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Transcript of  
Pesticide Program Dialogue Committee Meeting  
Radisson Hotel-Old Town  
901 N. Fairfax Street  
Alexandria, Virginia  
November 29-30, 2000

For The Record, Inc.  
Waldorf, Maryland  
(301)870-8025

ATTENDANCE LIST

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2  
3 Jim Aidala Associate Assistant Administrator for  
4 Prevention, Pesticides & Toxic  
5 Substances, EPA  
6 Marcia Mulkey Director, Office of Pesticide  
7 Programs, EPA  
8 Susan Hazen Deputy to the Director, Office of  
9 Pesticide Programs, EPA  
10 Jim Jones Director, Registration Division, EPA  
11 Rick Keglun EPA  
12 Margie Fehrenbach Designated Federal Officer, EPA  
13 Ian Tinsley Oregon State University  
14 Warren Stickle Chemical Producers & Distributors  
15 Association  
16 Bill Tracy National Cotton Council  
17 Larry Elworth Center for Agricultural Partnerships  
18 Steve Balling Del Monte Foods  
19 Dan Botts Florida Fruit & Vegetable Association  
20 William McCormick Clorox Company  
21 Sarah Lynch World Wildlife Fund  
22 Robert Rosenberg National Pest Management Association

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ATTENDANCE LIST (Cont'd)

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Phil Benedict	Department of Agriculture
J. J. Steinberg	Albert Einstein College of Medicine
Jose Amador	Texas A&M in Weslaco, Texas
George Pavlou	Director, Enforcement & Compliance Assistance Division, EPA Region II
Al Jennings	USDA
Terry Troxell	FDA

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1 Day One

2 November 29, 2000

3 PROCEEDINGS

4 MS. MULKEY: If we could take our seats, please.

5 MR. AIDALA: Well, why don't we get started,  
6 Marcia.

7 MS. MULKEY: Well, greetings to all of you. Jim  
8 is going to formally welcome you, so I will not step on  
9 that by spending a lot of time about how pleased we are  
10 to see all of you.

11 I will simply start by introducing Jim Aidala,  
12 well known to all of you because of his long and  
13 distinguished service in this arena on this topic and in  
14 this place. Jim is the senior representative of the  
15 Executive Branch leadership for this program, and is here  
16 today to kick us off.

17 MR. AIDALA: And thank you, Marcia. We thank  
18 you for coming to the PPDC. We haven't met in a while,  
19 and it's been an interesting year and an interesting few  
20 months to go here.

21 But generally notwithstanding all the other geo-  
22 politics or whatever you might describe them as, this is

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1 an effort to really do the work -- more of the day to day  
2 work of the program. And we very much appreciate all the  
3 members here taking the time to come and help us out and  
4 work on the variety of day-to-day issues and the  
5 important issues that make the program run.

6 Some of the members that are on the panel here  
7 are not able to be here because of some other reasons,  
8 and we are pleased to have some substitutes for some of  
9 those folks. For example, over at USDA there is the  
10 Biotech Advisory Committee ongoing right now. I suspect  
11 that's where Carolyn is. That's where Keith Pitts is,  
12 and he offers his apologies. We've got Al Jennings here,  
13 certainly no small substitute for the Department.

14 Terry Troxell is here from FDA for Bob Lake.  
15 Adrienne Quintera will be here for Eric Olson from NRDC.  
16 Nelson Carrasquillo, who is getting ready to be a  
17 grandfather in Minnesota, is unable to attend. We hope  
18 to have tomorrow Teresa Niedda. And then Ian Tinsley  
19 representing Dr. Sheldon Wagner. Again, we appreciate  
20 everybody taking the time and coming in to help us out on  
21 the Dialogue Committee.

22 We've also added a few new members since our

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1 last meeting. Let me talk about that. That's in order  
2 to replace some of the members who have retired or left  
3 their affiliations and were no longer able to participate  
4 as part of the PPDC. Edward Zuroweste from the Rural  
5 Community Health Center in Chambersburg, Pennsylvania, a  
6 practicing family physician who specializes in farm and  
7 ag health issues, will be joining us tomorrow.

8 And we've also invited representation from the  
9 animal welfare community, specifically PETA, the People  
10 for the Ethical Treatment of Animals. They're unable to  
11 attend today, but as we -- and Marcia will get more into  
12 this later in terms of the re-chartering of the PPDC.  
13 But as we reconstitute the PPDC, we will definitely have  
14 animal welfare community representation on it.

15 And it has been a while since we met as a  
16 committee -- as this committee -- and there has been --  
17 some of you know some of the other ongoing activities as  
18 members of CARAT, the Committee to Advise on Reassessment  
19 and Transition, as well as its predecessor, TRAC, the  
20 Tolerance Reassessment Advisory Committee. And obviously  
21 those two other FACAs are where we've had a number of  
22 public meetings to discuss transition, reassessment,

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1 organophosphate risk assessments and other things.

2 Obviously there has also been a lot of Science  
3 Advisory Panel meetings which are also public. For  
4 example, the -- did we get a report of how long last  
5 night they went on on StarLink?

6 FEMALE SPEAKER: 9:00.

7 MR. AIDALA: Until nine? Okay. A little bit  
8 earlier than expected. But they went on until 9:00 last  
9 night. But early reports were about to 11. At about two  
10 in the afternoon, we thought it might go on to about 11,  
11 so it's good that people got home. But the whole point  
12 is that there are, you know, other activities -- other  
13 public activities -- that we use as well as this  
14 committee for public outreach and to give us advice.

15 And in particular, this group, the PPDC, has  
16 been active in two work groups -- the inert disclosure  
17 and rodenticide stakeholder work groups -- and obviously  
18 the agenda today will include some reports from those  
19 folks.

20 Again, Marcia is going to discuss more fully in  
21 a minute about some of the issues behind re-chartering  
22 the PPDC. We will go through a public process to invite

1 membership to this committee and obviously for  
2 continuity, among other reasons, we'll expect many of you  
3 to be invited back. And we hope that you're able to  
4 continue participating in the PPDC. Again, tomorrow  
5 there is time on the agenda to talk about the role of the  
6 PPDC, and we'll ask your thoughts about the kind of  
7 topics that we might want to engage in for this group to  
8 cover during the coming year.

9 Again, this is, as always, an invitation to have  
10 an open and meaningful dialogue on many issues --  
11 important regulatory and other policy issues. And the  
12 feedback is very important. The CARAT committee will  
13 continue to focus on transition and reassessment, but  
14 that certainly means there is no shortage of issues  
15 outside of that bailiwick that are important for  
16 pesticide regulation and pesticide policy. And obviously  
17 those are the things that we expect in having this  
18 discussion with you and the public in the next couple of  
19 days.

20 Obviously, kidding aside, it's unknown what will  
21 happen with the election. We can all speculate. But  
22 notwithstanding that, it's a message we give our staff.

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1 Before, during and after early November is the -- you  
2 know, whatever it is, day 29 of the election, that, you  
3 know, notwithstanding whatever happens in the election,  
4 there are important regulatory responsibilities that we  
5 have as an agency, and those will continue.

6 It's a public agency and all that, and it is  
7 really a testament to the system of government that we  
8 have here that frankly notwithstanding all that other  
9 brouhaha that, you know, the work will go on and the  
10 government will survive. Things will get registered,  
11 etc., notwithstanding all these other activities. Things  
12 will get canceled, but that's a whole other discussion,  
13 too.

14 **(Laughter)**

15 We do plan to have a summary of the past fiscal  
16 year accomplishments, meaning sort of just a statement of  
17 some of the things that we've done, both in terms of --  
18 and the various actions we've taken in all of those  
19 arenas -- registration, cancellation, etc. It's  
20 completed as of now, but we're kind of recounting, if you  
21 will, and making sure that numbers are square before we  
22 release it publicly. That was for Margie.

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1                   **(Laughter)**

2                   So blame Margie for that one. Again, there has  
3                   been a lot of progress made in the last year. I do  
4                   appreciate this committee. Again, compared to CARAT and  
5                   TRAC it's a much -- and to all of our credits, I think --  
6                   smaller, cozier group able to encourage more interaction.  
7                   And, again, we appreciate that and do want to continue to  
8                   encourage that. The issues are, again, larger than just  
9                   risk assessment and organophosphate assessments, and  
10                  those are the things that we especially are grateful to  
11                  have the PPDC able to help us out with.

12                  This morning I'm going to be -- after some  
13                  initial sessions, I'm going to be away. I'll be back  
14                  this afternoon and, again, I'll be back tomorrow morning.  
15                  So, again, my apologies ahead of time for not being able  
16                  to be with you the whole time. And, again, passing on  
17                  Keith's apologies for not being here.

18                  But before I do that, Al, is there anything from  
19                  the Department?

20                  MR. JENNINGS: You've already mentioned all the  
21                  other advisory committees. And, I think like you, I  
22                  always viewed PPDC as one of the more useful

1 interactions, mostly because it is smaller and the  
2 discussion and the dialogue does seem to happen better  
3 here. So, again, given the choices I had of which  
4 advisory committee to attend, I think I won in the  
5 drawing of the straws. This is better than the biotech  
6 one, for sure.

7 (Laughter)

8 MR. AIDALA: No comment on that, since my wife  
9 is a facilitator of the Biotech Committee.

10 (Laughter)

11 MR. JENNINGS: It had nothing to do with the  
12 facilitator, Jim.

13 (Laughter)

14 MR. AIDALA: But I'll let her know you said  
15 that, Al.

16 (Laughter)

17 Anyway, before we do move onto Marcia's remarks,  
18 I would just have the rest of the people around the table  
19 introduce themselves, including panel members.

20 Again, I'm Jim Aidala here from EPA.

21 MS. MULKEY: Marcia Mulkey, EPA.

22 MS. HAZEN: Susie Hazen, Marcia's Deputy.

1 MR. JONES: Jim Jones, EPA.

2 MR. KEIGWIN: Rick Keigwin, EPA.

3 MS. FEHRENBACH: Margie Fehrenbach, EPA.

4 MR. TINSLEY: Ian Tinsley from Oregon State  
5 University.

6 MR. STICKLE: Warren Stickle with the Chemical  
7 Producers & Distributors Association.

8 MR. TRACY: I'm Bill Tracy, grower member of the  
9 National Cotton Council.

10 MR. ELWORTH: Larry Elworth, Center for Ag  
11 Partnerships and Steve's Deputy.

12 **(Laughter)**

13 MALE SPEAKER: Well, he says he's your deputy.

14 **(Laughter)**

15 MR. ELWORTH: I know.

16 DR. BALLING: We're still counting. Steve  
17 Balling, Del Monte Foods.

18 MR. BOTTS: Dan Botts, Florida Fruit & Vegetable  
19 Association.

20 MR. MCCORMICK: Bill McCormick, Clorox.

21 MS. LYNCH: Sarah Lynch, World Wildlife Fund.

22 MR. ROSENBERG: Bob Rosenberg, National Pest

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1 Management Association.

2 MR. BENEDICT: Phil Benedict, Department of  
3 Agric, representing states.

4 DR. STEINBERG: J. J. Steinberg, Albert Einstein  
5 College of Medicine.

6 DR. AMADOR: Jose Amador, Texas A&M in Weslaco,  
7 Texas.

8 MR. PAVLOU: George Pavlou, EPA Region II.

9 MR. JENNINGS: Al Jennings, USDA.

10 MR. AIDALA: Okay. Marcia, you're on.

11 MS. MULKEY: Thank you, and hello to all of you.

12 I trust that you all know and understand that the fact  
13 that it has been some time since we convened as a whole  
14 group doesn't mean that you aren't important to us and  
15 that consultation is not important to us. In fact, to  
16 the contrary. It does mean that we have put some  
17 significant energies into other consultation processes,  
18 including the CARAT. At this time of the year, I hear  
19 jewels when I hear carat.

20 (Laughter)

21 Other times of the year, I hear long orange  
22 things that you eat.

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1                   **(Laughter)**

2                   But this time of the year, I hear jewels.

3                   MR. AIDALA: Bill was just telling us that's the  
4 money this year. I mean, I wouldn't knock on carrots  
5 here.

6                   MS. MULKEY: Yeah. Well, I said other times of  
7 the year I think about the long orange things that you  
8 eat. But at this time of the year I have twinkling  
9 things in mind.

10                  But in any event --

11                  FEMALE SPEAKER: We'll have to tell Mr. Mulkey  
12 about that.

13                  **(Laughter)**

14                  MS. MULKEY: Yes. Yes. Anyway, we have been  
15 working hard to make that a meaningful consultation  
16 process, and many of you have been involved in that or  
17 aware of that. But we have had you in our hearts and  
18 minds all along, and we are pleased that we are back  
19 together as a group. We work to try to make this a good  
20 meeting. We really want this to be about a consultation.

21                  And while we do -- we have attempted to frame  
22 some of the discussion with materials that the agency has

1 prepared, we really don't want this to be a talking heads  
2 meeting, at least not a talking government heads meeting,  
3 and we're going to try to avoid that. And we will try to  
4 work through our presentations in a way that gets the  
5 full hour we've allotted for discussion of the two heavy  
6 topics -- residential issues and worker issues -- and  
7 make that meaningful.

8 In addition, there are two areas where the  
9 talking heads are work groups of your PPDC. We have two  
10 very hard working, very active work groups, one on  
11 rodenticides and one on inerts -- inerts disclosure  
12 issues -- and we'll be hearing from them. So remember to  
13 the extent that that is a presentation, that is the work  
14 of a work group of this committee and not something that  
15 we are bringing to the table unilaterally.

16 I want to spend a little bit of time talking  
17 about a few hot issues, but first before I do that, I  
18 want to spend a minute or two on the future PPDC. We  
19 have a whole discussion set aside tomorrow about the  
20 future of PPDC. But I want to make it very clear that we  
21 believe the PPDC has a future, and that although the  
22 membership is expiring sort of by operation of law, for

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1 lack of a better term, we are about to publish a  
2 solicitation for nominations. That should be published  
3 next week.

4 And so we are eager to know whether you  
5 individually are eager to continue. We will not be able  
6 to ask all of you to in order to have some opportunity to  
7 broaden and vary participation, but we certainly want to  
8 know who among you is eager to. And we also really value  
9 any nominations that you might bring forward, because you  
10 understand what is useful and what works for the PPDC,  
11 and we'll look forward to hearing your nominations as  
12 well as your own interests. And, of course, we will be  
13 listening to others in that regard.

14 And we hope to reconstitute the PPDC very  
15 quickly as soon as the nomination process closes,  
16 basically, and have the opportunity to have meetings  
17 whenever it seems best in light of what else is going on  
18 with CARAT and other things.

19 I also want to spend a few moments this morning  
20 talking about our senior leadership team in OPP. Many of  
21 you have met Susan Hazen, who introduced herself  
22 graciously by reference to my job. But in fact her job

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1 is complete, important and in many ways very independent  
2 of mine. She has a broad range of major responsibilities  
3 in our program, including registration activities and  
4 biotech activities, just to name two. And not  
5 necessarily the two that on any given day are what  
6 dominates, but they have certainly been dominant. And we  
7 look to her and her considerable experience in helping us  
8 all get it done.

9 Joe Merenda, who will be here and in fact has an  
10 update for you, is our Deputy for Program Management.  
11 And he makes sure that among other things we plan and  
12 execute our financial human resources and programmatic  
13 activities responsibly.

14 So the three of us enjoy the fact that there are  
15 three of us, believe me, with the scope and difficulties  
16 of this program. And I'm pleased that both of them are  
17 able to spend some time here with us.

18 I want to spend a little bit time on the CARAT,  
19 what is going on with the CARAT. Those of you who are  
20 active in it I hope know as much as I know, because we've  
21 definitely tried to be as transparent as possible about  
22 what is going on. But at the end of the last meeting we

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1 talked about both workshops and work groups as ways of  
2 having deeper and more comprehensive work of that  
3 organization outside of the CARAT meetings.

4 And we are proceeding as a committee there with  
5 two of each. We're going to do a workshop on drinking  
6 water assessment methodology. Based on consultation with  
7 the CARAT members and from our folks, we now think this  
8 will be scheduled in mid to late January. We're going to  
9 do a workshop on worker risk assessment methods. This is  
10 related -- interrelated with a lot of other activities  
11 involving worker risk, many of which you will hear about  
12 tomorrow, including a very significant public work  
13 meeting regarding the worker protection rule and the  
14 implementation of the worker protection rule. And in  
15 order to integrate this work with that work, the worker  
16 risk assessment workshop is now being contemplated for  
17 early March.

18 And then two work groups, one on transition  
19 issues to work on identifying barriers to the development  
20 and adoption of new, safer and effective pest management  
21 techniques, and also to help work with the agency to  
22 figure out how we can best participate in that process.

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1 And we're contemplating soliciting participation in that  
2 work group shortly, and the current anticipation is that  
3 that work group can meet at about the same time as the  
4 next CARAT meeting, which could be as early as February  
5 if all goes well.

6 And then we also plan a work group on cumulative  
7 risk, focusing on the appropriate role for public  
8 participation in the regulatory -- in the risk assessment  
9 and the regulatory part of cumulative risk. And we hope  
10 to very shortly solicit participation in that work group  
11 and aim for a meeting in January for that work group.

12 So that's the basic framework for activities of  
13 the CARAT. We tell you, because quite frankly the amount  
14 of activities we do there and the timing for that also  
15 is, you know, sliced together with the amount of  
16 activities and time that we spend with this advisory  
17 committee. We also tell you because we know you are  
18 keenly interested.

19 The other two, for lack of a better word, hot  
20 issues -- we have many hot issues. All our issues are  
21 hot, right? Prominent issues is what we put on the  
22 agenda, because I didn't want to use the hot word on the

1 agenda. But the two that are probably most in the  
2 forefront of your minds -- or may be -- are what's going  
3 on with cumulative risk assessment and ultimately  
4 regulatory results from that, and what's going on with  
5 that protein that is showing up in parts of our food  
6 supplies -- the StarLink or Cry9C.

7 With respect to cumulative, just a brief -- I  
8 think the best thing for me to say about cumulative is to  
9 talk a little bit about the timetable. This, again, is  
10 not new news. I didn't come here to reveal something you  
11 shouldn't already know or couldn't already know, in any  
12 event. Just a few sort of backward and forward looking  
13 dates.

14 It was in February of '99 that we did our  
15 guidance for identifying substances with a common  
16 mechanism of toxicity. So that is, you know, the policy  
17 -- that first building block of the policy goes back to  
18 that date. It became clear as a result of that what the  
19 key elements then would be of a cumulative risk  
20 assessment. And in June of 2000 we actually published  
21 guidance -- proposed guidance -- on cumulative risk  
22 assessment emphasizing the four building blocks of

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1 cumulative risk assessment: hazard assessment, dose  
2 response, exposure and then risk. How to think about the  
3 risk in light of those elements.

4 That was published for public comment. Public  
5 comment closed on August 28th of 2000 on that  
6 methodology. And we have had a number of Scientific  
7 Advisory Panel meetings, the most imminent of which is  
8 December 7 and 8, where we will have a case study of the  
9 cumulative risk of 24 of the organophosphates, which will  
10 take the methodology, take some available data, and work  
11 through the application of the process through those data  
12 for purposes of getting scientific input on the  
13 methodology as applied, which is one of the things that  
14 an earlier Science Advisory Panel urged us to do.

15 And then we expect to take the public comment  
16 process, all the learning we've engaged in as a result of  
17 our work with the Science Advisory Panels, the learning  
18 that we draw from having done this case study, and  
19 finalize our policy -- our guidance -- on cumulative risk  
20 assessment. And, of course as well, we are making  
21 progress toward our capacity to conduct the cumulative  
22 risk assessment of the organophosphates, which, as far as

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1 we know now, is likely to be the first cumulative risk  
2 assessment that we will conduct.

3 So that's the timetable on that. That's the  
4 work that we're progressing. And as I said in at least  
5 one other public forum, there is nothing going on in  
6 cumulative risk assessment that you haven't seen,  
7 especially now that we have put into the public docket  
8 the work that is going to the SAP for the 7th and 8th.  
9 So you can study the effect of our work there, as well as  
10 hear what the scientists have to say and what public  
11 commenters have to say about that.

12 The other matter -- and by the way, we have made  
13 available to you as part of your packet, I think -- is it  
14 part of their packet, Margie, or is it outside?

15 MS. FEHRENBACH: What is it?

16 MS. MULKEY: This sort of Q's and A's on  
17 cumulative.

18 MS. FEHRENBACH: It's in the packet on the right  
19 side.

20 MS. MULKEY: It shouldn't have anything new on  
21 it other than some of the dates of some of these. In  
22 fact, I think we prepared this in connection with the

1 public comment process on cumulative.

2 The other thing worth spending a few minutes on  
3 is StarLink Corn. Those of you who have been following  
4 this very closely know more about it than I do, although  
5 not, I think, more than Susie does. But it is one of  
6 many -- or several -- Bt products that were registered as  
7 pesticides because the plant -- the corn plant in this  
8 case -- expresses a protein which has the effect of -- an  
9 insecticidal effect. And it's basically the same thing  
10 as in bt spray, except this is brought forward from the  
11 plant.

12 We had registered a number of these for use in  
13 corn, including corn for human consumption. But one of  
14 these is a little different. And in fact, part of the  
15 whole idea of biotech is to get slightly different  
16 proteins, because that had, as I understand it, some  
17 advantages in terms of less resistance, and in general --  
18 in very generic terms -- a good thing and not just an  
19 economic advantage that comes from slight differences  
20 across the proteins.

21 But this was a different protein that had some  
22 different properties that raised issues that the others

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1 didn't. In very simple terms, it didn't break down in  
2 the human digestive system or the mammalian digestive  
3 system as easily. As a result -- however, it does not  
4 carry forward into the milk. And so as a result, the  
5 company initially applied only for a registration for use  
6 in corn that would be in animal feed and in commercial  
7 products like oil. I don't think it goes in automobiles,  
8 but, you know, oil. Commercial uses of oil and that kind  
9 of thing.

