLISTER: Yeah, I would think you should
14 restrict any such recognition or designation to a product
15 that does not depend on animal testing.

16 MS. MONELL: That's exactly what we're
17 wrestling with. But, as I said, we have yet to identify
18 one that has not had any. So, there's work to be done.

19 MR. BRADBURY: Okay, thanks, Marty.

20 We'll now move to kind of a related topic with
21 Rose talking a little bit about insect repellency mark.

22 MS. KYPRIANOU: My name is Rose Kyprianou and

1 I'm with the Field and External Affairs Division of OPP.
2 It's not really an update but more of an introduction to
3 our insect repellency mark voluntary program that we have
4 under development.

5 So, starting off with a question, how many know
6 how to choose what kind of sunscreen you guys use? How
7 many of you look at the SPF to choose that sunscreen?
8 So, basically, the SPF is telling you how protective it
9 is. It's right on the front of the label.

10 Now, how do you choose your insect repellent?
11 How do you know how protective it is? Anybody want to
12 read the fine print here? Well, currently, EPA allows
13 this kind of information mostly in the fine print on the
14 back of the label. So, what we're here today to talk
15 about is that we think we can do better with this.
16 Consumers are asking us to highlight information better.

17 So, we want to make this key public health
18 information more prominent on the label of the skin-
19 applied insect repellents by creating this mark that
20 would be recognized in a way that is very similar to the
21 way the SPF is recognized for sunscreen products.

22 So, today is more of an introduction than

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1 anything else. We just want to let you know what we're
2 developing and that we also may want to come back to one
3 of the PPDC workgroups to ask for advice in specific
4 areas.

5 We really feel there's an opportunity to
6 provide consumers with better presentation of certain
7 information on skin-applied insect repellent products,
8 and we would like to create a mark that protects
9 consumers from vector-borne diseases, in the same way
10 that SPF number helps protect a person from the sun.

11 EPA has done some consumer research in this
12 area in the past. Just to let you know, a couple of
13 years ago we did a number of focus groups surrounding the
14 insect repellent products. Last year, we conducted an
15 on-line national consumer survey, which about 3,000
16 people responded to. The purpose was to better
17 understand the behaviors and needs of consumers and also
18 their understanding and preferences for various graphics
19 that would represent efficacy of an insect repellent
20 product against mosquitos or ticks.

21 We recently made these survey results available
22 online. The URL is at the bottom of this presentation.

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1 There's also a one-pager handout that we gave out that
2 has that URL listed. So, you can get the majority of the
3 results from that survey online.

4 But, one thing that really stood out is the
5 slide that I put up here where we asked consumers what
6 they look for on labels. There's really four answers
7 that rose above all the rest. Two of those, the active
8 ingredients and the safety warnings, we already have
9 those clearly listed on the label. But, the other two
10 answers, the type of insect repelled and the number of
11 hours protected, this information is what would make up
12 the mark.

13 So, what exactly is this insect repellency
14 mark? It is an efficacy mark that could be used on the
15 front of the label of an insect repellent, a skin-applied
16 insect repellent. The mark will clearly relay
17 standardized information about protection time for pests.
18 The focus is on mosquitos and ticks since these are the
19 pests that carry the vector-borne disease. There's two
20 examples at the bottom of that slide there. These were
21 two marks that were tested out in the survey, and those
22 are the ones that ranked the highest. We'd be doing

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1 something similar to this.

2 The basic approach we want to take with this is
3 to make it a voluntary program so it will be applicant
4 driven. EPA will control and approve the use of the
5 graphic. Companies would apply to EPA to use the mark
6 with the application they would submit or site specific
7 data and also include any pertinent analysis of that data
8 in their application. All skin-applied insect repellents
9 will be eligible for this program whether they're
10 registered or not.

11 OPP is also developing guiding criteria that
12 will help people and their submissions for the
13 application and also so that the mark will represent a
14 very high standard backed up by good solid efficacy data.
15 We're planning to let the public see a draft of this
16 criteria that we're developing when we do an information
17 collection request that we're planning to put out late in
18 the summer.

19 We hope to launch the program at the beginning
20 of 2013. We anticipate that we then see products in the
21 2014 marketing season.

22 So, to conclude, the mark has the potential to

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1 improve public health protection. We're relaying
2 information about protecting oneself against pests that
3 may carry vector-borne disease. Research has shown that
4 this really is important to consumers, and that this mark
5 will represent a standard graphic that will meet the
6 consumer demand to clearly inform them of the pests
7 repelled and the duration. We also think that this may
8 benefit companies in marketing their products. We're
9 looking for feedback, if that's the case.

10 We also introduced this program to the PPDC
11 workgroups yesterday, the comparative safety statements
12 and public health workgroups. As I said before, we may
13 work with them over the next couple months to get further
14 input in specific areas. Thank you.

15 MR. BRADBURY: Open it up for some questions.
16 Steve and then Dave and then -- okay, I'll go around.
17 Steve, go ahead.

18 MR. SMITH: Looking at the cards, I'll try to
19 be brief. First of all, NCJ supports any measures that
20 clarify labels for consumers. We submitted a number of
21 comments back in April on this program and had some basic
22 concerns with the data behind --

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1 UNIDENTIFIED MALE: Could you ask him to speak
2 up? Could you move your microphone a little bit closer?
3 I couldn't hear you.

4 MR. SMITH: So, we had submitted a number of
5 comments in April on this program with some primary
6 concerns on the data behind the duration claims, most of
7 them based on field studies, and the variability of field
8 studies is significant.

9 Looking at PPLS and NPEARS (phonetic), we see,
10 just by means of example, products with 30 percent Deet
11 with claims from one hour to eight hours and products
12 ranging from 15 percent to 40 percent with an eight hour
13 claim. So, the basis for comparison here I think is a
14 little bit flawed.

15 I don't know if we need to agree on a standard
16 test, arm and cage test in a laboratory or something. We
17 support the idea, but we think the data behind it is a
18 little lacking. So, with that, we'd welcome the change
19 to talk at upcoming meetings.

20 MR. BRADBURY: Dave. I'm just going to do my
21 best.

22 MR. TAMAYO: I'm going to go under the

1 assumption that you're going -- with input from the
2 public, that you're going to be able to get a meaningful
3 battery of data that's going to support these claims.
4 I'm going to speak from the perspective of being on the
5 mosquito control district board. I think this is a very
6 useful tool for mosquito control districts that are
7 trying to promote the use of a wide variety of insect
8 repellants. It's really hard to communicate that to our
9 constituents. So, I think this will be a really useful
10 tool. Joe might have a different opinion, but it seems
11 to me that if it looks like it's a good job, that
12 industry-wide it will be very helpful.

13 Then, finally, I think it would be also very
14 helpful to have -- once it's settled -- by the way, I
15 really like the look. It's really easy to understand.
16 But I also understand that the data is going to not
17 really reflect the variability.

18 I don't expect the label to reflect that, but
19 it would be very helpful if there was sort of a concise
20 statement about the limits of that and really sort of
21 saying that this is really kind of an index and people
22 need to understand that there will be individual and site

1 specific variation, but somewhere like on a web site
2 that's easily accessible to the public so that mosquito
3 districts can help share that information as well.

4 MR. BRADBURY: Susan.

5 SUSAN: This was the first I'd heard of it
6 honestly, so I would echo the points already made about
7 variability across the region. My first thought, though,
8 is a little bit different. This is kind of completely
9 different than basically tanning lotion and your SPF.
10 There's a single function of that, so the number is the
11 number and you don't mix and match. I want 15 but I
12 really want 25 so I'll take a 15 and a 10. That doesn't
13 make much difference.

14 But, I guess as a consumer, I'd look at that
15 and go great, I want six hours of protection from the one
16 thing, but I also want six hours from another. So, does
17 it make you start using a whole bunch of different things
18 at once to get seven hours for everything? I mean, it's
19 kind of like it sets up all these products that are very
20 different, but I want seven hours coverage for ticks and
21 I want seven hours of coverage for mosquitos, so I'm
22 going to have to use this product and this product at the

1 same time or every two hours put it on if I want more
2 tick control.

3 So, I think it's great as just general
4 information, but when you think about there being two
5 different numbers on here for two or three different
6 pesticides, that means you've got to buy several products
7 possibly and put them all on at the same time. I guess
8 my first instinct is is that a good thing?

9 MR. BRADBURY: Ray.

10 MR. McALLISTER: I think I heard that if this
11 program proceeds, it would be available for use on the
12 products whether or not they are registered? Is that
13 what I heard?

14 MS. KYPRIANOU: Yes, that's correct.

15 MR. McALLISTER: Well, we're talking here about
16 public health pesticides. I thought there was some
17 controversy about 25B products, whether or not they have
18 to be registered if they made insect repellency claims.
19 Has that been resolved?

20 MS. KYPRIANOU: Under this program, a 25B
21 product would have to apply just like a registered
22 product and survive the same sort of data and analysis.

1 So, they would have to meet the same standard to get the
2 mark.

3 MR. McALLISTER: Okay.

4 MS. KYPRIANOU: Did that help?

5 MR. BRADBURY: Robyn.

6 DR. GILDEN: With both the insect repellency
7 mark and also the design for the environment, since
8 they're both voluntary products, or voluntary, do you
9 think that creates an unfair advantage for the people
10 that actually get the designation? Is that implying EPA
11 preference or acceptance certification of these
12 particular products over ones that might be very
13 effective and safer just because they chose not to apply?

14 MS. MONELL: The DFE program has been well
15 established for quite some time. It's voluntary. It's
16 not required that any chemical company put their product
17 through that screening program. It's essentially an
18 incentive program to drive the market. It's proven to be
19 effective. The consumers are the ultimate beneficiaries
20 of that thrive, if you will. I think that it will be the
21 same case with the insect repellency.

22 I do think that it's worthwhile having more

1 discussion within the purview of one of the workgroups,
2 and that will be up to you as to what group it should be
3 in, public health or the statements group. But,
4 personally, speaking as an official in the organization,
5 I don't have a problem with it being voluntary. It's
6 pretty well established.

7 MR. BRADBURY: Pieter.

8 MR. SHEEHAN: I would like to preface my
9 comments first to say that I'm in county service now and
10 have been in county service for my entire career, albeit
11 five different counties and four different states from
12 one side of the country to the other.

13 I've always been fascinated and, to be quite
14 honest with you, in awe when I look at my federal and
15 state partners and how they are tasked out duties and how
16 they complete those tasks missing a tool that we at the
17 local have that it appears to us that you don't. That is
18 our ability to immediately impact the community and
19 communicate with them directly.

20 When staff comes to me and asks me that they
21 want to change some of the administrative or regulatory
22 procedures that we have in the division, I always ask

1 three questions. One, are the changes community based?
2 Are they integrated? Do they illuminate the validity of
3 the agency in some fashion?

4 So, if the on-site sewage program wants to
5 change something, we ask, how is it going to affect the
6 engineers, the soil scientists, the people who are going
7 to put the on-site sewage system in, the neighbors, et
8 cetera. Then, how can we use staff in the entire
9 division to put these changes in and make it easier for
10 everyone to do their job? Finally, does it help the
11 agency shine at all?

12 I am utterly amazed that this idea is the first
13 time I've really seen the federal government be able to
14 meet those three requirements. I've never seen it in my
15 career. I think it is an amazing feat.

16 UNIDENTIFIED MALE: Could you repeat those
17 remarks? I didn't hear them.

18 MR. McALLISTER: When I listened to Rose
19 yesterday about this, I was dumbfounded that this could
20 be done because it's so difficult for us at the local
21 level to communicate to staff how important this is.
22 Yes, there's going to be holes in it, but when we

1 communicate to the community, we need something, some
2 kind of tool that comes from a higher agency so we can
3 help people understand the process.

4 Something like this gets us at least closer to
5 the dialogue of pesticides and personal use of
6 pesticides. I think it's an absolutely amazing idea.

7 MR. BRADBURY: Matt and then Joe.

8 DR. KEIFER: I don't want to repeat, but I do
9 want to compliment this idea. I think it's a great one.
10 The one thing I'd add is that given the budget
11 information we were given at the beginning of this
12 meeting, CDC seems like a very appropriate partner to
13 help you out with some of this and maybe carry some of
14 the load. They're very interested in vector-borne
15 disease. So, I think they'd be an absolutely natural
16 partner in this process and probably be very interested.

17 MS. MONELL: It was someone from CDC on the
18 phone yesterday during our workgroup meeting who was
19 participating and has been involved, if not directly,
20 certainly indirectly, and we'll certainly follow up on
21 that. Thanks.

22 MR. BRADBURY: Joe and then Jimmy.

1 MR. CONLON: Well, as someone who answers
2 questions about repellency for mosquitos on a daily
3 basis, I can certainly understand the impetus for this
4 particular program. I don't think there's any more
5 staunch proponent of repellent use than I am, as part of
6 an integrated pest management program.

7 Nonetheless, I would urge the agency to
8 exercise extreme caution when putting, in essence, their
9 imprimatur on a hard and fast number for the following
10 reasons. All of us in here realize there is a wide range
11 of attractancy to mosquitos by individuals, and it's
12 based upon eccrine emanations, skin flora, histoplasmic
13 complex issues, all kinds of things. That will affect
14 the repellency of certain products.

15 Number two, there's 176 species of mosquitos in
16 the United States. Although there's considerable overlap
17 in their bionomics, there are some profound differences.
18 Some are more repelled by repellents like Deet or others.
19 Deet is our primary product that we use, but it's
20 ineffective against anaphalis albuminous (phonetic),
21 which is the primary vector of malaria in Central
22 America. So, there is some issue there.

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1 Thirdly, and probably most importantly, there's
2 a lot of research being done now and it's come up with
3 some startling facts that the viruses that affect us,
4 Dinghy, West Nile, Lacash or Cash Valley, also affect the
5 mosquitos because they've got to go through the brain of
6 the mosquitos and the salivary glands to get to us. It
7 affects their behavior. They have found that there are
8 certain plant viruses that mosquitos will pick up that
9 make them more aggressive.

10 There's some research now that's showing that
11 the mosquitos get a little bit more aggressive when
12 they've got, first of all, West Nile, being one, and
13 Dinghy fever. So, the people we're trying to protect
14 from disease may be getting a -- that may affect the
15 repellency; it may not. We haven't gotten to that point
16 yet.

17 I'm just saying that if you tell someone
18 they're getting four hours of protection from certain
19 repellent and they're in an area where West Nile virus is
20 prevalent and the mosquitos are not as repelled as they
21 should be, you're asking for a lawsuit. Just a caveat
22 there.

1 MR. BRADBURY: Thanks.

2 Jimmy, Beth, and then Jeff.

3 DR. ROBERTS: So, this is partly an effect of
4 being one of the last ones to talk. Since some others
5 have already said it's a good program, I'm going to keep
6 it a little bit briefer.

7 Like Stephen, I am a little concerned about
8 some of the data reliability. There are a number of
9 studies out that we'll look at, like the arm in the cage
10 method, and it's a controlled application of the product.
11 But then there's other data to look at where the person
12 themselves applies the product themselves and may not
13 have quite the same variability or may be more likely to
14 reapply or apply in some of the places that they don't
15 need to apply. So, there needs to be good care in
16 looking at the right data and looking at variability in
17 the way that some people apply it.

18 As a primary care pediatrician -- and some may
19 be surprised to understand -- the American Academy of
20 Pediatrics does recommend insect repellent use. We really
21 try to emphasize the need for the concentration for the
22 time they're outside. So, for that reason, the number of

1 hours on the label is of use. That's all I'm going to
2 say.

3 MR. BRADBURY: Beth and then Jeff.

4 MS. LAW: I just wanted to say that CSPA
5 obviously supports the idea of trying to improve labels
6 and make them more readable, more easily comprehensible
7 by the public. This may help move the mark, no pun
8 intended. But I just want to echo the concerns that
9 others have raised here, the concern of variability.
10 Different registrants do different tests.

11 The duration of protection of the repellent I
12 think can vary. It's not clear to me that any of those
13 factors are actually reflected in the numbers on this
14 mark. So, we just think much more work needs to be done
15 here. We urge that we do that. Thank you.

16 MR. BRADBURY: Geoff and then Virginia.

17 DR. CALVERT: So, I also apply this effort to
18 make these labels more simple and understandable. But
19 there's some insect repellents that aren't recommended
20 for children; for example, products that have high
21 concentrations of Deet. Would you have anything
22 incorporated into these symbols that would advise parents

1 that these are not recommended products for children?

2 UNIDENTIFIED MALE: Well, we could look at
3 that. I mean, it's open for consideration how to sort of
4 differentiate what the products are used for based on the
5 kind of comments you made.

6 UNIDENTIFIED FEMALE: I would just echo that
7 concern as well. Also, did you say that a lot of this
8 information is already on the label in the fine print in
9 terms of the hours of efficacy?

10 MS. KYPRIANOU: Maybe not the exact information
11 that we would put on the mark. The mark would maybe put
12 a definite four hours, but you might have the label read
13 up to four hours, up to six hours, something like that.
14 There's a lot of variability on what you see on different
15 product labels right now.

16 UNIDENTIFIED MALE: The other thing, have
17 people here seen the focus group video clips? I think at
18 one point you made that available to people. But it's
19 sort of like a picture is worth a thousand words. These
20 are focus groups who ran around the country.

21 Back to the comment about the label and what
22 not, people had a really hard time figuring out what that

1 label means. So, the visuals we have here were sort of
2 the kind of things -- really, I think, as Rose mentioned,
3 the types of insignias that were up were ones that the
4 group actually helped produce.

5 So, people had a real hard time. As a
6 regulator, I could look at that label and feel proud that
7 they had the right information. But, when you heard the
8 focus group people sort of say, what does this mean, it
9 really hit home. So, think about some night you're
10 talking to your neighbor across the fence and trying to
11 explain kind of what this stuff is. Those are the types
12 of questions they ask about these products.

13 One of the things we want to do is work with
14 FDA, too, because they've been down this road with SPF
15 50. We're going to work with them to kind of hear the
16 process that they went through to arrive at where they
17 ended up.

18 UNIDENTIFIED MALE: So, along those same lines,
19 I was curious if there is any labeling statements
20 regarding maximum number of applications? I was looking
21 at tick repellency. For six hours, I'd have to reapply
22 two or three times. Is that exceeding the dose for Deet?

1 MS. KYPRIANOU: I don't know the answer to
2 that, but we'll take a look at all of that.

3 UNIDENTIFIED MALE: When EPA evaluates an
4 application for a new topically applied insect repellent,
5 we do not only an assessment of the efficacy but also a
6 safety assessment. We make very conservative
7 assumptions. That is to say, we assume that the product
8 will be reapplied frequently. We take into account how
9 much the typical consumer might apply. So, we will only
10 approve the registration part if based on that risk
11 assessment frequent application looks as though it's
12 going to be safe for the user.

13 MR. BRADBURY: I'm going to move on. Again,
14 this is the beginning, not the end. So, maybe ideas that
15 came up will feed into the workgroups. I think what I'd
16 like to have is this effort work across both groups, both
17 the public health group as well as the comparative
18 statement group, because both of these things are coming
19 into play.

20 I think another aspect that came out of the
21 discussion, which we realize, is that no matter what's on
22 the label, paragraphs and paragraphs and paragraphs, or a

1 picture, there is the data and the uncertainty in the
2 data. That exists regardless of what the words say or
3 what the picture looks like. So, we'll have to kind of
4 work it on both fronts.

5 But I just wanted to clarify that whatever the
6 picture looks like, it's still based on the same kinds of
7 things we have to deal with in terms of the variability
8 of the data. That's real and sort of how do you
9 translate the inherent variability of those data, what
10 the data means. We're facing that as a challenge right
11 now. Now it's just described in a bunch of words on a
12 label. So, this is the beginning. We'll be working
13 through the workgroups to see how we might approach this.

14 We'll move on to the last topic in this
15 session. We'll see if we have time for open mic or not.
16 We'll have to kind of play it by ear. So, Bob is going
17 to give you a summary of some of the rulemaking that's
18 ongoing. The specifics that he's going to talk about
19 reflects some of the requests we got from members of the
20 panel. So, it's not everything that's going on, but it
21 gives you a sense of some of the topics that people asked
22 us questions about.

1 MR. McNALLY: Thanks, Steve. Steve mentioned
2 that I'm relatively new to this group, so I'll tell you a
3 little bit about me. I'm the new director in FEAD. So,
4 I just want to give you a quick sense of who I am in
5 terms of what's important to me. Now, I could bore you
6 with my resume, but it's late in the day and people have
7 things to do.

8 So, I wanted to start this conversation with,
9 do people know what was the biggest event in Washington,
10 D.C. last night? Anybody? The hockey game, right, the
11 Caps. So, I thought I'd tell you a little bit about
12 myself in terms of how I am as an employee and how I am
13 as a parent, because I think those are two important
14 considerations.

15 I want you to know, as a good civil servant --
16 and we've heard about civil servants in other parts of
17 the government who perhaps have been doing things they
18 shouldn't be. I went to bed at 10:00 last night because
19 I knew we had an important meeting with the public this
20 morning. I wanted to get a good night's sleep.

21 The Caps game was almost over. I figured, I'll
22 go to bed, what's the big deal. I'll see the score in

1 the morning. Now, as a parent, my kid said to me, hey,
2 dad, can we stay up and watch the game. I thought,
3 what's the harm. It's the third period. There's eight
4 minutes left. What the heck, let him watch it.

5 Does anybody know how long the game went?

6 Yeah, 12:10. So, basically, I'm in bed trying to get a
7 good night's sleep and all of a sudden I hear my kids
8 yelling and screaming. I come out. What's going on?

9 They said, oh, there was almost a goal. I went back to
10 bed. It went on and on and on. So, basically, all of a
11 sudden at midnight, 12:10, everything got quiet. So, I
12 figured, I guess we lost. So, I want you to know my
13 heart was in the right place trying to get a good night's
14 sleep.

15 Mark mentioned earlier about his students
16 sometimes fall asleep at 1:00 in the afternoon. Well, I
17 haven't checked my phone messages yet, but I'm sure the
18 guidance counselors are calling in saying why are the
19 McNally children dozing off at 10:00.

20 So, a little bit on the rules. I just want to
21 give you a quick snapshot of kind of the ones that are
22 important based on your feedback. The first one is the

1 worker protection standard. Now, this is the one that
2 we're updating.

3 So, there's already a worker protection
4 standard out there. It's been out there for a couple of
5 decades. This standard is designed to protect the one to
6 two million ag workers in the country. These are the
7 people who harvest, let's say, fruits and vegetables,
8 those sorts of people. We have a separate rule dealing
9 with the people who apply pesticides. That's a different
10 rulemaking.

11 Now, what this proposal will do is cover things
12 like training, the content of training. It will cover
13 things like the frequency of training where there's any
14 notification and posting type efforts that should be put
15 into place to better inform workers in things like
16 recordkeeping.

17 Now, how did we go about making changes to this
18 rule? Well, groups like this and other groups over the
19 past, I guess, two decades, we've gotten their input
20 about they would make changes to this rule. So, where we
21 are now is we're sort of finalizing the proposed rules
22 provisions, and we're doing the economic analyses

1 associated with that in terms of the cost and the
2 benefits. Our goal is to complete that in 2012. We have
3 a companion rule, as I mentioned, on applicator training
4 and certification. That's going on a similar time line.

5 Let's go to the next one, 25B. We had a little
6 bit of discussion on this in the earlier session dealing
7 with the repellents. Like good civil servants, instead
8 of having one rule on 25B, we have two rules on 25B. The
9 first rule is called the clarification rule. That's more
10 of some process changes, you might say, in terms of
11 considering whether we should provide common names,
12 whether we should provide things like cast numbers,
13 whether we should make the rule itself more transparent
14 to really help folks out in the field do a better job
15 understanding what is or isn't a 25B issue. So, this has
16 been a big concern among other groups of our co-
17 regulators in the states. This proposal should be coming
18 out relatively soon.

19 Now, the second one is a little more
20 substantive in nature. Again, we touched on it with the
21 insect repellent. This is the 25B reconsideration issue.
22 What this would do is require efficacy data as part of a

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1 rulemaking for 25B insect repellent products. Again,
2 you've hit on it here today due to concerns about things
3 like Lyme disease, West Nile virus. Just like our focus
4 group showed, people want to know is this stuff working
5 and, if so, for how long.

6 Now, before we embark on that rulemaking, one
7 of the steps we take is to see if our Science Advisory
8 Panel wants to weigh in. They wanted to weigh in on this
9 issue of efficacy data, both in this rule and in the
10 companion rule called the product performance rule. So,
11 they're both similar in intent in terms of the efficacy
12 data for insect repellent issues.

13 At the moment, the possibility of that SAP is
14 probably in the first half of fiscal year 2013. So,
15 we'll probably have an SAP sometime between October and
16 March 2013. So, where do we go after that, after we get
17 the input. See if there are any issues that come up
18 through that process that we need to, pardon the pun,
19 reconsider, and then we'll move forward with both the
20 product performance and with the 25B rule dealing with
21 the same set of issues but on the 25B products. The
22 efficacy requirements would probably be the same for

1 both.

2 Now, having said that, I know there's a lot of
3 interest in this. I think the comment made earlier about
4 what does this mean for 25B products with the voluntary
5 program that Rose showed the different labels and what
6 not on, certainly, anybody can apply for that mark if we
7 have that program. So, 25B products could come in under
8 that. So, that's the status of that.

9 The next one people had some questions on were
10 inerts disclosure. I think we have some of this on the
11 slides. As most of you know, we received two petitions
12 on this subject a couple years ago. We published an
13 advance notice of proposed rulemaking in 2010. We got a
14 lot of comments. Over 400 comment were received and
15 analyzed in 2011.

16 Due to sort of the complexity of the issues
17 here, both legal and policy issues, things like CBI and
18 what not, our office of policy here at EPA decided to
19 elevate what we call the tiering of this potential
20 rulemaking to require more formal higher level
21 decisionmaking process within the agency because of the
22 public interest, the number of comments, and the types of

1 issues this potential rulemaking raised.

2 What does that mean to you? It means there
3 will be a more formal process, probably a somewhat
4 lengthier process, and require a lot more coordination
5 across the office. So, in terms of what we're doing in
6 OPP in fiscal year '12, we are going to be framing the
7 issues and establishing project goals to help move this
8 process forward, both within OPP and across the agency
9 itself.

10 The next one is 682 that we had some comments
11 on in terms of where that stands. What this proposal
12 would do is, as you see, revise and update the
13 regulations governing the reporting of risk and adverse
14 effects provided to OPP.

15 The two issues they are grappling with is
16 electronic reporting and what we call non-aggregate
17 reporting, which I think came up this morning on some of
18 the B issues. As some of you know, we've established an
19 eco-porthole at NPIC to try to get data in on eco
20 incidents. So, those are the two areas that this rule
21 would address, the electronic reporting and the non-
22 aggregate reporting.

1 Our goal is to launch a voluntary effort this
2 fall for anyone who is interested in participating to
3 sort of do a dry run with some of these ideas to see how
4 it works before we go full tilt with the proposal. We're
5 interested in letting you know if any group is interested
6 in participating in that, to contact us. Ann Overstreet
7 (phonetic) here in OPP is honchoing that effort. If you
8 need to reach her, let me know and I can give you her
9 information.

10 Last, but not least, there was a request about
11 the Spanish labeling petition that someone raised. So,
12 some of the facts on that is that there was a petition in
13 December 2009 that came in from several groups. In March
14 of 2011, we published an FR notice soliciting comment on
15 the request. The comment period closed last summer.