10 And it didn't raise that issue there. We were  
11 concerned about that issue. We were concerned about the  
12 issue at the time we got the application and when we  
13 subsequently got an application for human food use. But  
14 we did register it for those more narrow uses along with  
15 some requirements that the company assure that it be kept  
16 to those more narrow uses.

17 Alas, in September of this year the corn was  
18 found -- that is, the gene -- the gene modification, this  
19 gene, was found in human food. Kraft store bought taco  
20 shells, to be specific. And immediately all the relevant  
21 parts of the government worked together and a number of  
22 steps were taken, including a work out with the company,

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1 that all of the crop that was not yet distributed and  
2 processed would be purchased by the company. And I  
3 believe USDA has worked with them to store it and  
4 transport it at their expense. The company's expense --  
5 ultimate expense.

6 And the company agreed to cancel that  
7 registration, in part because it was obvious that the --  
8 at least obvious to us; I won't say for the company --  
9 that it was not practical and not workable, or that they  
10 were not succeeding at keeping the corn from getting into  
11 the human food chain. However, the tolerance for animal  
12 -- the exemption from tolerance for animal food and these  
13 commercial uses remained in place.

14 So people were not -- people who had grown this  
15 corn solely for those uses, and the corn that USDA was  
16 taking possession of, still had a lawful use -- still  
17 does have a lawful use and so forth. And we then had to  
18 gear up to deal with any future application for this  
19 substance. But more importantly for the significance of  
20 this material in the human food supply.

21 And so we announced a very robust science and  
22 public participation process to look at the significance

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1 of this. It's not as if that's the first time we had  
2 looked at it. We had actually had a Science Advisory  
3 Panel committee on the question of whether it's a food  
4 allergen and how significant it is.

5 But just yesterday we had another -- and that  
6 was this meeting that Jim was talking about. This very  
7 long Science Advisory Panel meeting on the subject of  
8 what are the health risks. We also heard a lot of public  
9 comment about what ought to be our regulatory posture --  
10 ours meaning the federal government's -- on the material  
11 that may be in the human food chain now. And we expect a  
12 report from our science consultation as soon as like  
13 tomorrow or the next day.

14 MS. FEHRENBACH: Tomorrow or the next day.

15 MS. MULKEY: Very soon and extraordinary and  
16 reflective of the sense that it is very important that we  
17 get the benefit of the science advice. So that's the  
18 story on that.

19 MALE SPEAKER: Marcia, can you eliminate one  
20 thing that was raised in sort of an oblique way in that  
21 editorial in the Post on Sunday, where FDA comes in on  
22 this in terms of some of the decisions on the food

1 supply?

2 MR. AIDALA: Because, again as -- because part  
3 of it has also been part of the understanding for some of  
4 the folks that have now become players in StarLink, it's  
5 a question about why is EPA involved at all.

6 MALE SPEAKER: Right.

7 MR. AIDALA: And Marcia just said it's a  
8 pesticide that is engineered in the corn, and pesticides  
9 are our regulatory bailiwick per FIFRA. FDA is the  
10 enforcement arm, and so per se FDA is the folks who then  
11 go and say, hold it. If this is appearing -- a  
12 pesticide, even thinking in terms of conventional  
13 pesticides, if this appears in food in interstate  
14 commerce, it's a violation of the Food and Drug Act, and  
15 they're the enforcement arm of the pesticide regulatory  
16 mechanism.

17 So FDA per se is this, quote, this simple  
18 enforcement function, which obviously is not simple. But  
19 that gets into the issue of, again, is it -- who goes out  
20 and samples. Who goes out and says what can and can't  
21 happen to the food, etc., etc. And they also have  
22 jurisdiction over animal feeds, so obviously they are,

1 you know, responsible there.

2 And then this issue gets into things like what  
3 is allowed for export, because, again, right now per the  
4 agreement -- the original registration agreement -- it  
5 was forbidden to be exported per se. But obviously there  
6 has been some -- you know, it's going to be exported for  
7 animal feed. Should it be. Can it be. It's also gotten  
8 into international trade issues about, you know, whether  
9 our trading partners will accept and all that thing.

10 And that's been one of the ways the three  
11 agencies -- and frankly more than three agencies. But  
12 primarily USDA, EPA and FDA have been working together  
13 literally. You know, not just daily but, you know,  
14 hourly since this thing broke to kind of make sure that  
15 we're working together and in effect not tripping over  
16 each other. And we're doing a pretty good job on that  
17 part, at least.

18 MALE SPEAKER: Has any formal regulatory actions  
19 taken place, or has it all been voluntary?

20 MR. AIDALA: Per se, as I understand it -- well,  
21 FDA is not here per se. As I understand it -- oh, FDA is  
22 here? Well, speak up.

1                   MIKE: Yeah. I'm representing Bob Lake, and I  
2 came in late and I apologize. But the question is about  
3 formal regulatory actions?

4                   MALE SPEAKER: Yes.

5                   MIKE: As far as I know, we would consider a  
6 recall a voluntary regulatory action. And as far as I  
7 know to date, that is the type of actions that have taken  
8 place, so we would not consider them to be formal, as  
9 would be something like an FDA seizure of a product.

10                  MR. AIDALA: You may want to describe a class  
11 two recall business, because I think that may be part of  
12 what confuses some folks. It certainly confused me when  
13 I first heard about it. So you may want to talk about  
14 that, given that the private concern does a voluntary  
15 recall, what you all do with it.

16                  MIKE: A recall is voluntary inasmuch as it is  
17 undertaken by the party that is responsible for the food  
18 item. Once the recall is initiated, however, FDA audits  
19 it according to a classification scheme. And our scheme  
20 breaks the classifications down into class one, class two  
21 and class three.

22                  To make a long story short, class one recalls

1 are supposed to be done all the way to the retail level.  
2 Class two recalls are only required to be done to the  
3 distribution level. Class three recalls tend to be  
4 technical violations, such as labelling violations that  
5 may have no public health impacts.

6 So we have to date handled these as class two  
7 recalls. But my understanding is that the recalling  
8 firms have in many cases gone all the way to the retail  
9 level. But our auditing scheme for a class two recall  
10 would require that the responsible party only go to the  
11 distribution warehouse level.

12 MR. AIDALA: Okay, thanks.

13 MS. MULKEY: One thing that helps me to think  
14 about this is legal authority and sort of expertise, and  
15 they're not necessarily always exactly the same. And so  
16 we sort of each have our clear roles in terms of legal  
17 authority. But we are trying to collaborate around our  
18 respective expertise as well. I think one of the things  
19 that that article sort of missed was that distinction.  
20 And EPA is not trying to substitute its expertise for  
21 areas where it may exist elsewhere, or at least not to  
22 isolate our expertise from that of USDA or FDA or

1           wherever it may be.

2                   MALE SPEAKER:  Yeah.  I thought the article  
3 missed the point in a couple of places.

4                   MR. AIDALA:  Yeah.  And basically the way the  
5 three agencies -- and frankly there have been more than  
6 that, because there is also, for example, the trade rep's  
7 office and other folks involved, and the State Department  
8 in terms of international relations and things, too.

9                   But in terms of the three agencies, the world of  
10 corn or the world of grain, if you will, we primarily  
11 look to the department for sort of the expertise, as  
12 Marcia just said.  FDA is those folks that do food, if  
13 you will, and again, know the food distribution system  
14 and know how people make it.  They have the expertise to  
15 evaluate claims in those regards.

16                   And we're the pesticide regulatory authority per  
17 se, but that gives us sort of a dominate role in terms of  
18 the safety question, which is why we have empaneled the  
19 SAP and talked about, as Marcia indicated, the robust  
20 public process on trying to come to a conclusion about,  
21 shall we say, the -- it would be a misnomer to say the  
22 safety per se, but rather the formal before us is whether

1 or not to grant an exemption from tolerance.

2 MIKE: One other thing I would --

3 MR. AIDALA: Sure.

4 MIKE: One other thing I would say is inasmuch  
5 as FDA's role is enforcement, in many cases an  
6 enforcement action initiates when a firm comes forward  
7 and says we've found, you know, this issue with respect  
8 to our food and we're going to do a recall. In other  
9 cases it arises from FDA's monitoring programs which  
10 consist of our domestic pesticide compliance program,  
11 where we're going out and taking about 3,000 or 4,000  
12 samples a year, and special surveys that we run to target  
13 certain situations which we think require our attention.

14 So depending upon how this plays out, we may  
15 have to make some decisions with respect to how we're  
16 going to monitor for this problem in the food supply as a  
17 result -- within our ongoing monitoring function. So if  
18 there are going to be future enforcement situations that  
19 arise, they could very well come out of a FDA monitoring  
20 program where we're out there playing the role of the cop  
21 on the beat, in addition to firms coming forward and  
22 saying to us, we've found this problem and here is what

1 we're going to do, where we would be auditing the recall.

2 MR. AIDALA: Again, thanks.

3 MS. MULKEY: Steve?

4 DR. BALLING: Well, actually the timing is good  
5 for this, because Mike just referenced it, and that is  
6 relative to monitoring. One of the really troubling  
7 aspects of this, for those of us in the food business at  
8 least, is the testing part of the procedure, the lack of  
9 repeatability and reliability of the tests, and the  
10 number of false positives that have been seen. When you  
11 send the same sample out to multiple labs, you get  
12 completely different results. We've certainly seen that  
13 internally with some of our products.

14 And yet we have to establish an enforcement  
15 system that relies on unreliable laboratory results.  
16 That's a really scary aspect of this whole thing. And  
17 I'm wondering if FDA or EPA, either, are doing some more  
18 work on trying to establish more reliability.

19 MR. AIDALA: Well, two things. One is in terms  
20 of having a method per se, as you know, that's part of  
21 the registration requirements.

22 DR. BALLING: But it wasn't in this particular

1 case.

2 MR. AIDALA: Oh, no, we had one. The question  
3 is whether FDA had it, used it, etc. The larger point --  
4 two points. One is finding the DNA per se as separate  
5 from the protein. In this particular case, the protein  
6 is the question. For example, I'm told that -- and  
7 obviously we have no way of knowing about this. But NFPA  
8 announced yesterday they have a method to detect the  
9 protein and have some results from whatever, you know,  
10 tests they've done. Now, again, we've not seen that. We  
11 will see that. We will obviously consider that as part  
12 of our final deliberations if we can get a look at that,  
13 etc.

14 The larger question -- the direct answer to your  
15 question is, is right now the issue is what about the  
16 situation given the corn that is out there in commerce in  
17 corn products. We have not -- although we obviously know  
18 we will have to have sort of an assessment of what I call  
19 personally lessons learned, I do think -- and, again,  
20 personally predicting -- that you're going to see a  
21 change in a whole bunch of arenas vis-a-v biotech,  
22 including things like what you just said.

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1           For example, if the formal regulatory  
2 requirement of FIFRA allows you to look at DNA but your  
3 issue is protein, shouldn't you make sure you have both.  
4 Shouldn't you make sure that -- again, we're sort of  
5 familiar with the world of conventional chemicals. In  
6 the world of conventional chemicals, even if it's hard in  
7 terms of a single assay method instead of a multi assay  
8 method, you know, there is some level of, you know,  
9 expertise and familiarity with it. This is part of that  
10 whole sort of more emerging technology arena.

11           So, you know, I do think basically the short  
12 answer is yes, we haven't thought specifically -- or had  
13 specific thoughts about it. But that's obviously part of  
14 what we're going to have to do in some kind of  
15 retrospective about the situation. And I do think that  
16 the kinds of issues that you raised are ones that will  
17 not be the same in the future, you know, after September  
18 when it was all started versus before September.

19           MS. MULKEY: Well, it's not surprising that  
20 there is a lot of interest in this committee, and I would  
21 suspect in the public here, in this topic. That's one  
22 reason why I included it in my earlier remarks. But we

1 really have not included it as a major agenda item.  
2 Susie is following it very closely on behalf of OPP. And  
3 we'll be here throughout most of today, if not every  
4 minute of it, and invite you to have side bars if that  
5 would be helpful on this topic.

6 Susie, is there anything you think you need to  
7 add?

8 MS. HAZEN: No. Just I'm here, and so if there  
9 are other questions on this outside, just grab me.

10 MS. MULKEY: Because we do like to take  
11 advantage of the fact that we're spending this time  
12 together even outside the agenda. But we also like to  
13 stay on the agenda and keep with our timetable, which  
14 calls for a shift to a topic involving experimental use  
15 permits.

16 Those of you who are in the registration  
17 business, or interested in transition issues, or have an  
18 interest in even nonagricultural pesticides -- although  
19 most of the EUP issues have been agricultural -- know  
20 that for some time experimental use permits can require  
21 so much work and science that they have not been  
22 necessarily readily available. And we've heard about

1 this and we've understood some downside to that. I'm  
2 talking now about experimental use permits where you can  
3 sell the food. There is no real -- it's not as hard to  
4 get one where is destruction of the crop, but that can be  
5 a pretty pricey business.

6 So Jim has -- Jim Jones, who directs our  
7 Registration Division, has been working, hearing you,  
8 trying to get input from you and wants to use this  
9 opportunity to further that with regard to a proposal  
10 relating to experimental use permits.

11 So, Jim?

12 MR. JONES: All right, thanks. I'm going to  
13 give a little bit of more context and then turn it over  
14 to Rick Keigwin who is going to walk you through the  
15 details of the proposal that we've got here today.

16 As Marcia mentioned, we have not been issuing  
17 very much experimental use permits with a tolerance,  
18 meaning that not only could you experimentally use the  
19 pesticide, you could then sell your crop legally after  
20 you had done that. And that has been a problem for many  
21 of those in the user community in particular, but also  
22 for the registrants as well.

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1           A little bit of the context behind that, back in  
2 1997 -- and actually this is somewhat unrelated to FQPA,  
3 although it did happen around the same time -- we  
4 initiated after a significant amount of public comment  
5 what has been commonly referred to -- we refer to this  
6 ourselves -- as the priority system. This system is  
7 designed to order -- rank order -- the way in which we do  
8 our business.

9           And when you have more petitions than you have  
10 resources to handle, you have to make choices about what  
11 to do first. And we've discussed our priority system in  
12 this meeting numerous times over the years. It's a  
13 process that we've always done through public comment.

14           Coming out of that, the public comment process  
15 and subsequent revisions to it, the priority system,  
16 which gives priority to reduced risk compounds, methyl  
17 bromide alternatives, OP alternatives and then IR-4  
18 submissions as well as company priorities, we have found  
19 after the implementation of that process that EUPs with a  
20 tolerance have just not gotten priority. They didn't get  
21 priority from the manufacturers, and they weren't getting  
22 priority because we didn't identify them specifically

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1       either as a reduced risk alternative or an Op  
2       alternative. They didn't have their own independent  
3       priority.

4               After several years of working through the  
5       priorities using our system, we have found very few --  
6       the results have been very few EUPs with a tolerance.  
7       And I think that one of the messages that we've gotten  
8       throughout the process, both explicit and implicit, is  
9       that there is a greater desire for Section 3  
10      registrations for new chemicals and new uses than there  
11      is a desire for EUPs with a tolerance. And therefore you  
12      can see that the priority system is delivering what the  
13      customers are asking for.

14             However, that being said, there is clearly a  
15      desire on the part of more so the growers than the  
16      industry, but the industry as well, for more EUPs with a  
17      tolerance, in particular as growers struggle with  
18      transition issues. So what we have tried to do in this  
19      proposal is maintain our basic overall priority system.  
20      But it's not really the priority system we're trying to  
21      protect. We're trying to protect the new chemical and  
22      the new use registrations that we have historically

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1 committed to and continue to commit to.

2 As we hear over and over again, although we want  
3 EUPs with a tolerance, we don't want you to do fewer new  
4 chemical registrations or fewer new use registrations.  
5 So we've tried to come up with a way in which to both  
6 maintain the productivity of the program for Section 3  
7 registrations while increasing the number of EUPs that  
8 will have a tolerance.

9 And what you'll hear today is a proposal that we  
10 -- it's a proposal, and we're going to get not only the  
11 comments of the PPDC, but we'll get a fuller vetting  
12 through some type of a public process, either a PR notice  
13 or a FR notice. We think it is a proposal that meets  
14 those objectives.

15 So with that, I'll turn it over to Rick who will  
16 sort of walk through the proposal.

17 MR. KEIGWIN: Okay, thanks. As Jim was  
18 mentioning, we haven't issued that many EUPs for food  
19 uses with a tolerance post-FQPA. And in an attempt to  
20 address concerns raised by growers, and registrants to a  
21 degree, we have tried to create a program that meets the  
22 grower's needs for greater utilization of new

1 technologies under -- or prior to registration. That  
2 still allows us to make the safety finding so that we can  
3 put a tolerance in place and then allow the food to go  
4 out into commerce, while at the same time protecting the  
5 new chemical and new use registration resources, and yet  
6 at the same time providing us with some flexibility.

7 So the criteria that we'll walk through today  
8 are first cut attempts. Some people might call them --  
9 if a chemical or an action meets these criteria, they are  
10 no-brainers. There is probably some room to expand these  
11 criteria a little bit, and that's in part what we're  
12 hoping to get through the various public processes that  
13 we'll be engaging in.

14 **(END OF TAPE ONE, SIDE A)**

15 MR. KEIGWIN: -- requirements we have to make  
16 before the agency can issue an EUP, and they fall both  
17 under FIFRA and FFDCA. Section 5 of FIFRA requires us to  
18 determine that the EUP is needed to gather useful  
19 information that can't solely be for purposes of  
20 marketing new compounds. It's really to focus on label  
21 refinement, efficacy and how the chemistry fits in with  
22 the agricultural production process. What is its niche.

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1           What is its fit within the agronomic system. And also we  
2           have to make a finding that there is no unreasonable  
3           hazardous effects.

4                        On the FFDCA side, this only comes into play  
5           where we need to establish a tolerance. It's similar to  
6           any other tolerance that we have established post-FQPA,  
7           that there is a reasonable certainty of no harm from  
8           aggregate exposures.

9                        With that, a great deal of data needs to be  
10          reviewed. The regulations call for a very narrow set of  
11          data. But as we've encountered with the passage of FQPA,  
12          there is a full arrange of data that we need to evaluate  
13          in order to make the FQPA safety finding, and obviously a  
14          great deal of environmental FATE data in order to  
15          properly characterize the contribution or the attempts of  
16          the pesticides to get into water systems.

17                      The regs, for example, call for a limited amount  
18          of data on developmental and reproductive toxicity with  
19          FQPA. We want to look at that more fully. We need to  
20          look at aggregate exposures, whereas in the past,  
21          pre-FQPA, when we issued temporary tolerances we focused  
22          on incremental risk as opposed to full aggregate risk.

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1           And the other aspect of this is that often now  
2 when we do receive food use EUPs, the registrants are  
3 submitting the chronic studies. And when we receive the  
4 chronic studies, we generally at least want to take a  
5 look at them to make sure that there is nothing in there  
6 that would cause us to be alarmed.

7           So as with any of our regulatory decisions,  
8 we're going to follow a fairly standardized scientific  
9 review process, reviewing all the necessary data,  
10 evaluating the data through our internal peer review  
11 process, conducting risk assessments and making any  
12 applicable safety determinations.

13           So now it's probably at the point where we'll  
14 just quickly walk through the criteria. As I mentioned,  
15 these are first cut, preliminary, open to suggestions.  
16 But in designing the program we wanted to come up with  
17 criteria that not only were easy to understand, but that  
18 could also be easily applied. We wanted clear criteria  
19 where the regulatory staff could make these  
20 determinations without a significant or in depth  
21 scientific review. Basically, we're trying to rely upon  
22 existing risk assessments that the agency has recently

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1 conducted.

2 Jim touched on some of this earlier in his  
3 opening remarks. But the resources to evaluate new  
4 chemical EUPs are pretty much identical to new chemicals  
5 for registration. Our review times for those have been  
6 relatively identical, and I think in large part that's  
7 why registrants have opted to pursue registration rather  
8 than seek an EUP first.

9 Even for an older chemical that has not been  
10 through an FQPA type of process, there is still a  
11 significant amount of review work that we would have to  
12 do even to issue a food use EUP. We need to re-look at  
13 those studies for, for example, susceptibility  
14 determinations. We need to look at aggregate exposures.  
15 We need to look at contributions to drinking water.

16 And for those types of actions, there could be a  
17 significant impact on resources if we were to find ways  
18 to address those. And maybe through other fora we can  
19 come up with ways to address those types of chemicals or  
20 chemicals meeting those criteria. But what we'll present  
21 are at least a subset of chemicals that we think that we  
22 can fairly easily make some safety determinations for and

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1 expedite EUPs through the process.

2 I think we can just skip over this one, because  
3 that's really a repeat. So the proposal that we're  
4 presenting today, we would at this point limit it to  
5 methyl bromide replacements, reduced risk compounds and  
6 OP alternatives, provided they have registered food uses  
7 post-FQPA.

8 And we're even being a little bit stricter in  
9 this early phase. What we're saying is not only  
10 chemicals that meet that first bullet, but also chemicals  
11 that there has been an agency decision since October of  
12 1998. The reason why we chose that is those are the  
13 chemicals that have used the more modern or current  
14 approaches to how we do aggregate risk assessments and  
15 the FQPA safety factor peer review committee had been  
16 fully in place by then. So we have very high confidence  
17 in those compounds that we can heavily rely upon those  
18 previous science determinations to make these EUP  
19 determinations.