16 Again, we had a whole series of comments, over
17 200. Approximately 60 percent were in favor and 40
18 percent were not in favor. We had all sorts of comments
19 from all sorts of different groups. The public and the
20 private sector groups were saying Spanish labeling is a
21 good idea so that workers who predominantly speak Spanish
22 can understand the label. Also, other people were

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1 saying, hey, not a good idea because it's costly, there's
2 different dialects, and maybe folks can't necessarily
3 read the label, even though they speak Spanish.

4 So, where we stand now is in office. We're
5 analyzing the comments, like we've done on other
6 petitions, and we're trying to see what the appropriate
7 next steps would be to address the issues raised in the
8 petition.

9 So, with that, let me stop and see if there's
10 any questions people might have.

11 MR. BRADBURY: Virginia.

12 MS. RUIZ: Could you be a little more specific
13 about the WPS time line? The last information we had was
14 it would be mid to late 2012. Maybe just a little bit
15 more about the types of analyses that you're still doing?

16 MR. McNALLY: Sure. The time line is not too
17 much different than that. Those are estimates. There's
18 a whole series of things we have to do within the agency
19 and then ultimately outside the agency. What we're doing
20 now is like you do with any rulemaking, looking at the
21 provisions that we are considering and then examining
22 what the costs are associated with those provisions. So,

1 that's one of the steps that we're dealing with
2 currently.

3 MR. BRADBURY: Susan and then -- Susan, go
4 ahead.

5 SUSAN: Again, two questions. One, the worker
6 protection standard update, can you, in just a few
7 sentences, describe what the changes are that are being
8 considered?

9 MR. McNALLY: I can't because we're at that
10 point now that we're finalizing it. When we put it out,
11 obviously, it will be available for comment. But there's
12 general areas I talked about. Again, we had a very
13 robust stakeholder process where people gave us comments
14 based on their experience, saying, hey, maybe training
15 needs to be more frequent than it is currently, or maybe
16 the material has to be enhanced to include material
17 covering safety for family members, because we find,
18 based over the last decade or two, sometimes workers
19 bring home their clothes, and their family members could
20 be adversely affected.

21 So, those are the types of issues that have
22 happened over the last decade or two, as well as others

1 that we're considering to see how we might modify it.

2 SUSAN: Thank you. Then, the second question,
3 just real briefly, what was the name of the person
4 chairing the effort on the incident reporting?

5 MR. McNALLY: Ann Overstreet. If you need to
6 reach her, it's 703-308-8068.

7 SUSAN: Thank you.

8 MR. BRADBURY: Cynthia and then Matt.

9 MS. PALMER: On that topic, you said that you
10 would be launching a voluntary effort this fall to do a
11 dry run on the non-aggregate reporting. If you could
12 just explain what sort of a dry run you mean, that would
13 be helpful.

14 MR. McNALLY: Sure, and others can chime in as
15 well. I think the goal is our colleagues and our
16 information technology group in the office have kind of
17 helped develop the infrastructure for that. So, what
18 we'd want to do is pilot that infrastructure working with
19 a small set of entities that would be interested in
20 supplying that information to sort of work the bugs out
21 to see whether, if and when we take it to a larger scale,
22 that things, in fact, work the way we envision.

1 MR. BRADBURY: Matt and then Valentin.

2 DR. KEIFER: My question is the same about the
3 electronic reporting. I didn't quite get it. What are
4 you taking reports of, human, animal, everything?

5 MR. McNALLY: Any adverse effect data, for
6 example, we're interested in. So, whether it's
7 ecological in terms of fish kills or if it's human health
8 in terms of those types of issues, that's the type of
9 information that we would look to get. That's the type
10 of information that we're getting in part through NPIC
11 out at Oregon State currently.

12 DR. KEIFER: Okay, thanks.

13 MR. BRADBURY: Valentin and then --

14 MR. SANCHEZ: I just want to see whether
15 there's a possibility that we can look at the 40 percent
16 of comments that were against the Spanish labeling just
17 to see what were their concerns?

18 MR. McNALLY: The question is, can they look at
19 that. All that information is in the docket, I believe,
20 that people submitted both for and against the idea.

21 MR. BRADBURY: Geoff, and then we'll move on to
22 the next topic.

1 DR. CALVERT: I was also wondering about the
2 worker protection standard and when that would be
3 available. With the announcement last week from the
4 Department of Labor where they had some regulations to
5 protect child workers and they withdrew those, I'm just
6 wondering about what needs to happen so that we can see a
7 draft of the revised worker protection standards?

8 MR. McNALLY: Well, I think what you're
9 referring to are the OSHA rules that were pulled back
10 dealing with -- associated with child labor. I mean, at
11 this point, our goal of the next step is to propose them,
12 in which case people will be able to see them. So, we
13 certainly appreciate the interest in what the provisions
14 are.

15 I think, speaking for those of us in the
16 program who have been working at this for a long time --
17 because this process we've had to get input from
18 stakeholders has been going on, as I mentioned, for over
19 a decade -- I think we're looking forward to moving out
20 from the stakeholder process to actually proposing the
21 rule. Again, it's a proposal, so we're certainly
22 interested in taking comments.

1 One of the things we've done in the proposal
2 and the preamble is ask for advice, suggestions. Another
3 option that we didn't select is to see what people think
4 about those and to provide data. So, we still believe
5 it's a very open process. The next step is to get it out
6 on the street.

7 MR. BRADBURY: Thanks, Bob.

8 Let's move on to the next session, which is a
9 discussion about economic definition of minor use. Jack
10 Housenger will lead that discussion.

11 MR. HOUSENGER: Thanks. We drew a bad time
12 spot, but we're going to -- I'm sure everyone is waiting
13 for the economic minor use talk, but we're going to move
14 through this as quickly as we can so we can get on to the
15 last presentation of the day on spray drift with Jay. We
16 weren't the unluckiest of straws, I guess.

17 We sent out some paper on this already, so
18 hopefully everybody has gone over that. Just as a kind
19 of summary, as we mentioned in that paper, FIFRA
20 mandated, as amended by FQPA, that is, intended sort of a
21 more coordinated approach for managing minor use
22 pesticides, recognizing that growers in the U.S. may not

1 have sufficient access to the necessary pest control
2 tools, including reduced risk pesticides, because of
3 insufficient economic return on investment to an
4 applicant from the registration of those uses, given the
5 cost of registering and generating the data for those
6 uses.

7 The term minor use is defined by FIFRA to not
8 only include minor crops, that is both food and
9 ornamental crops where production is less than 300,000
10 acres, but also uses in major crops where particular pest
11 problems occur only in a specific limited situation or
12 area, where the potential use is on too small a scale to
13 justify registration of that use.

14 For growers, sustainable production can only be
15 realized by the continued availability of crop production
16 solution for pest problems. The sustainable production
17 of food crops, especially those on high value and limited
18 production area, is vital to our very nutritional and
19 abundant food supply.

20 So, if you take a look at the FIFRA definition
21 of minor use, the first definition, number one, it's
22 pretty self explanatory. It's where a crop is grown on

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1 less than 300,000 acres. We have data showing with USDA
2 which of the crops fit into that category.

3 The second part of this definition isn't so
4 straightforward, and it's what we're going to be
5 proposing today. We're aware of situations where it may
6 be desirable for a registrant to apply for an economic
7 minor use status to control new emerging invasive pests
8 in crops for production of more than 300,000 acres.

9 So, for example, the brown marmorated stink
10 bug, an invasive insect not previously identified as a
11 pest in the United States, has recently become a serious
12 destructive agricultural pest in fruits, vegetables and
13 ornamentals, including on apples. Apples are considered
14 to be a major crop. It's grown on more than 300,000
15 acres.

16 Managing this newly introduced pest is
17 challenging because there are currently two effective
18 pesticides labeled for use against it. Researchers are
19 looking into short and long term ways to effectively
20 control this insect. We're concerned about the impacts
21 of stink bugs on agricultural production, and we've been
22 able to approve a number of pesticides under a temporary

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1 basis under section 18 of FIFRA to deal with it.

2 However, there's a need for a more sustainable
3 pest management tool box to control stink bugs. We
4 envision the economic minor use guidance as potentially
5 useful in instances such as this. We're by no means
6 proposing to turn all major crops into minor uses,
7 especially given that we collect PRIA fees. We are, as
8 FPQA mandates, looking to provide incentives and reduce
9 obstacles to registration of pest control products that
10 have low expected returns, what are important to growers,
11 subject, of course, to meeting safety standards.

12 I'm going to let T.J. Wyatt, our senior
13 economist, walk you through what our proposed guidance
14 looks like. Today, we're going to be asking for only
15 clarifying questions to help better think about this. At
16 some point in the near future, we're going to provide
17 this up on the internet for public comment.

18 So, I'm going to turn it over to T.J.

19 MR. WYATT: Thank you, Jack. If you'll notice,
20 in addition to the economic requirement under FIFRA(11)2,
21 there are some sort of biological and other criteria that
22 may be necessary. We're not going to talk about those

1 today. Those crop up in a number of other places. In
2 part of your handout is an explanation of how to apply
3 for an extension of exclusive use. That will explain how
4 we evaluate those alternatives, those factors.

5 Today, we want to talk about the economic
6 incentives to undertake a registration and whether or not
7 the future revenues that will accrue to a company will
8 justify the investment in terms of undertaking the cost
9 of registration. This work has mostly been done by two
10 accountants in our staff, Michelle Ramville and Derrick
11 Provalt (phonetic). Neither of them could be here today,
12 which is why you have me.

13 In developing this approach, we wanted
14 something that would be both rigorous and objective
15 because we want to be able to make supportable decisions
16 and we want decisions that can be consistent across
17 different analysts, so that it's not sort of too
18 subjective.

19 We also want to make sure that this is an open
20 and transparent decision for all stakeholders so that A,
21 that helps us make consistent decisions and 2, it helps
22 inform people who want to apply for this sort of minor

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1 use status to know what's expected of them.

2 Finally, we want to make sure that this is easy
3 to implement. Specifically, we want to make sure that it
4 can be done with a reasonable amount of data. One of the
5 issues here is that people may be lacking incentive
6 already, and to apply a bunch of more onerous
7 requirements for information would be counterproductive.

8 Now, I'm going to run through an example to
9 kind of try to illustrate how this approach would work.
10 In doing so, I'm going to highlight some things in which
11 we're still struggling and which we're looking for some
12 assistance in answering.

13 So, as I go through this example, please bear
14 in mind some of these questions. First of all, on the
15 registration cost side, what costs should we include?
16 Specifically, how should they be incorporated into the
17 analysis? On the revenue side, we need to consider the
18 fact that it costs money to produce a pesticide. It
19 costs money to market it. Again, how are those costs
20 going to be accounted for, and how do we incorporate them
21 into the analysis?

22 Now, I mentioned that part of this is that the

1 returns to this investment accrue over time through sales
2 of the pesticide. Big question, what time frame should
3 we use? The farther out into the future we have to
4 predict what sales are going to be, the less certain we
5 are about the situation.

6 Finally, the two big ones. What is the best
7 measure to use when we make this comparison of costs and
8 revenues? How do we interpret that? What are the
9 appropriate thresholds for determining what distinguishes
10 a sufficient incentive from an insufficient incentive?

11 So, a hypothetical example we kind of dreamed
12 up to do this, because we really have had no real
13 experience in this so far, is an herbicide that would be
14 used in soybeans. Soybeans is definitely a major crop.
15 It's grown on 75 million acres in the U.S. But we can
16 envision a case where maybe a resistant weed has been
17 found inside just a small area of the country in North
18 Carolina. It's currently a relatively small area
19 affected, but, given resistance, it's likely to spread
20 widely.

21 Our optimal policy, however, would be to try to
22 confine it, control it, and keep it at a low level. So,

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1 it may be that this market will never really develop into
2 a large potential area of treatment. So, let's imagine
3 that we have a candidate herbicide. It's also registered
4 on cotton, a major crop, 10 million acres, and some other
5 minor small acreage crops. So, there's a market already
6 for this product.

7 But to register it for a new use could entail a
8 significant amount of investment. Data generation costs
9 alone, we are estimating, given what we know or what
10 we're making up here, about \$2.4 million. That would
11 include revenue data, which, for soybeans, includes at
12 least 20 field trials at about \$2.2 million. The company
13 would have to do some efficacy studies to support it.
14 Those aren't submitted, but they have to be available.
15 We're thinking that those might run about \$200,000. So,
16 we've got \$2.4 million in data generation costs, plus the
17 PRIA fee for an additional food use of \$60,000.

18 Now, there are other costs associated with the
19 registration of a chemical, just having to submit the
20 data. If I were the registrant, I would be doing my own
21 risk assessments. I'd be examining what the agency is
22 doing. There's plenty of meetings and back and forth

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1 about making sure that the labels are right. The
2 question is, how do we account for all those costs? How
3 do we know what those costs are? How do we verify them?
4 How might we incorporate them in an easy fashion?

5 For the moment, I'm going to leave those aside
6 and we're just going to look at this as an investment of
7 nearly \$2.5 million. On the revenue side, let's start
8 with gross revenues. Gross revenues would be the price
9 of the product times the amount sold. Well, like I said,
10 this product is already on the market, so we might have a
11 pretty good idea of the cost. To make things easy, we're
12 going to say it's \$10 a pound.

13 We might also have from the registrant the
14 expected application rate. In this case, we're going to
15 just say it's a pound per acre. That means it's a \$10
16 per acre charge. So, if we knew how many acres were
17 affected, we could make a pretty good estimate of gross
18 revenue. We're thinking that in combination with USDA,
19 in many of these situations we could figure out what
20 extent the pest problem might be. We'd get the
21 registrant to submit some of their information.

22 So, this hypothetical example assumes that we

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1 start fairly small, 125,000 acres, because you have to
2 get the product out. Plus, it's resistant. It's going
3 to grow over time to maybe 325,000 acres by the third
4 year. At \$10 per acre, that nicely works up to \$1.25
5 million in the first year to \$3.25 million in the third
6 year. If you total that all up, in three years you've
7 got \$7.25 million.

8 A couple things that we need to think about,
9 though, in this is clearly there could be more years of
10 sales. But again, the farther out in the future we have
11 to go, the less certain we are. For example, there could
12 be another product that comes on the market or something
13 to that effect.

14 We also need to realize that what we really
15 want are net revenues. This brings us to the question of
16 marketing costs, manufacturing costs. How do we handle
17 these? If I'm the registrant, I'm going to submit
18 information that says I've got the cost of the raw
19 materials. I need to pay my workers to do it. I've got
20 the power to run my production line. I need to ship the
21 stuff out. I've got advertising to do. I've got sales
22 reps in the field. Oh, by the way, this is all

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1 (inaudible).

2 So, as the EPA analyst, I'm kind of stuck here
3 because I can't put this information out. I've got no
4 way to verify it. I'm not even sure we've got the right
5 numbers, because what we're really looking for are just
6 those additional costs of that new product. So, we've
7 got all this stuff already being made for cotton, being
8 shipped out. You've got a distribution system in order.

9 So, how much truly additional costs are there
10 for adding this new use? One way we were thinking of
11 getting around this issue of cost we can't verify and we
12 can't vet, is to think of some more categorical
13 qualitative category. So, for example, in this case, our
14 new use is probably going to be relatively small compared
15 to the existing use. Cotton might have a big market.

16 So, just for this example, let's say that in
17 this case, additional costs for the new use are 50
18 percent of gross revenue. That's basically covering your
19 basic raw materials. That will give us net revenue. The
20 second thing we need to consider in terms of looking at
21 this investment is that money that comes in in the future
22 is not as valuable as money we have right now.

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1 If you think about it, there's all sorts of
2 issues about money in the future. You may not get it.
3 Because of inflation, you may not be able to buy as much
4 with it. You may have other opportunities to use it.
5 So, we need to do what economists call discounting.
6 That's a little tricky because discounting is fairly
7 personal. To the extent that it's tied to the inflation
8 rate, it's also subject to variation over time. So, we
9 need to think about what the appropriate discount rate
10 is.

11 For this example, I'm going to use seven
12 percent. That's kind of arbitrary but not as arbitrary
13 as it might be. This is the value that the Office of
14 Management and Budget has us use to evaluate the private
15 discount rate when we're evaluating regulations and the
16 costs and benefits thereof. So, that's a starting point,
17 at least.

18 Now, if you discount net revenues over time, we
19 come up with these figures. In year one, the money
20 that's coming in is worth \$.58 million; in year two, \$1.2
21 million; in year 3, \$1.33 million, for a total of \$3.11
22 million over those first three years. Again, the

1 registration costs are about \$2.5 million. So, what we
2 call our net present value, the net between the return
3 and the investment, in present value money, that is,
4 future money evaluated as if it were today, it's \$.65
5 million. Not bad.

6 But, one of the issues is that's just an
7 absolute value. So, it's hard to say whether that's
8 good, bad. One thing you might think about is whether or
9 not that should be compared to the magnitude of the
10 investment, because \$650,000 against \$2.5 is one thing;
11 \$650,000 against \$5 million, that would be something
12 else.

13 So, one other measure we might use are returns
14 over cost. Then we'd have sort of a cost benefit ratio
15 of \$1.3. Now, how do we interpret that? It's kind of
16 nice to think that anything greater than zero in terms of
17 the NPV or anything greater than one as a benefit cost
18 ratio is a good deal.

19 Again, we've got to take into account that
20 we're probably missing things. I don't know how accurate
21 our discount rate is. So, we need to think about what
22 those thresholds actually are. As I said, we don't have

1 any experience at this time in making some comparisons,
2 so we're looking for some ideas and possibly some case
3 studies that we could run through.

4 Just as a quick example, I want to compare
5 maybe two different situations to see how this would
6 work. This is what we just went through where we thought
7 of the new use as being fairly small in comparison with
8 the existing market, where manufacturing costs were 50
9 percent of gross revenue.

10 Now, let's imagine a different scenario where
11 this chemical is registered not on cotton but on snap
12 beans. Snap beans are just over 300,000 acres total, so
13 this is going to be a small market. So, an additional
14 market in terms of soybeans, even though soybeans might
15 be minor in this case, it's still going to be a major
16 part of this new production scheme. So, you are going to
17 have to ramp up production. You do need, perhaps, to
18 bring on more people, more shifts.

19 So, as a category, maybe we'd say that
20 manufacturing costs in this case are 80 percent of gross
21 revenue. If you make the calculation here, you come up
22 with -- even though we started with the same numbers --

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1 quite a different outcome where the net present value is
2 negative by over \$1 million, and the benefit cost ratio
3 is only 25. So, which category you fall into might be an
4 important distinction in terms of how we interpret the
5 results.

6 So, that's our example. Just to remind you,
7 the things that we're still kind of struggling with are
8 what is the appropriate measure and what would the
9 appropriate threshold or thresholds be for insufficient
10 incentive. In particular, we're struggling with how to
11 incorporate the cost of manufacturing and marketing the
12 pesticides. I mean, we've got the choice of relying on
13 registrant submitted data. As I mentioned, there's some
14 drawbacks to that.

15 So, our thinking right now might be some more
16 qualitative categories with sort of set cost of
17 proportion to just sort of estimate what those costs
18 might be as a proportion of gross revenue. There may be
19 other options we haven't thought of, so we're interested
20 in ideas.

21 Finally, we need to think about the appropriate
22 time period for this analysis. If we're too short, which

1 three years probably is, we're going to be understating
2 total returns from this product. But, any longer and
3 we're running into problems of a lot of uncertainty in
4 our prediction. So, it may be that we want to just go
5 with the shorter time period but take that into account
6 when we interpret our results.

7 Thank you for your attention. I'd be happy to
8 answer any questions. If you've got comments or ideas,
9 please feel free to contact us.

10 MR. BRADBURY: So, we're just going to do Cindy
11 and Matt. Again, it's just clarification. The point was
12 to introduce what we're working on. So, we're not asking
13 for answers to T.J.'s questions today. There will be a
14 process to do that. But if there's some clarifying
15 questions, that would be great.

16 So, Cindy and then Matt.

17 MS. BAKER: I have one clarifying question, and
18 then I have one comment. What's the problem we're trying
19 to fix here? Why do we have to do this? Is there a
20 specific problem that's come up that you have to go
21 through this? I'm just curious because I'm not clear why
22 we're doing this effort.

1 MR. McNALLY: Well, I mean, this is a provision
2 in FIFRA that we've never provided guidance for. That's
3 number one.

4 MS. BAKER: Have you been doing it all along?

5 MR. McNALLY: We haven't been doing it, and we
6 do have a few cases before us now to consider.

7 MS. BAKER: Okay. So, then, my comment is that
8 a company like ours does this stuff all the time. Before
9 you ever decide to spend money, you're going to an MPV.
10 You're going to look at what's the expected rate, how
11 many years you're going to go out, what is the percentage
12 of acreage you expect to get treated, what are the costs
13 going downward.

14 So, I think that you're right. I don't want to
15 stick that in the Federal Register for everybody in the
16 world to see, but I think it might be helpful to you guys
17 if you had a couple of us come in. I'd be happy to come
18 in and show you exactly the profits, because it's more
19 than just the numbers part.

20 So, one of the assessments is go do the raw
21 numbers and see what's the actual return on investment
22 going to be, when are you going to go positive on your

1 MPV, what are the risk factors associated with all those
2 numbers that you put in there, all that stuff we're doing
3 and I suspect others are doing, too. I'd be happy to
4 come in and share one with you.

5 But I think you've also got to factor in that
6 it's more than just the return on investment from the
7 things that you've identified here. The other thing
8 that's unique, I think, about minor crop, as Jack pointed
9 out, is their high value crops. So, it's more than just
10 does the product work; you've got to do a lot of
11 consideration of what are the liability concerns here.
12 Is there any potential for FIDO? Is there any potential
13 for damage in other ways to the pests because you're
14 going to get a higher claim on that than you are on some
15 other crops. So, that has to be factored in. It
16 probably doesn't show up in an MPV type analysis.

17 So, I guess I just say those things to say I
18 think there's some stuff that you can learn from people
19 who are willing to come in and tell you how we evaluate
20 this stuff on a regular basis. We do it all the time,
21 and I'd be happy to share it.

22 MR. BRADBURY: Matt and then Jerry.

1 DR. KEIFER: I don't think my comments are going
2 to be very much different than that. I just thought that
3 the experience with IR-4 in the past, doesn't that teach
4 us an awful lot to answer the questions you pose? Hasn't
5 IR-4 been a program that's been in place for quite a
6 while now? Yeah. So, it seems like that information is
7 current.

8 The only other thing I'd comment about your
9 economic model was the one thing I learned in economics
10 in college was supply and demand. I was wondering how
11 when there's a greater demand on a limited product, why
12 the price isn't going up? If there's a further demand
13 than the product, why doesn't it go up? You assumed a
14 static price?

15 MR. McNALLY: We are sort of in this example.
16 Part of it would be if you've got a big market in cotton,
17 you can't really mark up the price just for soybean
18 without affecting your entire market.

19 MR. BRADBURY: Jerry and then Cheryl.

20 MR. BARON: Jack, I want to thank you and your
21 team for putting this together, one, because it's needed.
22 I'm not necessarily saying that this is the exact model

1 that's needed, but something like this is needed for a
2 variety of reasons.

3 Number two, it gives me a break from what I've
4 been doing for the last three months of trying to defend
5 the IR-4 program. But that's another story.

6 One of the things I'd just like clarification
7 on is, what type of involvement do you see of these
8 models with the IR-4 projects? If the company decides
9 that that doesn't meet their internal standard, their
10 threshold for MPV approval, that's when it falls back on
11 IR-4's lap. Would we need to twist the company's arm to
12 provide this information to document this one or the fact
13 that they said they're not going to do it, then we go on?
14 So, that's just one question.

15 The second one is just the acreage figures.
16 I'm a little uncomfortable. The acreage figures that I
17 think you're using haven't been updated for quite a
18 while. Just looking through some of the things of what
19 the groups have collected, they're not easily found out
20 there.

21 You also may have some crops -- and I'll use
22 the example of tomatoes where tomatoes by itself is a

1 huge crop on an acreage basis. But there are subsets of
2 tomatoes, for example, greenhouse tomatoes, that are
3 totally different scenario, but the tolerants or the MRL
4 would be based on tomatoes, not on greenhouse tomatoes,
5 or field tomatoes, or processing tomatoes, or even post-
6 harvest use tomatoes.

7 So, we have to be careful about that. I just
8 give you that as a head's up. Thank you.

9 MR. BRADBURY: Thanks.

10 Cheryl.

11 DR. CLEVELAND: I would like echo some things
12 that we heard in the bee discussion, actually. Simple is
13 better whenever you can get there. So, I am concerned
14 that you're trying to call in a lot of information that
15 CBI -- you've already acknowledged it, but it's going to
16 be more difficult in a process that already is something
17 that a lot of people don't want to enter into.

18 So, you're looking to help the grower, not make
19 a lot of money. So, make it as simple as possible for
20 the registrant as well as yourself and the review and the
21 whole process. So, I would just really encourage you to
22 call in the minimal needed. Going down into all of this

1 might be a good case study to learn from, but I would
2 hate to see you go there for your final process.

3 UNIDENTIFIED FEMALE: I just want to say thank
4 you to FEAD. They've engaged USDA right from the start
5 rather than at the end. I've engaged Dr. Glouber
6 (phonetic), Joe Glouber's office, the Office of the Chief
7 Economist. We've been working with FEAD and reviewed and
8 had discussions with them, I think at least three
9 meetings. So, we're a part of this. I appreciate that.
10 I can only imagine that we'll continue this dialogue.
11 But we're really glad to be in at the very beginning of
12 this. Thank you.

13 MR. BRADBURY: Okay, thanks. Again, just an
14 introduction. Good conversation. That's part of why I
15 wanted to get it introduced. We'll have some process
16 around getting feedback and input.

17 Okay, the last topic for the day is an update
18 on spray drift. In particular, we want to focus on the
19 drift reduction technology program. So, I'll turn it
20 over to Bill Jordan first and then to Jay Ellenberger.

21 MR. JORDAN: It wouldn't be a PPDC meeting
22 without our discussion of spray drift. It's always a

1 challenge to find something new and different and
2 valuable to say. Jay is going to do that, and he's going
3 to do it very quickly so that we meet our target of
4 concluding by 5:20. He will reserve a minute for me to
5 cover and update you on the PR notice.

6 MR. ELLENBERGER: Thanks, Steve and Bill. I
7 guess I will try to get you out of here within about 12
8 minutes to get your margarita or whatever across the
9 street.

10 As part of OPP's work to deal with spray drift
11 issues, we've been developing the drift reduction
12 technology program for the last few years. We're coming
13 to what I believe is the end or getting close to it.
14 I've been implementing it this summer. So, I wanted to
15 just spend about 12 minutes to give you a very broad
16 overview of what it is, where we are, and our plan to
17 implement the program by this summer.

18 As many of you know, spray drift continues to
19 be a problem for applicators, growers, and the public.
20 USDA, OPP, extension service, state-lead agencies, and
21 the private sector give quite a bit of attention to
22 dealing with spray drift within the United States, as you

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1 can imagine, and in all the countries, I think, around
2 the world -- and I deal with a lot of them facing the
3 same issues, both from sort of the real world field
4 issues to regulatory science issues and so on and so
5 forth.

6 Application technologies, different kinds of
7 equipment, can be a major factor in causing spray drift.
8 On the other hand, on the flip side of that, it can
9 really be very helpful as a very important solution on
10 minimizing spray drift.

11 So, the real goal of the drift reduction
12 technology program is to accelerate the use of
13 application technologies that have been verified to
14 significantly reduce spray drift. We want to encourage
15 manufacturers, both on the application equipment side, as
16 well as the pesticide registrants, to voluntarily
17 participate in this program. As you see there, this is a
18 voluntary program. It's not a regulatory program, per
19 se.

20 One of the important aspects of this is once it
21 does get underway and equipment companies do start
22 testing some of their application equipment, like

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1 nozzles, so on and so forth, and pesticide companies make
2 claims on their pesticide labels for using DRT verified
3 equipment, OPP will credit the use of that as it would
4 for any risk reduction measure when we do our risk
5 assessments and risk management decisions for
6 registration or registration review.

7 So, here's an illustration, very simple, very
8 colorful at the end of the day here as to what we're
9 trying to achieve. So, if you take a look at the very
10 top illustration with aerial application, that's what
11 we're going to assume is sort of a baseline. There's no
12 drift reduction technology. Perhaps the aircraft is
13 using nozzles with a fine spray.

14 So, you get a considerable amount, or a large
15 amount, of drift compared to going down the slide there a
16 good verified DRT piece of equipment, maybe 25 percent
17 reduction in the drift, so on and so forth, perhaps all
18 the way to equipment that might have potential of
19 reducing drift 90 percent compared to a standard.

20 So, what's our motivation for doing this
21 program? Why are we doing it? Well, let's take a look
22 at that. As I mentioned, spray drift continues to

1 happen. There's about 2,500 reported incidents -- I
2 emphasize reported -- to states every year that they have
3 to deal with. They lead to risks of one kind or another,
4 vital toxicities to other crops, to noncrops, the
5 encroachment of residential areas and farmland, and
6 effects on ecological habitats or species, including
7 endangered species.

8 So, with the amount that's applied every year
9 and the amount of about a billion pounds to ag and non-ag
10 industrial sites, the percentage that can drift off
11 target sites, that's a real motivator for us. We know
12 that the equipment companies are continuing to produce
13 better technologies of all different kinds. The science
14 is getting better.

15 We continue to receive and actually participate
16 in more and more studies, whether they're wind tunnel
17 studies or field studies, to characterize spray drift.
18 We continue to work with organizations like USDA and the
19 private sector to improve our models that we use, risk
20 assessment models that help us to estimate the amount of
21 spray drift and deposition off the target sites.

22 Drift reduction technologies, we believe, will

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1 lead to better drift and risk management, better efficacy
2 for the applicators to keep more of the product on the
3 target fields and less off of the field. It's a good
4 cost management for applicators as well.

5 So, what we've got to do is verify these
6 technologies. To do that, we've developed a test
7 protocol that is almost complete, the verification of
8 pesticide application spray drift reduction technologies
9 for row and field crops. We've picked row and field
10 crops because that's predominant acreage in the United
11 States. It's where most of the pesticides are applied.
12 It's where most of the applications occur. So, it just
13 made sense to us.

14 We work very closely with our colleagues at
15 USDA, ARS, at the aerial technology experiment station in
16 Texas. They've got terrific experience in this kind of
17 work. We've also worked with Andrew Hearit (phonetic)
18 with Lincoln University and University of Queensland both
19 in Australia and New Zealand, as well as the private
20 sector, including registrants, equipment manufacturers,
21 and academics in helping us develop this protocol.

22 There you will see below the title an

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1 illustration of a wind tunnel where a lot of these kinds
2 of studies will be done. Wind tunnels are great for
3 testing nozzles at different speeds, including ground
4 boom applications going at relatively slow speeds
5 compared to an aerial, whether helicopter or fixed wing.
6 To the right of it is actually a photo of a spray drift
7 field study being carried out.

8 Below that, you can see, as I've already
9 mentioned, that the focus is on ground boom applications,
10 aerial application technology. That is a predominant ag
11 and industrial acreage application method. I think the
12 equipment companies will be testing mostly nozzles but
13 also larger equipment like shielded or (inaudible)
14 sprayers, as you can see pictured there on the bottom
15 right.

16 Here's an illustration to show you after a
17 study is done, particularly a wind tunnel study, that we
18 would receive from the equipment company, we will take a
19 look at the data. This is a table -- don't really pay
20 attention to the numbers -- but it's just an example of
21 the droplet size spectra of three different kinds of
22 nozzles there. So, a reference nozzle, which is

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1 important because you've got to have it to compare any
2 other kind of nozzle to, and then two other kinds of
3 nozzles that were actually submitted to us for a pilot
4 study.

5 Our scientists would take that kind of data and
6 then put it into one of our peer reviewed models to show
7 in the graph on the bottom right. You can see the curves
8 there. The top curve is the reference nozzle results.
9 The bottom one are what we call a DRT, actually two DRT
10 nozzles that fit the same curve. You can see over a
11 distance the amount of pesticides that would be applied
12 that would be drifting downwind.

13 To the left is just an example of -- although
14 this is hard to see on these screens -- two nozzles side
15 by side. The one on the left, you can see, is a lot more
16 finer spray droplets, probably less than 100 microns,
17 which is a little bit narrower than human hair, a lot
18 more sort of drift potential. The one on the right has
19 fewer of those kinds of small droplets.

20 So, once we would receive these kinds of
21 studies, what would we do with them? What would OPP do
22 with them? Well, we would review the studies, obviously,

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1 to make sure they follow the protocol. It studies the
2 QAQC. Take a look at the results. Carry out the kind of
3 analysis that you saw in the previous slide.

4 Then, depending on the relative success, if you
5 will, of that particular technology, we would determine
6 is it potentially 25 percent less than the reference
7 nozzle, 50 percent, 75 percent, and perhaps even 90
8 percent. So, we would assign what we call a star rating,
9 one, two, three, or four stars. This is very analogous
10 or consistent with what the United Kingdom has done with
11 their DRT program. It's been quite successful over the
12 last number of years.

13 We would then take that information, that
14 rating information, and put it on an OPP website to make
15 it much more available to pesticide registrants and
16 applicators. I'll describe that a little bit more in a
17 minute or two.

18 Then, the third thing, which I've mentioned, is
19 as pesticide registrants make claims on their label to
20 apply their product using perhaps a nozzle that has a DRT
21 two-star rating or a DRT three-star kind of equipment,
22 then we would consider that, how to credit that in our

1 risk assessment and risk management decisions.

2 Again, taking this a step further, here's a
3 real example of taking those kinds of data that I just
4 showed you in former slides and applying it to one of our
5 models that we would use for depositions and buffer zone
6 estimations for aquatic environments. So, using those
7 different kinds of nozzles and the drift potential based
8 on those studies, it would give these kinds of curves.
9 The curves at the bottom obviously are the lower drift,
10 the DRT kinds of nozzles.

11 Where those curves intersect the horizontal
12 line, which is the level of concern based on the toxicity
13 for a given pesticide for aquatic organisms, that
14 intersection between the LOC and the drift curves, is
15 where we'd have concern in something like a buffer zone.
16 So, you can see, as the curves go smaller and smaller
17 based on lower and lower drift nozzles, buffer zones get
18 smaller and smaller.

19 So, that's quite a bit of detailed information.
20 So, let me just quickly walk you through the major steps
21 on the next three slides. Starting in the upper left,
22 the program starts this summer. We'll announce it a

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1 number of ways. We'll be working with the trade press,
2 with applicator groups, extension services. It will be
3 important to us to get the word out as they trade
4 applicators over the coming years.

5 Then, technology companies, for example, nozzle
6 companies, will decide to have one or more of their
7 nozzles or other kinds of equipment that they make
8 tested. So, they will contract with the testing facility
9 such as the University of Nebraska which just built two
10 big wind tunnels specifically for this kind of work, or
11 perhaps USDA ARS, or some other top notch researchers in
12 other countries.

13 Once those studies are voluntarily done and
14 paid for by the equipment companies, we would receive
15 those studies, evaluate them, as I mentioned, and then
16 give the DRT rating for each tested nozzle or other kinds
17 of equipment posted on our website, showing the company,
18 the producer, their particular kind of equipment, the
19 name of it, and a particular rating.

20 Then, these last few major steps, we would
21 certainly hope that the pesticide registrants would take
22 advantage of that and come to us with applications for

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1 registration or mandatory registration with claims to use
2 DRTs with the application of their products. So, perhaps
3 in their directions for use, there would be a statement
4 about apply this product with DRT two-star equipment, for
5 example.

6 As part of that registration review process,
7 again, we would consider that in our risk assessment risk
8 management decisions. Once the product label is
9 registered or amended and is out in the marketplace,
10 growers would see that. They would know to go to either
11 OPP's website to find out what specific nozzles have a
12 two-star rating, or they can go -- after a while, I
13 think, the equipment companies will also do a fair amount
14 of marketing of that kind of claim. So, that's a way of
15 getting information out.

16 Sort of finishing this up here, the incentives
17 and benefits, we think there's a lot of incentives and
18 benefits. We think it's really a win, win, win all the
19 way around. We will be providing a standard method for
20 validation of technologies. Right now, there's all kinds
21 of methods out there. There's no way of comparing one
22 against another.

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1 We have a standard process that's been
2 scientifically peer reviewed. The results will provide
3 more information, better information to applicators, to
4 the registrants, to growers, so on and so forth, to make
5 better application decisions. It provides applicators
6 with more options for making their applications and
7 managing spray drift.

8 Also, it's obviously an opportunity for better
9 pest control by keeping more of the product on the
10 market, more on the application site and less away from
11 the application site. It reduces their costs, reduces
12 their potential liabilities for enforcement claims,
13 lawsuits, so on and so forth. It reduces off target
14 deposition drift, greater protection to people,
15 bystanders, residential areas, and the environment as
16 well. We want to move from what you see on the left to
17 what you see on the right.

18 The next steps, as I mentioned, we want to take
19 it on the road, essentially, this August. Finish the
20 test protocol. We should have that done in about a
21 month. We're having some last meetings with some of
22 these spray drift research experts in a couple weeks.

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1 We're going to put up a website. We will do a whole
2 series of communications. We're hoping that that test
3 will voluntarily begin as early as this summer. It's
4 going into fall.

5 As soon as we receive those results, we'll
6 start defining DRT ratings based on those test results of
7 technologies. We're hoping that by this time next year,
8 there will be labels on the market with DRT
9 recommendations.

10 I went through that very quickly. I appreciate
11 your attention, particularly at the end of the day.
12 Thank you.

13 MR. JORDAN: Thanks, Jay. Let me just cover
14 very briefly the status of the final PR notice. It's not
15 out. You probably knew that. You would have noticed if
16 we had put it out. It is in internal EPA review. This
17 also should not come as a particular surprise to you, but
18 when new people become familiar with the spray drift
19 issue, there are a range of thoughts about it, ideas.

20 People need to go through a kind of education
21 process. They want to understand how labeling fits in
22 with other activities, product specific decisions, how it

1 fits in with things like the DRT program. Everybody
2 thinks they can write it better.

3 We're still having discussions. I think I'm
4 not going to make a prediction about when those
5 discussions will reach a conclusion. So, stayed tuned.
6 Maybe we'll be back at the next PPDC meeting talking
7 about the status of the PR notice. We'll find out.

8 Steve, do we have time for questions or shall
9 we go to public comment?

10 MR. BRADBURY: We don't have any public
11 comments, so if -- we're supposed to end at 5:30, but if
12 you all want to stay a little bit longer, we can go
13 around and touch base with folks who would like to ask
14 questions. Then we'll call it a day. Does that sound
15 okay?

16 Why don't I just start with Mark and we'll just
17 go around the table.

18 MARK: My question is the same kind of process
19 for (inaudible) as regular application systems?

20 MR. ELLENBERGER: I think with (inaudible),
21 you're looking at would we include (inaudible) technology
22 in this kind of process? I guess we could. The protocol

1 is really written for wind tunnels and field studies.
2 Whether or not any of that kind of technology fits in
3 here or not, I don't know. I'm not saying no to it but
4 we just have to give that a look.

5 MR. BRADBURY: Darren.

6 MR. COX: This is a little bit off, too, but
7 autonomous solutions, in other words, unmanned equipment
8 for spring, is that something you're looking at?

9 MR. ELLENBERGER: I'm sorry, say that again.

10 MR. COX: Would something like autonomous
11 solutions unmanned spray equipment something you're
12 looking at also for drift reduction technology?

13 MR. ELLENBERGER: Unmanned spray equipment? We
14 hadn't really thought about that yet. The real key thing
15 is -- I mean, nozzles are really highly important to
16 this. I think that's where most of the work will be done
17 because it's cheaper to do it. You can do it in wind
18 tunnels as opposed to field studies. That again is
19 something that we're willing to entertain and talk to you
20 about.

21 UNIDENTIFIED FEMALE: A couple questions,
22 comments. Given that the U.K. has already established a

1 program here, what thought was there to leveraging that
2 information rather than kind of starting from scratch
3 here? Also, this whole presentation is kind of focusing
4 on nozzles. What about adjuvant as a drift reduction?
5 Finally, the hurdle of 25 percent, what if you're at 20?
6 Are you still going to get any credit, because you want
7 to encourage getting to spray drift reduction not meeting
8 certain big bucket --

9 MR. ELLENBERGER: Let me see if I can remember
10 that. The U.K., actually, we've worked with the U.K.
11 One of the leading equipment manufacturers in the U.K.
12 helped us develop a protocol. We worked very closely
13 with them. Our protocol -- actually, we looked at all of
14 the protocols that are out there around the world,
15 literally. We pulled the best into it. So, we aren't
16 totally starting from scratch. We're making improvements
17 on what's out there, number one.

18 Number two, things like drift retardant
19 adjuvants, we've talked a lot to that industry. I'm
20 taking to them again in two weeks at their annual
21 meeting. So, they're very, very much involved in this.
22 It's a little bit more complicated, more adjuvant because

1 there are other variables that make them work, including
2 the physical characteristics of a nozzle, the chemical
3 characteristics of a spray solution that they're mixed
4 with, and other things. So, it's a little bit more
5 complicated than just physical equipment.

6 Then, I think your last question, 25 percent --
7 these are really ranges. It doesn't start at 25 percent
8 and then only to 50 percent, but you've got to figure out
9 the ranges. If something is one percent better, it's
10 probably not going to cut it. So, we've got to figure
11 out sort of really where to start.

12 MR. BRADBURY: Scott and then Ken.

13 MR. SCHERTZ: Similar to Cheryl's comments, it
14 seems like -- and this may be the example not the entire
15 part of your program -- it was real heavy on the nozzle
16 side of it. In particular, procedures and other
17 (inaudible) smokers that aims on being able to -- and let
18 me explain the aims as an airborne meteorological sensor.
19 These are ways of basically using the wind to eliminate
20 drift, not just prevent it, or minimize it. I just want
21 to make a point of encouraging the consideration of very
22 practical ways that are very useful and actually used

1 routinely.

2 The other comment is, obviously, the process
3 needs to be valid. But it also needs to be readily
4 accessible. At least some of the prior information on
5 this program (inaudible) rural out of hurdles as far as
6 accessibility of the (inaudible) techniques.

7 MR. ELLENBERGER: We're starting out with
8 really ground boom and aerial, rolling field crops. We
9 thought about the future, which could include other kinds
10 of equipment. But we aren't just saying no up front to
11 other equipment. We might, in the future, go into
12 orchard and vineyard applications as well.

13 MR. BRADBURY: Ken and then Gabriele.

14 MR. NYE: Some interesting technology that
15 could help solve some drift problems that we have. I
16 think the comment was made that you've got a win, win,
17 win. Remember, there is a cost that will be involved
18 here. As the technology evolves, it's going to be passed
19 on to users in equipment and pesticides. Let's all hope
20 that what comes out the end is worth it in terms of the
21 investment that people are going to have to make. So,
22 we've just got to make sure that there's a payoff in

1 terms of what we're going to gain.

2 MS. LUDWIG: I have a question and a comment.
3 I'm thinking you started to address the question, but
4 when we look at spray drift, it's always sort of aerial,
5 air blasts, and then ground. So, what are the plans for
6 air blast applicators representing nut crops in terms of
7 finding a protocol for that?

8 MR. ELLENBERGER: That's a good question. As I
9 mentioned, we are putting off orchard and vineyard until
10 later because that's not as well characterized to drift
11 compared to ground boom and aerial. There's not as much
12 data, field data, about that. We recognize that that's
13 an area, application area, although much smaller acreage,
14 relative to field and row crops. Those are application
15 methods that can lead to lots of drift, off-target drift.
16 So, that is something for us to work on potentially in
17 the future.

18 MS. LUDWIG: I would like that to be more
19 definitive than potentially.

20 Then, my comment is, and I think it goes along
21 the line of what Ken is saying, from a grower's
22 perspective, you also have the efficacy issue. So, just

1 to give an example, if the almond board refunds research
2 and we had some research looking at just the efficacy
3 side and we have some research coming in that wants to
4 look at spray drift, and I said, guys, you all have to
5 work together because my hope is that we can find the
6 win, win.

7 There are certain things, let's say, at the
8 speed with which they apply or how they set up the
9 nozzles will improve the efficacy and (inaudible) drift.
10 So, I think that's an element that should be looked at,
11 too. So, the more you can encourage also something
12 showing that this improves efficacy, I think the faster
13 you'll get adoption rather than just the stick of okay,
14 (inaudible) lower buffer zones.

15 MR. BRADBURY: Susan, I think, is next. Sorry,
16 Jake, I couldn't see you.

17 MR. VUKICH: A comment and a then a question.
18 Comment number one, I think this is a very timely
19 endeavor because I think as we get into endangered
20 species assessments, I can see where buffers can be very
21 much a part of the mitigation.

22 The question I had, though, is do you envision

1 being able to have kind of options for applicators so
2 that if they use a DRT 50, they can reduce the buffer by
3 50 percent, if they use a DRT 90, they can reduce the
4 buffer accordingly or are you thinking there will be just
5 one DRT on a label and they'd be locked into that
6 technology?

7 MR. ELLENBERGER: It's totally up to the
8 registrant. I mean, if the registrant wants to put on
9 four different DRT options, that's their prerogative.
10 So, there would be relative risk mitigation measures with
11 that.

12 SUSAN: Thanks, Jay. It's nice to see this
13 work is coming to fruition. I have a question, though.
14 I wonder how you envision it being enforced. So, if
15 someone gets a DRT product, a special label that allows
16 you to use it without a buffer zone, what's to keep
17 someone from saying, oh, look, no buffer zone with this
18 one, I'll just use it, and not going to the expense -- as
19 you mentioned, it's going to be costly to change out all
20 your nozzles. How do you envision this being enforced?

21 MR. ELLENBERGER: I've actually talked to
22 states about that because they had sort of the same kind

1 of question. We worked through it. If, indeed, the
2 applicator did use a DRT 2 nozzle or shrouded spray or
3 whatever, if there is an enforcement case, they would
4 obviously have to have that kind of equipment. Do they
5 have records of that particular application using that
6 kind of equipment, so on and so forth? So, that's a fair
7 question, and we've had a dialogue with state-lead
8 agencies about that kind of enforcement issue.

9 MR. BRADBURY: Wayne.

10 MR. BUHLER: As an educator, it's always a
11 challenge to teach growers nozzle tip selection. I was
12 just curious how this corresponds, perhaps the four tiers
13 corresponding to maybe the different droplet spectra or
14 perhaps the color coding of nozzles. Is any of that
15 relative to the tiers or levels?

16 MR. ELLENBERGER: Yes, it is. The color coding
17 having to do with different kinds of nozzles and high
18 drift, low drift, medium drift kind of thing, and droplet
19 sizes. I think there will be a relationship, obviously,
20 between the droplet size, a very course nozzle,
21 obviously, and a low drift nozzle, and perhaps a DRT
22 four-star kind of product.

1 But, what we're trying to do is get companies
2 to -- even though it's a nozzle that's rated as very
3 course, get rid of all the fine droplets that also come
4 out of that course nozzle so it's just course droplets
5 and not a mixture. Again, we've talked to some of the
6 extension folks and academics and nozzle manufacturers
7 about how this is going to work out. In the nozzle
8 manufacturer's catalogue, if you will, where it's color
9 coded, how the DRT would fit in there.

10 MR. BRADBURY: Thanks. I'm going to close this
11 session. Just make sure there isn't somebody on the
12 phone that would like to make a public comment. Anybody
13 on the phone, we're in public comment session if anyone
14 on the phone has a comment you'd like to make.

15 MR. JOHANSEN: If you've got time for a very
16 quick comment, I would like to make one. This is Eric
17 Johansen, Washington State, Department of Agriculture.

18 MR. BRADBURY: Sure, go ahead.

19 MR. JOHANSEN: I listened in on the pollinator
20 workgroup this morning, the discussion. I thought it was
21 excellent. The one comment or the one concern I have,
22 though, is it sounded like the EPA's take on it was that

1 if you didn't adopt significant revisions to the
2 pollinator protection statements in the label review
3 manual, that you couldn't do anything.

4 I guess I would suggest that if you're not
5 comfortable at this point making substantive changes to
6 the pollinator protection statements in the label review
7 manual, you might consider making technical corrections
8 only to improve clarity. In my opinion, it needs both,
9 technical corrections and substantive changes.

10 I understand that the inclination is to let the
11 CTAC process go forward, get the Scientific Advisory
12 Panel involved, yada, yada, yada. That's fine. But I
13 would encourage you to at least consider technical
14 corrections. I could think of three right off hand if
15 you're interested. Thank you.

16 MR. BRADBURY: Thanks. Anyone else on the
17 phone for public comments?

18 **(Whereupon, there was no verbal**
19 **response.)**

20 MR. BRADBURY: Okay, we'll close public
21 comments, and we'll close it down for the day. I
22 appreciate everybody's input. We're only 15 minutes off

1 schedule. Hopefully, we wouldn't have to renegotiate our
2 PRIA for that. So, tomorrow we've got a lot of other
3 very good topics coming up, so I'm looking forward to
4 tomorrow's dialogue. Thanks and have a good evening.

5 **(Whereupon, the meeting was**
6 **adjourned.)**

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P R O C E E D I N G S

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DR. BRADBURY: Good morning, everyone. Why don't we get started. What we're going through this morning is ESA, an update on the Endangered Species Act activities. That's going to be more of an information sharing, maybe a couple clarifying questions, but that will be the primary part of that.

Then registration review, an update on that but with a focus on water quality. That will be some time to talk about where we are in terms of getting information in at the beginning of registration review to help inform especially the aquatic ecological risk assessments but also, to some degree, the drinking water.

We'll get an update from the PPDC workgroup on 21st century tox and a little bit on some coordination with Canada in terms of the Regulatory Cooperation Council and then some discussion on sustainability activities going on in the agency. Then we'll wrap up with thinking about the next meeting.

I want to adjust the agenda a touch, but we'll stay on schedule. One of the commitments we had from

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1 yesterday was that Rick and Don would kind of synthesize
2 the recommendations from the pollinator workgroup and
3 then get to some feedback from the agency's perspective
4 on next steps, working with the workgroup and things we
5 might be able to do as EPA alone.

6 So, I'm going to ask Don and Rick to take about
7 10 to 15 minutes and let you know where we want to go
8 next. We'll just eat up some of the ESA time, but we'll
9 stay on schedule. We'll just use up some of ESA part of
10 the agenda. So, I'll turn it over to Don and Rick.

11 MR. BRADY: Well, thanks very much. As Steve
12 said, we just wanted to quickly share our thoughts on
13 what we think next steps on the pollinator discussion we
14 had yesterday was. Our goal here is to explain what we
15 think next steps are and then re-engage with the
16 workgroup in terms of the specifics of how we might
17 accomplish these steps. Then, have a six-month goal of
18 initiating and starting to make progress on these things.

19 This will be a busy six-month period for us in
20 EPA and everybody who follows pollinator issues. As
21 Steve mentioned yesterday, we've got an SAP that will
22 happen in September, the Science Advisory Panel, on risk

1 assessment process for pollinators. We have an October
2 stakeholder meeting related to pollinators. We have an
3 ESA risk assessment protocol that we expect to see
4 sometime this summer. So, we're just sort of piling on
5 here in terms of these activities, but it's an important
6 issue and we think we need to do it.

7 So, we sort of broken down the next steps we
8 think that we can initiate into four things. The first
9 one relates to the discussions that occurred in a number
10 of groups around VMP success stories and documenting and
11 fully disseminating those stories, the Yuma example and
12 any other examples of best management practice. The goal
13 here would be to enlist our partners in USDA in helping
14 to provide those success stories, discover them, as well
15 as to disseminate them through their channels.

16 This really is very consistent with sort of the
17 impetus of the workgroup, which is practical things that
18 are working for people in some places and just get them
19 out so that everybody is aware of them. So, that's the
20 first idea.

21 The second idea relates to the training thread
22 that ran through the discussion yesterday. This is

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1 really in our part here where we would work with
2 workgroup members and others around this table to make
3 sure that every place that we provide training we have an
4 appropriate pollinator segment, if you will, or
5 appropriate discussion of pollinator issues.

6 So, for example, we run prep courses, we call
7 them, but we would want to make sure that we have a focus
8 in those courses or in the next course on a pollinator
9 module. So, every place that we participate in training,
10 we would work to get the right message on pollinators for
11 that audience in place and just keep the emphasis and the
12 focus on that issue.

13 The third issue is sort of a specification of
14 that idea. This one, we in OPP would explore with OWECA
15 and the state-lead agencies the development of
16 specialized training for inspectors and the enforcement
17 arms of the agency. Should it get to the point of an
18 incident occurring, the inspectors would have the latest
19 training available to them to know what they should be
20 looking for when they go out in the field.

21 The fourth thing is we would initiate a review
22 to our label review manual and see what would be entailed

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1 in crafting new language or appropriate language for
2 pollinators. This is a complex area, so the main thing
3 we would do first is try to go through and look at places
4 and then see what it would take and where we think the
5 opportunity target is, if you will, of the kinds of
6 changes that we might initiate.

7 So, those are sort of the four key ideas. As I
8 said, we would hope that we would take these ideas back
9 to the workgroup for discrete next steps and time frames.
10 I told Steve earlier I heard a lot of energy in the
11 workgroup and a lot of commitment from members of the
12 workgroup to stay working on this topic. It wasn't just
13 we did our thing and produced recommendations and now
14 we're going to walk away. If you listen to the workgroup
15 discussions, there was an awful lot of what we should do
16 next and how we should approach this after this meeting.

17 So, I would ask Rick if there's any -- okay.
18 So, I just wanted to put that out as our idea of next
19 steps, based on the discussion we had yesterday. So,
20 that's the idea. Any thoughts? Steve, do you want to
21 add anything?

22 MR. BRADBURY: Hopefully, I helped capture

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1 realizing once the workgroup gets together, they can put
2 a little more fine tuning to that. But clearly, I'd like
3 to cross those four areas for the workgroups to identify
4 discrete real steps that can be made over the next six
5 months. For some of them, it may be a plan. For some of
6 them, it may be actual accomplishments.

7 There may be over the next six months
8 identifying key portals where we can accumulate the right
9 information and be hitting the right targets between at
10 the USDA or the extension service and making things up.
11 Now, you all know better than I, for some of the areas,
12 it may be what's the plan.

13 For example, in the label area, I'm not
14 anticipating putting out PRNs to get labels changed, but
15 I'd like to see in the next months what are some of the
16 challenges before us. What are sort of the categories of
17 areas that are going to need attention? Where are those
18 areas?

19 Do those areas require new science in order to
20 get it right, or are there some areas where the science
21 is already good enough to figure out some things, but
22 some things will need to wait until our science advances?

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1 So, at least on the labeling front, you have a pretty
2 good understanding of what the landscape looks like and
3 what we need to focus on.

4 So, those are the areas that I'd like to see,
5 but I think some of them have clear discrete outcomes
6 that we could talk about six months from now when we meet
7 again. Some may be a very clear plan of attack on
8 others.