20 Also, in an effort to -- because our intention  
21 is not to heavily rely upon our science divisions to do  
22 these reviews, we want to limit chemicals at least in the

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1 first year of this to those types of application methods  
2 or use rates where we've at least looked at that for  
3 another crop previously. So, for example, if the  
4 registered food use a seed treatment only, and then the  
5 EUP was for a foliar application in an orchard, obviously  
6 the exposure scenario is very different. And our  
7 intention is not to have to redo scientific assessments  
8 necessarily in order to issue these EUPs. Obviously a  
9 foliar use results in much higher potential worker  
10 exposure than a seed treatment use.

11 A couple of risk cup type issues, and again  
12 these are -- we think that there is some room, and we  
13 welcome your comment for all of these criteria that we've  
14 developed. Dietary issues. We would propose that, again  
15 at least initially, that the existing uses utilize less  
16 than 50 percent of the acute risk cup and 60 percent of  
17 the chronic risk cup. This is using the agency's most  
18 recent assessment. And that the proposed new use, or EUP  
19 use, would utilize less than 10 percent. We actually  
20 think that that third bullet there is very likely to  
21 happen under an EUP scenario, anyway.

22 In terms of acreage, our initial thoughts were

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1 that major uses would be limited to about no more than  
2 2,000 acres. That's actually pretty typical for a food  
3 use EUP for a major use. For an aquatic use or a minor  
4 use, our initial thinking was more in the hundred acre  
5 range. I know some growers might think that for  
6 certainly some of the major minor uses, if you will, that  
7 that's too limited. And so that's an area for  
8 discussion.

9 Watershed limitations. Our initial thoughts  
10 were no more than 100 acres in a watershed. This, again,  
11 is so that we don't have to re-look at the drinking water  
12 assessment that we've previously done. Now we're not  
13 talking about the Chesapeake Bay Watershed or the  
14 Mississippi River Basin. What we're talking about is how  
15 the U.S. Geological Survey defines -- I think what they  
16 call cataloguing units. There are over 2,000 what they  
17 call watersheds or cataloguing units, and we would  
18 propose to use that as the definition for watershed for  
19 these purposes.

20 This next slide is really what we've generally  
21 done by EUPs, both pre- and post-FQPA. These are more on  
22 the FIFRA side of things. Counties where we have

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1 significant endangered species concerns, we would either  
2 opt them out of the EUP program or try to work with the  
3 State heritage programs to minimize or eliminate any  
4 impacts on endangered species.

5 Typically EUPs have been issued for one year  
6 with opportunities to renew them on one year increments.  
7 We propose to keep that pretty much the same. And then  
8 we don't get many EUPs for residential uses, anyway.  
9 When we do, they tend to be things where registrants want  
10 to do some consumer preference testing, if you will,  
11 prior to registration. One of the reasons, again, that  
12 we would propose to limit most of them out is so that we  
13 don't have to revisit our aggregate exposure assessment.

14 The next few slides, we'll just quickly run  
15 through them. These are the chemicals that have been  
16 registered by EPA since October of 1998 that are either  
17 methyl bromide replacements for some uses, reduced risk  
18 or OP alternatives. It's not an exhaustive list. There  
19 may actually even be some chemicals up there that on  
20 their face don't meet all of these criteria. There may  
21 be other chemicals that were reviewed post-FQPA that  
22 should be on this list, and so we would invite that. But

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1 we've delineated them here for this purpose as  
2 fungicides, herbicides and insecticides.

3 Again, our intention is really to be flexible,  
4 but we also want to have a program that is going to be  
5 useful to growers. If what we've designed here is too  
6 limiting, we want to see how we can expand it. At the  
7 same time, our most important priority is to make sure  
8 that we're being protective. Protective of the food,  
9 protective of people, and yet to protect our resources,  
10 because we really don't want to be shifting resources to  
11 reviewing EUPs and sacrificing new chemical and new use  
12 decisions while we're trying to do this.

13 We're going to have a public comment process.  
14 This is obviously part of that process. We're currently  
15 drafting some type of either a PR -- a draft PR notice or  
16 a Federal Register notice that would go out in the next  
17 few months. And then obviously some type of an  
18 implementation schedule would be developed as part of  
19 that public comment process.

20 So with that, that's sort of it in a nutshell.  
21 I'll take some questions.

22 MS. MULKEY: We have about 30 minutes for

1 questions and discussion, so let's hear from you.

2 DR. BALLING: A couple of questions. One, back  
3 on the acreage limitation --

4 MR. KEIGWIN: Uh-huh.

5 DR. BALLING: And you mentioned that some of the  
6 major minors might -- some discussion might need to  
7 occur, because what is it, 300,000 acres is the cutoff?

8 MR. KEIGWIN: That's the cutoff for major  
9 minors, right.

10 DR. BALLING: So if you're 3/10, then you can  
11 get up to 2,000 acres, and if you're at 2/9, you can get  
12 100.

13 MR. KEIGWIN: At 2/9, right. So obviously there  
14 needs to be some flexibility.

15 DR. BALLING: Yeah. Maybe some thought about as  
16 a percentage of the total crop and the geography spread  
17 of the crop? Because those crops that are only in  
18 California -- almonds for instance -- probably don't  
19 necessarily need 2,000 acres. But apples spread out all  
20 over the U.S. are going to need it.

21 MR. KEIGWIN: Uh-huh.

22 DR. BALLING: The watershed thing also is a

1 little bothersome. Again, I'm not quite sure how USGS  
2 defines a watershed.

3 MR. KEIGWIN: Yeah. They're fairly narrow,  
4 actually. I was just looking on their web site this  
5 morning to get a sense. And the first ones that they do  
6 are in Maine, and I think they have about 100 watersheds  
7 just in the State of Maine. So, you know, along the  
8 Mississippi there are probably hundreds of what they call  
9 watersheds.

10 DR. BALLING: Yeah, hopefully that's not one.

11 MR. KEIGWIN: Yeah, hopefully that's not one.  
12 They don't define it as one. For their purpose it's  
13 relatively narrow. What we're trying to avoid is a  
14 concentration of EUPs in any one watershed that would  
15 cause us to need to reconsider any drinking water  
16 assessment that we've previously done.

17 DR. BALLING: So this is drinking water based?

18 MR. KEIGWIN: These are drinking water based.

19 DR. BALLING: If there was no expectation that  
20 the chemical -- you've already done 75 percent of the  
21 work on it. You certainly have some knowledge whether it  
22 would move into the drinking water for some reason.

1           You have no expectation would you need to  
2 maintain that concern?

3           MR. KEIGWIN: I think, again, the area here, we  
4 want to be flexible. But at the same time, we don't want  
5 to have criteria that are difficult for our regulatory  
6 staff to understand. Generally speaking, we're not  
7 intending to have a full science review of the EUP. So  
8 if we can develop some criteria that address that point,  
9 but are easy to implement, easy to understand and easy to  
10 explain to people. And not just to the growers who might  
11 be utilizing the chemical under the EUP, but the public  
12 generally, then we could try to develop them.

13           These are the guidelines. They will be rules.  
14 And if you were to come in with a compound that had -- we  
15 had no expectation of previous reviews, because it's not  
16 mobile and it's not persistent, and are they ever getting  
17 into groundwater --

18           DR. BALLING: You can make that argument.

19           MR. KEIGWIN: Right. Then we could consider  
20 going to some higher level in a watershed, yes.

21           DR. BALLING: And there may not be any need to  
22 do it. I just don't want to be bound to those kinds

1 of --

2 MR. KEIGWIN: And the other thing on your  
3 earlier question, what would be useful through the cup  
4 full counter process is to get a handle on -- for those  
5 of you who are involved in major/minor crops -- what size  
6 of EUPs have you had that you would think would be --  
7 even if you haven't had them. But how big would it need  
8 to be to give you the kind of information that you would  
9 require to have confidence in how the compound is used.

10 I mean, I'm not -- it's not clear to me you  
11 would need 1,000 acres or 500 or 200. I'm not -- I don't  
12 know. But you probably do have some sense.

13 DR. BALLING: That's a good point.

14 MR. KEIGWIN: And those of you in the business  
15 could sort of feed that to us.

16 DR. BALLING: That's a good point. We can do  
17 that. One other question on -- because we're speaking in  
18 generalities. So it's kind of hard to know what the  
19 details might be relative -- I'm thinking about this --  
20 you're doing 75 percent of the work for an EUP than you  
21 would do for a new chemical.

22 MR. KEIGWIN: If it's one that is a new chemical

1 EUP.

2 DR. BALLING: Right.

3 MR. KEIGWIN: Right.

4 DR. BALLING: Is this sort of the first 75  
5 percent, so that in theory when you're that far along on  
6 a new chemical, you could actually start allowing EUPs  
7 before you finish the last 25 percent, or is it something  
8 totally separate that you have to do and that is not  
9 accumulative in the new chemical registration process?

10 MS. MULKEY: The 75 percent was not for a new  
11 chemical. It was like 100 percent for a new chemical, if  
12 I understand the chart.

13 MR. KEIGWIN: Right.

14 DR. BALLING: No, I understand that.

15 MS. MULKEY: Yeah, 75 percent was a new use.

16 MR. JONES: We've actually -- we've done them  
17 just before a new chemical, because we were far enough  
18 along to do an EUP, but not far enough along to register  
19 it. But the timing of it has to be -- you have to be  
20 very, very lucky in the timing, meaning that you say you  
21 hit that point in -- you know, if the use is in May, you  
22 hit that point in April. Oh, how fortunate for us all.

1 That timing rarely works out so beautifully that you can  
2 do that.

3 But it has happened that we have issued -- and  
4 we didn't plan on it that way. But either the company or  
5 we recognized that it was feasible and therefore we did  
6 it. But it's pretty unusual and it's largely because of  
7 the timing aspects. The moon and the stars don't line up  
8 like that.

9 MR. KEIGWIN: And remember what we're talking  
10 about here is a process for expediting more EUPs through  
11 the process. You know, certainly for that scenario,  
12 Steve, that you just mentioned, I mean, we have done that  
13 before. These are the ones -- you know, FIFRA calls for  
14 a 50 day turnaround time on an EUP. And we think that  
15 for a lot of the things that meet these criteria we could  
16 get closer to that 50 day type of expedited turnaround as  
17 opposed to the 12, 15 or 18 month turnarounds for some of  
18 the EUPs that might fit the scenario.

19 DR. BALLING: And presumably you could also look  
20 at the opportunity -- as a user at the opportunity of  
21 well, we've got this compound that is --

22 MR. KEIGWIN: Far enough along.

1 DR. BALLING: -- 65 percent through the system.  
2 Maybe we can get the EUP on it this year, because we're  
3 not going to get the new registration this year, but at  
4 least we can try it out on a commercial level. And  
5 that's what's so critically important about these EUPs.

6 MS. MULKEY: Phil, I think you were next?

7 MR. BENEDICT: Yeah. USGS numbers uses digit  
8 numbers to signify the size of the watersheds.

9 MR. KEIGWIN: Yeah. These are the eight digit.

10 MR. BENEDICT: I was wondering where you were.  
11 Okay, eight digits. If you just tell people that, it  
12 would make it a lot easier in figuring out what's going  
13 on.

14 MR. KEIGWIN: Okay.

15 MS. MULKEY: And I think Larry was next and then  
16 Dan. I may have that wrong.

17 MR. ELWORTH: Well, one thing that I would want  
18 to emphasize in this is that -- and I know this is  
19 unintentional. But this is the rationale behind the  
20 grower community asking for the agency to look at EUPs.  
21 It's not because the growers are interested in more  
22 flexibility or want to use chemicals more frequently.

1           But given all the pressures on growers and not  
2 just regulatory pressures, and given the nature of the  
3 chemistry that is out there, which isn't broad spectrum  
4 but very specific chemistry, there is an incontrovertible  
5 need to learn how to use these chemicals before they're  
6 actually applied on a wide scale in the field. And  
7 without that, it's virtually impossible to make some of  
8 the changes that growers have to make, again whether it's  
9 because of biological reasons or regulatory reasons.

10           So whatever the agency does to deal with that  
11 problem, whether it's this solution or other solutions in  
12 the EUP program -- and that's not the only solution --  
13 the growers and the people that work with them need time  
14 to get experience with these chemicals before they take  
15 them to wide scale. Or they simply -- number one, they  
16 won't be alternatives. Two, they won't be able to be  
17 incorporated.

18           And it's going to take three to five years to  
19 get these chemicals to go from beginning to becoming  
20 acquainted to them to actually be able to use them  
21 effectively in the field, especially since we're talking  
22 about chemicals in many cases that have a very limited

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1 spectrum and maybe even a limited spectrum for a limited  
2 time during the year.

3 So that -- I think that's the underlying need  
4 here irrespective of -- this isn't a regulatory relief  
5 proposal.

6 MR. KEIGWIN: Right.

7 MR. ELWORTH: This is a proposal to give the  
8 industry the opportunity to do what they need to do. Two  
9 specific issues I wanted to raise on that. One is -- and  
10 I know there has been some discussion about this -- the  
11 issue of the duration of it. If the agency is interested  
12 in minimizing its resources, knowing -- based on what I  
13 just said -- that you do need some time to do this,  
14 looking at more than a one year duration for this  
15 especially if the timing doesn't line up, as Jim was  
16 saying, would be, I think, a really useful thing for the  
17 agency to think of in terms of its resources. And also  
18 given the fact that it takes more -- you don't just take  
19 something out in the field. You look at it for a year  
20 and go ding, you know, we're going to use.

21 The other issue that you didn't talk much about,  
22 Rick, is how this will fit into the priorities set in

1 with the agency.

2 MR. KEIGWIN: Yeah, I'm sorry. We think we  
3 could handle these without the registrant utilizing a  
4 priority. So the priorities are really there in order to  
5 help us structure science resources in large part, and we  
6 believe that most of these we could handle within RD  
7 without significant scientific input.

8 MR. ELWORTH: What about the duration issue?

9 MR. KEIGWIN: Yeah. I think we could -- I think  
10 that's something that we could definitely work with.

11 MS. MULKEY: Larry, do you think the only one  
12 year might deter people from either seeking EUPs or using  
13 them?

14 MR. ELWORTH: I don't know if it deters. I  
15 guess it wouldn't so much be deterring as it wouldn't be  
16 a sufficient incentive. I mean, some others may have  
17 some ideas on that. Dan may have some ideas on that.  
18 But the issue is not so much it would deter. Just  
19 whether it would be worth your while.

20 MS. MULKEY: Dan?

21 MR. BOTTS: I would like to echo my support for  
22 both Steve and Larry's comments and build on them just a

1 little bit. First of all, I would like to thank the  
2 agency for taking a concern of the grower community to  
3 heart and actually looking at a system that we think  
4 needs to be looked at in some more detail.

5 And having said that, as a first cut I  
6 appreciate the opportunity to look at this. One of the  
7 things that I would suggest in this process -- and the  
8 priority system having been set up the way it was, even  
9 preexisting to FQPA, probably is the major reason for  
10 EUPs falling out of favor, recognizing the resource  
11 driven issue at the agency and everything else.

12 I would also suggest that in the eyes of the  
13 companies that have developed these products there is no  
14 such thing as a product that is not the best and  
15 brightest for any particular use. And sometimes the  
16 priority system from a grower perspective on what needs  
17 to be looked at in this type of context might be  
18 different from the list of priorities that you would  
19 receive from the registrant. And if these are purely  
20 designed to go into implement into a transition  
21 discussion period or transition issue, which the way I  
22 read the priorities up front, where I would suggest that

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1 you need some type of grower level input in the selection  
2 process for those products that might subsequently be  
3 able to take advantage of this system.

4 And going back to some of the other issues on  
5 the size limitations -- acreage limitations -- and some  
6 other things, I would also suggest that you need to  
7 carefully vet this program with those states who have a  
8 second tier regulatory program on state level EUP permits  
9 and approvals. Because I know at least in the State of  
10 Florida, even if it's got a federal EUP, there has to be  
11 an approval process at the state level as well.

12 And rather than do it after the fact, it would  
13 probably be a good idea to go ahead and solicit some  
14 comments on this proposal, even before you go out with  
15 your PR notice or FR notice at the state level.

16 MS. MULKEY: Very helpful. Thank you. Ray?

17 RAY: Thank you. Jay Vroom asked me to sit in  
18 for a while while he had a conference call to attend to.  
19 I have one question and a couple of comments. You  
20 mentioned that the -- well, the proposed use would be  
21 limited to 2,000 acres and limited to no more than 10  
22 percent of the total available risk cup.

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1                   Does the 10 percent apply to the use on those  
2                   2,000 acres, or the anticipated use once it is fully  
3                   registered?

4                   MR. KEIGWIN:    Good question.

5                   **(Laughter)**

6                   MR. KEIGWIN:    It's hard to imagine that, you  
7                   know, a hundred acres, if that's where we ended up with,  
8                   would represent 10 percent.

9                   MR. AIDALA:    And it's not a reduced risk.

10                  MR. KEIGWIN:    And so I'm sure they're talking  
11                  about 10 percent of --

12                  MALE SPEAKER:   Potential.

13                  MR. KEIGWIN:    -- potential U.S. full  
14                  registrations.   So, again, an area that we can work on  
15                  and better characterize what we're talking about.

16                  RAY:    Okay.   We -- our registration committee of  
17                  ACPA had a chance to look at this presentation I think a  
18                  week ago.   There is a lot of support for that, and we're  
19                  quite supportive of the efforts to streamline the EUP  
20                  process.   We think it's an important step in getting on  
21                  the market sooner with greater confidence some of the  
22                  replacement products for those being lost either through

1 FQPA concerns or other concerns. We think it's very  
2 important that the growers work soon and early in the  
3 process with the registrants on the products of interest  
4 so that their concerns are taken into account.

5 Of particular importance is planning far enough  
6 in advance for the residue data that would be required  
7 for approval, and that you've got to plan on at least a  
8 year to get that residue data. So we're eager to work  
9 with it. I guess the one concern -- the only concern  
10 I've heard expressed so far is the restrictions, which I  
11 understand the need for, might severely limit the number  
12 of uses that would go through such a program.

13 MR. KEIGWIN: One of the things that we've --  
14 from informal discussions that we have thought of since  
15 we put it together is that what would likely help us sort  
16 through amongst them -- you know, we could conceivably be  
17 getting a hundred of them in the first year -- is to  
18 require that the manufacturers come with a grower as a  
19 partner already, so that we know that there is some  
20 grower support for any individual one. Which is an idea  
21 that we actually got from IR-4, which is that's what they  
22 require as they decide how to pursue which residue field

1 trials, crop chemical and crop combinations, so that you  
2 have this combination of the registrant support but there  
3 is a grower group that also is saying, yeah, this would  
4 be a very important thing for us.

5 And I think that that's something that we want  
6 to incorporate in the ultimate proposal that we make.

7 MS. MULKEY: We'll call on you guys, but I was  
8 going to ask a question related to this. Dan mentioned  
9 encouraging us to involve grower perspective. Ray  
10 mentioned encouraging growers to work with registrants.

11 My question, I guess, to Dan is, is there a  
12 practical workable way for growers to engage directly  
13 with the agency, or is the agency a tool that could be  
14 used to facilitate the interaction between growers and  
15 registrants, or is this in fact -- is Ray's envision of  
16 this, which is basically that collaboration needs to  
17 occur, registrant to growers, really the more realistic  
18 model?

19 MR. BOTTS: An easy question to answer. All of  
20 the above.

21 **(Laughter)**

22 Just from my perspective and looking at it from

1 an organized program where we have attempted to have this  
2 level of conversation with individual registrants, even  
3 in the numbered compound stage, or even sometimes even  
4 pre-numbered compound stage, on products that are in  
5 development in pushing for our member-growers to get  
6 better communication about what's coming down the  
7 pipeline, so that we can push to move things up in the  
8 registration process, which is probably the same type of  
9 philosophy.

10 There is no easy, simple way to get that level  
11 of involvement on an individual commodity group basis.  
12 And I would suggest probably that there is no more than  
13 four or five organizations in the country that have  
14 attempted to formalize this process to the level that we  
15 have in Florida. Because we have actually put together a  
16 schedule that we try to work with with what we call the  
17 basic research companies on at least an every 18 month  
18 cycle, meeting with every one of them to see what they've  
19 got moving down their process.

20 We're actively engaged with IR-4 to ensure that  
21 the priorities that our growers have established are  
22 involved in their system. IR-4's food use priority

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1 system setting probably comes as close as anything to  
2 fitting a model. But I have a problem with how that  
3 process works, because it's geared more toward the  
4 extension level participation and the research level at  
5 the university system rather than direct grower  
6 participation at that level.

7 And right now there is not a single sight that  
8 that type of level of interaction could take place. And  
9 what I was encouraging a minute ago was maybe using this  
10 system and letting EPA serve as a facilitator as  
11 registrants come together. I mean, we do it on an  
12 individual registrant basis from the Florida fruit and  
13 vegetable perspective. I don't know that we could do  
14 that with all the registrants sitting around the table,  
15 for the very same reasons that they get into anti-trust  
16 conversations and other things when you start talking  
17 about regulatory impacts on other compounds that go  
18 across multiple registrants.

19 So it almost has to be on an individual  
20 registrant basis. But somehow that needs to be  
21 facilitated, or communication needs to be picked up to  
22 ensure that same knowledge base is out there across the

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1 grower community. And that's not happening now.

2 DR. LYNCH: Yeah. I was going to say that I  
3 also think that the EUP program and the expansion of it  
4 -- and I really like the way you've laid out the -- you  
5 know, the criteria and prioritization, etc. And it has  
6 been really extremely useful in the efforts that I'm  
7 aware of where focus has been on transition strategies.  
8 You know, articulation of priorities of particular  
9 chemicals, high risk chemicals, that need to be removed  
10 from a system. The EUP process was incredibly important  
11 in being able to target the alternatives and figuring out  
12 how that they could be incorporated more rapidly in.