9 We'll do a couple of quick clarification
10 questions or feedback, and we can move on to ESA.

11 Cheryl, why don't you go first and then Susan.

12 DR. CLEVELAND: It's not a question; it's just
13 to add support to what Don just said. At USDA, I've
14 already contacted some of our leadership about the
15 importance of pollinators. Believe me, it is a high
16 priority.

17 Like for brown marmorated stink bug, I worked
18 two hours to get to our national (inaudible) to get the
19 word out, as we have a presence in nearly every county
20 and every state. We'll do this for pollinators, too.
21 I've already scheduled to meet with some of the folks.
22 I'll make a point to work with the other agencies that

1 have an interest. Have no doubt that this is an
2 important issue at USDA.

3 MR. BRADBURY: Susan, then Jim, then Marylou.

4 SUSAN: I would love to see a number five on
5 that list -- I like your list. Thank you for doing that
6 -- in terms of improving the incident reporting system on
7 the NPIC site to be really specific for honeybees or
8 managed pollinators. Right now, it's not and you get
9 stopped in the process if you don't know the name of the
10 pesticides that the poisoning occurred with. So, it
11 seems like an easy fix that wouldn't take that long.

12 MR. BRADBURY: I think that's reasonable. I
13 think it's something that we could take on and figure out
14 how to improve that quickly.

15 JIM: Thanks, Steve. I appreciate your tone
16 this morning and a direction. That's very positive. On
17 labeling, I think it's very appropriate at this time --
18 you've kind of indicated I'd rather have it called label
19 review than label statements. It's just a nuance, but
20 there have been statements on pesticide labels for at
21 least forty years that refer to pollinators. I must
22 admit they're all over the board.

1 It would be the same mindset that I've got --
2 and maybe you folks do, too -- as what we did with the
3 spray drift thing. The statements are all over the
4 place. So, unification there and making some sense in
5 clarity, we're very supportive of that. That would help
6 our members as well as the industry, enforcement,
7 everybody, happen. I'd rather have us go there first
8 before we start drafting new statements. Let's find out
9 what's on the statement.

10 The second point is that we are planning, after
11 comments yesterday, to become far more active in BMPs.
12 I, frankly, think there could be a lot of agreement in
13 the attitude on BMPs, particularly if we are going to
14 look -- and I'm not saying we are, but maybe we are --
15 looking at non-pollinator crops. We're not even against
16 that, particularly looking at non-pollinator crops for
17 BMPs for consideration. There's probably some business
18 logic there.

19 So, yesterday we were talking about labeling
20 and then all of a sudden we were talking about
21 enforcement. I'm going, whoa, let's talk about BMPs
22 first. I think that approach is very logical. So, we're

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1 supportive of that. I think there can be some agreement
2 on some of the BMPs.

3 I also want to support what Cindy has said
4 several times about local needs. There are different
5 kinds of bees. There are wad cutters, leak, alcolide
6 (phonetic). It's not just honeybees. So, there are
7 different needs in different segments. I think it's
8 going to end up being more of a local approach on BMPs
9 than we're going to be able to have national BMPs.

10 DR. VERDER-CARLOS: Thank you for that list,
11 Rick and Don.

12 So, for labeling subgroup, we would like to
13 really ask for EPA's help on having EPA staff involved,
14 because the conversation can't happen without your help.
15 So, that's all.

16 MR. BRADY: Right. We're in this. We've got a
17 lot of skin in this game.

18 MR. BRADBURY: Okay, good. I see no other
19 comments. Now, we'll move into ESA and we will spend
20 about 45 minutes on an ESA update and go from there. So,
21 Rick and Don.

22 MR. BRADY: So, Rick and I will tag team this

1 presentation. We'll talk about the National Academy of
2 Sciences review, what we call the usage pilot project,
3 and then registration review in the context of process
4 changes affecting endangered species work. Rick and I
5 will tag team this presentation, as I said.

6 So, people are probably aware that EPA, the
7 Department of Commerce, the Department of the Interior,
8 and the Department of Agriculture requested the National
9 Research Council to undertake an independent review of
10 science issues that are related to best available data,
11 mixtures, sublethal effects, inert ingredients, and
12 geographic data sources and information.

13 More specifically, these are the kinds of
14 questions that we jointly, as always, pose. What
15 constitutes the best available scientific data and
16 information? What are the best scientific methods
17 available for projecting sublethal, indirect, and
18 cumulative effects? What methods could be used to assess
19 the effects of mixtures in formulated products or in the
20 environment? What methodology might be used to project
21 effects of inert ingredients?

22 What protocols might be used in the development

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1 of assumptions associated with model inputs and the use
2 of sensitivity analyses to evaluate the impact on
3 multiple assumptions on interpretation of results? How
4 might the federal government employ uncertainty factors
5 to account for formulation toxicity, synergy, additivity,
6 and so on? And, what constitutes authoritative
7 geospatial information, including spacial and temporal
8 scales that most appropriately delineate habitat of the
9 species and duration of potential effects?

10 We're happy to say that the Academy initiated
11 this review in spring of 2011. If you're looking for it
12 on their web site, the key words to look for are
13 ecological risk assessment under FIFRA and ESA. That
14 will help you sort of navigate through to see what they
15 are posting as part of their public process.

16 This is an 18-month process with 3 months for
17 producing the final report. We expect the report to be
18 published in spring of 2013. There are 17 committee
19 members. There have been three public meetings up to
20 date. There is an additional committee meeting only
21 proposed in June. So, the committee is working hard on
22 this topic.

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1 One of the public meetings was a request by the
2 committee for each agency to come in and provide a more
3 detailed explanation in response to questions that they
4 posed to the agency. There have been some follow-up
5 conversations between committee members and agency
6 representatives, not just EPA but the other agencies
7 also.

8 So, we're letting this process work, obviously.
9 We're looking forward to the report. We hope the report
10 provides a firm basis for agreement among the agencies on
11 some of the basic scientific approaches to bring to bear
12 related to ESA analysis for pesticides.

13 So, that's our sort of update. Really, what
14 I'm reporting is on another process, the NAS process, so
15 that's why I encourage you to look and see what they've
16 got up on their web site in terms of how they operate and
17 what they are saying about what they are doing.

18 So, then, the next thing that we just wanted to
19 update you on is what we call the usage pilot project.
20 This project grew out of discussions between the agencies
21 that occurred following the first two biops and thinking
22 about the information that was used to develop the biops,

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1 and whether there was a way to do a better job of us
2 providing information on how pesticides are actually
3 developed for use in either the biop or the development
4 of the RPAs.

5 So, there were two pesticides chosen as pilots,
6 oryzalin and diflubenzuron. Basically, it relies on the
7 California Pesticide Use Reporting database. The idea
8 here is to sort of try to get -- what this workgroup is
9 focused on is trying to get sort of to that sweet spot
10 between the maximum label rate and what we call the
11 typical rate of pesticide application. So, we know that
12 not all applications occur at the maximum rate all the
13 time. So, the question was, can we get better data for
14 use by all the agencies in doing so.

15 So, this project is ongoing. Cheryl's group
16 has been heavily involved. I'll pause for a minute. Is
17 there anything you want to --

18 DR. CLEVELAND: We started this process last
19 year. I believe it's been about a year. It's an ongoing
20 process. It's evolved a little bit from where we
21 started. We have been looking at two pesticides, one an
22 insecticide, denalin (phonetic), and the other oryzalin,

1 a herbicide. Two of my staff have responsibility. We've
2 looked at use and usage, pulling the data from the
3 California database. It's been very valuable.

4 What we've worked closely with the services on
5 is helping -- well, for us, understanding how they're
6 going to use the information, but helping to inform them
7 how pesticides are used. For example, on one of the
8 labels, I believe the label has about 30-some crops
9 listed. We've worked with them to help show/demonstrate
10 that it's actually only applied to about, I think, six or
11 eight crops in the state. We talked about the
12 differences. So, it's an ongoing process.

13 We have regular conversations with them. BEAD,
14 Jack Housenger's group, is also quite engaged in the
15 equal partner in this, I guess. They've provided the
16 labels. I think you guys are doing maybe some of the
17 modeling activities.

18 I will tell you, we've kind of slowed down a
19 little bit because services had to get these next round
20 of biops out earlier this year. So, they were a little
21 bit swamped. They've got, I think, another one due very
22 shortly. So, we've had a little slow down because their

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1 efforts have been focused on that. But we continue to
2 have, I think, a pretty good dialogue in helping to work
3 on this issue. Thanks.

4 MR. BRADY: Thank you, Cheryl. I'm going to
5 pass the microphone and the clicker to Rick here.

6 MR. KEIGWIN: Thanks, Don. So, the next thing
7 we wanted to share with you all is to update you on
8 something we've talked about at the last couple of PPDC
9 meetings, but to reflect now some decisions that we've
10 made relative to some changes that we intend to make to
11 the registration review process starting this fall.

12 As many of you know, we began meeting with the
13 PPDC subgroup on PRIA process improvements. We've done
14 that now twice, once in July of 2011 and then again last
15 fall, to explore might there be better ways that we could
16 integrate ESA considerations and ESA consultations into
17 the registration review process with the idea of trying
18 to get the most/best available information into the
19 process at an early stage, preferably when we're doing
20 problem formulation on the front end to hopefully
21 streamline and make the process overall more efficient on
22 the back end.

1 This slide represents the front end part of the
2 registration review process. What you'll see is we've
3 inserted a new step in the process between when the
4 internal team first starts meeting and our first team
5 meeting. That typically occurs about eight months or so
6 before the docket actually opens for each individual
7 registration review case.

8 We're going to insert somewhere at that point
9 what we're calling a focus meeting. The point of this
10 meeting would be to bring together us and the registrants
11 and others that might be interested to help us focus in
12 more specifically on what the registration review will
13 entail.

14 We intend to have these for most registration
15 review cases. They would be specific to the chemical,
16 not necessarily to a class. As I said, we want to do
17 these as early on in the process as we can because we
18 think that that will maximize the efficiencies that will
19 come out of the process.

20 So, very soon, registrants, for each case
21 opening up sometime this fall, should be getting phone
22 calls from the chemical review managers. Some of you may

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1 already have received phone calls from the chemical
2 review manager to begin to schedule those meetings.

3 We anticipate that, for the most part, they
4 would largely be meetings between OPP staff and the
5 affected registrants. There may be on a case-by-case
6 basis that a registrant wants to bring others in with
7 them. That's fine.

8 Again, we want to try to minimize any rework
9 that happens. So, figuring out what previous risk
10 assessments said, maybe what work has been done by the
11 registrant and moving towards getting reauthorization in
12 Europe as part of Annex 1, what data might be out there
13 that EPA isn't aware of but might have been generated to
14 help address areas of interest.

15 I think now that we're about halfway through
16 opening up a number of registration review cases, we see
17 a number of areas, particularly like degradedates or other
18 types of exposure pathway information that we're finding
19 that many registrants have because the Europeans, for
20 example, have asked for those.

21 That can really help to address some
22 uncertainties on the front end. If we can address those

1 uncertainties on the front end, we think we can have a
2 more tailored risk assessment as we go through the
3 process. In the long run, it saves resources for both
4 the agency and registrants.

5 We anticipate that as a result, the basic
6 topics that will probably be covered are what we think
7 our data needs will be, as we've been starting our
8 problem formulation, what the status of data that might
9 have been required as conditions of registration. During
10 our internal team meetings, we'll be looking at areas
11 where there's some lack of clarity on the label, where
12 there might be opportunities for increasing clarity,
13 where there's some atypical uses, where getting better
14 exposure related information might be helpful.

15 So, tree injections might be one example. It's
16 not sort of a classic use, but trying to better
17 understand. So, how often is a tree treated and how many
18 trees on an acre, those sorts of things so we can have a
19 more realistic risk assessment on the front end. As a
20 result, going through that, if we can clarify labels and
21 get better information on certain use patterns, there
22 might be opportunities for some early mitigation in the

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1 process.

2 One of the desired outcomes would be getting a
3 better understanding of what uses the registrant intends
4 to support going through re-registration or registration
5 review. Some of the companies that we've begun to engage
6 with have already submitted master labels outlining not
7 only the uses that they intend to support but the use
8 parameters that they are typical, that encompass a range
9 of even those rare events where maybe a higher rate or
10 more applications might be necessary.

11 Reaching agreement on what data will be
12 submitted and generally what time frame. Again,
13 understanding what data might already exist that could
14 address some of our uncertainties. We also think, just
15 basically, it's a good opportunity to commence a
16 meaningful dialogue with everyone involved in the
17 process.

18 So, some of the initial benefits, obviously,
19 beginning the dialogue early, encouraging more
20 communication throughout the process. Having something
21 that will, for our dockets, when we open it up for
22 broader public input, hopefully stimulate some more

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1 comments that might come in.

2 Focus on risk assessments that might have
3 recently been done in registration actions and see where
4 we can tailor things for other parts of the label.
5 Basically, get in front of ESA so that we're beginning to
6 address some of those issues as early on in the process
7 as we can. Again, ultimately save resources.

8 In terms of timing, depending upon the
9 complexity, there could be the need, even, for multiple
10 meetings. Sometimes there are multiple registrants who
11 support different uses. Some registrants for some
12 chemicals support the ag uses, others the non-ag. Maybe
13 that fits in one meeting. Maybe we need to have multiple
14 meetings, depending upon how that works.

15 We're going to try some different approaches
16 over the course of the fall to see what might work
17 better. There may even be opportunities for some of
18 these meetings even during the public comment period as
19 further information becomes available.

20 So, our next steps will be to pilot this
21 approach beginning in the fall. We're encouraging the
22 CRMs to be flexible, whether or not a meeting is needed.

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1 We think we'd like to try to do them for all of them on
2 the front end and then begin to develop some guidance on
3 when one might not be needed. How many meetings we might
4 have, the timing, attendance.

5 Our intention, and I think we mentioned this at
6 the last PPDC meeting, is we would prepare meeting
7 minutes relative to these meetings so that those who
8 weren't able to participate would find those in the
9 docket and they'd be available shortly thereafter.

10 Again, overall, the plan is to enhance
11 transparency, get early engagement/early involvement in
12 the process, focus on concerns that might exist on the
13 front end so that we're not waiting for four, five, or
14 six years into the process, and maintain flexibility. We
15 do have a team now working on developing some guidance
16 both for folks internally as well as for the registrants
17 so that they know what we think would be helpful to have
18 prepared coming into one of these meetings.

19 With that, let's see if there are any
20 questions?

21 MR. BRADBURY: Susan, Ray, Cheryl.

22 SUSAN: I've got a lot of questions. I'm

1 really happy to see this going forward. It's going to be
2 a nice change and very much needed. Bear with me.

3 I guess it seems like a lot of the topics for
4 discussion in those meetings were all about labels and
5 pesticides. I think it's going to be really important to
6 have someone there who knows about endangered species,
7 habitats, and where the issues are.

8 Maybe this takes the form of you guys getting
9 together with Fish and Wildlife and putting together a
10 one or two pager with issues that are going to typically
11 come up for endangered species so that you have their
12 expertise weighing in early on. Like, things to
13 consider, does this pesticide get into water? Is it
14 highly toxic to aquatic life?

15 The kind of basic things you need to think
16 about so that you can start deciding about data needs and
17 label modifications that might be needed. So, I would
18 like to see some of that woven into what the review
19 committee does, or maybe have a biologist from Fish and
20 Wildlife Service be part of that committee.

21 I also know that you guys frequently have
22 private meetings with the registrants, but you might

1 consider opening that to the public as well. I don't
2 know whether that is possible, but it seems like people
3 with knowledge of specific problems or specific species,
4 chemical interactions, might have something to add to
5 that.

6 MR. BRADBURY: Thanks.

7 Ray and then Cheryl.

8 MR. McALLISTER: My question is sort of related
9 to that line of thinking. When do the services come into
10 this process that you've outlined? Is it after that
11 process is all over or is there any input at the focus
12 meeting stage or shortly thereafter? I've understood
13 that they've been involved after EPA has made basically a
14 final decision on either registration or registration
15 review. Then, there's these assumptions which aren't
16 necessarily realistic. So, are they involved in
17 registration review? At what stage?

18 MR. BRADBURY: There's a lot of different
19 themes coming into play. Rick and Don talked about the
20 National Academy of Science's effort. That's a huge
21 component to going forward, because a lot of the
22 discussions that Susan was touching on, sublethal

1 effects, mixtures, how do you integrate temporal and
2 spacial components of an ecosystem into the risk
3 assessment. These are some important activities that the
4 NAS is focusing on.

5 Some of the challenges have been, how do you do
6 that, and differences of approaches. So, as we go
7 forward, the NAS can create some good insights for all of
8 us to start using, and not just the services in EPA but
9 others who are contributing to the science that needs to
10 go forward. Some of the lack of efficiency and do loops
11 may start to go away.

12 So, we'll also have an agreement on how to
13 tackle some of those components. How do you interpret
14 those responses for getting a probability of an effect?
15 How do you interpret a sublethal effect with or without
16 an adverse outcome path if we're going to use the NRC
17 2007 vocabulary? So, I think that will be important.

18 The services have also pointed out they don't
19 have as many people as EPA has to be on top of 70 cases
20 per year. So, that's something the services are going to
21 have sort of work through in terms of when is it the most
22 efficient for them to get into that process for a given

1 chemical.

2 Certainly, right now, we've been viewing it as
3 we get into the proposed decisions -- and Rick and Don
4 sort of went through that, I think, six months ago at the
5 PPDC where you've been working with the services in a
6 more logical spot to come in. It's still more at the
7 back end, but I think the front end is going to somewhat
8 be clarified as we get some agreement on the science.

9 We'd never preclude the services if they'd like
10 to offer some opinions earlier on. Nobody is going to
11 close the door on getting that input. But the first step
12 that we're trying to get across here is sort of even
13 beyond ESA, frankly. It's ESA related, but there's
14 plenty of work and plenty of do loops that are going on
15 just to meet the FIFRA finding where we look at a label
16 that has sort of an open-ended use instruction.

17 It's pretty hard to do your problem formulation
18 when you don't know how often, how many times a growing
19 season is it used. So, getting that information, even if
20 we weren't doing Endangered Species Act, that's
21 cumbersome. That's a resource burn right that we don't
22 have the luxury to wait three or four years to try to get

1 that figured out, when we probably already know the
2 answers to those open-ended questions on the labels.

3 So, a lot of this is just to try to get as
4 efficient as we can and get the information as quickly as
5 we can. If we can clarify labels and clarify some of
6 these things right at the beginning, then we can focus
7 our resources where we need to focus and not be burning
8 resources where we don't need it.

9 Cheryl and then Dave.

10 DR. CLEVELAND: A lot of what you just said is
11 part of what I wanted to comment on. I fully believe
12 that you've got to start somewhere. Starting with the
13 clarification of these uses that drive the entire process
14 just makes total sense. So, thank you for that.

15 It makes so much sense that I don't know why we
16 need to call this a pilot, why we just don't do it, why
17 we don't go backwards for the ones that have already
18 opened up and do it better. This is the crux of where it
19 all starts. So, clarifying those use patterns just makes
20 really good sense. I know we spend a lot of time in do
21 loops looking at old uses versus what today is really
22 being used, maximum versus typical.

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1 One suggestion I might have is you mentioned
2 master labels -- taking a look at what's on the master
3 label versus the commercialized label. It gets you a lot
4 of information really fast. I don't know if that's part
5 of what this project has been done to look at the pilot
6 usage, whatever, clarification, but that's quick, simple.
7 Then, clarification with the registrant would be highly
8 welcomed.

9 MR. BRADBURY: Dave and then Cindy.

10 MR. TAMAYO: I guess I wanted to clarify. The
11 focus meetings, are those only for products where you're
12 anticipating the need for the ESA, or is that going to be
13 sort of more general?

14 MR. KEIGWIN: It would be more general, because
15 at that point, we wouldn't have even really started the
16 risk assessment. But we think that there's high value in
17 just clarifying labels, as Steve would say, of the FIFRA
18 decisionmaking process.

19 MR. TAMAYO: So, I guess my point is, sort of
20 parallel with what Susan brought up, and actually Ray,
21 and everybody else, I think that from an urban water
22 quality standpoint, there's going to be a number of

1 things -- our universe is a lot smaller than yours --
2 where we do have concerns about particular things.

3 It seems like early on in that process, and not
4 necessarily that we need to be in all meetings where the
5 registrants are, but maybe there'd be a bit broader
6 meeting available, especially if it were something that
7 we could call into.

8 A lot of times, or sometimes, we have
9 particular information about how a particular use is
10 impacting us. I think that might be very helpful to have
11 that information right in the beginning rather than later
12 on in the process.

13 I think if there were a more open meeting, not
14 all of them necessarily -- I think they all really ought
15 to be, but for practical purposes, if there were
16 something where we were on the same call as registrants,
17 we could find out more about what the constraints are and
18 the broader picture of what you were trying to
19 accomplish, that would be helpful to us.

20 MR. BRADBURY: Some of this will come up again
21 in the next session when we talk about water quality and
22 the concept of a focus meeting and getting early

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1 information. As Rick and the other divisions that are
2 handling registration review, we're posting our reg
3 review schedules four years out. It's on the web site so
4 you can see what's coming over the next four years.
5 Right now you can get a sense of the scheduling that
6 happens.

7 As we start, there's going to be a little bit
8 of piloting to kind of figure out how to do some of the
9 things you all have talked about. But, as Rick
10 indicated, we'll definitely be posting minutes from the
11 meetings. So, maybe with the registration only one,
12 those minutes will get posted. That may also help people
13 figure out where they -- oh, aha, this may be an aha
14 moment and let's call up the agency to give them
15 additional information.

16 But those are some of the things we need to
17 work through because we want to make the meetings
18 efficient as well so that we get the information in a
19 tight time frame and then can work with it.

20 Cindy and then Joe Conlon.

21 MS. BAKER: Thank, Steve, and thank you, Rick
22 and Don. I'm going to support what Cheryl said which is

1 that I think this is a very worthwhile change. I think
2 that it is going to be more efficient for both the
3 registrant and the agency and frankly for the
4 stakeholders who want to comment on this. It doesn't do
5 a lot of good for growers or NGOs to think that 20 uses
6 and 20 different routes of exposure are out there when it
7 might only turn out to be 15 or something like that. So,
8 I think it is beneficial for both groups.

9 To Dave and Susan's comment, I actually think
10 it's not all that helpful for you to attend a focus
11 meeting. As I understand what you're presenting here,
12 you're calling it a focus meeting, I assume, because
13 you're focusing on what is it you want to put into the
14 risk assessment. So, at that stage, there is not maybe a
15 lot of input into habitats and all of that that would
16 change what a registrant is willing or able to support.

17 So, I really think it would be more productive
18 time for all stakeholders, as I said, to have the input
19 come right after that. So, you know then I'm not going
20 to have any urban uses. I'm not going to have any more
21 residential uses or whatever the case may be so you don't
22 waste your time chasing where is this product in terms of

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1 those kinds of things.

2 I think realistically people have to understand
3 a little bit that this is the business of the registrant,
4 not that I'm the only one who has input but I'm not going
5 to be really excited about sitting in a room like this
6 and telling you what the (inaudible) are in every
7 specific area and what I'm willing to keep and not keep,
8 but I am willing to have an open dialogue with the agency
9 about I don't want to waste my time and yours on a use
10 pattern that's never going to pass one of your risk
11 assessments. So, if you're telling me up front that you
12 have a concern there, then that allows me to go back and
13 factor that in.

14 So, I would support strongly the focus meeting.
15 I think it's a good use of time for everybody. But I
16 think to get the most out of it, the registrant is going
17 to have to be comfortable coming into that meeting to
18 have an open dialogue exactly about what those things
19 are.

20 MR. BRADBURY: Joe and then Mike Willett.

21 MR. CONLON: I applaud the agency's attempts to
22 provide some significant input into the NRC/NAS process.

1 It's really needed.

2 Over the years, the mosquito control profession
3 has had some serious issues with risk assessments that
4 have been done at the agency and elsewhere due to the
5 fact that they're using ag models, like ag discs, that
6 don't really accurately predict deposition on soils, but
7 that was really the only thing that was available. So,
8 we could understand that.

9 As of last week, a new model has been published
10 that specifically addresses mosquito control aerial spray
11 applications, ultra low volume applications, and it's
12 been validated for each pesticide that's registered for
13 that use. It's been published by Dr. Jerome Slyer
14 (phonetic) of Montana State University.

15 I would highly suggest that in your discussions
16 with the NAS, that you ask them if, indeed, a point of
17 this whole exercise is to make it based upon best
18 available science, that would be the way to do it. They
19 really need to start utilizing that particular model.
20 Thanks.

21 MR. BRADBURY: Mike Willett and then Caroline
22 Cox. Joe, we will definitely track that model down, but

1 I would also encourage you to submit it to the NAS as
2 part of the public (inaudible).

3 DR. WILLETT: I have a question and then a
4 comment about the usage pilot project. My understanding
5 is you're using the California DPR data to do that pilot
6 project. Of course, that data set that you have is a
7 data set that probably doesn't exist anywhere else in the
8 United States, or at least maybe only in one other state.

9 How do you envision porting that approach to
10 states that, say, are currently relying on the NAS
11 agricultural statistics service chemical use surveys for
12 usage data and maybe other types of monitoring for water
13 quality? Have we thought about how that might work? I
14 assume that most of the states in the country are in that
15 other category.

16 UNIDENTIFIED FEMALE: It certainly is an issue
17 we're fully aware of. We've talked to folks about
18 identifying other data sources, other states that may
19 have some information. We're aware that there is
20 information in some states. That's one of the things
21 we're talking about, data, the importance of data. With
22 our NAS colleagues, I'm pretty vocal about the importance

1 and value of what they produce, especially when it comes
2 to pesticide information. But yes, it's one of the
3 shortfalls that we do have. We are talking about that.

4 DR. WILLETT: I guess I just would encourage
5 you to think about how that's going to work and maybe run
6 a pilot someplace where other sources of information are
7 different than existing California. I think there is
8 data, but I don't know that we'll know exactly how good
9 it is unless someone actually looks at it.

10 MR. BRADBURY: Mike, that's part of the plan,
11 try to start with California where they have the best you
12 can get. See what you learn from that and then start to
13 think about how do you extrapolate California
14 information, other places that are similar, or, if
15 there's other information, how do you think about the
16 uncertainty in getting that information. That's some of
17 the next steps after -- if the California data doesn't
18 make a difference, there's not much point in going beyond
19 that.

20 DR. WILLETT: I appreciate that. I guess I
21 also would like -- one final comment is that if NAS
22 decides only do their chemical use surveys every five

1 years, it's going to make it even harder for us to try to
2 implement something like that. I've already been to NAS
3 this week, so I'm encouraging anyone else who wants to go
4 there to give it a shot.

5 UNIDENTIFIED MALE: I think one of the
6 challenges we'll have is if California data does make --
7 what data can you use and how can you extrapolate to the
8 other states, although that is somewhat dependent on how
9 the service is used with data. I think the way they're
10 envisioning it now is to look at it in terms of the RPAs
11 and whether they will work or not.

12 So, in some regards, it doesn't matter if we
13 get it right. If we get it right, how is that pesticide
14 used across the country based on what information we
15 have, whether it's through DONE or NAS, and what kind of
16 impact that's going to have on growers, how that informs
17 you in terms of the RPAs.

18 MR. BRADBURY: Caroline and then Gabriele.

19 MS. COX: I had a question about the NRC
20 review. I was particularly interested in the question
21 regarding inert ingredients, what methodology might be
22 used to project effects of inert ingredients. Since

1 we're sort of a year into the NRC review, I was wondering
2 if you could give us any information about what direction
3 NRC is taking with that question?

4 MR. BRADY: I really can't at this point.
5 Their process is right now in their internal review
6 process. We won't really know what direction they've
7 taken until we see their report. It makes me nervous,
8 too.

9 MR. BRADBURY: They're collecting a lot of
10 information right now, asking us and colleagues in the
11 services lots of questions. I think they're starting to
12 figure out what their recommendations will be.

13 Gabriele and then Mark.

14 MS. LUDWIG: Two questions. One is, having
15 been around with FQPA when it used to meet with
16 registrants and so forth -- I mean, I know when the
17 docket opens, that's really the opportunity for any of us
18 to provide comments on what we see the use as being or
19 issues being. So, you have that step before you're doing
20 the risk assessment. Am I understanding that correctly?

21 So, just to let everybody know, we all have an
22 opportunity to put our input into EPA before they start

1 doing the risk assessment. I guess from a grower
2 perspective, there's always a concern when the
3 registrants decide to delete something. I want to make
4 sure they talk to us.

5 The other question I have, and this comes back
6 to Susan's point early on, is, have the services provided
7 EPA with their maps, with their ideas of where endangered
8 species are so that you have something to work with early
9 on instead of saying, okay, there's a lot of usage of
10 this product in California, and we see we've got these
11 issues? Do you have that information in house?

12 MR. BRADY: Generally, we try to collect that
13 information as part of our risk assessment process. As
14 we do additional assessments, we collect that and hold it
15 so we can use it the next time. We're also discussing
16 with the services ways in which they could provide us
17 maps that we could use in our assessments. But, as of
18 the moment, we don't have a national database that
19 incorporates all of the information that they have.

20 MR. BRADBURY: It is one of the topics at the
21 NAS. It came up at the April meeting, the sort of
22 challenge of how do you integrate all these different

1 knowledge bases. USDA has got data layers. Services has
2 data layers. Our Office of Water has watershed
3 delineation and all this. How do you bring this all
4 together so that you can layer it down and what's sort of
5 the state of that information.

6 I'm anticipating NAS will be giving some
7 advice, but we're also having discussions inside EPA and
8 with our colleagues to try to frame an approach. It's a
9 massive amount of information. It's no knock on the
10 services; it's just in different places across many, many
11 different field offices. So, it's a challenge for
12 everybody to try to get that information collected,
13 digitized, and available. But it's clearly a big step.

14 Mark.

15 MARK: Thanks. My comments relate to a couple
16 things. One is, as you know, in the recent past, there
17 was a minor crop farmer alliance kind of organized
18 stakeholder meeting out in Denver. It was attended by
19 EPA and the services as well. It ended in a -- well, it
20 ended, but nothing, anything.

21 It was one of the most discouraging meetings
22 that I've ever gone to on this subject. It was

1 discouraging because I had the sense that -- services
2 aren't here, really, to defend themselves, but they were
3 just throwing their hands up. Yet, the freight train of
4 ESA is coming.

5 So, I think for stakeholders and for those of
6 us who are interested in it in an academic research kind
7 of perspective, it was a situation where it wasn't
8 hopeless, but nearly. I felt that coming out of that
9 that the implementation mapping approach that EPA had
10 trialed and put up was a real kind of coming together.

11 I'm wondering where you guys are going on that,
12 and will we see more additions to that process? What's
13 your plan?

14 MR. BRADBURY: Well, I think the minor crop
15 farmers had their meeting in Denver. I think actually --
16 I'm not as depressed as you are, Mark. I think what came
17 out of that workshop were -- in Denver -- it may have
18 turned into focus meetings. It may have helped
19 accentuate or refine what we're going to try to figure
20 out from the pilot project.

21 There's issues of technological and economic
22 feasibility that roll into the RPAs. That came out of

1 Denver. There's some work going on with services and
2 USDA to get a process going. Everybody has lots to do to
3 start to get some feedback. So, I'm personally not as
4 depressed as you are.

5 MARK: Well, I don't see it; you do. So,
6 that's why I'm asking. So, that's good. That's
7 encouraging.

8 MR. BRADBURY: But I think you're seeing it
9 feeding into some of it. I think getting people to talk
10 is good. Yes, it's a problem. We've kind of know that
11 for a decade or more. But if we can start to figure out,
12 okay, what can we start to do to chip away at it -- and
13 bringing people together like we do here coming from
14 different places but all wanting to try to get to a
15 solution, that's sometimes half of the battle.

16 MARK: Is it possible to get some sort of
17 communication across the process?

18 MR. BRADBURY: Sure.

19 MARK: I think that would really help
20 stakeholders and people like me who are interested in the
21 research.

22 MR. KEIGWIN: If I can add, as Cindy was

1 mentioning, this was actually one of the big
2 recommendations that came out of that meeting. But there
3 were other things that involved direct engagement with
4 the services. So, there are other activities going on.
5 This is the one that was the ripest one to bring at this
6 point.

7 So, I expect over the coming months that there
8 could be other things that come forward. We're working
9 with those with the services right now. It has probably
10 taken a little bit longer, Mark, than any of us who were
11 there thought, but even this has taken a little bit
12 longer than I think some of us thought. So, I think
13 probably at the next PPDC meeting we can give you some
14 more information.

15 MARK: You guys have given me a lot of
16 encouragement. That's good. No insight into that
17 process, so this is insight. Thanks.

18 MR. BRADBURY: Let me wrap it up with Cindy.

19 MS. BAKER: I would just add one thing, Mark.
20 It is unfortunate nobody from the services is here
21 because I think what has happened is that EPA carried
22 forward some of the action steps that they had out of

1 that meeting, which are the kinds of things that Rick and
2 Don just described.

3 But one of the frustrations that I think still
4 exists that came out of that workshop was a better
5 understanding of how the services are doing these
6 biological opinions. If you look at biop 5 and some of
7 the comments that came out of that, there still is a
8 significant lack of transparency in how the conclusions
9 are reached in that for stakeholders.

10 So, we had two case studies that we did there
11 at the workshop that I think MCFA is still thinking about
12 some follow up steps to those. It's a matter of
13 everybody's time and resources. I'm not going to speak
14 for MCFA, but they've had a number of things that they've
15 tried to get through and follow up.

16 So, the services left them with some action
17 steps. We've tried to follow those up. I think they've
18 tried to follow up with EPA, but I think this is evidence
19 of what EPA has been able to do with some of that
20 feedback. But we've still got to get the other side
21 along, in my opinion.

22 MR. BRADBURY: Okay, thanks. I hope we'll do a

1 better job of trying to get the word out so people know
2 what's going on. I appreciate comments and the
3 questions.

4 So, let's move to the next topic on the agenda,
5 which again is reg review, registration review. In this
6 context, we want to try to focus on water quality issues
7 in the context of the reg review process. I'll turn it
8 over to Rick.

9 MR. KEIGWIN: So, I'll kick it off real quick,
10 but the people who are really going to carry the ball on
11 this are Tracy Perry (phonetic) from Pesticide Re-
12 evaluation Division and Mark Corbin (phonetic) who, I
13 guess right now, is with the Registration Division. But
14 he's really permanently with the Environmental Fate and
15 Effects Division.

16 Many of you who have been on PPDC before or who
17 have participated in these meetings know that we've been
18 trying to make a concerted effort as part of registration
19 review to integrate water quality issues into the
20 process. We did a pilot several years ago along those
21 lines and made a presentation five or six years ago to
22 PPDC.

1 We wanted to give you an update on where we
2 are, some renewal of our efforts, particularly with the
3 Office of Water in this regard. So, we're going to have
4 Mark and Tracy come up and finish out this session.

5 MS. PERRY: Good morning. I'm Tracy Perry with
6 the Pesticide Re-evaluation Division, and this is Mark
7 Corbin with the Environmental Fate and Effects Division.
8 As Rick indicated, we'll be discussing registration
9 review and water quality issues.

10 We're going to do a joint presentation. I'm
11 going to go over some of the background of our process
12 for submission of water quality data, and how we develop
13 this process, and our experience today in terms of
14 receiving water quality monitoring data.

15 Mark is going to be going over the roles of
16 modeling versus monitoring and how they complement each
17 other. Then we'll be wrapping up with some of the
18 actions that we're taking to improve our access to state
19 and tribal water monitoring data. Then we'll leave some
20 time for discussion and questions at the end.

21 So, to date, we've opened the docket for over
22 300 pesticide chemical cases out of about 745 in

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1 registration review. When we initiate the registration
2 review, the public process, we open a docket. We ask for
3 feedback on our planned risk assessments and the data
4 needs. In addition to that, we ask for information on
5 several topic areas. One of them is water quality.

6 In our work plan, we note if there are impaired
7 water body listings, and we put out a request for
8 voluntary submission of water quality data. To date, we
9 really have not received much in the way of water
10 monitoring data. This is a bit curious to us as we
11 actually have opened dockets for a number of pesticides
12 for which states have indicated that they're cognizant of
13 impaired water bodies in their states. As Rick
14 mentioned, it's an important consideration, registration
15 review is, to begin to address some of these water
16 quality impairments and hopefully to prevent future water
17 listings.

18 I wanted to give you a little bit of
19 background. Rick alluded to this, that we actually did a
20 pilot in 2006, which we reported to this committee on.
21 When designing the registration review programs, states
22 had asked us to reach out to them for their monitoring

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1 data.

2 We thought it would be helpful to do a pilot.
3 So, we worked with the Office of Water and with four EPA
4 regions in seven states. We focused on several
5 pesticides for which there were impaired water listings
6 in a number of regions and states. This was very
7 informative. It really helped shape our guidance to
8 states on submission of water monitoring data, and it led
9 to standard operating procedures that we developed in
10 2007.

11 So, just quickly, some of the highlights of the
12 standard operating procedures. We said that states could
13 either let us know, for example, if they put their data
14 into STORET where the data was located, or send us links
15 to their databases, or let us know that they had data and
16 they'll be sending it in.

17 We identified some of the minimum data elements
18 that were necessary in order for us to use the data in
19 our risk assessments and risk management decisions. We
20 also listed additional information that would be
21 particularly helpful in terms of being able to increase
22 our use of the data.

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1 So, one important thing to note here is that it
2 isn't mandatory that data actually be submitted during
3 the comment period, but it's very useful if we're at
4 least made aware that there is data that states have and
5 a point of contact. Then, we can follow up later on how
6 to get the data.

7 So, Mark is going to be continuing on with
8 information about how we use the data and how it's
9 related to monitoring.

10 MR. CORBIN: So, as Tracy and Rick said, I'm
11 permanently in EFAD. I'm a branch chief there now. But,
12 prior to that for 10 years, I did aquatic exposure stuff.
13 So, I just wanted to give you a little primer on how we
14 do our aquatic exposure assessments, not getting into the
15 details of it, but just sort of the concept to keep in
16 mind.

17 Then, I'll talk a little bit about modeling
18 versus monitoring and how this data that Tracy is talking
19 about gets used and the process for doing ecological and
20 human health drinking assessments, because we also do
21 drinking water exposure. But the primary focus of the
22 impaired water data is for the eco.

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1 So, on this slide, you'll see a couple of
2 concepts to keep in mind. The first bullet there are the
3 questions that we try to answer when we're doing aquatic
4 exposure assessment, which is, what are the risks, who is
5 exposed, where are they exposed, how much, and for how
6 long.

7 But that has to be balanced by some of these
8 other points that are up there. We do hundreds of these
9 a year. So, we try to do a tiered process that allows us
10 to screen out pesticides that we hope that are not of
11 concern so that we can move on to the ones where our
12 resources are most efficiently used. That's an important
13 concept to keep in mind.

14 Also, a key point to keep in mind is that the
15 assessment is intended to try to count for variability
16 both in terms of location, the source, the pesticide
17 used, the environmental factors, and also the temporal
18 aspect of that data and how the exposures are being
19 handled in risk assessment. So, you'll see (inaudible)
20 daily versus acute versus chronic issues. So, those are
21 just some concepts to keep in mind.

22 The first question you might ask yourself is

1 why do we use a model. At its most basic level, a big
2 reason why we use the model is for many (inaudible) we
3 don't have any monitoring data. New chemicals, new uses
4 that are recently on the market, compounded or not being
5 looked for. But we use it to estimate pesticide
6 concentration in water. Where we do have monitoring
7 data, the modeling and the monitoring complement each
8 other and they aid in interpretation of monitoring data.

9 It's a way that we can integrate the
10 environmental fate data that we get into a conceptual
11 model and test it with that model. Where we have
12 monitoring data, they sort of link up together to sort of
13 feedback on teach other. Then, one thing they'll give us
14 that's a big benefit over most monitoring data is that we
15 can predict daily concentrations. So, they give us an
16 estimate of the frequency of pesticide occurrence and
17 allow us to put that monitoring data in real context.

18 So, the next question you'll ask is where does
19 the monitoring data fit in? When we talk about
20 monitoring data a lot, and Tracy alluded to this a bit,
21 the pilot project is the idea of context. So, it's not
22 just the numbers we're interested in, but it's the

1 context of that monitoring data that's targeted to a
2 particular use pattern.

3 Is the sample frequency appropriate for the
4 endpoint that we're concerned about? If it's an acute
5 exposure versus a chronic exposure, those elements are
6 very important to help us determine how we use that
7 monitoring data.

8 As I said before, in EFED, we look at the two
9 approaches as complementing each other, not being opposed
10 to each other. Generally, the more context we have
11 behind the monitoring data, the better usefulness it has
12 for us, particularly for quantitative or potential
13 quantitative use for risk assessment.

14 So, the same theme comes across here. So,
15 generally, monitoring, in most cases, not all but in many
16 cases monitoring tends to underestimate the frequency of
17 occurrence of acute exposure and peaks can also be
18 missed, if that's what you're concerned about.
19 Monitoring is generally a pretty useful estimate of a
20 lower bound of exposure or it gives us a pretty good
21 sense of what longer term exposures are when we're
22 concerned about chronic issues.

1 For example, if you're looking for a peak
2 concentration where you have an acute concern and
3 sampling has been done four, six, eight times a year,
4 it's tough to sort of link that up to that acute
5 exposure. That's where the modeling fits in.

6 Monitoring doesn't always give us a sense of
7 how -- there's not a lot of long term monitoring out
8 there, so the issues of dealing with variability and
9 weather, use patterns, pest pressures that have shifted
10 around, those are elements that can't always be captured
11 in the monitoring data, but we can with the modeling.
12 So, that's where those two things link up.

13 Now, that's not to say there haven't been
14 examples where we haven't relied on monitoring data for
15 eco and human health risk concerns. There are examples
16 out there. But there aren't as many of them as there are
17 for most of the pesticides that we're dealing with.

18 So, just to wrap that part of it up, I think
19 the important point, going back to this issue of the
20 pilot is, if you've got monitoring data, get it to us and
21 we'll use it in some fashion. Whether it's qualitative
22 or quantitative will depend on how much of that

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1 contextural information we get with it. But as a risk
2 assessor or former risk assessor, we want it all. So, if
3 you've got it, we want it.

4 We go out and look for some on our own. We
5 look at some national data sets. The USGS Naqua data is
6 a good example. We'll look at STORET. We'll look at
7 state data where we're aware of it. But clearly, we're
8 interested in more data, particularly if it relates to
9 impaired waters and what we're learning about them.

10 Data varies tremendously on quality, so it
11 really gets back to the context, and that's what's really
12 important for us. Again, the ancillary data and how that
13 data was collected and what we know about it really
14 dictates how we'll use it for risk assessment purposes.

15 So, that's really it on that brief overview of
16 modeling and monitoring. I just wanted to put the
17 request for this process improvement that we're going
18 through into context of how EFED uses the data when we
19 get it.

20 As Tracy pointed out earlier, although we're
21 halfway through it, we haven't gotten many inputs on
22 available monitoring data. So, we've sort of ramped up

1 our efforts both internally and externally to
2 reinvigorate this process. We understand everyone is
3 burdened by dwindling resources, so we're trying to
4 identify the most efficient and least resource intensive
5 process to get more data.

6 A couple of things that we've done recently is
7 we've been interacting much more with Office of Water
8 through their regional contacts and their state contacts
9 to engage the water agencies in the states who are doing
10 the impairments and the listings. We had several
11 webinars with them with a couple of the regions.

12 We're engaging with OW, Office of Water,
13 wetlands, oceans, and watersheds. They have regular
14 dialogue with the regions and the states. So, we're
15 interacting with them more in terms of communicating our
16 message of the need to get this data, how the reg review
17 process is aligning, where their opportunities are to get
18 that data to us.

19 I think, as Tracy said, the public comment
20 phases are, how that pilot program was set up was to get
21 that data. But there are several points in the process
22 where I think data can be submitted to us and we would

1 generally be willing to consider it anywhere up until
2 close to risk assessment time, because the more we know,
3 the better informed our risk decisions are.

4 I think with that, that's about all we had for
5 you on the process improvement.

6 MR. BRADBURY: Let me just provide a little bit
7 of backdrop, going back to 2007, 2006. When we started
8 registration -- as re-registration was ending and we were
9 starting to think about registration review, there are a
10 number of chemicals coming in near the end.

11 We're getting a lot of comments from water
12 boards and others in states indicating their concern that
13 our re-registration decisions could be such that it could
14 lead to future impairments, because they had examples of
15 the existing use patterns they thought were on the verge
16 of becoming 303(d) listing impairments or were already
17 303(d) listing impairments for the given compounds.

18 The reaction from our program was we shouldn't
19 be consciously creating situations to increase 303(d)
20 listings. If that's really happening, that's not EPA;
21 that's sort of the left hand not knowing what the right
22 hand is doing. All we've done is handed off a potential

1 impairment to the states to incur the resource
2 (inaudible) to deal with a 303(d) listing in the Office
3 of Water. That doesn't make any sense. It just doesn't
4 make sense.

5 But, having said that, we need the information
6 that's behind the proposed or the actual 303(d) listing
7 so we can figure out what to do with it. What can we
8 learn from that information? We all know some of the
9 303(d) listing impairments are just for the word
10 pesticide. In fact, there is no monitoring data that was
11 associated with some of the listings.

12 On the other extreme, they're very robust
13 303(d) listings with highly sophisticated watershed level
14 of mass-balanced modeling going on and where the chemical
15 associated with the impairment is pretty straightforward.
16 That's what was going on, and everything in between.

17 So, part of the backdrop to this was to make
18 sure we were getting access to all the information that
19 was behind, suspected, or draft or actual impairment so
20 that we could do a couple of things. One would be, well,
21 if there's an impairment in a certain group of receiving
22 bodies in this or that part of the country, let's zoom in

1 there and figure out what's going on because we have the
2 ability to make our label decisions national or down to
3 subwatershed if we want to.

4 We've got the GIS capability. We have the ways
5 to do that. Work through the risk benefit and everything
6 that needs to happen. But the general principle is we
7 shouldn't be registering pesticides that are leading to
8 303(d) impairment, but we've got to have this sign behind
9 us.

10 Also realize if you saw some examples where
11 that was happening, it may not be just for that specific
12 place. There may be certain attributes about that place,
13 soil conditions, cropping patterns, hydrology, that could
14 be applicable to other places wherein perhaps you
15 couldn't do the monitoring.

16 It gets back to Mark's point. You can't
17 monitor every stream reach in this country, so how do you
18 blend what you know with some monitoring some places and
19 think about how you might extrapolate that to other
20 places to have an informed process going in.

21 So, we thought we had things in pretty good
22 shape. All the work with the regions and the states and

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1 we figured out a way to do it. You don't have to send us
2 anything; just tell us where that web site is and we'll
3 go get it. If it's in STORET, we're cool. Just maybe
4 make sure we know where it's located in STORET. No burn
5 rate, no burn rate.

6 So, the first few cases in reg review come
7 along and they're chemicals where you really wouldn't
8 expect a lot of water quality issues. We sort of picked
9 some early ones in reg review just to kind of get the
10 system going, limited uses. So, at the beginning, that's
11 not too surprising that we're not seeing much coming in
12 to problem formulation because we just know enough about
13 these chemicals. It's pretty unlikely that anybody is
14 looking for them, much less would they be in receiving
15 bodies.

16 Then the OPs start and the carbamates start and
17 the pyrethroids start. We're starting to go, oh, this is
18 kind of weird. At the end of re-registration, there was
19 a lot of concern about the OPs and the carbamates and the
20 pyrethroids about water quality and other things. Why
21 aren't we getting any information coming in?

22 I think what happened is that we got a good

1 start in 2007 and then (inaudible) chemical that had a
2 water quality connection. So, that was part of it. It
3 kind of fell into the background. I think some of our
4 discussion with Office of Water was that, to be fair to
5 the state agencies dealing with water quality, they were
6 feeding the information in to the region and the water
7 folks in the region.

8 EPA sort of lost track of what we were doing,
9 so the handoff wasn't happening, because some of the
10 states said, what do you mean, I gave it to EPA. They
11 did give it to EPA. We, in EPA, didn't keep track. EPA
12 has got the different pieces and we didn't get EPA all
13 flung together.

14 So, what we have been doing over the last month
15 or so is trying to reinvigorate the principles of that
16 2007 SOP to try to get to where we wanted to get to make
17 sure we get that information in. So, what we want to do
18 today is certainly answer any questions if people want to
19 know how we use monitoring data, but also any thoughts or
20 impressions on what could work or what could work better.
21 Or, if this is all news to you, that's helpful for us to
22 realize that we haven't gotten the word out as to what we

1 want to do and how do we move forward and get that
2 matter.

3 So, Mark and Cheryl and Dave will be the first
4 three.

5 MARK: I really appreciate the challenge and
6 understand the poor quality data and the consequences of
7 model output. As a modeler myself, garbage in/garbage
8 out, a real challenge, and how do you get around that
9 when you have to make decisions.

10 It's interesting the comment about peaks. It's
11 logical that a peak flow of a pesticide and the rate of a
12 flow of a river or the half life in a lake or a pond can
13 be modeled and you can get some reasonable estimates.
14 But little data really hurts.

15 The comment I have is that there was a recent
16 whole series of articles in the American Entomologist.
17 It was really interesting because what this addition
18 focused on was the citizen scientists. To just give you
19 an example from bumblebees, there's a number of species
20 of bumblebees in the U.S. They're not very cryptic. You
21 can see them. They fly around. They're very noticeable.
22 A lot of people are fearful of them. They have very

1 distinct patterns of yellow/black on their bodies.

2 So, the effort was to look at are we really
3 losing some of these species nationally. So, they went
4 out to basically people, and especially kids, who are
5 interested in bees. They went out and they did these
6 observation things. They just gave people simple little
7 cameras and they went out and took pictures of these
8 bees.

9 I'm not a taxonomist, but I could identify them
10 immediately. I can even sort them by male/female. The
11 constructed a little diagram and now we have almost a
12 national picture of what's happening with those
13 endangered and not so endangered bumblebees.

14 The illustration I'm making is that this
15 citizen science thing in the context of arthropods and
16 water as indicators is something that could be done clear
17 across this country and could be done in such a way that
18 you would have species identification and population
19 densities if you train people on how to do this. This
20 has been done before.

21 Actually, looking at the EMAP process, which
22 EPA, probably one of the things EPA has, in my opinion,

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1 done nationally, tremendous process. That experience,
2 relative to these indicator species, could give you a lot
3 of quality indicators on how our water systems are going.

4 I wonder if the citizen science approach to
5 this -- just using high school kids who are interested in
6 biology, teaching them how to do it, sending them out
7 looking at the true quality of these streams and keeping
8 longitudinal records over time, might be a much better
9 approach than trying to guess what's going on. Just a
10 suggestion.

11 MR. BRADBURY: I appreciate that. If you don't
12 mind, from what Mark said, the Office of Research and
13 Development developed the Environmental Minorng
14 Assessment Program, which is a way to do a stratified
15 statistical survey of the nation's waters. In fact, that
16 is now part of the 305(b) reporting process. You have to
17 do it under the Clean Water Act.

18 By and large, the states are using that
19 stratified random design so we can say what percentage of
20 the country's stream miles have aquatic invertebrates
21 that reach this level of biological integrity. So, you
22 can actually start to say what percentage of stream miles

1 are meeting different levels of biological quality. It's
2 done for streams, it's done for lakes, it's done for
3 wetlands.

4 Our office is plugging into that with our labs
5 to try to at least get some representative pesticide
6 information as part of that statistical survey. That
7 gives you a good picture of what's going on nationally
8 based on what percentage of stream miles, but it isn't
9 necessarily a statistical representation of the
10 percentage stream miles that are in low crop production.
11 That's not how the sampling goes.

12 So, similar to what we're talking about here, I
13 think it's complementary some of the things you're
14 talking about, Mark, but it's how do you get data that's
15 more specific to where the pesticide is being used. But
16 your point is well taken, especially in how do we
17 integrate different kinds of information.

18 Cheryl, Dave, and then Ray.

19 DR. CLEVELAND: So, there's a couple of things
20 that it seems I need to comment on here. First of all,
21 highly support calling for more monitoring data,
22 absolutely. I have some concerns, though, about when we

1 call in monitoring data, how are you going to use it?

2 This posting that was in our packet, the little
3 blue thing that you're asking for data, says OPP
4 routinely considers water monitoring data and the PDP
5 data in its human health assessment. As part of the
6 dietary assessment working group with NCLA, we have
7 looked very, very hard for examples for when monitoring
8 data has actually been used in decisions for human health
9 risk assessments. We can't find very much at all. It's
10 like looking for a needle in a haystack.

11 So, it's good that when you talk about
12 monitoring and modeling, that you say you want to use
13 monitoring to help inform the context of the modeling or
14 vice versa, but the real rub comes down to these peaks.
15 The peaks are what drive the risk assessments.

16 If you always default back to conservative
17 models because you might have missed a peak, and you keep
18 looking for that information on an individual chemical,
19 you're missing an opportunity to look across the body of
20 the monitoring data that exists right now that could be
21 used to improve some of these risk assessments.

22 The reason this is so important is we have a

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1 real chasm in the way that the dietary assessments are
2 done right now between food and water, drinking water.
3 We have collected examples of where the entire dietary
4 risk cut right now is full of modeled water information,
5 modeled values, that aren't supported by any kind of
6 monitoring information from a conservative screen model.
7 It's 99 percent modeled water, 1 percent monitored food.

8 That is problematic in moving forward and
9 continuing to support products. So, this is very
10 important that we take the monitoring information
11 seriously and we move it into a better way of using it
12 through registration review.

13 MR. BRADBURY: Dave and then Ray.

14 MR. TAMAYO: I think some of the reasons for
15 the (inaudible) of data is that I know that it's part of
16 the regulated community. We're required to do some
17 monitoring, but it's not -- I mean, it covered a lot of
18 the things that might actually be in the water. We don't
19 know and we're not going to -- so, our monitoring is
20 actually very targeted on things that --

21 I know there's already a hint that there might
22 be a problem. Fortunately, for us, monetarily it's a

1 narrow list. You're not going to find permitted agencies
2 like us volunteering to expand that list because, well,
3 quite frankly, we might find a problem, but the other
4 thing is it's just too expensive.

5 I think that it would be -- and I already
6 mentioned working with USGS and probably ought to be
7 working with the states and figuring out what are the
8 things that we really ought to be looking for and having
9 ambient water surveys, really looking on a more targeted
10 basis. Based on what you know about the chemicals
11 already, the things that are most likely to be of concern
12 in supporting a more concerted than targeted program.

13 The other thing is, the way that the requests
14 are made, I'm wondering when -- there's a lot of notices
15 that come out all the time in my registration review. I
16 know the folks in our state water board, they're not
17 monitoring those. As a regulated community, we kind of
18 monitor those. We're aware of a fair amount of what we
19 think might impact us based on focusing on things that
20 have urban uses, best we can tell from our friends in the
21 industry and also just what's on the label.