13 A question that I sort of have for perhaps Al,  
14 in thinking about the transitions that the USDA has been  
15 involved in, etc., I mean isn't that a way to help begin  
16 to bring together perhaps the registrants? I mean, we  
17 know that we've worked really very well with the land  
18 grant university system in order to get those people to  
19 be doing their on-farm research and get directly engaging  
20 farmers, you know, in that experimentation on their farm  
21 fields. You know, using their equipment. How does it  
22 all fit into their system.

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1           You know, is there not a way to, you know, try  
2           to use that mechanism to more effectively create that  
3           communication with the grower community? And perhaps  
4           Steve and Dan would have some, you know, comment about  
5           that as well.

6           MR. JENNINGS: Well, I do think the strategic  
7           plans reflect grower-driven priorities for new products  
8           and alternative products. The problem right now is those  
9           exist for only a handful of crops. My hope is we can get  
10          them expanded. So I think it is a natural where they  
11          exist and where they don't exist, and I think we have to  
12          have some alternatives. The ones that are discussed here  
13          sound good to me. IR-4 -- again, while we all have  
14          concerns about how that priority system works, it  
15          probably comes as close as anything to reflecting grower  
16          needs right now.

17          So we would hope to use a variety of mechanisms,  
18          and we would hope to get the additional strategic plans  
19          in place over the year.

20          JIM JONES: Just to comment, I think, you know,  
21          Sarah, that the last EUP we granted in the scenario that  
22          Steve was talking about, where we were 75 percent done

1 and the timing just all lined up, was pymetrozine  
2 potatoes, the one you were working on in Wisconsin about  
3 two years ago. It's just the stars and the moon just  
4 don't line up like that all the time, but it did in that  
5 situation.

6 (Laughter)

7 DR. LYNCH: Well, it certainly did. And if you  
8 look at the adoption state wide of those alternative risk  
9 -- reduced risk products, Wisconsin stands out far -- you  
10 know, far in front of all other, you know, potato  
11 producing states for that very reason, because they have  
12 a very -- all the stars lined up, perhaps. But in  
13 addition, there was this mechanism for figuring out how  
14 to really integrate it into the existing farming systems  
15 and to get, you know, grower adoption and confidence in  
16 using that product.

17 So maybe we all need to get into astrology or  
18 something like that.

19 (Laughter)

20 MR. ELWORTH: I want to talk about non-ag EUPs,  
21 so, Ray, if you want to -- I assume you don't want to  
22 talk about non-ag.

1                   **(Laughter)**

2                   RAY: I'm not avoiding it. I just don't have  
3 anything to say about it.

4                   MS. MULKEY: So your suggestion is that we defer  
5 to Larry and Ray. But let's be sure we save some time.  
6 I think it was Larry and Ray, then. I assume Larry wants  
7 to talk about ag, too.

8                   MR. ELWORTH: With all due respect to your  
9 wonderful products. Sarah mentioned the test management  
10 strategic plans, and actually this issue came up pretty  
11 much early and often in all of those discussions. And it  
12 was actually -- the first I had heard about it was from  
13 the apple industry from researchers that I had worked  
14 with for, you know, 15 or 20 years. And they were  
15 universal in their concerns about this.

16                   And I guess having said that, my observation  
17 would be -- I think this is a great first step. My  
18 observation would be that the big fish in this pond is  
19 the new AI's. And this really truly does go -- doesn't  
20 resolve that problem, and that's where not only obviously  
21 the markets are, but it's also where the larger gains are  
22 in terms of growers being able to change their practices.

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1           And so I don't want to minimize how important  
2 this step is, but that's -- in terms of meeting the need,  
3 it doesn't go far enough. And I'm not sure that  
4 regulatory programs are the only way to meet that need.

5           RAY: Yeah. While my charter, ACPA, can't  
6 advocate for any specific product used, because we  
7 represent all of the companies who are amongst themselves  
8 competitors, I think we can play a role in facilitating  
9 the interaction that Dan is talking about. And we would  
10 be happy to work with the agencies, including the IR-4  
11 program, to find a way for all of the grower groups to  
12 get together on a regular or as needed basis with the  
13 individual registrants in order to make sure that these -  
14 - their concerns and priorities are considered.

15           MS. MULKEY: I could offer you -- you might not  
16 want to refuse, Dan. I don't know. Okay.

17           MR. BOTTS: I appreciate the bone thrown here to  
18 residential use.

19           **(Laughter)**

20           Most residential uses will not be eligible.  
21 Rick, you and I have a little bit of history on trying to  
22 get an EUP on sort of a non-ag basis for which there is

1 really no template within the regulation. And I know you  
2 probably haven't discussed this much. Could you say a  
3 little bit more about what you wrote here, and then I  
4 have some other questions.

5 MR. KEIGWIN: I guess I have two comments. One  
6 is the main reason why that most -- or mostly no  
7 residential uses were in there was so that we wouldn't  
8 have to revisit our residential exposure assessment that  
9 we had previously done. Obviously there are some types  
10 of low, no exposure residential use scenarios that  
11 potentially could come in. I'm thinking immediately of  
12 like a below ground termite bait station, for example,  
13 that likely could come in under the scenario.

14 Now I believe RISE is also interested in  
15 exploring ways to pursue additional or some type of -- a  
16 new type of forum for sort of the residential non-ag type  
17 EUPs. And I'm not sure how far along RISE is.

18 MR. BOTTS: Well, I'm not familiar with their  
19 work.

20 MR. KEIGWIN: Yeah. I know they've been  
21 interested in pursuing this concept.

22 MR. BOTTS: Well, I would encourage the agency

1 to think fairly strongly about this. And one of the  
2 things that I would certainly appreciate is some sort of  
3 translation of acreage into, you know, households or  
4 other sites -- non-ag sites -- so we can get a sense of  
5 an ability to actually either have a R&D exemption or an  
6 EUP.

7 And the other point I want to make about this --  
8 and why I would encourage you to do this -- is similar to  
9 the idea of why somebody has -- an environmentalist may  
10 want a hunting season on an animal. And that is,  
11 sometimes you want -- it's in the agency's best interest  
12 not to avoid the issue, but to actually set some sort of  
13 priority or some sort of scheme for non-ag EUPs, because  
14 the work kind of happens anyway on some levels of some  
15 different things.

16 And so there is a sort of sub-radar kind of  
17 activity, and you guys may want to have that become more  
18 above board. And that's if you have an ability to  
19 actually have registrants get R&D exemptions or EUPs.

20 MS. MULKEY: Is your concern primarily with  
21 products where the active ingredient is also a food use,  
22 or are you -- do you think there are a lot of issues in

1 this area for products where the active ingredient is not  
2 also a food use?

3 MR. BOTTS: We have both. But in our particular  
4 instance, we -- there are certainly non-food actives like  
5 in the antimicrobial area.

6 MS. MULKEY: Because that might be tackled in a  
7 different way, because it doesn't -- not that it doesn't  
8 matter what the aggregate exposure is. But it doesn't  
9 trigger --

10 MR. BOTTS: It makes it easier.

11 MS. MULKEY: -- an infinity FQPA analysis.

12 MR. BOTTS: Right.

13 MS. MULKEY: So maybe we could look into a first  
14 cut at thinking about where the active is not a food use.

15 MALE SPEAKER: And that would go a long way for  
16 a lot of products.

17 MS. MULKEY: Okay. By my count we have five  
18 more minutes, if we're going to stay on -- and we have  
19 two tent cards, so we're looking good.

20 J.J.?

21 DR. STEINBERG: Wearing my scientist researcher  
22 hat, I have to say that this program is potentially

1 exciting. It's not a common word, I guess, one would use  
2 in regulations. But as you well know, when the good Hal  
3 Varmis came to the NIH and when the good David Kessler  
4 was at FDA, they had a crushing need for new drugs and  
5 compounds in the pipelines, certainly as it related to  
6 age drugs.

7 A program like this could be a major catalyst to  
8 get new compounds in the pipeline. And I think if that  
9 aspect is underscored, I think again that could be very  
10 exciting. The key to success in the NIH and FDA's  
11 approach in getting those drugs in the pipeline, which  
12 we, the American people and the world are now reaping the  
13 benefits of dozens of new drugs in this area, was really  
14 an expedited review where time was of the essence in  
15 getting these things through. The NIH and FDA has shown  
16 wonderful charts how time to get these things to this  
17 pilot project approval dropped. And that was a major  
18 catalyst for all the companies to come across on.

19 Also, I have to admit as a researcher, the size  
20 of the application was critically important. Obviously  
21 you have to make sure that there is a do no harm mode.  
22 And again, here I think using experimental agricultural

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1 labs in universities, the EPA has wonderful sites to  
2 carry these things out across the country. And I'm sure  
3 if private industry came forward and were to ask for  
4 other opportunities to use land or property set aside --  
5 you know, one of the largest land owners in the United  
6 States is the Department of Defense. I'm sure they would  
7 be happy to loan a few acres for these things, also.

8 So I think a lot of novel thinking can come  
9 across as it relates to this. The SAP may have a view.  
10 So I think that's kind of the catalytic view that I would  
11 look at this program.

12 So I end by saying that this could be an  
13 exciting program to really push forward a lot of new  
14 novel products and to let the community know that this  
15 exists and could really be a boon in replacing a lot of  
16 old products and getting the next generation out there.

17 MS. MULKEY: Thanks. Ray, we'll let you have  
18 the last word for today.

19 RAY: I just did. I'm done.

20 MS. MULKEY: Oh, I see. All right. Well, thank  
21 you. We end then on this visionary note, and that's  
22 okay, too. We are scheduled for a break now, and we will

1 take it. We are scheduled for a ten minute break. Now  
2 you folks are impossible to do this with, I have learned.  
3 But you really need to honor that.

4 There is an AT&T cell phone in the Washington  
5 room, if anybody has lost your phone.

6 MALE SPEAKER: Oh.

7 MS. MULKEY: And if any of the members of the  
8 public scheduled for public comment at 4:30 are heavily  
9 burdened by the timing on that, if you could let Margie  
10 know during this break, and we will see if we can work  
11 out something so that you don't have to wait until then.

12 Thank you.

13 MS. FEHRENBACH: You can just sign up outside at  
14 the desk. There is a sign up sheet they can sign up.

15 MS. MULKEY: Nobody has signed up yet for the  
16 4:30?

17 MS. FEHRENBACH: No.

18 MS. MULKEY: So if any of you were deterred by  
19 that timing, I guess is what we're saying. And please,  
20 ten minutes only. That means you can't hold a half hour  
21 meeting.

22 **(Whereupon, a brief recess was**



1                   **(Laughter)**

2                   And that's my grossly over simplified version in  
3                   an effort to stall here to try to get some people in  
4                   their seats.

5                   **(Laughter)**

6                   Of the kind of work that this work group has  
7                   done, which is in fact very sophisticated and not that  
8                   kind of simplistic -- although it seems simple once  
9                   they've done their work. Some of the issues seem simpler  
10                  than, you know, when they first embarked on tackling  
11                  them. So it's been a lot of work. It's been a lot of  
12                  good work. And it has matured to a near conclusion,  
13                  right? Is that fair?

14                 Those of you -- the PPDC has always been  
15                 troubled about what does it mean to embrace the work of a  
16                 work group. And there has been some struggle with am I  
17                 saying I agree with everything. Am I saying that I  
18                 endorse every statement they make. I think we concluded  
19                 the last time we struggled with this issue that the right  
20                 way to think about -- the work group exists as a legal  
21                 entity, and we are a legal entity -- the PPDC. As a  
22                 legal entity only because of the advisory committee.

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1           It is not its own separate independent advisory  
2 committee. So it brings its advice to the agency through  
3 the PPDC. But the PPDC doesn't have to operate by  
4 consensus. In fact, neither does the work group. So the  
5 advice can come to the agency without your embracing it  
6 at all. What you do need to do is to decide that it is  
7 appropriate to have the advice go to the agency.

8           You may want the advice to go to the agency  
9 unedited by you. You may want the advice to go to the  
10 agency with some caveat, like frankly I don't  
11 individually have an opinion on whether the agency should  
12 accept the advice. You may want it to go to the agency  
13 saying we think the agency should receive this advice  
14 because they did a bunch of work.

15           But frankly we're not persuaded that the agency  
16 should take the advice. That's okay, too. Or even we  
17 individually as PPDC members, or even collectively,  
18 recommend the agency not embrace this advice. You do not  
19 have to agree with the advice in order to basically make  
20 it. Use yourselves as a conduit for the advice to be  
21 received by the agency as an advisory committee.

22           So let's be sure we understand that dynamic.

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1 This doesn't mean that we want you to just rubber stamp  
2 the receipt by the agency of work group advice without  
3 engaging on it. We welcome your engaging on it. But  
4 it's okay not to.

5 All right. I think maybe now we are ready for  
6 the presentation, and they've built some time in for  
7 group discussion as well. Take it away.

8 MR. MCDAVIT: Okay, thank you. My name is Mike  
9 McDavit. I'm with the Special Review and Re-registration  
10 Division from OPP, and I had the pleasure of being  
11 involved with this group from its beginning to what  
12 appears today to be its closure. But I'm not going to be  
13 doing most of the talking. We're going to let some of  
14 the stakeholders speak to you about what the group did  
15 and what some of the recommendations are.

16 And before I do that, though, I want to just lay  
17 the stage -- the groundwork a bit more so that you have  
18 some context. I think for many of you this is not a new  
19 issue, but for some of you it might be. So real quickly  
20 just a bit of background.

21 In 1998 the agency issued two rodenticide REDs,  
22 one of which covered six active ingredients which were

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1 primarily anticoagulant rodenticides. And there was  
2 another RED issued on zinc phosphide. In both of these  
3 documents we outlined a concern we had discovered by  
4 consulting with the data from the AAPCC, which is the  
5 American Association of Poison Control Centers. It is  
6 basically the poison control center data that is  
7 collected.

8 And what we saw was a disproportionate number of  
9 exposure incidents involving young children in the home.  
10 And we were concerned about that and felt we needed to  
11 address it in the REDs. And so we took a two prong  
12 approach in both of these documents.

13 The first part was to have some immediate  
14 effect. It was to require the reformulation of products  
15 to include a bittering agent, which Marcia just eluded  
16 to, as well as a staining agent or an indicator dye into  
17 all formulated products that were sold in the home. That  
18 was phase one, and that was envisioned as kind of a short  
19 term step.

20 The second part was to convene a stakeholder  
21 process of some type. It wasn't specified in the RED.  
22 But some type of stakeholder process where all of the

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1 issues could be fully vetted and discussed across  
2 multiples of concerns here. And so that's where the  
3 rodenticide stakeholder work group comes into being.

4 We approached the PPDC also in 1998 seeking your  
5 support for forming a subcommittee, and we asked for your  
6 participants and any other recommendations on who should  
7 be on such a group. Bob Rosenberg was a member of the  
8 PPDC who also served on the rodenticide stakeholder work  
9 group. But most of the membership came from other  
10 efforts that we undertook to get a balanced group.

11 We convened the group. We had its first meeting  
12 in March of '99 and it included 26 members. Lois Rossi  
13 was the chair, and she would be here today if it weren't  
14 for some other pressing matters in the office. So her  
15 apologies for not being here, and so you get me instead.  
16 And then in July of '99, sort of an interim report or a  
17 recommendation was made to the PPDC.

18 And that recommendation was to basically take a  
19 fresh look at the labeling and try to devise labeling  
20 statements that would preclude exposure cases involving  
21 young kids. And Eileen Moyer, who is with Reckit Van  
22 Keyser, will be speaking about that in a few minutes.

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1 But that particular recommendation was endorsed by this  
2 body, and so the agency started working on it with the  
3 rodenticide community -- registrant community. And  
4 again, she'll speak to that.

5 And one of the things that also came up then was  
6 -- it was Marcia's suggestion that basically created the  
7 expectation that when this group was finished, we would  
8 have a full report. And that's now available, and that  
9 indeed is how we concluded the work of this group.

10 As far as today goes, I'm going to put the mike  
11 down in a second and hand it over to Rose Ann Soloway of  
12 the American Association of Poison Control Centers. She  
13 is the Associate Director and she was an active member on  
14 the stakeholder work group. And she's going to discuss  
15 the findings and recommendations of the work group.

16 And then when she concludes -- and I think it's  
17 approximately a ten minute or so presentation. Then  
18 Michael Nieves of our office, the Special Review and  
19 Re-registration Division, who is now the Chemical Review  
20 Manager for all of these particular active ingredients,  
21 will introduce the next speaker, which is Eileen Moyer,  
22 the Director of Regulatory Relations at Reckit Van

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1 Keyser, which is the maker of the decon products in case  
2 you don't know the name Reckit Van Keyser, which I think  
3 is kind of a disguised name.

4 But she'll be speaking specifically about the  
5 status of that effort to improve the labeling. This has  
6 been a joint effort between EPA and the Rodenticide  
7 Registrants Task Force to vamp up those labels. So with  
8 that, I'll turn the show over to Rose Ann Soloway, and  
9 I'm going to flip charts up here.

10 MS. SOLOWAY: Thank you, and good morning. It's  
11 an honor to present the work of such a diverse group, and  
12 I thank Mike for agreeing to flip charts so that I don't  
13 have to stand up right in the middle of the screen and  
14 get in your way.

15 This work group was convened to assist EPA to  
16 address potential problems related specifically to  
17 children's access to rodenticides in the home setting.  
18 So while there are many uses for rodenticides, the focus  
19 of this work group was very specifically children and  
20 very specifically the home setting.

21 The members of the group included not only  
22 federal agencies and bureaus, but also representatives of

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1 the general public, representatives of the medical  
2 community, public interest groups, as well as industry,  
3 and chaired, as Mike said, by Lois Rossi. We met five  
4 times. Went on a field trip. Had a number of invited  
5 presentations, as well as public comment, both orally and  
6 in writing, and a great deal of very polite, but very  
7 vigorous discussion.

8 As part of the groundwork, we were asked by EPA  
9 to keep in mind several things as our deliberations  
10 proceeded. First of all, the number of times that  
11 children gained access to rodenticides in a home setting,  
12 and almost by definition, gaining such access would be  
13 under inappropriate circumstances.

14 Secondly, to focus not only on potential  
15 toxicity or perceived risks of pesticides, but also -- of  
16 rodenticides specifically, excuse me. But also on the  
17 public health benefits of rodent control, including the  
18 use of rodenticides.

19 We needed to consider the fact that solutions --  
20 potential solutions -- should not substitute one  
21 potential human health hazard for another, that few  
22 actions are without costs, both monetary -- actual

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1 monetary costs as well as costs in resources, and that  
2 the equity of those costs and regulatory burdens needed  
3 to be considered. And finally that any potential  
4 solutions recommended had to be economical and efficient.  
5 That is, not just a possible solution, but a feasible  
6 solution.

7 We embarked on several meetings' worth of fact  
8 finding. And I'm not going to identify them all at this  
9 moment, because I will say a few words about each of the  
10 items you see on the list in front of you. I'll simply  
11 say that we did this by means of presentations by agency  
12 personnel, work group members, as well as invited guests  
13 from other federal agencies, as well as other outside  
14 groups.

15 The first of these issues was data sources. EPA  
16 came to us with a great deal of information from the  
17 toxic exposure surveillance system of the American  
18 Association of Poison Control Centers. But about  
19 immediately the group wanted to find what other sources  
20 of data might be available and might be relevant to the  
21 issue at hand. And so over a period of our meetings,  
22 information from other federal sources and other state

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1 sources were gathered.

2 Now there is a great deal of information to look  
3 at here. The information came from desperate sources  
4 with desperate findings. And I will assure you that  
5 there was a great deal of discussion about data, about  
6 the sources, about what the data meant and about how the  
7 data were interpreted. There was a pretty general  
8 agreement that little, if any, of the data actually  
9 characterized the circumstances surrounding children's  
10 access to rodenticides.

11 But there was agreement on two issues. Number  
12 one, a large number of children -- we're talking about in  
13 the tens of thousands over a period of service years --  
14 came into contact or presumed contact with rodenticides  
15 in the home setting. Given that, this situation could  
16 only occur if the product placements were made in a  
17 manner which directly violated label instructions about  
18 safe use, for placement of dates and any instructions  
19 about keeping out of the reach of children. Because  
20 whatever else was happening, these were not out of the  
21 reach of children.

22 But regardless of individual thoughts about the

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1 use of chemical rodenticides, there was certainly an  
2 agreement that there were significant public health  
3 benefits to controlling rodent populations. First of  
4 all, protecting the public health. We heard information  
5 from CDC about 20 different rodent borne diseases that  
6 are found in the United States. And some of those  
7 diseases are fatal. For example, in one report period  
8 outlined by CDC, 45 percent of victims of hanta virus  
9 died.

10 We learned that rodent borne diseases can be  
11 transmitted in a number of ways. First of all, directly  
12 by bites. Secondly, by rodent contamination of food,  
13 water and residential areas. And thirdly, by other  
14 critters that bit the rodents and then bit humans and  
15 passed on rodent diseases that way. Rodent borne  
16 diseases that way. So that was one issue.

17 Another is actually protecting food supply.  
18 Since rodents eat, they'll eat food wherever they can  
19 find it, and if what they find is bulk food supply,  
20 they're happy with that. And finally, to prevent  
21 property damage. We heard and saw some dramatic  
22 information about what happens to residential structures

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1 -- and other structures. But we're focusing on  
2 residences.

3 What happens to residential structures when  
4 rodents are given unfettered access. They can bring a  
5 building down. They'll chew through wood. They'll chew  
6 through all kinds of structural building materials. In  
7 their search for water, they will chew through water  
8 pipes, which not only affects the water supply, but  
9 causes floods. And one of the frightening -- and I think  
10 for many people very surprising -- things was how they  
11 will chew through electrical wires and cause fires as a  
12 result.