22 I really doubt that our state water board has

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1 somebody that's looking at the federal register and
2 looking at the detail that would be necessary and say,
3 oh, okay, well, I think I know about that. Even if there
4 was somebody in the Office of Water who was looking at
5 that, they may not be the same person who is aware of the
6 urban water problems that have been identified in
7 southern California because they're not part of the
8 stormwater program.

9 So, in your dealing with these bureaucracies
10 that may not be -- they may not have the right person
11 receiving the request for monitoring who is aware of in
12 more detail about what the other problems are. So, it's
13 sort of an organization problem. I think that in other
14 states that may be even less proactive than our state,
15 that you're even less likely to get that sort of
16 information.

17 So, I think it might require some more detailed
18 work and working with the states. Quite frankly, from a
19 local agency's standpoint, we've made the effort and we
20 had developed contacts within the regions. But I don't
21 think that most local agencies are really working closely
22 with the regional offices and letting them know here's

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1 our problems.

2 I think, actually, most local permitted
3 agencies really are kind of afraid to work with who they
4 perceive as their regulators and folks who might want to
5 use that to put more permit restriction on them. I think
6 that that probably -- I've had trouble finding people in
7 other parts of the country, even when I know that they
8 have problems, to sort of buy into this idea of well, we
9 really need to get OPP that information.

10 I think people say, well, we've submitted it.
11 That's it. We're just going to wait for somebody to come
12 get us. That hasn't been our strategy. I think it would
13 be helpful for local agencies to understand that there's
14 a good faith effort on OPP's part to try and fix that,
15 the problem that you described. It just doesn't make any
16 sense to be registering things that are going to end up
17 being a problem. I think that would be helpful, too,
18 because then folks might be more in a cooperative mode.

19 I mean, you're going to be coming in and
20 saying, we're from the government and we're here to help.
21 They're probably not going to believe you. I think you
22 might be able to show them some examples of how it's

1 worked to at least our benefit in California. I'd be
2 willing to help with that.

3 A lot of this is really just kind of a devil in
4 the details and having somebody who is kind of directly
5 working the problem. I understand that that's a lot of
6 what Tracy is going to be working on, or has been working
7 on. I realize it's a difficult problem, but that's what
8 it's going to take, is sort of working through those
9 details. I'm just talking about from the urban
10 standpoint.

11 I think there's probably a lot less information
12 on the ag side because they don't even have a permitting
13 thing or a lot of state directed monitoring. In
14 California, it's a little different because we do have
15 some monitoring from the ag community.

16 MR. BRADBURY: Ray and then Cindy.

17 MR. McALLISTER: I feel fortunate in my job
18 responsibilities that in large part I can let my
19 colleagues worry about water monitoring. So, I use that
20 as an excuse to ask what I think are some naive
21 questions.

22 In the presentations this morning, we've heard

1 send it all in. We want everything you have. Here's how
2 we use it. But I still don't understand what you use
3 that data for. How do you use it? What do you do with
4 it?

5 MR. BRADBURY: I encourage you, Ray, to read
6 some of the SAPs that have been on atosine (phonetic)
7 over the last -- it was 2003 forward. I think it
8 provides -- focusing on atosine because the atosine
9 SAPs were actually fundamental, scientific input on how
10 to use monitoring data, how to use modeling data, how to
11 think about frequency and duration of exposure, how it
12 links into different toxicological endpoints and how that
13 factors into the dose (inaudible) interpretation between
14 health and the environment. So, I think those documents
15 are pretty darn clear as to how to use the information
16 and some of the uncertainties we're facing.

17 As Mark indicated, if the risk assessment deals
18 with an exposure, they can last a day or two. That's the
19 critical window of exposure. Your monitoring data is
20 based on sampling four times a year. We've gone to the
21 SAP and they've agreed with our probability analysis.
22 The odds of you picking that window, if you're only

1 sampling four times a year, is probably close to zero.
2 So, that's pretty hard to use.

3 But if you're interested in a lifetime exposure
4 because of a human health endpoint that may be associated
5 with years and years and years of exposure, that
6 monitoring data combined with some of our modeling data
7 may give you some insight as to how to look at multiple
8 lines of evidence to put that exposure together.

9 The record is pretty clear, I think, Ray, on
10 how to use it. What we want to make sure is that if
11 there's good information out there that we didn't know
12 about, that's just a shame to lose it. If some of that
13 information has been used to formulate a proposed or an
14 actual 303(d) listing impairment for aquatic life, that's
15 important information to see because it can give us
16 insights into our problem formulation and perhaps down
17 the road as we go into our risk assessment.

18 MR. ALLISTER: Well, I need a more basic answer
19 than that. I assume you're looking at exposures to
20 organisms that may be vulnerable to the pesticide
21 toxicity. The aquatic organisms? People who drink
22 water. The data you're asking for, how much of that is

1 finished drinking water residue samples?

2 MR. BRADBURY: I don't want to spend too much
3 time on this. Sometimes we do have finished water.
4 Working with USDA and USDS, we've got studies going on to
5 take a look at to what extent does chlorination or
6 oxidation of the water change the ratios of the parent
7 compound of the metabolites in raw versus finished water.
8 So, in fact, some of the monitoring data we're getting is
9 giving us insights into how that changes or doesn't
10 change as a pesticide goes through a water treatment
11 plant.

12 MR. McALLISTER: You have 10 years or more of
13 drinking water data from the PDP program at the request
14 of OPP. Are you using that in dietary risk assessments?

15 MR. BRADBURY: Mm-hmm. We're starting to. A
16 lot of the work with PDP was making sure are we sampling
17 in the right places and are we sampling with sufficient
18 frequency so that we can use it in the context of the
19 toxicological information.

20 I'm sorry, Ray, I shouldn't be talking to you,
21 but I do want to push back if there's a concept of EPA
22 doesn't know what to do with the data if we've got it.

1 We've got a pretty strong scientific peer review record
2 of how to use the information.

3 What we want to do is make it clear that we're
4 not asking people to do extra work to send us information
5 or to do new monitoring unless we can get USDA to do a
6 little bit for us. We just want to make sure that if
7 it's out there, we can get it.

8 Some of the information may be very valuable
9 and spot on to the questions we have to answer; some of
10 it may not be. But it's better to know what you know and
11 not be wondering what you don't know as you go forward in
12 the risk assessment, especially if that chemical has been
13 associated with concerns due to either drinking water
14 exposure or a chronic life --

15 MR. McALLISTER: Well, the concept of we don't
16 know where the peaks are going to occur and sampling only
17 with this frequency doesn't tell you that.

18 MR. BRADBURY: Well, I think --

19 MR. McALLISTER: But I want to make a
20 comparison with food residues. You got all the peaks for
21 the food residues? Do you have all the peaks for the
22 food residues? I think there's some comparisons that can

1 be made here in terms of what you can use in connecting a
2 dietary risk assessment from both food and water and make
3 some rational decisions with the data you have in hand.

4 MR. BRADBURY: Cindy and then Gabriele.

5 MS. BAKER: You might not like me any better,
6 but I'm going to give you a suggestion for what I think a
7 solution might be. I think you heard it from Cheryl and
8 you just heard it from Ray. I can tell you there's a
9 disconnect within the registrant community about what you
10 guys are doing with drinking water. Valid or not,
11 there's a disconnect.

12 People don't understand how a risk cup could be
13 filled with just a drinking water model. I've got what I
14 would propose, and I didn't even ask Cheryl because she
15 might tell me no, is that Cheryl and I -- Cheryl is the
16 chair of the dietary working group for Crop Life. Both
17 of us are PPDC members. Come in and I'll bring my two
18 chemicals as an example, risk assessment you've already
19 done, and let's walk through it and see if we can get to
20 what the misunderstanding is.

21 I don't want a lot of time, and I'm not asking
22 anybody to change their risk assessment or anything. But

1 I think it's in everybody's interest if we're not just
2 sitting here and saying, we don't know what you're doing.
3 You're all screwed up. You're not using monitoring data.
4 We don't understand how you got to (inaudible). The two
5 of us can sit down and walk through those two and come
6 back and explain it. Then, maybe there's a way that we
7 can move forward.

8 MR. BRADBURY: Gabriele and Mike.

9 MS. LUDWIG: I just want some clarification.
10 You talked about the ancillary data that you would need.
11 I don't know for this SOP -- did you in the SOP sort of
12 say, here is all the ancillary data that we would love to
13 have or give a model of here's our ideal data set? It's
14 very clear to me that that seems to be the driver for how
15 you choose or choose not to use the monitoring data.

16 I don't think that's -- I think that's maybe
17 where some of the disconnect is, about what assumptions
18 you make or what information you need and whether that
19 exists to go along with these water data points. You
20 just say ancillary data. I think there's actually a lot
21 hidden behind that statement. So, if you could go into
22 that a bit more.

1 MR. KEIGWIN: The answer is yes. The SOP did
2 describe the types of things that we were looking for as
3 ancillary data that would provide the context to the
4 monitoring that would be submitted. We also described in
5 there how we would use the monitoring data with and
6 without that ancillary data and how it would feed into
7 our exposure assessment. So, it is all there.

8 MS. LUDWIG: Can you give us some examples here
9 right now?

10 MR. KEIGWIN: Sure. The objectives of the
11 study that the monitoring was collected for, was it
12 targeted to a particular use or was it a broad sampling
13 across the landscape? That helps us understand whether
14 the exposures that are seen are relative to the chemical
15 use pattern that we're assessing. Detection limits, are
16 they reported? What are they? If a detection limit is
17 100 parts per million and we're getting nondetect, it
18 doesn't tell us a lot about it. So, that's some
19 examples.

20 MS. LUDWIG: And where does pesticide use fit
21 in?

22 MR. KEIGWIN: We'd love to have it. We'd like

1 to know specifically where use is in the field relative
2 to where monitoring has been conducted. Sometimes we get
3 that. Atrosine is a perfect example of that. The
4 monitoring that's been done has been targeted
5 specifically to pesticide use, to atrosine use. That's
6 an example where the monitoring data is being used
7 quantitatively for risk assessment.

8 It's difficult because, as you heard on the use
9 pilot thing, there's not a lot of good use information
10 out there. Oftentimes, the states would know better than
11 we where their pesticides are being used and when.
12 Timing is another example. A pesticide applied in the
13 spring, monitoring in the winter might not tell us that
14 the pesticide isn't necessarily there. So, those are
15 examples of that. But usage is a limitation.

16 MR. BRADBURY: At least knowing where and when
17 the sampling occurred can give us some insights based on
18 what we know about the cropping pattern and pest pressure
19 management.

20 Mike and then Caroline, and then we've got to
21 move on to the next topic.

22 MIKE: First of all, I appreciate everybody

1 taking the time to go through this. Obviously, there's a
2 lot of questions around it. I'm starting at a much lower
3 level and trying to understand how the modeling and the
4 data that's collected in the field is integrated.
5 Probably a lot of people are.

6 One of the things that seems important to me to
7 understand in terms of improving -- I work with growers
8 in states where they are actually doing service water
9 monitoring. They're trying to do it in a way that can be
10 useful for lots of different purposes.

11 So, one of the questions I guess I would have,
12 and I could probably get the answer in a sidebar, is --
13 obviously, the models used have been validated at some
14 level. In looking at how those are validated probably in
15 a number of different scenarios would help me understand
16 how frequently you actually had to monitor in the field
17 to see how closely it matched the peak issues that you're
18 coming up with.

19 So, if there are some references that I could
20 have and look at just for my own edification that would
21 help me understand what kind of sampling frequency we
22 needed in order to validate a modeling and catch those

1 peaks, that would be very useful to me.

2 MR. BRADBURY: We can definitely do that. We
3 can provide to the PPDC web site the links to some of
4 these SAPs I just described as well. These concepts came
5 up actually with the NAS in the ESA meeting we had in
6 April. We pulled together some of the validation
7 information for the prism exam, the kind of models we're
8 using and how that relates to validation evaluation of
9 the model -- so, we'll get those on the PPDC web site and
10 then people can get to that.

11 Caroline.

12 MS. COX: I think if you look over the long
13 term past, there's been a lot of times with water quality
14 when there's kind of been a confusion between lack of
15 data and lack of a problem, so that there's been times
16 when lack of data has been interpreted as there isn't a
17 problem.

18 I just wanted to commend you guys for the steps
19 you're taking to avoid that confusion and also just
20 encourage you to keep moving in that direction.

21 MR. BRADBURY: Okay, thanks. Susan, I'd like
22 to kind of keep us on schedule, if I can. You can go

1 quick.

2 SUSAN: Just a quick response. The USDS has a
3 really fantastic study that they did in California where
4 they monitored the plume of diazinon down the river in
5 the winter with the storm. So, they did stormwater
6 monitoring. I think they actually did catch a peak
7 there. That's a really interesting study to look at.

8 But what that means is your water monitoring
9 people need to be ready to go at the drop of a hat, day
10 or night, weekend, or weekday. So, those studies don't
11 happen very often.

12 MR. BRADBURY: Okay, thanks. I apologize if I
13 got into that one a bit too much. I think it's an area
14 we can solve, but it's complex. There's lots of layers
15 to it.

16 So, we're going to get an update now from the
17 PPDC workgroup on 21st century toxicology. Jennifer
18 McLain is our associate division director for the
19 antimicrobial division. She is going to lead this
20 discussion, so I'll turn it over to Jennifer.

21 DR. McLAIN: Good morning. As Steve mentioned,
22 I'm Jennifer McLain, and I'm a chair of the 21st century

1 toxicology and new integrated testing strategies
2 workgroup. The PPDC has charged to this workgroup to
3 focus on communication and transition issues as EPA
4 phases in new molecular and computational tools.

5 In October, the workgroup put on a
6 biomonitoring workshop, which was titled Diagnostic Tools
7 and Biomarkers and Pesticide Medical Management Exposure
8 Surveillance and Epidemiological Research. So, looking
9 at the vision advanced by the NAS, which is graphically
10 described behind me, the impetus for this workshop was to
11 look at the tools necessary to implement the outer ring
12 of this vision, which is the population and exposure data
13 portion of the NAS vision, not just to have all of our
14 discussions and meetings focused on the core of the
15 toxicity testing, which we had looked at the previous
16 year.

17 Since last October, we've been, as a workgroup,
18 working to develop some project proposals based on ideas
19 that came out of that biomonitoring workshop and the PPDC
20 discussion that happened the next day. We have two
21 subgroups that are going to be presenting project
22 proposals today to you let by Cheryl Cleveland and Jimmy

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1 Roberts.

2 In the interest of time, since we only have a
3 half hour, we're thinking that it would be best to
4 present them both back to back and then have a discussion
5 about both of the proposals together. They're very
6 interrelated.

7 Then, we're going to open it up for discussion.
8 Near the end, when we have about five minutes left for
9 this session, we're going to turn it over to Jeff Morris
10 from OPP who is going to talk a little bit about
11 stakeholder interaction with respect to 21st century
12 science also.

13 So, the feedback that we'd like to hear from
14 you today about these project proposals are whether or
15 not the project goals that we're presenting are clear and
16 the plans are clear, and then your opinions on the best
17 way to accomplish the goals of these projects.

18 So, I'm going to turn it over. I think,
19 Cheryl, you're going to go first, right?

20 DR. CLEVELAND: Well, I'm changing hats. My
21 last comment was as a registrant. My comments now are to
22 represent the consensus view of a group of people which

1 are listed. We decided not to make Power Points, but you
2 have a handout from both groups. So, I would encourage
3 you to pull out the 21st Century Toxicology Workgroup
4 Project Proposal to the PPDC.

5 For the longest time, we were known as subgroup
6 A. We finally got a name, and we are called CARB, which
7 is the Clinician Access to Regulatory Data on
8 Biomonitoring, but for a long time we were just subgroup
9 A. So, the charge to our group was to look at data and
10 information, identify it, how existing data relevant to
11 diagnosing overexposure to pesticides could be made more
12 accessible, and how you can use it better.

13 We had five members in our workgroup. Four are
14 on the PPDC. We had the medical community, the clinician
15 community, and the registrant community working on just
16 this project proposal. The membership is there. What I
17 want to do is switch over to the back of this sheet and
18 talk about where we went before we get to the proposal,
19 because we had --

20 This was a broad enough topic that we really
21 needed to have everybody on the phone to make progress.
22 So, we had three meetings over the course of the interim

1 period here. We first tackled this thinking that it was
2 the five people on the phone that were going to actually
3 kind of do this.

4 We quickly realized this is a very big and
5 broad area. So, we then came back to we need to just
6 outline what would need to be done to make progress on
7 this. So, the first thing on the back page says that the
8 project and the scope of the project is really going to
9 determine how fast you can move forward with something
10 very tangible on this, because it can get broad very
11 fast.

12 So, where do we go? Well, the workshop was
13 clearly a place where the clinicians were seeking
14 improved methods to have diagnosis for human poisoning.
15 That was part of the outcome of the workshop. So, that
16 set the stage for this workgroup.

17 The other thing that was clear in the meeting
18 last year was that registrants produce a large amount of
19 data and information that's relevant to these questions
20 on biomarkers. Is there a way to at least begin to close
21 the gap between the lack of understanding within the
22 medical community, clinician community, and what

1 registrants are producing.

2 So, we did spend some time in what I would call
3 a pilot at this point. The five members on the phone got
4 together. We talked through the test guidelines of what
5 is typically called in under a registration process. I
6 find that to be rather dry, so we spent more time working
7 through an example and went out to what is publicly
8 available.

9 The summaries that come out, the relevant
10 information, you don't have to dig down into raw data
11 from registrants to understand what's available in the
12 metabolism studies from rats, what's being developed,
13 what the target organism that comes out of tox studies.
14 So, all of that is very accessible and comes through
15 regulatory (inaudible). So, we spent some time there.

16 Some other things that we did is we clarified
17 what biofluid methods are being called in for Annex 1 in
18 Europe. I was misinformed the last time when I spoke
19 that I thought pretty much Annex 1 was going to create
20 biofluid methods for all pesticides in Europe for blood
21 and urine. That was incorrect.

22 There are some categories for which they will

1 be produced, and that has to do with toxicity and/or if
2 registrants are performing worker exposure studies and/or
3 if they want to do it for product stewardship purposes.
4 But not all EU pesticides (inaudible) will have urinary
5 and blood methods, but there will be some.

6 We spent some time also talking around what is
7 the process for EPA to collect worker exposure
8 information. Again, that would be information really
9 relevant to what biomarkers are available for clinicians
10 and testing.

11 So, this back page is kind of where we all
12 went. Probably relative to tox 21, this fourth bullet
13 point is probably the place that ties in most with tox 21
14 and in which we would like to consider what other
15 metabolomic or proteomic or other kinds of excretion
16 products would come out of a more tox 21 testing to be
17 used a biomarkers. We really didn't get very far on
18 that.

19 Where we got to was this is very big and it
20 needs focus. So, we turned it into a project proposal
21 that if you're really going to make progress on this,
22 you'd need to go through and dig deeper into these areas

1 and basically turned it into a project that says the key
2 activities would be further explanation and specific
3 exploration of what exists today.

4 We did a little pilot. We talked about one
5 chemical. But, if you want to get a more comprehensive
6 understanding of this, you're going to have to go deeper.
7 Then, determine the existing needs. This doesn't mean do
8 clinicians need more information. We've already
9 determined that.

10 What specific information? One thought we had
11 would be to possibly conduct a survey. You could learn
12 through a survey process what are the needs and where are
13 the gaps relative to what exists today. Then, it's
14 really simple; it's not rocket science. You see what
15 you've got, you see what you need, and then you try to
16 make some decisions about how you could move forward and
17 kind of close the cap for human exposure assessment.

18 So, we had different opinions across when we
19 were working through this. First, we thought we were
20 going to kind of do this, at least in a pilot way. Then
21 we said this is too big. So, then we thought we were
22 making a proposal for EPA. EPA said, no, we're really

1 making a proposal back to PPDC.

2 So, the bottom line is, we think there's a
3 merit in exploring this quite a bit deeper. We think it
4 needs to have focus, which I think Jimmy's group would
5 help focus this project. Then, the question I have for
6 the PPDC group is two-fold. Is there something missing
7 that you don't see here? Would you support it? How
8 would you support it?

9 It could be very resource intensive. It could
10 continue as a PPDC subworkgroup. I don't think we've
11 lost all our momentum. We could probably take on some of
12 this, but if we did, we would need to add more people to
13 this. We've listed a number of ESA needs. We would need
14 to have some clearer boundaries around how we could move
15 it as a subgroup versus how EPA might have other ways of
16 moving the project forward.

17 MR. ROBERTS: We're going to move to the next
18 handout in your book. The title is Pesticide Priority
19 List Subgroup. We weren't quite as creative at coming up
20 with an acronym yet, so we'll still have to work on that.

21 One way to look at this proposal is kind of
22 narrowing down the list a little bit for Cheryl's sugroup

1 so that we can focus on a few pesticides of perhaps the
2 greatest clinical concerns. So, besides myself, Matt
3 Keifer, Caroline Cox, Erik Janus, Virginia Ruiz, and
4 Valentin Sanchez are all in the subgroup. Everybody but
5 Erik is on the PPDC. I didn't see Erik earlier.

6 Our goal is to develop a priority list of
7 candidate pesticides to explore the process developing
8 human health pesticide biomarkers. It says for research
9 and clinical applications. It really is for both, but I
10 really want to try to emphasize the clinical
11 applications. Specifically, somebody might come in with
12 acute poisoning. The clinician has got to figure out
13 what it is. That was really the subject of our workshop
14 in October, so I'm not going to belabor that point.

15 We do have our own list of key activities. I'm
16 not going to read every single one of them, but I want to
17 focus on a few. Certainly, we also need to expand the
18 workgroup. It's a good bit of work, but we also want to
19 broaden the expertise to make sure that we have everybody
20 who would be the right people in the group. Included in
21 that would be some folks from NIOSH and CDC, some other
22 primary care docs, especially emergency physicians as

1 well. There's also some other folks in EPA that would be
2 very helpful in this.

3 We also want to look at those acute and chronic
4 situations, probably emphasizing acute first. Erik made
5 a good point yesterday. We're probably going to end up
6 with two lists, one for acute and one for chronic. But
7 again, the other important thing is that we're going to
8 look at the set of criteria to select the priority
9 pesticides.

10 What I mean by that, for example, acute
11 toxicity is certainly of importance. I think almost as
12 equally important is going to be frequency of exposures,
13 exposure incidents. I think everybody in this room
14 probably knows that pyrethroids have pretty much replaced
15 the usage of organophosphates. Most recent look at
16 Poison Control Center data of human poisoning exposures,
17 pyrethroids are now number one on the list and
18 organophosphates actually moved down to number six, as
19 far as human exposures.

20 The other important distinguishing factors
21 could be method of exposure and then some of the other
22 symptoms that we find. Specifically, with

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1 organophosphates and pyrethroids, both of them, although
2 somewhat different, do have a similar constellation of
3 symptoms as far as how the patient might present.

4 It's very important to use the correct
5 treatment for organophosphates poisoning, but it's also
6 equally important not to be using a whole lot of atropine
7 on somebody who has pyrethroid poisoning instead of
8 organophosphates poisoning. So, it is important for the
9 clinicians to distinguish between them.

10 So, on the back side, I want to emphasize this
11 is an extremely preliminary list. This is just a
12 starting point to begin to look at a list of our
13 pesticides. I only have four groups listed. Our group
14 has four groups listed, the organophosphates,
15 pyrethroids, the neonicotinoids, and Fipronil. Again,
16 this is where the selection criteria is really going to
17 drive the process. We've sort of developed this little
18 draft list to kind of test out our criteria and see how
19 they really fit.

20 Again, same as what Cheryl said, we're looking
21 for input from PPDC. Is there a major component that
22 we're missing? Any other comments?

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1 DR. McLAIN: Thank you very much, Cheryl and
2 Jimmy, and thank you to the subgroups also. There was a
3 lot of work put in just to making up these project
4 proposals, as Cheryl mentioned. They weren't easy
5 questions to tackle.

6 So, I guess I'd just like to open it up for
7 comments and questions from the PPDC.

8 MR. BRADBURY: Susan and Marylou.

9 SUSAN: Thanks to everyone who is doing the
10 work on this. One of the things, though, that strikes me
11 as one of the factors that you would need to consider
12 isn't just the frequency of the exposures and possible
13 poisonings and the severity, but the number of times when
14 someone presented with an unknown.

15 If you have frequent poisonings but they're
16 always known, then the need and the utility of a
17 biomarker for those seem less relevant than something
18 that seems to be presenting with -- that is more often
19 initially unknown poisoning problems.

20 So, that's another factor that I think you need
21 to consider so that you're not wasting time developing
22 biomarkers when something is always presented when it's

1 known, or more often.

2 MR. BRADBURY: Marylou.

3 MS. VERDER-CARLOS: Probably just a
4 clarification question. So, you're thinking of the
5 systemic pesticides more than the non-systemic pesticides
6 because you're looking at biomarkers. Is that my
7 understanding? Not the irritant pesticides, because with
8 biomarkers, then it becomes a systemic group of
9 pesticides that would go through the body and it's a
10 biomarker.

11 MR. ROBERTS: Yes. Pretty much anything that's
12 going to have some systemic symptoms is poison. So, for
13 the most part, yes, it's exactly what you're saying.

14 MS. VERDER-CARLOS: Okay. So, actually, for
15 chronic studies, you've probably -- I think in the last
16 21st century toxicology workshop we had, we had Brad from
17 UC Berkeley working on the Chimako (phonetic) study for
18 the organophosphates. Are you looking at incidents on a
19 five-year scale from the time that they were exposed,
20 because those are the chronic effects I would think?
21 Then, for acute, that would be the peak and the -- you
22 know, just a thought. Then, of course, California's

1 Pesticide Illness Surveillance Program, which works
2 closely with Geoff Calvert's NIOSH program, has a lot of
3 acute toxicity data that would be available. It's
4 online.

5 MR. ROBERTS: All of the data you mentioned are
6 things that we would be looking at to kind of help us
7 distinguish our list and certainly to make the work go
8 forward. Actually, I named Geoff by name in one of the
9 key resources. That information is going to be very
10 important.

11 MS. VERDER-CARLOS: So, I'm giving more work
12 again to our department, but we do have a staff that
13 works only on the illness surveillance program, which is
14 probably more in touch with Geoff.

15 MR. ROBERTS: Okay.

16 MR. BRADBURY: Matt and then Caroline.

17 DR. KEIFER: Could someone wake up the slide?
18 I just want to point out that these ideas which are
19 starting to gel in these workgroups actually were
20 introduced, it seems like, four years ago. I'm not sure.
21 Can we date that, Steve?

22 UNIDENTIFIED FEMALE: Five.

1 DR. KEIFER: Five? Five years ago. I think
2 they may have predated this particular report, but this
3 particular report with the outer ring indicating the
4 population and exposure data as an essential tool to
5 validate the internal workings of the toxicological
6 predictions that we develop in the new toxicological
7 models, this fit right in with those.

8 One of the things that Jimmy and I have seen as
9 clinicians working a lot with individuals who have been
10 poisoned by pesticides, not having the tools to make
11 accurate diagnoses or not having the tools to confirm
12 particular exposures, both of us became very interested
13 in this possibility and it was strongly reinforced by the
14 NRC report.

15 It's a little bit like trying to do water
16 sampling without having methodology. This is really what
17 we as clinicians are asking, that the methodology be made
18 available for us. We believe that it was literally in
19 some of the dociers or the dockets that the materials --
20 the rudiments of those biomonitoring tools might actually
21 be there.