13 We then got to the issue of chemical rodent  
14 control, since that, after all, is why we were there, and  
15 considered information about the properties and the  
16 toxicity of six currently used anticoagulant  
17 rodenticides, as well as zinc phosphide. Since we're not  
18 here to talk specifically about toxicity, I'll leave that  
19 for now unless anyone has questions later.

20 But I want to compliment that discussion about  
21 chemical rodent control by mentioning issues related to  
22 nonchemical residential rodent control. Integrated pest

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1 management is an issue that was brought up by a number of  
2 constituencies around the table, certainly  
3 representatives of the public communities as well as  
4 medical -- people with medical concerns and the industry.  
5 And it certainly was agreed that integrated pest  
6 management is an important consideration when discussing  
7 rodent control in general. It's impossible to discuss  
8 rodent control without at the very least talking about  
9 sanitation and waste management.

10 But a couple of other issues were raised.  
11 Number one, nonchemical means are not going to be  
12 effective if there is some reason for rapidly decreasing  
13 a rodent population. If there is some need to rapidly  
14 decrease rodent population, then nonchemical means are  
15 probably not going to do it. And one instance of that  
16 might be an acute public health hazard.

17 Secondly, it was noted that while a number of  
18 nonchemical rodent control methods are available, they  
19 may not have toxicities, but they may in fact present  
20 other hazards. A kid who comes on a rodent caught in a  
21 snap trap has access to that rodent and potentially  
22 rodent borne diseases. If rodents accumulate in a multi

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1       critter trap that, again, is not removed immediately,  
2       then there is access to children. And quite frankly, you  
3       know, I have taken calls at the poison center from people  
4       who are bitten by rodents who were stuck to a glue trap.  
5       Kids can get their fingers stuck in a snap trap and have  
6       finger trauma as a result.

7               A number of potential risk management strategies  
8       were discussed, and I'll talk about each of these briefly  
9       before getting to our recommendations to this group.  
10       First of all, there was some discussion about making  
11       these rodenticides restricted use versus general use.  
12       And there didn't seem to be much support for that  
13       possibility for a couple of reasons, one of which  
14       restricted use means exactly that. And so people who  
15       need access to rodenticides and are not in a position  
16       financially or otherwise to use the services of a  
17       professional pest control applicator automatically are  
18       disadvantaged. And secondly, the toxicology profile  
19       simply didn't seem to indicate a need for restricted use  
20       for these substances in general.

21               Bittering agents. Bittering agents are  
22       voluntarily used by some manufacturers in their products.

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1           However, we also heard some testimony that mammals,  
2           including rats, certainly have strong reactions to  
3           available bittering agents, and that the required use of  
4           bittering agents in rodenticides could have the undesired  
5           effect of making them unpalatable to the rats and mice in  
6           question.

7                        Tamper resistant bait stations. On the surface,  
8           that seems like it would be an excellent idea. There are  
9           a number of practical considerations. One is that they  
10          are more expensive. Another is that they are larger, so  
11          they are harder to display. They're harder to market.  
12          They have been less readily purchased and accepted by  
13          consumers in past situations where they have been  
14          marketed to consumers. And there are a number of other  
15          technical issues as well. But the bottom line is, with  
16          the information currently available it makes them more  
17          expensive, less available and less attractive to  
18          consumers.

19                       Indicator dyes. Again, at first blush that  
20          seems like a simple thing. If we don't know if a child  
21          with an open packet of rodenticide actually ate some or  
22          not, if there was some dye in that packet that told us

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1 yes or no, that at least would start weeding out the  
2 non-ingestions from the actual ingestions. It doesn't  
3 address the issue of the youngster got a hold of it  
4 anyway, but at least from a medical point of view it  
5 would seem that would make it easier.

6 But the bottom line after all of our discussion  
7 was that right now there are no currently suitable dyes  
8 available for this purpose. So it doesn't mean it's a  
9 bad idea. It just means that right now it's not even a  
10 feasible alternative.

11 There was discussion of reformulating delivery  
12 forms and repackaging amounts of pesticides available for  
13 home use. Let me talk about forms for a minute. There  
14 was discussion of actually embedding the pesticide  
15 product in something like paraffin, which meant it  
16 wouldn't be scattered. You would have bite marks. If a  
17 child got into it, you could guess amounts.

18 There was discussion about reformulating them  
19 into some sort of a hard pellet that would be more  
20 difficult for children to get into. But in one case we  
21 ran into the issue of decreased acceptance by the rodents  
22 in question. In the case of something that would be

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1 harder for a child to chew on, it would also be harder  
2 for a rodent to chew on. And the bottom line is, rats  
3 have plenty to eat, and if we want them to eat rodent  
4 bait, we've got to make it maximally acceptable to them.  
5 We want them to eat rodent bait rather than our houses.

6 In terms of limiting amounts available, many  
7 people thought that that was feasible and in fact would  
8 be consistent with recommendations that homeowners check  
9 product placements regularly anyway to see if the product  
10 has been disturbed. To see if there are rodents actually  
11 eating the bait.

12 And then finally consumer education. First of  
13 all, we all accept that education is a good thing and  
14 that there are multiple potential means of providing  
15 educational messages to consumers. But one message that  
16 came through loud and clear to this group is that the  
17 best time to teach someone something is at the point  
18 where they need the information.

19 And without getting into all of the discussion  
20 that led to that point, to the stakeholder work group it  
21 seemed clear that in terms of homeowners using  
22 pesticides, the best way for them to get that information

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1 is right there on the label of the product that they're  
2 buying. And that led to the earlier interim report that  
3 this group received and the report that will follow mine.

4 Finally, recommendations. First of all, labels  
5 are the immediate targeted source of information for  
6 consumers, and so labels should provide better  
7 information about how to place products safely and  
8 protect children. Next, that outreach education efforts  
9 can and should be adjuncts to existing programs involving  
10 products and labelling.

11 Having said that, it is a recommendation that  
12 EPA in partnership with a number of partners develop a  
13 web site with basic information on rodent control, which  
14 of course could include many means of rodent control  
15 other than chemical rodenticides, as well as the safe use  
16 of rodenticides.

17 Next, the EPA should not now require the use of  
18 indicator dyes or bittering agents in rodent baits, but  
19 that industry should have the option of including these  
20 agents on a voluntary basis and that industry should be  
21 encouraged to continue research into innovative  
22 strategies.

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1                   Next, EPA should support registrant activities  
2                   to evaluate the feasibility of reducing the maximum  
3                   amount of rodenticide bait per placement. And finally,  
4                   that EPA should cooperate with industry and other  
5                   agencies to better understand the causes of rodenticide  
6                   exposures in children. The group felt that more research  
7                   is needed for two reasons. Number one, we need to better  
8                   understand the circumstances that characterize children's  
9                   exposures to rodenticides, and that number two, without  
10                  that kind of information, it in fact would be impossible  
11                  to evaluate the effects of any strategies put into place  
12                  to reduce those exposures.

13                  Thank you.

14                  MR. NIEVES: Good morning. Can you hear me? My  
15                  name is Michael Nieves. No, I am not Eileen Moyer. I'm  
16                  the new Chemical Review Manager for the rodenticide  
17                  chemicals. Dennis Diesel sitting back there used to be  
18                  the Chemical Review Manager. He works now out of the  
19                  front office of OPPTS. So if you have any hard  
20                  questions, feel free to ask him.

21                  With that said, Eileen Moyer is going to give a  
22                  presentation on the labelling improvements for these

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1       rodenticide products. Before she starts, however, I want  
2       to stress that this is an ongoing process and at this  
3       point we haven't finalized anything. It's been a while  
4       since the agency has met with rodenticide manufacturers,  
5       and based on the phone calls and the e-mails that I've  
6       been receiving, I sense there is a bit of urgency on the  
7       part of the industry to get this process back into high  
8       gear.

9                So I want to announce that before the week is  
10       up, I will be sending out e-mails and calling the RRTF  
11       members to let them know that right after the holiday  
12       season there will be a meeting and we can look forward to  
13       working on this and trying to finalize this process.

14               With that said, I will move back and help  
15       Eileen. Thanks.

16               MS. MOYER: Thanks, Michael. Okay. I passed  
17       around a sample label that was given to the RSW last  
18       year. This was not the only sample label. Other  
19       manufacturers provided examples of how they could take  
20       their current labels at the time and improve them, work  
21       with the agency to find new ways to present the  
22       information and make the information clearer.

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1           The other thing I want to do before I move on is  
2           to just mention the RRTF, which is the Rodenticide  
3           Registrants Task Force, which is an industry joint  
4           venture that represents either directly or indirectly  
5           over 90 percent of the rodenticide products that are on  
6           the market. And the RRTF has been working very closely  
7           with the agency to find ways for label improvement.

8           As Rose Ann said, when you look at the incidents  
9           with children, children have gotten hold of the product  
10          in one way or another. And whether they've actually  
11          eaten the product or not eaten it, we're not sure. But  
12          when a parent finds a child with rodent bait, everybody  
13          things rat poison and immediately they call poison  
14          control, because they want to find out what's going to  
15          happen to their child. So we needed to find a way to get  
16          consumers to place these products so they're not within  
17          the reach of children.

18          The concept that we worked off of as we worked  
19          with the agency really came out of EPA's consumer  
20          labelling initiative. And we looked at the initial  
21          guidance document that came out of the CLI and that was  
22          presented to the registration groups to look at what we

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1 could do now. What needs -- what we could do, but may  
2 need regulatory changes. But we tried to find ways that  
3 we could work right now without having to go through the  
4 regulatory process which is a lot more cumbersome and  
5 would take a lot longer to see results.

6 If you look at the labels that I have passed  
7 out, I have what we're calling our simplified label on  
8 the front and what was the current decon label at the  
9 time. You may notice the name of the company has  
10 changed. But one of the things that -- one of the  
11 concepts that came up in CLI was having more white space.  
12 And that doesn't necessarily mean the labels have to be  
13 white, but really just more space around the labels.

14 If you look at the current decon label, at the  
15 time it's a pretty daunting label to read. It's  
16 difficult enough to get consumers to read a label. But  
17 when you have all this information packed together, small  
18 type size, it's even harder and it's harder to get  
19 someone to even find the information.

20 If you look at the simplified version, which is  
21 the top copy, you'll see that the formatting is very  
22 different. We numbered the steps so that people could

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1 easily follow what they had to do in order to place a  
2 bait. We used bulleting in the storage and disposal  
3 area. It's a cleaner looking label and people can find  
4 the information a lot easier.

5 We have highlighted the key sections of the  
6 label. We centered the headings so you can see the  
7 directions for use instead of the heading for directions  
8 of use being hidden within all the other text. You now  
9 have a bolded heading. It's centered. You know, it has  
10 the highlight -- the red highlights so there is a  
11 contrast. People can find that information. They can  
12 find the statement that says important. Place this  
13 product out of the reach of children, pets and other  
14 animals. They can find the safety information, first aid  
15 information and the environmental hazards.

16 We also worked on simplifying the phrasing that  
17 was used. Some of the language that was used on the  
18 labels in the past was difficult for some of us to  
19 understand, you know, let alone your common consumer.  
20 And even in the RED there was a recommendation that a  
21 phrase be placed under the environmental hazards that  
22 advised consumers not to place the product in intertidal

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1 waters. Well, your consumer isn't going to understand  
2 what an intertidal water is. It's better to just say,  
3 don't put this near or in water, and put it in language  
4 that the consumer knows what you're saying.

5 Since the problem -- as we looked at this, the  
6 problem seemed to be that adults were not keeping these  
7 products out of the reach of children. They were not  
8 being placed properly. We put more emphasis on keep out  
9 of the reach of children. We bolded a statement right on  
10 the front panel. We enlarged the statement. We bolded  
11 it so people could see it clearly on the front panel as  
12 they made the purchase. And again, it goes back to the  
13 teachable moment, so when someone is even making a  
14 selection, they can see the statement.

15 We have a lot of repetition on how -- on keep  
16 out of reach of children. Repetition is a good way to  
17 learn. So maybe if they don't see it in one place,  
18 they'll see it in another. And if you look on the back  
19 panel of the simplified label, we have keep out of reach  
20 of children boxed in a red section. We have it in the  
21 directions for use as the first statement in the second  
22 and third steps of the directions for use. We have it

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1 again in storage and disposal.

2 We also have emphasis on read the label first,  
3 which was part of the campaign of the consumer labelling  
4 initiative. And that is right at the top of the use  
5 directions, to read this entire label and follow all use  
6 directions and safety information.

7 Basically, this is our simplified label where,  
8 as Michael said, we're anxious to move forward on this.  
9 And we've been working with the agency to develop a time  
10 line. There are a few things that we still need to work  
11 out in language and what items might require a regulatory  
12 change versus those things we can do right now. But we  
13 really would like to move forward as quickly as possible  
14 in improving the labels and trying to get this as one  
15 means to mitigate unnecessary exposures or even children  
16 having the product in their hands.

17 Any questions?

18 MR. MCDAVIT: And that's all I had.

19 MS. MULKEY: That's it. By my count we have  
20 about 30 minutes, right, until 11:50. So we have about  
21 30 minutes for discussion and comment on issues.

22 MR. BOTTS: Just on the simplified labelling,

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1 this was developed using EPA's consumer labelling effort  
2 and guidelines. Have you consumer tested this, or taken  
3 this label out to people who actually use the product to  
4 see whether they can understand it or read it, or whether  
5 they understand -- just reading it and looking through  
6 it, having tried to read labels from an agricultural  
7 situation, it's a lot more straightforward and a lot more  
8 good solid information and a lot fewer words than what  
9 you typically see on a label.

10 And I just -- have you done any testing on  
11 whether this does get the message across to consumers?

12 MS. MOYER: We haven't actually done that work  
13 yet, because we're still working on the format and the  
14 language that's in the label. But that's something I  
15 know that as a manufacturer we would look at the label  
16 from that standpoint.

17 MR. BOTTS: Okay. And one follow up. There are  
18 things on this simplified label that if you change them  
19 would require a regulatory change than what's required on  
20 labels now, or is this --

21 MS. MOYER: Some of the language. There is a PR  
22 notice. It's 94 dash -- Bill, seven or eight? Seven.

1 That impacts the language that we use on the label. And  
2 as you know, PR notices many times are used as a  
3 requirement and the states will not allow us to register  
4 our products unless we meet the conditions of a PR  
5 notice. So there might be some other changes that we  
6 would need so that we can get state approvals on the  
7 labels as well.

8 So it's one thing for us to work with the agency  
9 and get the agreement with the agency on the better  
10 label, but there may be some processes we need in order  
11 to gain our state registrations. So we need to address  
12 that situation as well.

13 MS. MULKEY: J.J.?

14 DR. STEINBERG: You know, this is all great  
15 stuff and I love that the label is getting simpler.  
16 Unfortunately, I love pictures and I think pictures are  
17 really terrific. And I would love to see some place  
18 where pictures can be available. I will tell you that in  
19 the Bronx if we don't have a working facility with half a  
20 dozen different languages, not including English, you  
21 know, we would have difficulty with this. And you may  
22 need to consider an insert in multiple languages. But

1 pictures I think are really a clue.

2           Regarding the very nice presentation of the RSW,  
3 I would also say that I've got to believe in this era  
4 that there are a few things -- you know, bait stations.  
5 Children under the age of three will eat essentially  
6 anything. They're in competition with many other species  
7 of animals that will just eat anything that comes their  
8 way. And they will find out much later that they don't  
9 like it. I've got to believe that we can come up with a  
10 very clever, novel bait station to keep kids out.

11           I know Consumers Protection has thought about  
12 these things. Also, another good resource to hit, the  
13 industry has brilliant engineers. I'm sure they can come  
14 up with this and make them look pretty and attractive and  
15 cost effective enough that people will buy them. We in  
16 the Bronx and in New York are interested in this, of  
17 course. We have lost people because of hanta virus. And  
18 believe it or not, we have Rocky Mountain Spotted Fever  
19 in the Bronx, and we are worried about these emerging  
20 infectious diseases. Rodenticides are critical for  
21 health.

22           And the last note is that I still believe we're

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1 looking at the tip of the iceberg type stuff. And in the  
2 way of getting money for epidemiology, really counting  
3 the numbers of how many people and children are involved,  
4 I can't underscore this more than enough. I think the  
5 American Association of Poison Control Centers needs a  
6 couple of extra dollars to do this. If Jerry Blondell is  
7 still working dutifully for you at EPA, he is an  
8 astoundingly amazing epidemiologist. He needs a dozen  
9 people to help him. And I think you need an accurate  
10 count, because an accurate count is how you base your  
11 risk assessment.

12 This is very important stuff. I'm delighted  
13 that PPDC has involved itself in this and the RSW and EPA  
14 and the industry have moved forward to make this a better  
15 product. We all need it. The consumers of America need  
16 it.

17 **(END OF TAPE TWO, SIDE A)**

18 FEMALE SPEAKER: We're a very friendly group  
19 here.

20 MS. MULKEY: Yes.

21 FEMALE SPEAKER: I want to just highlight what  
22 J.J. said, because when I looked at this, I was thinking,

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1 who is this for. The language issues are so important.  
2 In the community that I live in -- you know, they say  
3 that in the Montgomery County schools, which is just a  
4 suburb -- a county near Washington, D.C., you have 120  
5 different languages represented at the schools.

6 So first off, that really has to be addressed.  
7 It's so important. And then that gets to, you know, a  
8 second suggestion that he just made that I was getting at  
9 in a more research oriented mode. But I like moving  
10 right to pictures. And that is, how do people get this  
11 information. And we know already that there are labels  
12 on these products and they're not being followed.

13 So has any research been done as to why people  
14 aren't following them? Now as a consumer myself, I know  
15 a lot of times there are reasons why I don't follow the  
16 labels. So I'm imagining that with a product like this  
17 that -- have you really -- you know, do we really  
18 understand, you know, the reasons why people are not  
19 absorbing the information that's there, and is there a  
20 better way to get it to them? And I think the idea of  
21 pictures, you know, is a way that should really be  
22 explored.

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1           The other thing that I've been thinking of, have  
2 we thought of point of purchase kinds of ways of putting  
3 these products in a place that says they are really  
4 dangerous to kids if used inappropriately? To really  
5 highlight to consumers that you're entering into a  
6 different part of the supermarket, or into a different  
7 part of the hardware store when you, you know, come into  
8 the products that are rodenticides and pesticides, etc.,  
9 and that perhaps if used according to the label, etc.,  
10 etc., etc., they don't have impacts. But if not, if  
11 those are violated, as we see that they can be, that  
12 there are impacts.

13           So, you know, maybe some other thinking of how  
14 that label information or that consumer information can  
15 be conveyed is important to think about.

16           MS. SOLOWAY: I would just add that a number of  
17 the issues that you raised were actually part of our  
18 deliberations. We did hear some information about  
19 pictograms. We discussed issues related to point of  
20 purchase information regarding consumer outreach issues  
21 and so forth. So they were part of our deliberations,  
22 but we couldn't put everything into a few final

1 recommendations.

2 FEMALE SPEAKER: Right.

3 MS. SOLOWAY: But we do have some more  
4 information available about those points.

5 MS. MULKEY: Does your report cover some of  
6 these other issues?

7 MR. McDAVIT: The report touches on the point of  
8 purchase issue, but it doesn't go into a lot of detail.  
9 Because I think what bogged us down was we weren't sure  
10 whether as feds we had the reach to get to the point of  
11 purchase, because it probably is more of a state and  
12 local -- unless we had expanding labelling -- and we kind  
13 of spun out at that point, I believe -- it seemed a  
14 little bit onerous to have competing products delivering  
15 messages at the point of purchase in a grocery store,  
16 where it's hard to get them to even carry bait stations  
17 where there is limited shelf space.

18 So we really kind of spun out on that whole  
19 area. We recognize that as a critical spot, but we  
20 weren't sure how to get to it.

21 MS. SOLOWAY: It's very difficult really to get  
22 retailers to put documents up in the store and to

1 maintain those documents. And unfortunately they don't  
2 really run under the same jurisdiction, so it makes it  
3 very difficult. And that's one of the things we did  
4 discuss. You know, that point of purchase. You know,  
5 whether we could do plaques or some kind of other  
6 information. So with that it's really more the  
7 difficulty and the experience that the industry has had  
8 in getting retailers to put even documents to help sales  
9 in general in the store.

10 MR. McDAVIT: Marcia, can I respond to one other  
11 comment that was just made?

12 MS. MULKEY: Sure.

13 MR. McDAVIT: If you notice, I think item three  
14 is a good example of progress made. If you look at the  
15 simplified label -- I don't have my glasses on, so I'm a  
16 little challenged here. But I can make it. It now makes  
17 a statement about -- a more descriptive statement about  
18 placing it behind a heavy appliance or something. And I  
19 don't think that was explicitly -- that kind of language  
20 wasn't there before.

21 And so the label before may have sent  
22 conflicting messages. On the one hand it would say, put

1 the product where you have rodents, but keep it out of  
2 reach of children. Well, how do you marry up those two  
3 ideas unless you give an example of what we mean. So  
4 that was a CLI kind of thing. Well, describe what you  
5 mean by doing both of those things at the same time. So  
6 put it behind a heavy appliance or something. So that's  
7 an example, I think, of the progress that was made on  
8 making it more meaningful.

9 MS. MOYER: But I want to pick up on somebody's  
10 point who said -- Dan's, I guess -- the need to do some  
11 real in-house -- because I'm thinking -- I'm lucky enough  
12 not to have to have a rodent in my house. But I'm  
13 thinking how does a person, you know, put it behind a  
14 heavy appliance. You know, locked cabinets, etc. You  
15 know, I think that's a pretty onerous burden on the part  
16 of a homeowner. And if not understanding really the  
17 toxic nature of the product might say, oh, well, I can't  
18 do that. But the rats are a worse problem than whatever  
19 is in here. I'm going to go ahead and just leave it out.  
20 You know, I think that really seeing does make a  
21 difference in the actual use place.

22 MS. SOLOWAY: I do want to make one comment

1 about what you said about the toxic nature of the  
2 product. The products fall into the lowest risk category  
3 in EPA's Category 4, so there is not the acute toxicity  
4 to these products that people think. With the rat  
5 poison, if a child eats, you know, one or two pellets  
6 that there is this poison that if occurring. And  
7 actually when the data was looked at, I do want to point  
8 out there were very, very few incidents where there were  
9 symptoms from ingestion of the product, which really  
10 affects the clotting mechanism of the blood.

11 So, you know, I just wanted to take that  
12 opportunity, just because of the comments that you made.

13 MS. MULKEY: One more question that relates to  
14 comments. Two people have mentioned language and I think  
15 three people have spoken. So that's obviously --

16 FEMALE SPEAKER: Uh-huh.

17 MS. MULKEY: Now obviously you're not going to  
18 put 120 different languages on a label.

19 FEMALE SPEAKER: Right.

20 MS. MULKEY: But has there been discussion about  
21 the key words. The key warning words in Spanish, which I  
22 think is the next most prevalent language after English.

1 MS. SOLOWAY: One issue that comes up -- this  
2 particular package lends itself to a lot more room. A  
3 lot of the rodenticides are sold in place packs and small  
4 packages. And because you have limited space to even get  
5 the required language without making it mouse size, it's  
6 difficult to put bilingual or tri-lingual on those  
7 packages versus a package like this. And we're looking  
8 at some of the -- you know, the place packs having one  
9 ounce of product in it. So you are looking at something  
10 that is very small.

11 MS. MULKEY: Okay.

12 MALE SPEAKER: A couple of comments. One, I do  
13 think that this working group is a model for all the  
14 working groups in the success that they've had at getting  
15 to a joint conclusion that looks like consensus to me.  
16 And that's nice to see.

17 I have a question about the report, and Eileen,  
18 maybe you've gotten at this already. But there was some  
19 disagreement or a lively discussion about setting a  
20 quantitative goal of reduction of exposures to 50 percent  
21 and that was abandoned. And I would just like to know a  
22 little bit more about that.

1 MS. MOYER: Do you want to take that?

2 MR. McDAVIT: Yeah, let me address that. We  
3 were -- the group just kind of kicked the idea around, is  
4 there some way to establish some goal or some performance  
5 standards. Where do we go from here. And I think there  
6 was an interest in doing that, but we just didn't know  
7 how to get there again. We didn't know where you set the  
8 bar. Since we didn't know enough about the cases -- the  
9 details of the cases, the behaviors behind the child that  
10 resulted in any given case, it was kind of hard to set  
11 the bar.

12 And I think we were hopeful that we could come  
13 up with something, but we feel short of making that.  
14 That's my recollection.

15 MS. MOYER: That's exactly right, Mike. And  
16 also that's why we felt really for us to do that that we  
17 need to improve the data collection that was taking  
18 place. Before you can measure something, you need to  
19 know -- have appropriate information to measure. And  
20 that's why we talked about improving the data collection  
21 opportunities. You know, what kind of questions should  
22 poison centers ask when calls come in -- other types of

1 information -- so that we can really sort out the  
2 exposure from non-exposure and some of the other calls  
3 that come into poison centers.

4 MS. SOLOWAY: I might just add that none of the  
5 data sources available really characterized the  
6 circumstances of exposure. We have a meaningful number  
7 in terms of reducing exposures. And we have a literal  
8 tip of the iceberg number. A call to a poison center --  
9 there are many calls to poison centers -- represents a  
10 circumstance, but it's not the goal of a poison center  
11 managing a potential emergency to do detailed data  
12 collection about the circumstances.

13 That's one of the reasons why a recommendation  
14 is that more research be done. And there are actually  
15 many examples of research where data like these have been  
16 used to identify a problem and then a structured study  
17 conducted as a result of that to get at more issues. And  
18 I think that's where -- that's something that we agreed  
19 on.

20 MALE SPEAKER: Mike, you said this is sort of a  
21 sunset of this group, and yet there are a lot of  
22 recommendations going forward. Who would pick those up?

1 MR. McDAVIT: Well, my understanding would be  
2 that the PPDC should consider these recommendations. And  
3 I think as Marcia -- earlier on when we were killing  
4 time, she was describing that it's really up to the group  
5 to do whatever it sees fit. I mean, the agency will  
6 react to whatever the PPDC wants to do as it sees fit.

7 But I think you've got a full medley -- kind of  
8 a full story here, acknowledging that we didn't solve the  
9 problem. I don't think we felt like we got that far.  
10 But we certainly feel like we accomplished what we set  
11 out to do, which was based on what we had what could be  
12 recommended as a group. And in that sense it wasn't  
13 perfect, but it certainly was progress on a continuum.  
14 So I don't know if I'm answering your question.

15 MS. MULKEY: To be very literal, the agency  
16 anticipates some sort of an amendment of the RED to bring  
17 to conclusion the regulatory decision making under these  
18 REDs. I mean, that's one piece of things.

19 MR. NIEVES: And I just wanted to add that the  
20 RED -- SRRD management is looking to rewrite or schedule  
21 a rewrite of this RED sometime for FY 2000 -- 2001. What  
22 year are we in?

1 MS. MULKEY: It's 2001, yes.

2 MR. NIEVES: I can't keep track. Currently  
3 right now we're working under a ecological assessment of  
4 the rodenticides, so we're working on three things right  
5 now. We're working to -- we're working on this side and  
6 gathering these comments and see where we go from here  
7 with this information. Then we're also working on the  
8 ecological assessment. And then we're also working on  
9 the label improvement.

10 And I guess at this point I'm basically the  
11 lightning rod for -- or the contact person -- I'm not  
12 exactly sure how you frame it -- for the rewrite and for  
13 collecting all these comments. And Dennis Diesel was, as  
14 I said, the Chemical Review Manager. Now this is my  
15 responsibility, so we'll see where it goes. But right  
16 now I'm collecting the information and the rewrite is  
17 scheduled for later this year.

18 MS. MULKEY: Right. We will ask you -- one of  
19 the problems we have here is that we have about seven  
20 minutes. Two of our public commenters have asked to use  
21 this time instead of later, so we may go an extra five  
22 minutes before our break. But not much more, because we

1 need to get back.

2 We'll hear from Jose and Adrienne. And then we  
3 will see if it makes sense to have some sort of PPDC  
4 closure here.

5 DR. AMADOR: Mine will be short, because the two  
6 points that I wanted to make have already been made. One  
7 was the issue about using another language, using at  
8 least a key word, as Marcia has said. We do that in  
9 pesticides. You know, some of the key words. We have  
10 danger, caution and warning at least.

11 The other one I have has to do with the  
12 pictures, and that point has been made. I just wanted to  
13 raise the question, what was the rationale for taking the  
14 pictures out? I mean, there must have been a reason why  
15 the pictures were taken out other than just space.

16 MR. McDAVIT: To keep that part short, I would  
17 say that there is actually -- there are some differences  
18 of opinion within the agency about the value of pictures.  
19 And the reason is that pictures can say a lot of  
20 different things to a lot of different people. So one  
21 has to be very careful that you get the picture right.

22 And we have been in a bit of a discussion with

1 Eileen on this very point. So I think they were dropped  
2 just for the sake of not having to go to that issue.

3 MS. MOYER: One of the things to keep in mind is  
4 that this is a work product. It's not a final product.  
5 And we did, you know, discuss what appropriate pictures  
6 may be used. A picture of a refrigerator showing the  
7 bait behind it. But to make things a little easier right  
8 now as we, you know, are continuing to work on this work  
9 product, we figured we would put the things on there that  
10 were where we were right now, so that what you have is a  
11 status. So that doesn't preclude the fact that in the  
12 future there may not be pictures, especially on larger  
13 packages versus your small place packs.

14 MS. MULKEY: Adrienne?

15 ADRIENNE: Yeah. I'm also going to be brief,  
16 because I don't want to belabor the issue of language.  
17 But, I mean, even on a small package where the word  
18 caution is listed in English, it could be listed in  
19 another language or even with a picture. I know that in  
20 some pesticide products the agency has allowed some  
21 picture use in order to indicate some type of danger.

22 I don't know how appropriate it would be in this

1 case, but a simple word directly under caution, for  
2 example, on this label might work.

3 Also, an alternative to that is if -- because  
4 it's really unfeasible to provide these packages in two  
5 languages as far as use is concerned, it might be that  
6 some type of 800 number, or some type of information is  
7 available at, might be enough at least for the time being  
8 if an insert is not possible. And, of course, we can't  
9 have an insert that is available in all languages, so  
10 something like -- something along the lines of what EPA  
11 does if information is not readily available in Spanish  
12 or in Chinese -- or one of the dialects of Chinese. You  
13 can contact the agency and they can at least put you in  
14 contact with people who can help you or who can get you  
15 those materials.

16 Also, I just want to echo something that I  
17 believe Sarah said about the delivery methods and putting  
18 the onus not on the homeowner but on the manufacturer. I  
19 can see why these pellets would be very attractive to  
20 children. Fortunately, I've never had to use these  
21 either. But there might be ways of making some of these  
22 a little less attractive. And I would just hope that one

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1 of the recommendations is to put a little more research  
2 emphasis on that, just because ultimately -- as I believe  
3 Dr. Steinberg said -- children will put anything in their  
4 mouth.

5 You know, if you look at the pictures and you  
6 see in the little bait box -- which since I've never used  
7 these I thought maybe this comes with a little bait box.  
8 And then reading more carefully I realize no, it doesn't.  
9 The bait box seems like a great idea. So I don't know if  
10 something like a roach motel -- I mean, I'm sure that  
11 everybody who works in this field has thought about all  
12 of these things.

13 But I just hope that any recommendation really  
14 includes an emphasis on that.

15 DR. AMADOR: Marcia, could I just add one thing  
16 to that? It's very short.

17 MS. MULKEY: Sure.

18 DR. AMADOR: Another thing you might want to  
19 consider is a suggestion to the manufacturer to make  
20 boxes with the whole thing in one language. There are a  
21 lot of places now where ethnic foods are sold and the  
22 whole thing could be done in one language, like in

1 Spanish. So they might want to consider, you know,  
2 having boxes done in English and then boxes done in  
3 Spanish, and then that way people can put them in  
4 whatever they want to.

5 MS. MULKEY: Well, we appreciate your engagement  
6 with this. What -- the only thing that really needs to  
7 happen for the agency to consider this report as advice  
8 -- we don't have to adopt it. We're not bound by it.  
9 It's for this group to encourage the agency to consider  
10 this report.

11 And so while I don't have to take a vote, what I  
12 think might be helpful, is any sitting member of the PPDC  
13 concerned about the idea of the agency considering this  
14 report in its deliberations?

15 Yes, Ray?

16 RAY: A question on that point. It's outside my  
17 area of expertise, but the report goes forward? It  
18 doesn't close off discussion or outside input or comment  
19 on it?

20 MS. MULKEY: No, none at all.

21 RAY: Okay.

22 MS. MULKEY: It's just advice. It's not

1 significantly different than the comments you all made  
2 this morning on the EUP. That was made by the PPDC, so  
3 that was advice we can receive from the PPDC. Because  
4 this is a work group, we basically need your -- you  
5 basically become the conduit. It doesn't mean you agree  
6 with it. It just means that you think the agency should  
7 receive this as advice that occurred in imprimature of  
8 the PPDC.

9 Any other concerns? Yes?

10 MALE SPEAKER: Well, no. Maybe this is the  
11 inappropriate time to say this. But I just -- you know,  
12 I don't know for what reason, but I just wanted to say  
13 that it was really a rather extraordinary process. I  
14 recall at the first meeting there were people who  
15 attacked other people's ethnic heritage and similar kinds  
16 of remarks. It was really a very contentious meeting.

17 And in this process the EPA personnel who were  
18 involved genuinely forged a consensus. And maybe it's  
19 not, you know, the ideal solution. But I think it  
20 produced a very tangible change in the way people use  
21 rodent control products, and I compliment the agency and  
22 the folks who were involved in it for making that happen.

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1 MS. MULKEY: That's good to hear. One thing all  
2 of you should know is that in addition to this exercise  
3 there are two related exercises, one of which we've not  
4 had a lot of discussion here but you heard mention, which  
5 is the so-called consumer labeling initiative which is a  
6 major effort. And at some point we may want to engage in  
7 that. The other is some things having to do with  
8 pesticide use in urban areas, which we are actually going  
9 to discuss briefly this afternoon that relate to this  
10 topic.

11 Well, then, I think what I would like to say is  
12 that unless I hear dissent, I will assume that we have  
13 heard from the PPDC that it is appropriate for the agency  
14 to take this report as advice to it.

15 Very good. Now we will take two public  
16 comments. And these are limited in time, as you all  
17 know. The first is Sissie Spragins of Rockwell  
18 Laboratories.

19 MS. SPRAGINS: Thank you. I'm actually speaking  
20 on behalf of Bell Laboratories. I was a member of the  
21 RSW and also a member of the RRTF. Bell Laboratories is  
22 a manufacturer of a wide range of rodent control

1 products.

2 And I wanted to mention -- just make a couple of  
3 points for the PPDC and the agency that in the course of  
4 the discussions that the issue was really not the  
5 toxicity of the rodenticides but the number of encounters  
6 that children had. I think if you spray a liquid  
7 insecticide, you know, along your baseboard you don't  
8 really know if your child happened to touch it or not, or  
9 you're not really cognizant because you don't see it.

10 But with a rodenticide, because it's a physical,  
11 you know, solid product, if you put it out on the floor,  
12 then it's picked up and then there is a call. But in  
13 terms of the actual number of cases that actually caused  
14 any, you know, medical symptoms at all, it was extremely  
15 small.

16 Secondly, rodenticides are truly a microcosm in  
17 the grand scheme of pesticide chemicals. It is a very  
18 small market. It is a microcosm. And I think the  
19 meetings were really extraordinary. I think it was a  
20 very good opportunity to educate people on a subject that  
21 unless you're embroiled in rodent control on a day to day  
22 basis, which is an extremely small number of people that

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1 are, really there's not a lot of general knowledge about  
2 that subject.

3 Thirdly, on the issue of bait stations, I guess  
4 I've said it a lot of times and I might as well say it  
5 one more time. We manufacture bait stations which are  
6 tamper resistant -- or which we claim to be tamper  
7 resistant. We are interested in selling these in  
8 basically anywhere we can. The market has been limited  
9 in the consumer realm for these types of bait stations,  
10 and we don't advocate making it a requirement because we  
11 feel like the cost of them would prohibit a number of  
12 people that need these products from potentially buying  
13 them.

14 We did talk about a number of the issues, you  
15 know, and some that were raised in the discussion. It's  
16 been kind of beaten to death in a lot of ways. But, you  
17 know, we are working on things. Unfortunately, again the  
18 size of the market relative to the current requirements  
19 to actually show that a bait station is tamper resistant  
20 so that you can make that claim on the label is basically  
21 prohibitive. And that's basically an issue.

22 So there is no product on the market, despite

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1 the fact the products are certainly going to protect the  
2 bait more than an open placement to actually make that --  
3 that they're able to make that claim because of the cost  
4 prohibitiveness.

5 Thank you.

6 MS. MULKEY: Okay. Our next public commenter  
7 comes from the City of Seattle. I'm sure I'm going to  
8 butcher her name. But I did want to tell you that the  
9 City of Seattle expressed a keen interest in  
10 participating on the inerts work group, and because it  
11 had progressed so far when that request came, we  
12 encouraged them to be a very active observer, if you  
13 will. And they've taken us up on that.

14 But in general we are delighted to see city  
15 governments able to and willing to invest in paying  
16 attention to pesticide issues. And so a special welcome  
17 to Tracy Diconner.

18 MS. DICONNER: Actually, Marcia, I was hoping to  
19 comment after the afternoon presentations.

20 MS. MULKEY: Oh, I'm sorry. We misunderstood.  
21 We thought you wanted to comment this morning. We're  
22 glad -- we're all ready to go to lunch, so we're happy to

1 have you later.

2 And we're off to lunch with a return exactly at  
3 1:00. And you pay the price in your discussion time if  
4 you don't follow that rule.

5 (END OF TAPE TWO, SIDE B)

6 (Whereupon, a lunch recess was  
7 taken.)

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**AFTERNOON SESSION**

1  
2 MS. MULKEY: -- from the other stakeholder work  
3 group that has been very active and is a work group of  
4 the PPDC. It's dealing with some very important issues  
5 relating to inert ingredients and public information  
6 relating to inert ingredients. This work group has, I  
7 believe, had two extended face to face meetings, and if  
8 I've got the number right, seven conference calls. This  
9 has been a hard working group. It represents a very rich  
10 mix of participants, experience, points of view,  
11 passions, concerns and considerations. And I think it is  
12 eager to have us know where it stands.

13 The presentations are to be made by two EPA  
14 employees, but they are being made in their capacity as  
15 co-chairs of the work group. So they're here to speak  
16 for and on behalf of the work group. All right. Cameo  
17 is going to do Bruce's --

18 MS. SMOOT: -- work group management.

19 MS. MULKEY: Oh, okay. So my notes are wrong.

20 MS. SMOOT: He changed his mind yesterday.

21 MS. MULKEY: That's fine. No problem. We can  
22 handle this. I think it's going to actually follow a

1 model more like what the rodenticide work group followed,  
2 which is to call more on the talents of the work group  
3 members but with a framing presentation from one of our  
4 key people, Cameo Smoot.

5 MS. SMOOT: Thank you. Good afternoon. My name  
6 is Cameo Smoot. I work with the Field and External  
7 Affairs Division of the Office of Pesticide Programs.  
8 The last eight months my division has assisted the inert  
9 disclosure stakeholder work group and its activities.  
10 And this afternoon I just want to present a very brief  
11 status report on what's been ongoing for the last eight  
12 months. I left a copy of just a quick summary of the  
13 activities in your chair. Hopefully you'll come back and  
14 -- if you don't have a copy, let me know. Also, as part  
15 of the very small packet is a copy of the four proposals  
16 that I'll discuss in just a moment.

17 In January of 1999 EPA asked this committee to  
18 consider establishing a work group to advise the  
19 committee on ways of making information on inert  
20 ingredients more available to the public while working  
21 within the mandates of FIFRA and confidential business  
22 concerns. The committee acknowledged that an

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1 investigation into the current EPA policy would warrant  
2 constructive stakeholder input.

3 With the approval of the committee and after a  
4 formal solicitation period, in July of 1999 EPA  
5 established a diverse work group of members from public  
6 health, environmental, industry, academic and state  
7 government organizations. In March 2000 EPA sponsored  
8 the first face to face meeting of the inert disclosure  
9 stakeholder work group. Over the last eight months, the  
10 work group has held two face to face meetings and seven  
11 conference call meetings.

12 EPA's charge to the work group is to consider  
13 potential measures to increase the availability of  
14 information about inert ingredients to the public. EPA also asked  
15 the work group to factor into any work group  
16 recommendations informational needs for a variety of  
17 stakeholders; current agency processes and policies  
18 related to inert ingredient information; commercial  
19 considerations regarding the disclosure of inert  
20 ingredient information; barriers and constraints in  
21 existing law and policy, and relevant principles and  
22 benefits of right to know.

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1           The work group -- over the course of the work  
2 group activities, the work group agreed on some  
3 evaluation criteria for any proposals that might be  
4 introduced by work group members. Questions such as who  
5 are the audiences, what are their informational needs,  
6 how can their needs be met effectively, how can  
7 commercial interests be protected, and what other  
8 regulatory policies and schemes may be relevant.

9           Over the last eight months, the work group  
10 members and EPA have coordinated in a series of  
11 discussion papers to help answer some concerns. Some of  
12 those questions that we've tried to answer are how  
13 information about inerts is provided to health care  
14 providers? How does EPA disclose information about the  
15 inerts to the public? What is the role of patents in  
16 protecting industrial proprietary rights? What are the  
17 regulatory requirements for ingredient disclosure for  
18 other products such as cosmetics, over the counter drugs  
19 and/or prescription drugs? What types of barriers or  
20 restraints for sharing inert ingredient information  
21 exists between the federal government and the states or  
22 within the states? What are the informational needs of

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1 sensitive and vulnerable populations such as people with  
2 multiple chemical sensitivities? To what extent can  
3 ingredients in a pesticide product be reverse engineered?  
4 To what extent is there standard nomenclature and/or  
5 common names for inert ingredients?

6 Yesterday for the first time the work group  
7 introduced four proposals which they had an opportunity  
8 to critique. While there have been no formal decisions  
9 as to which proposal may or may not be considered --  
10 further considered for work group activities, the work  
11 group did spend about six and a half hours yesterday.  
12 And I'm going to turn over the mike to a number of the  
13 work group members. Each of them has introduced  
14 proposals to the work group, so they can briefly give you  
15 an overview of what the discussions were about yesterday.

16 And the first person up is Carolyn Cox. And a  
17 copy of that proposal is the second page in your packet.

18 MS. MULKEY: The second page? Oh, the petition.

19 FEMALE SPEAKER: It says the Cox proposal.

20 MS. SMOOT: Yes. It says the Cox proposal on  
21 the top of the page.

22 MS. COX: Good afternoon. I'm Carolyn Cox and

1 I'm here from the Northwest Coalition for Alternatives to  
2 Pesticides. We're a regional environmental group based  
3 in Eugene, Oregon.

4 The proposal that I want to outline for you  
5 today is based on a rule making proposal that was  
6 requested by a petition that my organization submitted to  
7 EPA back in January of 1998. That petition has been co-  
8 signed by 260 local, regional and national environmental,  
9 health and labor organizations. In addition, a parallel  
10 petition was submitted by the New York Attorney General  
11 and seven other Attorneys General. Those petitions were  
12 one of the reasons that you all acted to form the inerts  
13 disclosure stakeholder work group.