22 I really appreciate Cheryl's presentation. I

1 think she did a great job of saying exactly what we were
2 talking about in our workgroup. I just wanted to make an
3 emphasis of the importance of this particular concept.
4 Thank you.

5 MR. BRADBURY: Caroline and then I think Susan.

6 MS. COX: I just think it's incredibly exciting
7 that the workgroup wants to move forward on the
8 prioritizing biomarkers. I think it's something that
9 probably should have happened a while ago. But, since it
10 didn't, I think it's going to be a really useful and
11 effective tool. So, I'm just really supportive of this
12 process moving forward.

13 SUSAN: I am, too. I think it's a great idea.
14 But something struck me as I was reading through this
15 list of tasks, essentially. I'm wondering what the role
16 of EPA is in getting some of these tasks done. Is this
17 all work the committee is doing or is EPA staff doing
18 part of this? This is starting to look like a real job
19 for more than one person. I'm just wondering what you
20 want the role of the PPDC to be in this.

21 MR. BRADBURY: Susan has been around the table
22 long enough to know what we're thinking over here, too.

1 Why don't we try to loop back around. Jerry, then
2 Virginia, and then maybe we can wrap it up and hear from
3 Jeff Morris.

4 MR. BARON: I was just looking down at your
5 draft list of pesticides. I guess the question back was
6 -- you made a comment before about the OP's carbamates
7 treatment would be much different than pyrethroids. I
8 guess I was just wondering about the neonicotinoids and
9 even Fipronil.

10 Would that be totally different treatments? In
11 other words, I'm wondering if the treatment would be the
12 same for, say, the OP's carbamates and the neonics.
13 Would it matter that they have to be (inaudible)? Then,
14 I guess my second question is, what was the idea of
15 Fipronil on there? I mean, it's not exactly used
16 (inaudible) in agriculture. So, I guess I'm just
17 wondering.

18 MR. ROBERTS: First off, it kind of goes back
19 to what most clinicians think of when they think of
20 pesticide poisoning. I do this on a regular basis with
21 my own residents. I talk about insecticide poisonings in
22 a given scenario. As predictable, they all say, oh, it's

1 organophosphates poisoning. Okay, what else could it be?
2 I get blank stares.

3 So, clinicians are just not in tune with what
4 is currently being used. So, the purpose of treatment in
5 terms of organophosphates, pyrethroids, and
6 neonicotinoids, really, only one of them has the
7 anecdotes, the organophosphates and the carbamates. I
8 think why the neonicotinoids, again, similar
9 constellation of symptoms as pyrethroids.

10 There's some differences, but there's enough
11 similarities that any time a physician is going to
12 encounter what they think is a pesticide poisoning,
13 they're automatically going with organophosphates. So,
14 the purpose of the others is to really be able to
15 distinguish.

16 Why Fipronil? Again, we're looking at, first
17 off, insecticides. All the three in the bottom of the
18 list are actually highly used compared to
19 organophosphates. Now, you mentioned Fipronil is not so
20 much in agriculture, but it's certainly used a lot on the
21 yard treatments and the pest coverage, and things like
22 that. So, there's a lot of domestic human exposures that

1 are outside of the realm of agriculture.

2 Again, though, the list is really preliminary
3 and it may end up having a completely different list of
4 active ingredients on there. But we want to try to at
5 least be able to distinguish the ones that we can treat
6 and the ones that we have to use supportive care.

7 MR. BRADBURY: Thanks. So, I just want to do a
8 time check. Virginia was up next. Tom and Cindy want to
9 speak. We're going to try to wrap this session up at
10 11:15. We may or may not have 15 minutes of public
11 comments, so I'm just checking in. If we want a little
12 bit longer, we're supposed to get done at 12:15. If we
13 don't get done until 12:30, is that acceptable? I'm just
14 pointing that out. So, in terms of comments you want to
15 make, I'm going to try to balance everything.

16 Virginia.

17 MS. RUIZ: I just want to say that I'm really
18 encouraged by how far this has come. I'm excited that
19 there's a possibility that we'll move forward. I think
20 there's a real need in the community. The information
21 that we would be able to get from these diagnostic tools
22 would help to clarify and inform the incident reporting,

1 which I think is very important. So, I'm very supportive
2 of this proposal.

3 MR. BRADBURY: Tom and then Cindy.

4 TOM: Well, I just wanted to say I'm really
5 impressed by the working groups in general in terms of
6 the willingness of people to step up and actually get
7 some work done beyond just recommending what EPA should
8 be doing. I think that's really impressive.

9 In terms of this discussion here, I just had a
10 chance to review some farm worker or ag worker pesticide
11 impacts data and want to be sure that we continue to
12 think about the nonsystemic pesticide of sulfur as more
13 than a quarter of total pesticide use in California and
14 also the top pesticide for reported cases of farm worker
15 illnesses. So, we shouldn't take our eye off the ball
16 there, and we should be thinking about how do we reduce
17 those cases.

18 Then, finally, pertaining to this discussion
19 and also the water quality prior to this, NRCS introduced
20 a couple years ago a monitoring and evaluation practice
21 standard. So, yesterday we heard about the IPM practice
22 standard where private landowners can get financial

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1 assistance and technical assistance to implement IPM.

2 This monitoring and evaluation standard came
3 about as a way of providing financial and technical
4 assistance to private landowners who want to monitor and
5 evaluate the outcomes of these practices that they're
6 putting in place. I think the only use so far has been
7 in setting up edge-of-the-field monitoring stations for
8 nutrient management, so tracking nutrient losses from
9 crop land.

10 But you can imagine it being also used
11 pesticide losses or, in this case, as well too, grower
12 actually using that to monitor and evaluate the impact of
13 measures that they've put in place to protect the human
14 resource.

15 So, I think that's a resource that we should be
16 thinking about in terms of pilots and maybe using that to
17 work with private landowners on evaluating some of these
18 efforts.

19 MR. BRADBURY: Cindy.

20 MS. BAKER: I just wanted to say I'm really
21 encouraged by what I'm hearing about biomarkers and the
22 work that's being done. I'm impressed that we're taking

1 an international view, looking at what's being done in
2 Europe. I'm particularly curious what the group will
3 come up with with respect to first and second generation
4 of enticides (phonetic).

5 Both are tricky areas, just thinking about, for
6 example, bromethaline (phonetic), recommended as a
7 reduced risk pesticide, rodenticides (phonetic) by EPA,
8 and at the same time, some of the pesticide makers are
9 saying it's too dangerous for them to sell, even though
10 they are selling it. So, there's a lot of contradictory
11 information, and it would be interesting to see what you
12 can come up with.

13 MR. BRADBURY: Okay. So, we're going to take
14 the input from the committees and the subcommittees and
15 get back to you. But my initial impression is one that
16 is broad in terms of the 21st century tox workgroup that
17 we have with PPDC. We knew this PPDC wasn't going to do
18 science, but hopefully this workgroup can help, on the
19 one hand, communicate and think about how the science as
20 it evolves will fit into the regulatory process and
21 policy development.

22 I think also this effort is bringing out how we

1 see where the research needs to go to develop the kind of
2 tools that are needed for some of the things we described
3 today. So, my initial impression is focusing on aspects
4 of defining the universe of chemicals or endpoints that
5 are of greatest concern and prioritize that.

6 Then, I think an output of that will be how we
7 can be working in EPA's research and development things
8 we know are going on like in DARPO, looking at some of
9 these same challenges in terms of folks in the military
10 that may get exposed to chemicals. How do you rapidly
11 diagnose what somebody has been exposed to or things that
12 may be going on in NIHS?

13 So, my thinking right now is to help
14 crystallize what we think the needs are and then how do
15 we link up with different research arms across the
16 federal government to see if we can't nudge them or
17 excite them to take on some of that, along with whatever
18 the registrant community's research labs are figuring out
19 as well.

20 So, that's sort of my first thought. But we
21 need some time to ponder that. So, we want to keep it
22 moving forward. I think, as Susan said, even if we had

1 all the resources in the world, we don't have the skills
2 to actually build these tools. But, what can we do to
3 help influence those who can build the tools for a common
4 good?

5 So, thanks, everybody. I want to reinforce
6 Tom's point about the hard work the workgroups are doing,
7 not only in this group but across a number of groups to
8 go forth.

9 What I want to do with the last part of this
10 session is turn over the mic to Jeff Morris who is the
11 associate office director for the Office of Pollution
12 Prevention and Toxics, to talk a little bit about 21st
13 century toxicology and how that is starting to fit in to
14 some thoughts in the Tosca (phonetic) arena.

15 DR. MORRIS: Thanks, Steve, and good morning.
16 Thanks for giving me a few minutes on your agenda to give
17 you an update on an activity that we've started across
18 the Office of Chemical Safety and Pollution Prevention,
19 and to put on the table an idea in the form of a
20 suggestion to you all that came out of that activity.

21 Last year, as the three offices that comprise
22 OCSCP, the Office of Pesticide Program, the Office of

1 Science Coordination Policy, and my own office of
2 Pollution Prevention and Toxics, looked at the state of
3 the 21st century toxicology approach as another
4 integrated approach. It's for testing (inaudible). We
5 looked at how we are considering moving those into our
6 own programmatic activities.

7 It became clear from both the resource
8 considerations as well as just good government and good
9 science that we should find a way to coordinate among our
10 three offices in terms of encouraging the development of
11 the science, as well as coordination on looking for
12 approaches for implementing our programmatic activities.

13 So, we formed a committee, a steering group
14 comprised of senior scientists and managers across our
15 three offices to facilitate that coordination, really in
16 three areas. The first is in looking at coordination
17 across the different programmatic activities areas. We
18 were trying to move these approaches forward.

19 The second is in looking at how we can
20 coordinate and plug it into international activities,
21 both through the OECD as well as other bilateral
22 arrangements we have with organizations like the European

1 Commission and the Joint Research Center.

2 The third, and the reason why I'm here, is how
3 we can better coordinate on stakeholder engagement. So,
4 out of the third area of activity in our discussion, we
5 thought it would be useful to come to you all with an
6 offer to, as we move forward both collectively as an
7 OCSDP and individually in our office, to bring to you
8 things that we're hearing from our respective stakeholder
9 communities for information purposes, as well as to get
10 your feedback on your impressions of what we're hearing.

11 I'll give you an example from my own office.
12 This summer, we're engaging our stakeholders in the
13 industrial chemicals arena in a discussion about how we
14 make broadly our data both useful and useable to them as
15 they make their decisions.

16 As part of that discussion, we want to talk
17 about how new information that's coming out of our Office
18 of Research and Development, the Tox Cast Program
19 (phonetic) and other areas, of how we bring that
20 information into the discussion of how the body is
21 scientific information that informs our understanding of
22 chemicals, how that should be presented and discussed

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1 within the community.

2 I'll give you an example of, say, an industrial
3 chemical where maybe we have some weak indication through
4 the -- not a whole lot of data, which, if any of you know
5 Tosca -- industrial chemicals typically don't have very
6 much -- give some sort of weak indication of
7 developmental toxicity.

8 Well, if that industrial chemical will run
9 through the tox cast assays and none of the pathways lit
10 up for developmental toxicity, what would that tell us
11 about that chemical? Would that lead us to a greater
12 confidence that in fact developmental toxicity is not a
13 priority concern? What do we do with that additional
14 21st century tox information? How do we use it? How do
15 we present it, et cetera?

16 So, that's the type of dialogue that we're
17 going to be having this summer in the industrial chemical
18 arena. I'd like to offer that when you all would like,
19 to come back and give you a sense of how that discourse
20 went and what our stakeholder community is saying. I
21 would suggest that as you, who now have four or five
22 years in discussions, come up with ideas on most

1 effective ways of bringing that information into
2 discourse about understanding chemicals, that if, in
3 fact, we could hear some of that and share that with our
4 stakeholders, that would be extremely useful.

5 Indeed, while we each have our own particular
6 statutory and programmatic ways that we deal with
7 scientific information in making decisions, the issues
8 that I think we face in just discussing the development
9 and presentation of this new information are often common
10 issues.

11 So, a few minutes to lay on the table and to
12 get any initial reactions and hopefully continue the
13 dialogue as we move forward with this. Thanks.

14 MR. BRADBURY: Just a real quick summary. So,
15 PPDC goes from FIFRA and FQPA. So, our 21st century hot
16 group as part of this, we're thinking about all these
17 issues in terms of how they apply to what we have to do
18 in the pesticide world.

19 As Jeff indicated, folks that are working
20 through how this science could evolve in the context of
21 evaluating industrial chemicals are starting to think the
22 same things we've been thinking. Tosca is (inaudible)

1 how that will all play out. It's going to be different.
2 We're not trying to mix the statutes together or mix
3 FACAs together.

4 At the same time, we want to be efficient. If
5 our group has started to have some aha moments, if that
6 could maybe avoid them from going down a blind alley or
7 think about if they want to go down the blind alley, we
8 say go in with their eyes open. Or, as they start to
9 grapple with some of these issues, they may have an aha
10 moment that may be helpful for us.

11 So, the offer is, if you all think it's
12 reasonable, once Jeff and his crowd can kind of set up
13 some structure and some process, to just keep lines of
14 communication open and maybe keep each other informed of
15 activities we're doing so that we can avoid doing things
16 twice. We can, but definitely this is for FIFRA and
17 FSCCA and what Jeff's group will do is for Tosca.

18 So, initial reactions? Bad idea, don't do it,
19 or that seems like a reasonable thing to do.

20 Matt, Kristie, and Dave.

21 DR. KEIFER: Brief? Good idea.

22 MS. SULLIVAN: Some of us are in the same

1 stakeholder community, but not very many of us. So, not
2 only is it a good idea, I think it's extremely important
3 to make sure that the offices are working together and
4 the stakeholders from both communities are aware of what
5 the other offices and the other stakeholder communities
6 are thinking and doing. Because you have different
7 approaches historically to data and testing, you have
8 different experiences. You can learn from those
9 different experiences as well. So, definitely a good
10 idea.

11 MR. TAMAYO: I think it's a great idea. I
12 think one of the benefits will be if you can make sure
13 that the technologies or the data that your offices
14 pursue are compatible as possible. In my world, we're
15 dealing with whatever this whole soup of inputs from
16 consumer products and pharmaceuticals and industrial
17 chemicals and pesticides and whatever else happens to be
18 in the water.

19 There's folks now that are starting to use
20 molecular tools in environmental monitoring. I think
21 that the more consistent your data sets are and the more
22 tied in they are with the types of environmental

1 monitoring tools that are being used, the more useful
2 those tools will be for sort of getting at what the real
3 causes are.

4 Right now, we're just kind of wow, yeah,
5 there's -- we've got pelagic organism decline and we
6 don't know to what extent that's chemical or what. But
7 there probably are some chemical signals. Is it
8 pesticides? Is it mercury?

9 One thing I really encouraged all of the
10 offices to do is to really start looking at what's going
11 on in the environmental monitoring using these tools and
12 examining how best to support that and coordinate with
13 that. Actually, there's some researchers that are very
14 interested in what's going on here. I'll get them in
15 touch with you. Hopefully, they can be part of that
16 process. Thanks.

17 DR. McLAIN: Thank you all very much.

18 MR. BRADBURY: Thanks, Jeff. Thanks, Jennifer,
19 and everybody that was contributing in the workgroup.

20 The last two sessions are going to be designed
21 as information sharing to sort of update, extended
22 updates. One is on what Kimberly Nesci and Jerry Baron

1 are tag teaming on which has to do with an effort with
2 regard to collaboration between the U.S. and Canada on
3 pesticide registration. I'll give you the details.
4 Then, we'll have a brief update on sustainability efforts
5 at EPA.

6 Kimberly.

7 MS. NESCI: Thank you. I'm here to give you an
8 update on the U.S.-Canada Regulatory Cooperation Council,
9 as Steve just mentioned. What this is, the U.S.-Canada
10 Regulatory Cooperation Council -- we're calling it the
11 RCC -- is a bilateral initiative announced last year by
12 Prime Minister Steven Harper and Barack Obama.

13 In December of 2011, the RCC released a joint
14 action plan at www.trade.gov/RCC and it discusses 29
15 areas or 29 initiatives or areas for alignment between
16 the U.S. and Canada. Those 29 areas are not just
17 (inaudible) protection products or pesticides. They
18 address four sectors; agriculture and food, house and
19 consumer products, transport, and the environment.

20 At the end of January of this year, there was
21 an outreach event (inaudible) to allow an opportunity for
22 stakeholders to learn more about the RCC and to provide

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1 input to federal regulators on the work plans as we were
2 finalizing these work plans to address each of the 29
3 areas.

4 So, those work plans at the end of January were
5 made available -- or early February, I think, were made
6 available for comments. So, we accepted comments on the
7 crop protection products work plan. The work plan itself
8 discusses four action items. Under each action item,
9 there are specific tasks to accomplish that action item.
10 The overall goal of the crop protection product work plan
11 is to facilitate equal access to products and uses in
12 both countries, and to align MRLs where possible.

13 In order to do this, the work plan then
14 identifies mechanisms to encourage registrants to submit
15 applications for joint regulatory review to Canada and
16 the U.S. that include increased numbers of minor uses.

17 So, I'm going to briefly go through the action
18 items but not the specific tasks under each action item.
19 I'm hoping to be able to bring you all a copy of the most
20 updated work plan for crop protection products. It has
21 not yet been released by OMB, but I understand from
22 correspondence earlier this week that it should go out

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1 any second now, really. So, again, that will be
2 available at trade.gov/RCC. In the revised work plan,
3 these action items have not changed. I'll talk about
4 what has changed between the work plan that many of you
5 were sent and the new work plan shortly.

6 So, the first action item is to encourage joint
7 submission of use expansions and fully aligned labels.
8 The objective of this action item is to address the
9 technology (inaudible) and trade irritants between
10 products available in Canada and the U.S. In order to do
11 this, the approach is to obtain simultaneous receipt of
12 application packages and fully aligned labels, and to
13 develop one joint work plan for all actions related to
14 use expansion.

15 The second action item is to develop guidelines
16 for joint residue trials. The objective of this action
17 item is to move towards each country or agency accepting
18 the other's review of residue data, helping to result in
19 concurrent and aligned decisions. The approach to get
20 there is to maximize a reliance on an acceptance of food
21 safety data generated in either the U.S. or Canada to
22 support regulatory decisions and again to develop joint

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1 guidelines for residue trials.

2 The third action item is to address obstacles
3 to joint registration. The objective is to eliminate
4 regulatory obstacles preventing the joint submission and
5 registration of pest control products, applications into
6 the U.S. and Canada. In order to do this, the approach
7 here is to identify flexibilities in the regulatory
8 processes and procedures in each country, to enhance the
9 use of existing tools to measure progress, and to develop
10 new opportunities to align the work and work plan.

11 The fourth action item is to align data
12 collection processes and procedures for residue trials
13 for PMC and IR-4s -- PMC is the equivalent of IR-4 in
14 Canada -- to lead the generation of residue data in each
15 country or agency who would then accept data generated by
16 either PMC or IR-4. So, the approach here is to align
17 data generation priorities, reporting processes, and the
18 work plan, again between the two countries.

19 So, we received comments on the work plan. The
20 comments were received from Canadian grower groups, the
21 Saskatchewan Ministry of Ag, the Canadian Federation of
22 Agriculture, CropLife Canada and America submitted a

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1 joint comment, and BARE.

2 Generally, the topics we received in the
3 comments on the work plan were requests for more
4 stakeholder involvement and more regular monthly calls
5 and meetings with the stakeholders on the work plan and
6 on the RCP actions, a need for transparency, a need for
7 global harmonization to address codex MRLs and not just
8 alignment between the U.S. and Canada. Generally, the
9 comments were supportive of what we're doing under the
10 RCP work plan.

11 Those comments have been incorporated into the
12 work plan that OMB has and is almost ready to release.
13 Again, it will be at trade.gov/RDD. The work plan under
14 RCC is really the next step in a lot of the work that
15 Canada and the U.S. have done towards joint reviews.

16 There are a couple of projects ongoing right
17 now under the RCC, one of which is we're working towards
18 aligned -- the U.S.-Canada confidential statement of
19 formula or product classification forms. So, we're
20 actively working with Canada to have a joint form for the
21 composition of products.

22 We have a pilot submission in house that we're

1 evaluating under the RCC. We understand that PMRA is
2 considering the PRIA 3 time line and code structures, and
3 considering streamlining their value assessment to focus
4 more on value rather than efficacy specifically.

5 Does anybody have any questions?

6 MR. BRADBURY: Jerry, did you want to --

7 MR. BARON: Good job, Kim. This has taken a
8 lot of, I would say, prosthesis have been incurring
9 between EPA, PMRA, IR-4, and the Pest Management Center
10 in Canada over the last five to seven years. Not only
11 institutionalized these agreements but probably more
12 importantly take them to the next level of cooperation to
13 save both governments a substantial amount of resources.

14 No one can afford to be doing duplicate work
15 and have it being done. So, the whole concept is it
16 would be a win win saving both countries resources as we
17 go through this process. So, there's great value. At
18 least from our end of it, we see great value in this
19 process.

20 MR. BRADBURY: Ray, Cheryl, and Dave.

21 MR. McALLISTER: I've watched this closely
22 since the meetings in January. I think that the

1 pesticide programs have had a strong advantage over the
2 other programs in government under the Regulatory
3 Cooperation Council because of a long history and a
4 strong culture of collaboration between OPP and PMRA. We
5 come in before that.

6 In light of our discussion during this PPDC
7 meeting, I realize that your work plan is well down the
8 road, and it's focused over a few years' time. But I
9 would like to strongly recommend consideration of another
10 area of cooperation which has high potential for benefit.
11 That's in the area of drift reduction technology.

12 They're doing some exciting things in Canada
13 that could benefit the U.S. and vice versa. It's
14 something where it doesn't take a lot of additional extra
15 effort to get a strong collaborative effort going.

16 MR. BRADBURY: Thanks, Ray. We might be able
17 to tackle that through the NASTA and/or the RCC.

18 DR. CLEVELAND: So, submissions are always
19 good. Rework is good when you can get them. One of the
20 bigger problems with U.S. and Canada MRLs is there's a
21 lot of crops that are grown in the U.S. We have uses.
22 We have registrations in the U.S. They don't grow those

1 crops in Canada. They're not always that interested in
2 establishing MRLs when they're not going to get the
3 registration of the use in Canada.

4 So, I'm just wondering if this project has done
5 anything to think about bundling. What you need to
6 reduce trade irritation is you need to have MRLs
7 established in Canada as well so you can move crops up
8 there. That seems like a no brainer, but, for some
9 reason, there's less emphasis in their overall process on
10 the import MRLs. Does this process help shore that up at
11 all?

12 MS. NESCI: Yes, I think so. I think
13 especially as we're working through the pilot, we'll be
14 able to identify areas where we can help to bundle.
15 Also, I think the crop grouping will help in that effort
16 as well.

17 UNIDENTIFIED FEMALE: Just so that you're
18 aware, part of the pilot that we're working on, the
19 specific chemical, one of the issues is we are working
20 where there are uses where IR-4 submitted that are not
21 going to Canada and we're going to try to get import
22 tolerances in Canada at the same time and vice versa.

1 There's a use that Canada has pending that we don't have
2 pending in the U.S.

3 So, the idea at the end of the process is not
4 only will you get the joint uses registered, but both
5 countries want to establish import tolerances. So,
6 that's part of what we're trying to work through on this
7 pilot that's different than our normal joint reviews.

8 MR. BRADBURY: Dave.

9 MR. TAMAYO: Well, I'm glad we're finally
10 moving towards peaceful relations with Canada. I just
11 had a real simple question. I don't know if the answer
12 will be simple. You mentioned at the very end that
13 you're moving towards, I guess, looking at value versus
14 -- I can't remember the other term -- efficacy. I didn't
15 really know what you meant by that.

16 MS. NESCI: Well, right now, Canada requires
17 submission of specific efficacy data to support their
18 application. So, I can't speak for Canada, but what we
19 understand Canada is doing is they're taking a look at
20 the needs for those specific data.

21 UNIDENTIFIED FEMALE: -- fundamental difference
22 of why that's significant is because as a registrant, if

1 you make a submission to EPA for five crops, you don't
2 have to actually submit the efficacy data to EPA and have
3 it formally reviewed. You're required to have it, but
4 they don't go through a formal review process.
5 California does, but EPA does not.

6 In Canada, you have to submit the efficacy data
7 in addition to submitting it, they will also review it
8 and they'll pick the rate that they think is the most
9 efficacious rate on your label. So, you can get into a
10 situation where you have a pound per acre registered here
11 by EPA and three quarters of a pound per acre registered
12 in Canada because the pest pressure is much lighter in
13 Canada. So, a lower rate is much more efficacious there.
14 So, that's right now the inconsistency.

15 MR. TAMAYO: I guess I was really curious about
16 the use of the term value. I wasn't quite sure what you
17 meant by that.

18 MR. BROWN: That's a terminology that they use
19 for efficacy data and product performance. It's a
20 generic one, value of the product in agriculture.

21 MR. TAMAYO: But it's essentially the same
22 concept. Okay, thanks.

1 MS. NESCI: And Miriam Law from PMRA will be
2 speaking to the CropLife Canada meeting in just a couple
3 of days up in Canada.

4 MR. BRADBURY: Thanks, Kimberly and Jerry.

5 Let's move to the last session that Mike
6 McDavit is going to lead. That will be an update on
7 sustainability activities undergoing in EPA and, in
8 particular, how the pesticide program fits into some of
9 those activities.

10 MR. McDAVIT: Good morning. Mike McDavit here.
11 I'm going to be a speed talker, so get ready. I have
12 exactly one minute to do my presentation.

13 A little preface, and I will go through these
14 slides quickly. They were in your packet. If you had a
15 chance to look at them, you'll see that it's the high
16 point of the day and they saved the best for last. All
17 kidding aside, it really is what you've probably been
18 talking about for the last few days. This presentation
19 sort of just puts things in a different context. But
20 it's what we've been talking about already. That's my
21 preface.

22 So, I'm going to talk a little bit about the

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1 green reports. I'll flash it in front of you in a
2 second. Then, about what the agency is doing with this
3 advice and the next steps we'll be taking. Then, we'll
4 give a tiny bit of time for you to address your thoughts
5 to us.

6 So, we charged the NRC to take a look at what
7 EPA does, how we run our decision making processes, and
8 to give us an idea of how we could operationalize
9 sustainability further into that framework. We wanted
10 them to think about, to recognize, that our work is
11 rooted very much so in the risk assessment process right
12 now.

13 This is not a this or that; it's really about
14 how do we incorporate what we're currently doing into a
15 sustainability framework further. Then, what kind of
16 tools should the agency use to do this to move the ball
17 forward? What about internally? What kind of expertise
18 should the agency have in order to do this?

19 The definition, like most topics, it's a
20 slippery slope when you get into definitions. In a way,
21 we're fortunate because even though there's been a
22 zillion different reports written over the last 30 years

1 about sustainability, the advice we're getting is to look
2 back to the National Environmental Policy Act. That's
3 sort of the genesis of the idea for the United States.
4 So, it's a pretty straightforward, simple to understand
5 hard to do definition.

6 These are the key recommendations, and I really
7 want to run through these not doing one at a time but
8 just to mention a couple of key concepts. I sort of
9 really want to move to two main ideas, one, the paradigm
10 under which EPA operates and secondly, how risk
11 assessment fits into that as an element within our
12 sustainability toolbox.