14 The proposal that I'm outlining is probably the  
15 most conceptually simple of the four proposals that  
16 you'll hear about this afternoon. It would simply change  
17 current labeling requirements so that labels on pesticide  
18 products would list all the ingredients in that product,  
19 much like the label on a box of cookies. It has several  
20 advantages. It probably requires the least amount of EPA  
21 resources in terms of evaluating what needs to go on the  
22 label.

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1           We tried to address concerns that registrants  
2           have a way to protect the pesticide formula, which for  
3           many products they would like protected as confidential  
4           business information. So our proposal does not require  
5           labels to actually identify what I would call the recipe  
6           for the pesticide product. That is to say the actual  
7           amounts or percentages of a particular ingredient. It  
8           just lists the ingredients.

9           Of the four proposals that you'll hear about,  
10          this one I think comes closest to meeting the full needs  
11          of all the audience groups that the work group has  
12          identified as needing information about pesticide  
13          ingredients. So for state regulators, for health  
14          professionals, for the exposed public and for pesticide  
15          consumers it would give all of those groups the most  
16          information of any of the four proposals about what is  
17          actually in the product.

18          And I'll be happy to answer questions, but  
19          should I wait until --

20                 MS. MULKEY: Why don't we go through the four.

21                 MS. COX: So I would be happy to answer  
22          questions.

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1 MS. MULKEY: If you have clarifying questions.

2 MR. ELWORTH: Yeah, actually I do. Who are  
3 these proposals to?

4 MS. MULKEY: These are proposals within the work  
5 group, as I understand it. They're not to us. They're  
6 not to -- well, this one was filed as a petition.

7 MR. ELWORTH: Right.

8 MS. MULKEY: But with the exception of that, I  
9 believe these were all just internal. They're in the  
10 midst of their work. They're not finished and this is  
11 just an internal stage in which they've developed four  
12 proposals.

13 MR. ELWORTH: So are these proposal  
14 presentations informational just for discussion?

15 MS. MULKEY: Yeah, I think so. Yes.

16 MR. ELWORTH: We're not being asked -- okay.

17 MS. SMOOT: Just one thing. I mean, it's  
18 primarily informational. On the other hand, if any or  
19 all of you have, you know, brilliant insights or ideas of  
20 things that the group should think about when we get back  
21 together in January, it would be helpful to hear those.

22 MR. ELWORTH: Okay, thanks.

1 MS. COX: Any other questions I should answer at  
2 this time? Okay. So I'll be happy to --

3 MR. AHADOR: These proposals from the group are  
4 from four separate people from the group, that each one  
5 makes a proposal, or are these proposals of the group?

6 MS. MULKEY: They're not of the group. They are  
7 within the group, for lack of a better word. One or more  
8 members of the group have put them forward for  
9 consideration by the group. They may or may not have  
10 been massaged a little bit after their initiation. None  
11 have been adopted. They've not been thoroughly -- the  
12 group hasn't come up -- the kinds of things we heard  
13 about the advantages of this, I think at this point are  
14 her opinion and not the group's opinion.

15 These are just proposals that have some degree  
16 of activity within the group, I think. Right? Have I  
17 got that right?

18 MS. COX: So if you have more questions, I'll be  
19 happy after the other people --

20 MS. MULKEY: Well, why don't you save them, so  
21 you can --

22 MS. COX: -- finish their presentations.

1 MS. MULKEY: Yeah. So we can get everybody  
2 together.

3 MALE SPEAKER: Do you have any more copies of  
4 this proposal?

5 MS. MULKEY: It's the whole package that had  
6 included it. Do we have some -- Cameo does have some.  
7 You need to understand. This group met yesterday to  
8 prepare for this -- in part to prepare for this session  
9 after that. So that's why it's in a little less cooked  
10 form than the other things we've heard.

11 JULIE: And I think each of these proposals was  
12 discussed yesterday, too, so we're really basically  
13 giving you what we gave to each other yesterday. The  
14 proposal that I have put to the work group is -- and I  
15 think it says Proposal for Consideration by the IDSW  
16 Regarding Ingredient Information on Labels. And this  
17 proposal is based on the recommendations that came out of  
18 the Phase 2 of the consumer label initiative research and  
19 the partners and task force recommendations from the CLI,  
20 and also partially from EPA's interim guidance that was  
21 issued on implementing the labeling changes.

22 As a result of that, you know, we did try to

1 implement some of these changes, and through that process  
2 found some of the barriers -- encountered some of the  
3 barriers. So part of this proposal is also to address  
4 some of the barriers that we encountered.

5 The proposal basically is that EPA would issue a  
6 PR notice indicating that registrants would be allowed to  
7 portray their ingredient information on their labels in  
8 whatever manner seemed most appropriate through a number  
9 of options, you know, considering what would be  
10 appropriate for that type of formulation as long as it  
11 wasn't false and misleading.

12 And to facilitate that disclosure that EPA would  
13 also include in that PR notice specific criteria for  
14 allowable label placement of the ingredient information.  
15 And this targeted particularly on the current requirement  
16 that all ingredient information be located on the front  
17 panel. This kind of is a barrier to putting a lot of  
18 additional information on labels.

19 So that on packages that are small enough that  
20 can be turned around easily, that the ingredient  
21 information can be on the back or side panel, as long as  
22 it is -- there is a referral statement on the front and

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1 the ingredient information is easily located and easy to  
2 read. And then on larger packages, basic information  
3 would be found on the front panel with additional  
4 information located elsewhere on the package.

5 More importantly, that subsequently EPA through  
6 the CLI or other appropriate task force or group would  
7 conduct further research on what needs may not be met on  
8 labeling through this and what may be the most  
9 appropriate manner for including ingredient information  
10 on labels. And that the research should also -- you  
11 know, should examine the way that consumers expressed  
12 that they want to see label information.

13 And then based on, you know, the conclusive  
14 results of research that indicated how label information  
15 should mostly appropriately be placed on labelling, EPA  
16 could then initiate rule making procedures to require  
17 such label information.

18 The last component of this proposal is that EPA  
19 extend their current consumer education program, which is  
20 the Read the Label First campaign, to include providing  
21 consumers information about ingredients, such as the  
22 meanings of the terms and the functions of inert

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1 ingredients in formulations. FDA has done similar type  
2 programs with explaining -- there are materials  
3 explaining the purpose of food preservatives, food  
4 additives and with cosmetic ingredients.

5 So in conclusion, this proposal -- and I'm going  
6 to pass around -- I'll have one go each way -- a couple  
7 of packages that have implemented this proposal, just so  
8 you can see in, you know, real life the types of  
9 ingredient information that would be provided. In both  
10 of these the ingredient information is located right  
11 under what's called the Quick Fax box on the back panel.

12 I think the advantage that we see for this  
13 program -- or for this proposal is that it is something  
14 that could be initiated immediately, you know, as a first  
15 step. Even though it is voluntary, it would at least be  
16 able to be initiated immediately. And with the  
17 consequent research, we can ensure that we find the most  
18 appropriate way of putting ingredient information on  
19 labels so that we don't have kind of the unintentional  
20 consequences of, you know, putting information on labels  
21 that would actually be less likely to be read and kind of  
22 run counter to our whole proposal to increase label

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1 reading.

2 And I can answer any, I guess, immediate  
3 questions and then I guess we'll answer more questions in  
4 the discussion.

5 MS. MULKEY: Any clarifying questions for Julie?  
6 Okay. Do you want to move to number three?

7 MR. SURGAN: Good afternoon. I'm Michael  
8 Surgan. I'm from the New York State Attorney General's  
9 office, and I'm going to sacrifice 30 seconds of my time  
10 to explain that the proposal that I submitted along with  
11 others to the work group was submitted with my work group  
12 hat and not with the hat of a petitioner. That petition  
13 is in front of another forum where it's more  
14 appropriately considered.

15 A group of seven of us representing diverse  
16 interests got together and put forward a proposal that is  
17 based on a recognition of the need and the right of those  
18 who use pesticides, and those who may be exposed to  
19 pesticides even though they didn't use them, to know the  
20 precise composition of the products to which they've been  
21 exposed.

22 And I think that it also reflects some of the

1 thoughts of the rodenticide work group that you heard  
2 this morning. I heard that the rodenticide work group  
3 found that the label was the best time to -- the best  
4 part to educate the consumer and that the moment of  
5 purchase was the teachable moment.

6 The proposal as it is set forth in the memo that  
7 you have is, I think, also fairly simple and  
8 straightforward, although not as neat and simple as the  
9 proposal that was put forward by Carolyn Cox. It is  
10 based on current practice for cosmetics. It's a practice  
11 that is in use by federal regulatory agencies today. And  
12 it is based on a presumption that EPA will require the  
13 disclosure of all ingredients on the labels of pesticides  
14 unless there is a specific finding to the contrary.

15 The proposal includes, as does the regulatory  
16 statutes within which FDA works -- it includes provisions  
17 as to what the content of a petition by a registrant  
18 would be. The petition process would give the registrant  
19 the opportunity to make to EPA its case for any  
20 competitive advantage or economic distress that would be  
21 caused by revealing the inert, and EPA would then  
22 consider that against the presumption of disclosure and

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1 EPA's understanding of the toxicity and adverse effects  
2 of the pesticide and the inert ingredients.

3 As far as time, we proposed a time line that  
4 would require that registrants present the petition at  
5 the first instance when they may be re-registering a  
6 pesticide, when they may be filing for a label change or  
7 in any case within three years from the passage of  
8 promulgation of enabling regulations.

9 The proposal would give to the public much --  
10 most, perhaps, but not all of the information that we  
11 believe they should have. Obviously to the extent that  
12 EPA decides that the information could be held  
13 confidential, the public would be denied that quantum of  
14 information. And in making that information available to  
15 the public on the label, it would also certainly  
16 similarly serve the needs of all the other audience  
17 groups that we have identified.

18 And like my colleagues, I'll be happy to answer  
19 questions.

20 MALE SPEAKER: Can I ask a clarifying question?  
21 You're with the Attorney General's office in New York?

22 MR. SURGAN: Yes.

1 MR. ELWORTH: And on Carolyn's proposal it lists  
2 that this is an excerpt from pages 18 and 19 of a  
3 petition. Is that right, that New York has a pending  
4 petition with the agency?

5 MR. SURGAN: Yes. I said -- I clarified that at  
6 the beginning. Although New York is one of the  
7 petitioners, I'm a member of the work group and I  
8 proposed this as a member of the work group.

9 MR. ELWORTH: And is that -- is what you're  
10 proposing substantively different from --

11 MR. SURGAN: Yes, it is.

12 MR. ELWORTH: Yeah, it is.

13 MR. SURGAN: Substantially different.

14 MR. ELWORTH: Why are you all doing that?

15 MR. SURGAN: In the spirit of cooperation in the  
16 working group, we put forward a proposal that we thought  
17 might address the needs of everybody around the table.

18 MR. ELWORTH: Okay.

19 MR. McALLISTER: Musical chairs without the  
20 music. My name is Ray McAllister. I'm with the American  
21 Crop Protection Association. In your packet you have a  
22 two page proposal. Each page is entitled Draft Proposal

1 on Non-confidential Pesticide Product Summary. This was  
2 put together by an informal coalition of trade  
3 associations representing companies who are registrants  
4 of FIFRA registered products.

5 By way of background explanation, over the last  
6 few years EPA has received a large number of requests for  
7 product ingredient information under the Freedom of  
8 Information Act. To respond to those, EPA has prepared a  
9 list of -- I think it's 12 or 14 questions which go out  
10 to the registrant of each product for which there is a  
11 request. And in responding to this, the registrant must  
12 answer the 14 questions about each of the ingredients in  
13 the product, justifying the reasons why that individual  
14 ingredient should be retained as confidential business  
15 information. This turns out to be a considerable burden  
16 for both EPA in processing these FOIA requests and for  
17 the registrant in responding on a product by product,  
18 ingredient by ingredient basis.

19 So the origin of this proposal was to assist  
20 both the EPA and the registrants in responding to these  
21 types of proposals -- or these types of requests. As  
22 such, it addresses only a limited aspect of the concerns

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1 which have been expressed over disclosure of inert  
2 ingredient information.

3           What this proposal does is it proposes that the  
4 registrant prepare a releasable summary -- a pesticide  
5 product summary -- outlining the ingredients in that  
6 product. The releasable product summary would have  
7 information which would identify the function of an  
8 ingredient in the formulation. It could identify the  
9 chemical or common name or a generic chemical  
10 classification. The means of identifying the ingredient  
11 would be at the discretion of the registrant.

12           If you look on the page that has a table on that  
13 with boxes numbered one through four, the active  
14 ingredient in box one is already required on each product  
15 label or the number of all of the active ingredients. In  
16 box two the registrant would identify all other  
17 ingredients through one of those means of identification:  
18 purpose, actual chemical or common name or the generic  
19 chemical classification.

20           In box number three the registrant would  
21 identify any ingredients of toxicological concern now on  
22 what EPA calls its List 1 of inert ingredients. If these

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1 occur in a product, they already have to be identified on  
2 the product label. In box four the registrant would  
3 identify other ingredients associated with specific  
4 physical or health hazards. This is the type of  
5 information that now occurs on the material safety data  
6 sheet for each of those products.

7           Depending on how such a proposal were  
8 implemented and whether it is strictly voluntary or  
9 through some regulatory means, the other page gives three  
10 possibilities for submission of that information, whether  
11 it's a releasable product summary, a phrase which already  
12 occurs in the regulations and could be modified slightly  
13 to accommodate this type of submission. Whether it's a  
14 non-confidential formula description form, which would  
15 accompany and not replace the current confidential  
16 statement of formula that is submitted to the agency. Or  
17 a new type of form, a pesticide product technical data  
18 form.

19           As such, this proposal -- or this type of  
20 information could be provided by EPA to any requester for  
21 the ingredients information on a product. Another  
22 possibility is to make this information available through

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1 some clearinghouse, such as an Internet web site where  
2 anyone can go look to find this information. It is  
3 strictly the information that the registrant chooses to  
4 disclose about his product. It is not a full disclosure  
5 unless the registrant so chooses.

6 We expect that this type of information would  
7 satisfy a large number of the requests that come into the  
8 agency, and could dispense with a lot of the bureaucratic  
9 effort required to respond through the Freedom of  
10 Information Act.

11 MS. MULKEY: I have one clarifying question.

12 MR. McALLISTER: Yes.

13 MS. MULKEY: Do you have any sense of how many  
14 inert ingredients or other ingredients would have to be  
15 disclosed under your proposal because they are required  
16 to be listed on the MSDS?

17 MR. McALLISTER: I don't have a good feel for  
18 that information. Some of the others might.

19 FEMALE SPEAKER: I think it varies, you know.  
20 The types would be the products that have physical  
21 hazards, such as flammability. So if you've got a  
22 propellant it would probably show up on there. If you

1 have a hydrocarbon propellant. You know, many solvents  
2 because of flammability or other reasons. Anything that  
3 would be required through HAZCOM to be on an MSDS would  
4 be included. So fitting the hazard communication  
5 criteria for what is a hazardous material, either by  
6 toxicity --

7 MS. MULKEY: Did the work group discuss this  
8 proposal enough to focus on that item four and how much  
9 disclosure it carries with it or doesn't carry with it?

10 MR. McALLISTER: Yeah, we discussed it. Now  
11 it's nothing new in terms of disclosure, because the  
12 information is already made available on the MSDS sheet.  
13 And this is not placing that type of information on the  
14 label. It is simply a separate avenue for disclosure of  
15 the ingredients information.

16 MS. MULKEY: But I think I heard you say it  
17 might be on a web site.

18 MR. McALLISTER: Well, that's a possibility of  
19 taking this entire form, whatever form it takes, and  
20 making that available publicly, so that an individual or  
21 an organization interested in getting that information  
22 could get it directly and not go through the bureaucratic

1 process of the Freedom of Information Act.

2 MS. MULKEY: Okay. Any other clarifying  
3 questions?

4 MALE SPEAKER: I have a question. Ray, to the  
5 point about the label, why -- was putting this  
6 information on the label considered by your group, and if  
7 so, why was it rejected?

8 MR. McALLISTER: Well, putting this type of  
9 information on the label is basically the proposal that  
10 Julie described. They're companion proposals. They're  
11 not separate. They're not -- no. You know, you don't do  
12 one or the other. You could do both of them together.  
13 This is a central repository for this information. It's  
14 probably easier to implement in the short run. And what  
15 Julie described was putting exactly this type of  
16 information on a label.

17 MALE SPEAKER: Okay, thanks.

18 MS. MULKEY: Phil?

19 MR. BENEDICT: Yeah. Is just saying that there  
20 is an emulsifier in the product good enough under part 2?  
21 It says one of the above, and one of the options is to  
22 say that it's a surfactant or an emulsifier. It doesn't

1 tell me what that is.

2 MR. McALLISTER: That's correct. This is up to  
3 the discretion of the registrant to choose how he  
4 identifies that product, and the limitation being that it  
5 not be false or misleading. Now one registrant is going  
6 to choose to disclose more information on this type of  
7 form. Another one will disclose -- will choose to  
8 disclose less. As I said, it's intended to facilitate  
9 provision of this information which is now going to the  
10 Freedom of Information Act. It doesn't preclude anyone  
11 who says this isn't enough from going ahead with a  
12 Freedom of Information Act request.

13 MR. BENEDICT: And I can't figure out who this  
14 piece of -- who this form is going to be filled with.  
15 Does it accompany the label, or is it part of the  
16 registration packet, or where does it go? Because that  
17 really doesn't help the states much, at this point,  
18 unless it's out there in some other format.

19 MR. McALLISTER: Well, yeah, it would be filed  
20 -- those details certainly haven't been worked out,  
21 because it's just an initial proposal. But it could be  
22 filed with the registration package with EPA. EPA could

1 take on the responsibility of making this available in a  
2 readily assessable form or avenue to states and others  
3 having an interest.

4 MR. BENEDICT: If this thing came to pass where  
5 you've got provisions about CBI in your law, would that  
6 work around those issues for us or not from a state  
7 perspective?

8 MR. McALLISTER: This is not intended to  
9 disclose CBI. Unless the registrant chooses to put all  
10 of the ingredient names on there, you would not see that  
11 type of information. It's not a replacement for the  
12 confidential statement of formula. It would accompany or  
13 be in addition to the confidential statement of formula  
14 that EPA now receives.

15 MS. MULKEY: We have about 15 minutes. I'm sure  
16 that this group has opinions about disclosure. It would  
17 be good if anybody wanted to share any particular  
18 suggestions for the work group about where to focus. So  
19 if anybody has any advice that is either with respect to  
20 a particular proposal -- I think you saw, as I saw, there  
21 are two proposals that go in one direction and two  
22 proposals that go in another direction in terms of

1 mandatory or voluntary, scope and so forth.

2 So if people want to talk about direction rather  
3 than details, but let's try to use that time to help the  
4 work group because they're not done.

5 Bill?

6 MR. ROSENBERG: Yeah, thanks. I sat in  
7 yesterday on the group as a member of the audience and  
8 watched them go through their work, which I think is  
9 pretty difficult because people are coming from very --  
10 as he stated earlier, very different places on this  
11 issue. And one of the things that I thought was  
12 encouraging was this preamble to the proposals in terms  
13 of asking a series of questions.

14 And I would advise this group to take a step  
15 back. I think they went to solutions fairly quickly. I  
16 know that there has been this eight month period. But  
17 they went to solutions without really setting a common --  
18 I think coming to some sort of concurrence in answering  
19 these preamble questions in a way that might lead them to  
20 some commonality.

21 Because right now it's very polarized. My sense  
22 is that they can't come together in the process that has

1       been set up now. And I would encourage everyone to maybe  
2       model themselves after the rodenticide group, find some  
3       areas of commonality and then work toward solutions.  
4       Because right now this group will -- the way it looks to  
5       me will not come to any kind of a fruitful conclusion as  
6       a group.

7               And you're saying, you know, we can pass over  
8       these differences and there doesn't need to be  
9       concurrence. But we'll be faced with full disclosure or  
10      not and that's it. And there's no marriage there.

11             MS. MULKEY: Convergence is always better.  
12      Larry?

13             MR. ELWORTH: Well, my question is a little  
14      different, but it has the same issues that Bill does.  
15      And actually I'm interested in the answers -- what  
16      answers the work group has to these questions here. I  
17      mean, it's not clear to me whose purposes this serves. I  
18      mean, if this were -- for example, in my life this would  
19      have an impact on me. It's presumed that in the middle  
20      of either going to Lowe's or Wal-Mart I'm real interested  
21      in having more information in front of me when I have to  
22      stand in line or something. The last thing I want in the

1 store is any more information.

2 So I'm really -- which isn't to say that you  
3 should or shouldn't be doing what you're doing. But I'm  
4 real interested in what the group considers the answers  
5 to these kinds of questions. Who would use this  
6 information? What would they use it for? How would they  
7 use it?

8 So I don't know how we get -- how we could hear  
9 about here from the group what you all are thinking about  
10 that, but it would be real helpful to me.

11 MS. MULKEY: Cameo, can you do anything? Or  
12 anybody?

13 MS. COX: Could I take a few minutes? I think  
14 my organizations and many of the other organizations that  
15 signed the rule making petition to EPA started from a  
16 perspective of public right to know that we're all  
17 exposed to pesticides and that that gives us a right to  
18 know what we're exposed to. And I think that's a  
19 sentiment that has strong public support, but is  
20 certainly controversial and not something that everyone  
21 subscribes to. It is something that I believe very  
22 strongly.

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1           And then when you look at the specific audience  
2 groups, I think you see specific needs. Health care  
3 providers may be the most obvious group with specific  
4 needs. If they have a patient which they need to treat  
5 and need to treat that patient quickly and efficiently,  
6 they need to know what substances are that they're  
7 dealing with.