13 So, let me kind of boil down this slide just to
14 say number one, the advice we're being given is that we
15 should be moving towards an optimizing benefits paradigm
16 versus a reduced risk paradigm. I don't think this is
17 written down officially anywhere, but we basically
18 operate under a reduced risk paradigm now when we're
19 looking at the choices before us.

20 Instead, the advice we're getting from NRC is
21 that why don't you look at that as more of an optimizing
22 benefits paradigm. In some cases, the decision would be

1 identical. It would be the exact same outcome. But in
2 other scenarios, there might be a slightly different
3 decision. That's kind of the underlying idea. This is a
4 little theoretical, so forgive me for that.

5 Over time, we'll see how this plays out and see
6 how it makes more sense. The examples I'm going to give
7 you in a few minutes, too, about what we're already doing
8 within this whole thing will maybe help illustrate this
9 point a little bit further.

10 So, kind of a tangential related idea is risk
11 assessment remains a really important tool for us. We
12 suspect it will remain so for years to come. When they
13 presented the report to the agency, they analogized to
14 the old red book, which was a 1983 publication that many
15 of you know around this table called *Risk Assessment in*
16 *the Federal Government: Managing the Process*. This is
17 where we were given very clear instructions on what risk
18 assessment was, what are the components, the four step
19 process, et cetera.

20 In 1983, a lot of people already knew what risk
21 assessment was, so this wasn't like rocket science. But
22 it sort of put the agency on a track of well, this is the

1 official view on it. Now, continue further. Do great
2 things down the road, which, for the last 30 years,
3 that's what we've been doing, a lot of innovation, a lot
4 of improvements in the risk assessment process.

5 What they do is they analogize the green book,
6 which is the report that I'm referring to, as something
7 that may experience a similar track. It may take many
8 years to fully realize the vision here of this report,
9 but the idea being that we're not going to stop doing
10 what we're doing, just as we didn't stop what we were
11 doing 30 years ago in 1983.

12 We're already doing a lot of what this book
13 talks about. So, that's kind of an embedded message.
14 Yet, in 30 years from now, it won't be me sitting here
15 but somebody else may be saying -- the pages are yellowed
16 in this book. The pages are still nice and white in this
17 book -- may be reflecting on the journey of the last 30
18 years.

19 So, again, I'm going to just run by this
20 quickly. It's in your packet. This is advice we're
21 getting from NRC. We're not bound by the results. We're
22 developing a response right now based on a number of

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1 listening sessions that we've been holding with
2 stakeholders.

3 We would have had done something sooner with
4 this group, but the timing of the report is it just
5 didn't kind of click. This came out in, I think,
6 November of last year, and we weren't scheduled to have a
7 PPDC meeting until now. So, we sort of missed the boat
8 in one sense, but I don't think that that's a correct way
9 to think about it. Again, as I get through this, you'll
10 see we're already doing a lot of the things the report
11 recommends.

12 So, I'm just going to move through here
13 quickly, so forgive me for just moving along. Again, the
14 basic concept here is sustainability is sort of a verb
15 and a noun. It's a process and an outcome. So, when you
16 think about sustainability, don't think of it as just an
17 endpoint. It is a continuum. That's the kind of
18 division that we're getting from our management.

19 There's other sources of advice flowing into
20 the government from NRC. Here's another example about
21 sustainable agricultural systems. Just to point out, in
22 the case of the green book, this is advice that we

1 sought. We commissioned NRC for this advice. The
2 genesis of this report I think is somewhat different, but
3 the point being that there's a lot of advice flowing to
4 the government now about what does sustainability mean in
5 various sectors. In this one, it's kind of an
6 overarching paradigm type report.

7 Let me just jump to kind of the thesis here for
8 us. So, what does sustainability mean to the Office of
9 Pesticide Programs? Well, regarding ongoing projects,
10 things we're already doing, one could easily argue that
11 the application state of the art risk assessments and the
12 constant continuous improvement of them is an example of
13 sustainability. You're basically using the best -- not
14 just the best available information; you're using the
15 best way to get to the best information. You're really
16 squeezing everything you can out of what we know about
17 pesticides.

18 Another example is the streamlining process
19 that we've been using for many years for bringing both
20 reduced risk conventional pesticides to market, but also
21 the whole biopesticide fund, which is sort of being fully
22 codified in the law under PRIA with reduced time frames,

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1 reduced costs, reduced data sets.

2 So, the streamlining process is actually in
3 place and operating with bringing a new generation of
4 products to the market. Again, remembering that, to me,
5 the overlay here is the idea of optimizing societal
6 benefits. So, these are all things that sort of fall
7 into that niche.

8 Then, we're also doing other things like
9 managing pesticide resistance to a degree by using mode
10 of action labeling voluntarily on pesticide labels. In
11 the case of plant incorporated protectants, we have more
12 formal requirements for insect resistance management
13 measures that are required.

14 Another example of things we're already doing
15 is allowing for the organic production mark on pesticide
16 products. That was kind of a watershed moment when we
17 started doing that, but I think now that we've been doing
18 it for a number of years, I don't think we've experienced
19 maybe some of the unintended consequences that some might
20 have feared, that it would be misunderstood, misleading.
21 I think it's well understood by the ag community that
22 this is information that helps them to make the right

1 choices so they can remain compliant with the national
2 organic program.

3 As far as new ideas, new things we've been
4 piling, a lot of this stuff you're very familiar with.
5 In fact, it just hasn't been framed this way. The
6 previous conversation we just had a few minutes ago about
7 21st century tox efforts, employing these new
8 technologies as a way to reduce not only the costs of
9 testing but probably getting at more core questions
10 faster. So, that's a huge undertaking and will take many
11 years to roll out, but we're kind of going in the right
12 direction already.

13 The pilots we've been running, including the
14 one for the design for the environment mark for hard
15 surface disinfectants in the antimicrobials divisions, is
16 an example where we're trying to get to meeting the
17 demand of the public but also again maximizing benefits
18 of society of how do people make choices about the
19 product types that are out there. So, we're still
20 experimenting with that. We're looking at expanding
21 that, as you heard this week. So, I think that's another
22 example of kind of aspirational direction that we're

1 heading.

2 Then, there's a lot of areas that we could
3 speak to in the area of integrated pest management. A
4 more concrete example is we've been effective in recent
5 months at working with the green building council's draft
6 LEED certification in incorporating better IPM language
7 into those standards.

8 So, when they certify a building in the future
9 as being a green building, there's going to be a little
10 bit more legitimate, more robust recognition of the role
11 of IPM in the running of that building and not just as a
12 sort of an afterthought. So, that's sort of playing out
13 right now, but that's kind of directionally a good thing.

14 So, as far as next steps go, there's been a
15 whole bunch of stakeholder meetings. Some of you may
16 have been involved in some of those. I was involved in a
17 briefing with the Office of Water. Recently, I was in a
18 briefing with OPPT regarding the DFE program. Some of
19 you may have been involved in those meetings, I don't
20 know. But we've been trying to collect input from
21 stakeholders across the agency in all the different
22 offices to inform how we'll respond to this report and

1 how we'll embrace or not embrace the recommendations.

2 So, this session here is yet again, I think, an
3 opportunity for you to learn more about this report and
4 provide some input to us on what we should be doing more
5 of or less of with regard to sustainability. The
6 response to the report, the green report -- it's always
7 good to have visual effects here, particularly at the end
8 of a meeting.

9 We're going to be developing our response to
10 that. So, I would say stay tuned for that. But because
11 it is a continuum, regardless of what we say in our
12 response, it is a continuum. We're going to continue
13 looking at ways to embrace sustainability and how to fold
14 it into our basic operational decision making processes.

15 That was pretty fast.

16 MR. BRADBURY: Do you want to go around and do
17 a few questions? Maria?

18 MS. HERRERO: Since I'm from the biopesticides
19 group, obviously sustainability is something that we're
20 heavily involved in. My only concern, and what I would
21 like to leave EPA with is don't lose the baby with the
22 bath water. I think you already to a lot of

1 sustainability. What I would like to see is more of
2 invigorating the programs that you already have rather
3 than creating a new one so that you lose a lot of what
4 you've already done.

5 When you look at benefits, that is a catch 22
6 because benefits are not always equal. You kind of judge
7 one against the other. My group is the first one who is
8 involved in the organic products, but I don't want people
9 to leave with the idea that organic necessarily means
10 sustainability.

11 Some of the inerts that I am permitted to use
12 in organics, I have to mine, whereas I'm not permitted to
13 use a waste stream from sugar beet processing. So, I
14 don't think people always understand the underlying
15 scenario. To really get a benefit, you have to look at
16 it really deeply.

17 MR. McDAVIT: Can I make a comment real quick?
18 I kind of ran by this, but the three pillars of
19 sustainability, for those of you not familiar, are
20 economic, social, and environmental. So, you're
21 optimizing the benefits of those three pillars. If any
22 one of those three pillars was way off, then it would --

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1 using the metaphor, it would fall over.

2 MR. BRADBURY: Jerry and then Mark.

3 MR. BARON: Just a brief comment. This last
4 day and a half we've been talking a lot about resources
5 or, better yet, lack of thereof. Everyone is being
6 pushed, squeezed, tightened, and all that. Yesterday, we
7 made a quick mention about IPM in schools and what USDA
8 is funding and doing there. Hopefully, there will be
9 connections made so they're not reinventing the wheel in
10 two different areas.

11 I'd like to offer you this same opportunity or
12 same suggestion. There's a very large sustainable
13 agricultural program in USDA. I think there needs to be
14 a connection made. So, knowing that not everything that
15 you're doing is agriculture, but where you are doing
16 agriculture, there should be good connections and maybe
17 sharing some resources or saving some resources.

18 MR. BRADBURY: Mark and then Caroline.

19 MARK: Thanks. I just want to drill down a
20 little bit and focus on this issue that in terms of
21 sustainability, it's really a good and appropriate focus,
22 and that is this insect resistance management requirement

1 for incorporated protectants. But it's not just there.
2 I mean, it should be herbicide protectant product as
3 well. So, you know that.

4 But the point I would like to make is that in
5 that particular arena, as in many arenas, we really need
6 a systems view because if you put out genetically
7 engineered plant product that leads to higher inputs of
8 X, Y, or Z, what's the probability of resistance
9 development? Pretty high, probably, for the non-targets
10 as well as the targets.

11 So, in terms of sustainability and that
12 process, I think a more holistic view of this, including
13 the ecology of that system, is a really important thing
14 to do long term.

15 MR. BRADBURY: Caroline and then Virginia.

16 MS. COX: If we haven't already gotten a copy
17 of the NRC report, would you be able to e-mail that out
18 to the committees?

19 MR. McDAVIT: I think in your packet was a fact
20 sheet. I hope there's a web site. It's available on
21 line. So, I believe it has a web site. If it doesn't
22 have a web site, you can Google it and you will land

1 right on it. So, it's available right now on line.

2 MS. COX: Okay. I had a question about the
3 organic production mark for qualifying pesticide
4 products. Can someone give us an estimate of how many
5 products actually have that mark on them?

6 MR. McDAVIT: I don't have the estimate. I'm
7 looking at IR-4 down the table here. You have a database
8 that lists all of these. Maybe that's some homework we
9 could deliver to the committee because I don't know off
10 the top of my head.

11 UNIDENTIFIED MALE: I don't know the numbers.
12 I can give a link to the group, if you'd like.

13 MR. BRADBURY: Follow up with either a link or
14 get the information.

15 Virginia and then Louis.

16 MS. RUIZ: Well, I'm encouraged to see in there
17 that one of the goals is enhancing the quality of life of
18 farmers and farmworkers. I hope that that will translate
19 into a cost benefit analysis, for example, greater
20 consideration of some of the social environmental costs
21 to workers and farmworker communities, a greater look at
22 alternatives as well.

1 MR. JACKAI: Mike, I'd like to commend you and
2 EPA for doing this. Essentially, you mentioned
3 (inaudible) that EPA has been doing. Everything we've
4 talked about here is actually along the lines or should
5 be along the lines of sustainability. I would just like
6 to echo the point that Jerry made here about hooking up
7 with USDA which has a well-grounded program, an emphasis
8 on sustainability, particularly in agriculture.

9 Also, the discussions from the IPM working
10 group on school IPM and the ag and public health IPM,
11 these are all grounded in sustainability. When we find
12 it difficult to put forward the benefits of IPM, it's in
13 part because sustainability was not in focus. Otherwise,
14 it would be quite easy to look back and say, well, these
15 are the benefits. But I'm happy about what EPA is
16 emphasizing at this point.

17 MR. BRADBURY: Good points.

18 Susan and then Darren.

19 SUSAN: A request for the data team. If they
20 can add a field to the PPIS data set to flag the products
21 marked for use in organic production, that would be great
22 so that that comes down with that data set.

1 MR. BRADBURY: Darren.

2 MR. COX: As I looked over the sustainability
3 and the EPA and farming, what Lois said, it's starting to
4 work within the USDA to try to make some of these
5 programs more possible. I guess I just keep going back
6 to IBM and (inaudible) management. The industry is
7 really coming up against the constraint for decreased
8 forage. If there's any way we can start working towards
9 progressing that, that would be well served.

10 MR. BRADBURY: So, thanks. Good feedback.

11 Oh, Beth, sorry.

12 MS. LAW: It's late. I just wanted to echo
13 someone on this side of the table who said that they hope
14 the current efforts underway at EPA will not be sort of
15 supplanted or deluded by bringing on some new
16 initiatives. In particular, I just really encourage you
17 to continue to work with DFEs on the antimicrobial pilot
18 and, in general, make it to enable more products to
19 successfully pass the screens for DFEs. I think that's a
20 great program and a good thing for pesticides.

21 MR. BRADBURY: Mike, in his presentation, is
22 definitely trying to take these principles, what are we

1 doing already and how do you kind of keep on keeping on.
2 Look for advantages to leverage to move forward. We'll
3 do the best we can to ensure that DFE process is
4 scientifically rigorous and sound, and look forward to
5 your research and development folks to create those
6 structures that can get through the screen so we can get
7 them out into the marketplace. I know you're all working
8 on that, too, so we'll work together on that.

9 Why don't we switch to the last session, and
10 that is to talk a little bit about what we want to take
11 on for the next meeting in the fall. We'll do that for a
12 little bit and then Margie can give you some windows that
13 we're starting to look at in terms of calendars. Then
14 we'll do public comment at the end.

15 So, some of the things I wrote down are sort of
16 easy, no brainers, in terms of the next time we meet,
17 some of the report outs from the workgroups. Clearly,
18 the pollinator protection groups will be telling us all
19 sorts of cool things that they've already started to do
20 over the last six months and keying up some things to get
21 some feedback to take to the next step. Cindy has lots
22 of time now as the thunderstorms roll through the D.C.

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1 area. So, I imagine a fairly robust pollinator
2 protection session that we'll do. I think everybody is
3 sort of anticipating that.

4 The IPM group also -- it will be an important
5 window in time not only to report out on where we are
6 with school IPM, because we've all had several national
7 meetings and other work going on, but some of the other
8 -- I'm not going to list everything I did yesterday, but
9 there are a number of action items on the IPM front that
10 we'll be putting out.

11 We'll probably do some aspect of an ESA update
12 just because there's always so much going on. It's just
13 a way to make sure everybody is aware of what's
14 happening. I don't know exactly how we'd frame it
15 because some of what we talked about with registration
16 review and the focus effort, it's more than just ESA.
17 It's got a lot of different connections. But I'm
18 thinking some report out, and it may be short, of how
19 that's working so far.

20 Some of you around the table or the groups you
21 represent that are around the table through you may have
22 experienced some of the early steps of trying out some of

1 those focus meetings and sort of getting some sharing
2 amongst all of you, because some of you may not have
3 gotten plugged in yet because of the nature of the
4 chemicals or the scenarios. We'll do some initial
5 checking on how that process is going.

6 So, there is some, like three or four, things
7 that are probably taking a fair amount of time. Why
8 don't I stop and see what thoughts you all have and sort
9 of get a list going. Then, Margie, through e-mails and
10 you e-mailing in, will communicate to kind of zero in on
11 an agenda as we get closer to the fall.

12 We'll open it up to the committee for any other
13 suggestions.

14 UNIDENTIFIED MALE: (Inaudible).

15 MR. BRADBURY: Where we are in spray drift and
16 DRT, that sounds good. Margie is helping with notes.
17 Kristie.

18 MS. SULLIVAN: I think it would be really
19 useful to hear an update of where the agency is with
20 replacing some of the shorter term toxicity tests.
21 There's some in vitro methods off the top of my head,
22 skin irritation, eye irritation, skin penetration.

1 Sensitization is now coming up for being validated. So,
2 I just want to hear about what the agency is doing about
3 those.

4 MR. BRADBURY: What I'll do -- Jennifer and
5 Vicki aren't here -- I'll kind of roll that back into the
6 tox 21 group and maybe have you guys sort of work --
7 share at that level and then figure out how to synthesize
8 and bring it up to the whole committee.

9 MS. SULLIVAN: That works because I was going
10 to bring it up there, too.

11 MR. BRADBURY: Good.

12 Susan and then Mark.

13 SUSAN: It's been a while since this group has
14 heard about fumigants. It would be nice to get an update
15 on -- at that point, the new labels should be fully in
16 place, I think. It would be interesting to get an update
17 on how that's going and what you're finding out.

18 MR. BRADBURY: We'll do a fumigant update. It
19 may be paper update or it may be a 15-minute or 5-minute
20 thing, but someday or another we'll get that in. That's
21 very reasonable.

22 Mark.

1 MARK: I'd really like an update on
2 international MRL harmonization processes.

3 MR. BRADBURY: Beth.

4 MS. LAW: Actually, I was going to suggest a
5 general international update on -- there's several
6 initiatives under the RCC that EPA is involved with, in
7 particular the notice of arrival project. So, that was
8 one suggestion. Hopefully, by the time of our next
9 meeting, we'll have some resolution on PRIA 3 and perhaps
10 an update on where that finally shakes out would be a
11 good idea.

12 MR. BRADBURY: You're very optimistic. We'll
13 hope. As you're coming up with some of your concepts
14 right now, and Margie will do some loops back in, let's
15 make sure we keep track of topics that you want to engage
16 on in terms of a two-way, if you will, or multi-way
17 sharing of information as opposed to just a bunch of
18 talking heads up here. We always want to do a little bit
19 of that, but the big part of this meeting is challenges
20 to take on. So, for example, the international MRLs,
21 there's a lot of complex issues there.

22 So, be thinking about if you just want to brain

1 dump from us or if there's something you think a
2 subgroup, even if it's an ad hoc group to get ready for a
3 meeting, could help us maybe (inaudible). You don't have
4 to tell me now, but just sort of think about that.

5 Now, I've kind of lost track. How about Wayne
6 and Cheryl and Cynthia.

7 MR. BUHLER: Sort of gobbled together. It's
8 kind of compiled with global harmonization also with
9 labeling, signal words, anything that is in the plans to
10 coalesce with the global harmonization initiative.

11 MR. BRADBURY: GHS.

12 MR. BUHLER: Yes.

13 MR. BRADBURY: Okay, we might put that in a
14 quick update mode.

15 Caroline and then Cynthia.

16 MS. COX: The general topic of incident
17 reporting came up in several different contexts during
18 this meeting. It would be worth maybe a little more
19 focused discussion of that.

20 MS. BAKER: My topic was related. I'm very
21 interested in EPA databases and what is becoming public,
22 what is the intersection between the various databases.

1 It seems like there's a lot that's coming on line now,
2 and this is all very important in EPA budgeting as well.
3 It's a huge chunk of your resources that go into
4 databases. So, a general theme of databases as well as
5 the incident reporting as one of them.

6 MR. BRADBURY: Okay. Not for this topic but
7 for some of the others I've heard, in addition to -- just
8 be thinking about what it is beyond just telling us
9 stuff. We're happy to tell you stuff. We'll manage it
10 between some written updates or five minute snapshots,
11 but if there's something behind those phrases that you
12 think we all need to dig into, that would be helpful to
13 kind of tier the agenda.

14 Matt and then Dave.

15 DR. KEIFER: I don't mean to be redundant, but
16 it's along the same lines. That is, a number of federal
17 efforts have been underfunded or defunded in terms of
18 data gathering that might have added to EPA's knowledge
19 base about pesticide poisoning episodes, human episodes,
20 and incidents, and things like that. I think it would be
21 helpful to discuss how EPA is going to adapt to the
22 missing information that is going to be missing as a

1 result of these defunded and underfunded efforts.

2 MR. BRADBURY: Dave and then Darren and then
3 Mark.

4 MR. TAMAYO: One of the things that seems to
5 cut across a lot of different issues is a lack of use
6 data. It would be great if maybe EPA could come in and
7 talk about well, here's some things where it would be
8 really useful to have use data in states other than
9 California. I'd like to have other members weigh in on
10 that and why isn't it happening.

11 I realize that EPA doesn't have the authority
12 to require that, or maybe you do, but I'd like to find
13 out what people think about that idea of moving towards a
14 more universal set of data, at least nationwide, and why
15 that's not a good thing, or why it can't occur, or why it
16 can occur.

17 MR. BRADBURY: Got that jotted down. My
18 thinking is we might roll that concept maybe into some of
19 the ideas of registration review and some of the
20 information. I want to think about that a little bit.
21 Again, that one I'd like to have a conversation around
22 solutions or possible solutions or tiers of solutions as

1 opposed to just talking about it would be nice to have
2 the data. But what would be some different ways it could
3 be done. I don't know what they could be.

4 Susan, Darren, Cindy, Cheryl.

5 SUSAN: A continual theme here is how difficult
6 it is for enforcement of label conditions to occur. It
7 seems to me that a role that this group might play would
8 be to think about how in a time of limited resources, how
9 that can be enhanced so that labels are being enforced
10 and protections are being implemented. It would be nice
11 to explore some pathways to get there.

12 MR. BRADBURY: Okay.

13 Cindy, Darren, Cheryl.

14 MS. BAKER: Mine will be fast, Steve. It's
15 just in response to your comment. So, maybe a
16 consideration of a workgroup around registration review
17 and the -- what are the data needs and opportunities? It
18 will go at your international, it will go at Dave's
19 questions, it will go at a number of different things
20 that we talked about. So, it could be a brainstorming
21 session among the people who are engaged in that to see
22 what are all the avenues and possibilities that are

1 there.

2 MR. BRADBURY: Sounds good. Maybe we can tap
3 into the PRIA improvement workgroup that I think we've
4 used some reg review topics out of that group.

5 MR. COX: What Susan brought up I'd like to
6 just say also I agree. I think that's a good point that
7 we have to understand. If we have expectations, we have
8 to be able to expect that we're going to be able to find
9 a means and a way to create the funding in order to
10 achieve those goals.

11 One thing that we went through, the IPMs, I
12 thought it was a little deluded that we had so much
13 information in the IPMs and the IBMs mixed up. I think
14 there's a pathway that we need to look at on these IBMs
15 for habitat modifications because of the challenges going
16 on now to our pollinators. I'd like to see that expanded
17 a little bit more into opportunity on public easements
18 and byways that our projects could be geared towards for
19 improving that for sustainability.

20 MR. BRADBURY: Thanks, Darren. We'll work with
21 USDA on that one in terms of just keeping track of where
22 we've got a direct line versus where you may be a partner

1 with another federal entity. So, we'll have to sort that
2 out a bit, but point taken.

3 Cheryl.

4 DR. CLEVELAND: I'm not sure if the full PPDC
5 wants this, but I would refer you back to our project
6 proposal. One of the places that we thought that the EPA
7 could provide some more clarity for that project, and it
8 may be useful for other pieces, is on this outline. It
9 talked about just really clarifying what the process is
10 for when and how EPA collects worker exposure
11 information. That was to be used to inform the biomarker
12 conversation, but it may also be useful for the broader
13 PPDC.

14 MR. BRADBURY: Maybe we can -- I don't want to
15 lump too many things, but it might get back to what data
16 is there and how does that feed into the -- okay. Margie
17 has got that.

18 Okay, good. We're not going to do all of that,
19 but we'll figure out different ways to maybe pull some
20 things together, some written updates, some short verbal
21 presentations, enough time for an in-depth discussion.
22 Margie will be sharing with me.

1 Matt, you had something.

2 DR. KEIFER: One final comment. Someone came
3 and presented to us about the worker protection standard
4 being updated. I don't remember that ever being
5 discussed in this group, the worker protection standard,
6 updating, making suggestions, and changing it.

7 MR. BRADBURY: Oh, yes. That's sort of a
8 painful part. It's been going on for so many years to
9 try to get the rule.

10 DR. KEIFER: I know it's a slow process.

11 MR. BRADBURY: Really slow.

12 DR. KEIFER: Well, I was just --

13 MR. BRADBURY: We can certainly, hopefully,
14 provide whatever new info we've got in the fall. We
15 definitely can include that in the recent updates.

16 Mark, go ahead.

17 MARK: Sorry. I know you wanted to minimize
18 the number of updates, but we just recently implemented
19 the NPBS in January. So, it would be nice to get an
20 update on NPBS and any issues associated with that.

21 MR. BRADBURY: We can either provide a written
22 update or a link or have somebody from Office of Water

1 come over and give an update on that. The real snapshot
2 is it's moving out into the states, the states that have
3 delegated authority. They've pretty much got it running
4 now. I think Hawaii was the one that was scrambling at
5 the end, but they're doing individual permits until they
6 can get their general permit process up.

7 The states that EPA is running, we're chugging
8 through those. That brings up ESA again starting to work
9 closely with NIMS in particular to do the consultations
10 they need to do in the states that don't have delegate
11 authority.

12 Margie.

13 MS. FEHRENBACH: We were looking at possible
14 dates for the next meeting. It looks like October is a
15 really busy month. There's a lot of big meetings and
16 this room is pretty much booked almost every week. So,
17 we're looking at the week that would be November 7th,
18 8th, and 9th. It's a Wednesday, Thursday, Friday,
19 assuming that the first day would be workgroup meetings,
20 or November 27th, 28th, 29th. You all can e-mail me
21 directly if you know of any conflicts.

22 UNIDENTIFIED FEMALE: NBL meeting is that

1 Tuesday, Wednesday, Thursday of the first week of
2 November, the methobromide alternatives.

3 MS. FEHRENBACH: Okay.

4 MR. BRADBURY: So, if you all hold on for a
5 little bit, we'll turn the mute off and see if there's
6 anybody from the public that has any public comments they
7 want to provide.

8 MR. TAMAYO: I had a quick question as far as
9 the reappointments. I'm thinking our appointments are up
10 now. The last time it was --

11 MR. BRADBURY: This is Steve Bradbury with the
12 pesticide program. Just checking to see if anybody on
13 the phone would like to provide me public comments for
14 the PPDC meeting.

15 **(Whereupon, there was no verbal**
16 **response.)**

17 MR. BRADBURY: Okay, thank you.

18 Margie, one question that Dave had about
19 appointments.

20 MS. FEHRENBACH: Membership. We're going to
21 actually have to start the process for the next two year
22 cycle probably around June because it's about a six-month

1 process and requires papal dispensation. Just kidding.
2 It's harder. It's easier to get an appointment with the
3 pope. So, you'll see that, but you all are good for the
4 rest of this year.

5 MR. TAMAYO: So, it's not going to affect the
6 fall meeting?

7 MS. FEHRENBACH: No.

8 MR. BRADBURY: I apologize that we ran a little
9 bit long, but not too bad. I want to thank all of you
10 for a really good set of meetings, good input. I think
11 we made some progress. We've still got a lot of work to
12 do, but we're moving forward.

13 So, safe trips. Hope you dodge the
14 thunderstorms, those that are flying. We'll see you
15 again in about six months or so.

16 (Whereupon, the meeting was
17 concluded.)

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