8           When you talk about pesticide users or pesticide  
9 consumers, some of those are people standing in line at  
10 Wal\*Mart buying a pesticide. But some of them are school  
11 districts, city parks, county road maintenance crews and  
12 other public agencies. And many of these public agencies  
13 feel a responsibility to consider the particular impacts  
14 of their management practices on local specific problems.

15           I come from the northwest and saving salmon is a  
16 big deal in the northwest. A lot of the public agencies  
17 in the northwest are committed to trying to change their  
18 practices in a way that will protect salmon to the  
19 maximum degree possible. Many of these agencies are not  
20 able to fulfill that job, because if they're using  
21 pesticides, they don't have the information about what is  
22 in that pesticide in order to evaluate what its potential

1 impact in their local area might be on, you know, Coho  
2 salmon or whatever.

3 So there is a variety of different audience  
4 groups. If you're a parent and you have a child who you  
5 know is allergic to a particular substance, you would  
6 want to avoid using a pesticide product in your home that  
7 contains that substance. Right now you have no way of  
8 knowing whether that's the case or not.

9 And I guess I could go on with more examples,  
10 but I've probably taken too much time. So I'm going to  
11 pass the microphone on. But if that didn't clarify it,  
12 please ask more questions.

13 JULIE: Just looking specific to labeling, you  
14 know, I did base the proposal -- I put forth on the  
15 consumer labeling initiative. So it was looking  
16 primarily at consumers -- you know, consumer products and  
17 consumer labelling, although I think some of the aspects  
18 go to all labelling.

19 And I know Marcia made some mention earlier to  
20 the CLI and maybe at some point some more information can  
21 be provided on that. But the CLI based on the -- we had  
22 done some initial research in phase one and also got a

1 number of public comments in phase one specific to  
2 ingredient information. So ingredient information on  
3 labels was one of the particular topics and particular  
4 focuses of the research that was done with consumers in  
5 phase two.

6 And these are both quantitative and qualitative  
7 phases. The quantitative phase involved a survey sent to  
8 about -- we got responses back from almost 3,000  
9 consumers in three product categories, about a thousand  
10 in each category: outdoor pesticides, indoor  
11 insecticides and household cleaners. And different  
12 ingredient formats were put forward to consumers. The  
13 most preferred was more this generic description with  
14 also the function of the product or the purpose of the  
15 material. Full disclosure was one of the options that  
16 was given to consumers, but was not favored.

17 So I think the question was not so much to  
18 disclose or not to disclose, but how to disclose and what  
19 to disclose that would be most useful. And even though  
20 the proposal I put forward the initial phase is  
21 voluntary, I think the more important is that the  
22 recommendation from the CLI partners and task force which

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1 was made up of a lot of agencies -- various agency  
2 personnel as well as the company partners, was that we  
3 needed to get more information on the specific kind of  
4 formats, or how specific we should get on what type of  
5 information we would put on ingredient -- for ingredient  
6 labelling.

7 And so I think my thing is let's not -- let's  
8 walk before we run. That is, I guess, my opinion in a  
9 nutshell.

10 MR. ELWORTH: Well, what I am struck by is that  
11 if -- just, for example, two of the possible audiences  
12 are the consumer on one side and a health care provider  
13 on the other. The level of information to health care --  
14 the kind of information and the level of detail -- or  
15 technical detail that a health care provider might want  
16 would be very, very different from what a consumer might  
17 either want or be able to use.

18 Did the work group talk about being able to  
19 accomplish the same thing through different formats in  
20 any of the proposals?

21 MR. SURGAN: If I may, I would like to answer  
22 your question and also supplement what the two previous

1 speakers have said. One of the problems that I see in  
2 the way that the work group has been progressing or in  
3 trying to differential these groups is that there is a  
4 tendency to pigeonhole some of these categories. There  
5 is a tendency when we talk about state governments to  
6 think in terms -- in limited terms of the needs of the  
7 agency that regulates pesticides, and there is a tendency  
8 when we talk about consumers to think about the average  
9 housewife or house husband at Lowe's. And I think that  
10 those are both very dangerous over simplifications.

11 State governments incorporate a variety of  
12 agencies and offices who have an interest in protecting  
13 the health of their workers and protecting the health of  
14 the people who come to do business in the office. And  
15 they don't have access to the information that may be  
16 available to the regulatory agency in that state who may  
17 or may not possess a CSF.

18 For instance, the Attorney General's office. My  
19 office is in New York City. We are in rented space.  
20 Pest control is the province of our landlord. Our  
21 landlord cannot provide me with information that I would  
22 offer I'm qualified to evaluate. The landlord makes

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1 enough money to hire a consultant to advise him, but he  
2 doesn't have the information.

3 In other places in New York state, the Attorney  
4 General's office is located in state owned and operated  
5 buildings operated by the Office of General Services.  
6 They do not have access to the detailed ingredient  
7 statements that may reside with our State Department of  
8 Environmental Conservation. The same goes for other  
9 agencies of state, county and local governments who are  
10 well qualified to evaluate the information, who are  
11 taking upon themselves perhaps substantial responsibility  
12 and perhaps even liability in the use of pesticides and  
13 the exposure to people who use the properties that they  
14 own and manage. And I think that these aspects are too  
15 easily overlooked when we pigeonhole populations.

16 And as for the remaining -- as for the average  
17 housewife and house husband, I think that there is a  
18 great deal to be gained by first providing them with the  
19 information that will enable them to take part in their  
20 own health care, and whether or not they understand it,  
21 whether or not they are readily able to provide their  
22 doctor with that information. Not just for emergency

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1 health care, but for health maintenance care throughout  
2 their lives.

3 And then also to inform them and perhaps  
4 stimulate them to learn more. If those ingredients were  
5 on the labels, even those people who were not aware might  
6 now become aware of it and might invest the effort to  
7 find out what the importance -- what the significance of  
8 that bit of labelling is.

9 MS. MULKEY: We have three minutes on this  
10 topic, and more than three tents. We will take  
11 everybody. But part of what you're getting the flavor of  
12 is how much there is to be said on this, which is why  
13 there have been two full meetings and seven conference  
14 calls. And we will not get, and you will not get as the  
15 PPDC today, a good thorough flavor of what the dialogue  
16 is. But we probably have some means to help facilitate  
17 that, including the fact that the stakeholder meetings  
18 are public and one can either personally monitor them or  
19 ask.

20 Now of the PPDC members who are on the work  
21 group -- anybody?

22 (END OF TAPE THREE, SIDE A)

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1 MS. MULKEY: -- and Sheldon. So you also have  
2 some people. So you may be able to take advantage of  
3 those relationships.

4 FEMALE SPEAKER: And Jay.

5 MS. MULKEY: And Jay. Okay. Of those  
6 relationships for other opportunities to have these  
7 discussions.

8 But having said that, we'll take the remaining  
9 tent cards and then we'll think about our next step  
10 briefly. And I paid no attention to the order in which  
11 they went.

12 MALE SPEAKER: I have some clarifying questions  
13 for Michael, though.

14 MS. MULKEY: All right. Well, why don't you do  
15 that and then we'll go.

16 MALE SPEAKER: Two things, Michael. When you're  
17 talking about sort of an occupational exposure issue,  
18 have you tried getting material safety data sheets on  
19 these products which are supposed to list the hazardous  
20 ingredients, and has that been helpful at all?

21 MR. SURGAN: In rare -- well, in some occasions  
22 there is information on the MSDS which goes beyond what

1 is available on the label. But that is certainly not  
2 uniform and it's certainly not widespread. And without  
3 commenting on the validity -- the value of MSDS's, again  
4 they are information that is prepared by the company and  
5 done by people who have the interests of the company and  
6 their confidential business information in mind.

7 MS. MULKEY: J.J.? Oh, I'm sorry. I didn't  
8 mean to cut you off.

9 MALE SPEAKER: One other question just to wrap  
10 up on your proposal. With cosmetic labelling there is  
11 sort of a provision for catchall, nonspecific  
12 terminology. Are you comfortable with that?

13 MR. SURGAN: I provided that -- I used that as a  
14 model. I'm not saying that we can lift it without  
15 modification. I am sure that my friends on the other  
16 side will also have modifications. I think that that's  
17 something that we can look at. Yesterday at the work  
18 group meeting there were questions about fragrances and a  
19 recognition that we may need to deal at greater length  
20 with fragrances. And I'm sure that several of us on the  
21 working group have thoughts about the role of fragrances  
22 in pesticide products.

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1 MS. MULKEY: All right. J.J.?

2 DR. STEINBERG: I think there should be no doubt  
3 that consumer labelling has been one of the great success  
4 stories in the '90's. I think the industry has done a  
5 spectacular job as it relates to consumer labelling. I  
6 think they did that with the FDA. And though it was a  
7 costly process in the beginning, you are clearly selling  
8 more food, and Americans are clearly eating more food,  
9 based on consumer labelling.

10 (Laughter)

11 And I have to admit, we know that because as we  
12 all know now -- and I apologize for this. America now  
13 leads the world in the weight of the Americans. We are a  
14 weighty country.

15 (Laughter)

16 So as I said, consumer labelling is clearly a  
17 success. There are obviously leaders in industry that  
18 did this with the FDA. The FDA has a great deal of  
19 experience in this. I know that EPA has been keen on  
20 trying to set this up. People like Anne Lindsay have  
21 been working on this for a long time. I think it would  
22 be good to make sure that we can keep this committee

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1 invigorated to try to come to some conclusion on this,  
2 because this will be good for everyone.

3 MS. MULKEY: All right. Are we going to endorse  
4 that?

5 **(Laughter)**

6 MALE SPEAKER: Well, I think the group is  
7 continuing the work on the area of labels. I think we  
8 were also able to identify a couple of other areas  
9 dealing with medical and medical emergency situations,  
10 and also with states -- state officials, state  
11 governments and state operations. And I think in both of  
12 those areas there is an opportunity to try to look at an  
13 array of potential information, whether they be 800  
14 numbers or educational programs or databases or web sites  
15 or any other kind of additional information.

16 And the real question is, how can we get  
17 important pertinent information to people who are, first  
18 of all, caught up in a medical emergency. Whether we're  
19 talking about an emergency room or a clinic or a doctor  
20 or a nurse or some kind of health care professional or a  
21 poison control center, how can we get pertinent  
22 information to immediately address that particular

1 problem.

2 And then the other issue that we just briefly  
3 talked about was the whole issue of state and state  
4 governments and the ability to share information with  
5 different parts of state government. I think those are  
6 all difficult and thorny issues to work with, but I think  
7 they really have an opportunity to try to make some  
8 progress or to come up with some specific solutions in  
9 each of those areas.

10 And I think we made a lot of progress yesterday  
11 in getting our arms at least out and around some of these  
12 topics. We've got a long way to go. But I think we made  
13 some progress, and I think we can make further progress  
14 in January and down the road.

15 MS. MULKEY: Jay?

16 MR. VROOM: I've long been an advocate of more  
17 information and disclosure, respecting the fact that  
18 there are commercial considerations and some of those can  
19 evolve also on the commercial side. So I guess I would  
20 like to sort of react to what I've heard from the  
21 presentations in saying that I have a sense that there is  
22 some convergence. But maybe what I heard Bill say also

1 seems to be apparent to me, and that is that the movement  
2 probably has been incremental. And maybe we're focusing  
3 too broadly on these issues when, as I think Warren just  
4 said, you know, just to call all of these products  
5 pesticides in the context of understanding inert  
6 disclosure issues, both commercial and scientific and  
7 medical interests, probably need to be looked at  
8 differently in some cases, and that compromise doesn't  
9 always need to be straight down the middle between the  
10 two polarized positions.

11 And the more we can look at policy and an  
12 approach that perhaps reflects the fact that the  
13 disclosure that might be helpful and important that could  
14 be on a package of rodenticide may be different from what  
15 is necessary for atrazine that farmers use. And I don't  
16 have a sense from what I've heard today, and what I've  
17 sort of gleaned in monitoring the Internet  
18 communications, and the written record from the work  
19 group that that kind of detail has been addressed yet.  
20 And so I would encourage you to think about that.

21 I'm going to ask a question, I think probably  
22 for the agency. And I'm afraid I'm going to regret

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1 asking this. But in looking at the samples -- the label  
2 samples that Julie sent around, I was reminded that there  
3 has been some discussion around whether the term inert,  
4 you know, was viable or not. And I can't remember kind  
5 of where that is, except for the fact that I guess these  
6 are actual labels, Julie, and they don't use the word  
7 inert. They use the words other ingredients.

8 So where are we at on that?

9 JULIE: There was a PR notice issued in 1997  
10 that allowed the use of the word other in place of inert.  
11 So that's kind of where we are at with a lot of the  
12 recommendations, that there were things that were being  
13 allowed -- changes that were being allowed to be made and  
14 in some cases encouraged.

15 MS. MULKEY: Right. I would say we've  
16 encouraged the use of the term other, but the word inert  
17 is still in the statute. It's still in regs. It's still  
18 in -- so we work with both terms.

19 MR. VROOM: But that discussion is over, so we  
20 don't have to worry about that.

21 MS. MULKEY: I wouldn't say it's over.

22 **(Laughter)**

1           There's room for more. But I don't think there  
2 is any --

3           MALE SPEAKER: There's still time for a recount.

4           **(Laughter)**

5           MS. MULKEY: I don't think it's -- always.  
6 Always time in our business. But I don't think it's  
7 controversial to use other, and whatever controversy is  
8 left is with the continuing use of the word inert. But  
9 that is sort of constrained by some remaining legal  
10 context.

11           Well, I've been watching the clock assiduously  
12 on your behalf, and we have one public commenter  
13 remaining. It's the woman I introduced you to this  
14 morning from the City of Seattle. Her interest is in  
15 talking about inerts. And it's the only one, and we have  
16 30 minutes allocated. So I would suggest -- not for her  
17 to speak in as a public commenter.

18           But I suggest we hear from her and we wrap up  
19 this topic, and that we will only be 15 minutes behind  
20 after having done that. So other than timing of the  
21 break, we should be in good shape in terms of going  
22 forward. So you would think after she helped me --

1 Diconner?

2 MS. DECONNER: Deconner.

3 MS. MULKEY: Deconner. Oh, boy.

4 MS. DECONNER: Well, thank you. And again I'm  
5 Tracy Deconner. I'm here representing the City of  
6 Seattle. And pesticide issues, and particularly today,  
7 inert disclosure issues, are very important to the city.  
8 People think of city government as, you know, picking up  
9 garbage and whatnot. But we're also stewards at the city  
10 to over 110,000 acres of public land. That land is in  
11 parks. It's in rights of way. We have ornamental beds.  
12 We have golf courses. We have zoo exhibits. We own an  
13 entire watershed that our water supply comes from, and it  
14 tastes a whole lot better than your water, I have to say.

15 **(Laughter)**

16 We also have several production greenhouses. So  
17 we face a pretty wide array of pest management issues.  
18 We implement IPM in all cases, and sometimes that  
19 involves use of a chemical control.

20 And as Carolyn pointed out, we are very  
21 concerned about the impact of all the chemicals that the  
22 city uses, be it on janitorial uses, fleet maintenance

1 and pesticides. And we're concerned about what the  
2 impact on a residence, our employees and the environment  
3 is from those chemicals.

4 We do a lot with communication in the city, and  
5 we go far beyond legal requirements in both our pesticide  
6 application signage protocols, as well as our posting  
7 protocols. We do a tremendous amount of outreach on  
8 pesticide issues both about what we do internally, as  
9 well as trying to help our residents to make informed  
10 choices through our natural lawn care program, salmon  
11 friendly gardening program and other programs. And the  
12 effect of those and the ability to meet all of the  
13 questions of our residents is limited by not having full  
14 information about inerts.

15 It is important to us that we can make informed  
16 choices, and particularly with the pesticides that we  
17 use. So what we've done is a hazard assessment on all of  
18 our pesticide products. We've looked at about 12  
19 different human health and environmental criteria. But  
20 that assessment, again, has been very limited by not  
21 having access to all of the inert ingredients in order to  
22 do that.

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1           Again, we go far beyond the law. We've  
2 eliminated use of many perfectly legal products in the  
3 city because, you know, as Carolyn, again, pointed out,  
4 we are concerned about the salmon, the pollinating  
5 insects, and making sure we provide safe habitats to as  
6 much wildlife as we can attract within our city.

7           We also want to make sure that our residents can  
8 make informed choices about whether they want to enter a  
9 park area that has been treated, for example, or come to  
10 a festival on the Seattle Center grounds. They need to  
11 know about the applications, which is why we have  
12 increased our requirements for internal operations on  
13 posting. But we also feel that they need, and they feel  
14 that they need, information about the inerts so they can  
15 make those decisions. Some of our residents have  
16 multiple chemical sensitivity or otherwise immune  
17 suppressed and really feel that they need this.

18           There is a third category that we feel is a  
19 fundamental right to know for our residents. Sometimes  
20 the state government -- not the city, but the state --  
21 has to come in and treat for gypsy moths. We completely  
22 support the need to protect our urban force by

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1 controlling these invasive destructive pests. But in  
2 this case, when you're applying pesticides to people's  
3 homes, their personal property and their yards where  
4 their pets play and their children play, it is important  
5 that they have all the information that they need to be  
6 able to protect themselves and to comment on the process  
7 of applying pesticides for control of those insects.

8 So in conclusion, the city supports disclosure  
9 of inerts, but we also appreciate the need to protect the  
10 business interest. We hope through our purchasing  
11 practices, and the information that we give our residents  
12 in their purchasing practices, will encourage industry to  
13 research and bring to market safer alternative products.  
14 And it is important that any action taken on inerts not  
15 inhibit or impair the ability of manufacturers to do  
16 that.

17 Also, we've been really encouraged by the  
18 activity on the work group. I think we feel that they  
19 have brought forward the issues. They've really flushed  
20 out the issues and that they're ready to take the next  
21 step. The interest of industry and the environmental  
22 groups has been described as very polarized, but it's not

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1 mutually exclusive. And we feel that it is EPA's  
2 responsibility to kind of focus that group as they move  
3 forward and facilitate that in a way that it's going to  
4 produce some outcomes.

5 Thank you.

6 MS. MULKEY: Thank you. Jay, is your tent card  
7 still up or is that left over? Well, I will hazard a  
8 very brief attempt to summarize what I thought I heard  
9 from the committee and its advice to the work group.

10 I think I heard at least some members of this  
11 committee saying think about looking for partial or  
12 intermediate successes. Now not everybody said that, and  
13 I suspect not everybody said that because there is a fear  
14 that a partial success will be latched onto and that  
15 nothing more will happen. And so I thought I also heard  
16 a sentiment that says be assured that we're with you for  
17 the long haul.

18 So maybe it's possible to combine those two  
19 messages to say it's alright to look for partial and  
20 intermediate successes, because we will not abandon the  
21 effort to try to go further in the face of some limited  
22 or partial or intermediate successes. So I'm only trying

1 to summarize. I'm not trying to substitute my own  
2 judgment.

3 I am torn personally between the grab a few  
4 successes and the desire to sort of get all the way as  
5 far as we get can while there is the impetus behind it.  
6 But I thought I heard those two sentiments and a way that  
7 possibly could put them together as guidance from what I  
8 heard out of this committee.

9 Does anybody else want to amplify that? Because  
10 otherwise we're just sending them off to work more, and I  
11 think all of you did that in your various ways. Does  
12 anybody want to correct or modify my summary?

13 All right. Well, we are scheduled to move into  
14 a very expansive discussion of residential pesticide  
15 issues. One of the earliest things you will learn is  
16 what we mean by that. We don't just mean inside a  
17 person's private home. This is sort of a catchall term  
18 that really includes everything that is not agriculture  
19 and isn't the occupational part of the issue.

20 We have a set of presentations scheduled to last  
21 about an hour, and then we have about an hour of  
22 discussion scheduled. So what I suggest we do is that we

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1 really monitor the presentations so they only last about  
2 an hour. And that will be hard, but that will take us  
3 until three. And then we have a discussion, we break at  
4 some point, and we complete the discussion, so that we  
5 have at least a full hour of discussion on this vital set  
6 of topics.

7 So, Bill, do you want to lead us off? I know  
8 you all are all eager for your break, and you've got to  
9 wait a hour and a half for it. But, you know, we haven't  
10 been back that long. Okay. I'll give you a minute to --  
11 I'm afraid to encourage you to get up. I'll loose you  
12 all. But let's get going and try to keep people from  
13 drifting on us, as it were. I want to avoid that drift  
14 problem.

15 MALE SPEAKER: You would make a good cowboy,  
16 Marcia. You don't let the herd mill.

17 MS. MULKEY: Don't let the herd -- what's the  
18 word?

19 MALE SPEAKER: Don't let the herd mill.

20 MS. MULKEY: Mill. Oh, okay. I spent my career  
21 managing lawyers.

22 **(Laughter)**

1 MALE SPEAKER: They're all the same, cowboys and  
2 lawyers.

3 MS. MULKEY: That's what I thought.

4 **(Laughter)**

5 All right.

6 MR. KENT: Good afternoon. My name is Ray Kent  
7 of the Health Effects Division. We appreciate the  
8 opportunity to talk to you about exposure assessment --  
9 residential exposure assessment. There is a common theme  
10 to several of the presentations you're going to hear, and  
11 that is that our residential exposure assessments are  
12 data based.

13 In some instances the data are actually on the  
14 chemical we are assessing. In other instances we may use  
15 surrogate data, which are data on other chemicals with  
16 similar use profiles. Even our so-called default  
17 assumptions have their basis in actual data.

18 Since we have a lot of material to cover,  
19 without further ado I'm going to introduce the speakers.  
20 The first presentation will be by Bill Wooge of OPP's  
21 Health Effects Division, who will present an overview of  
22 the process currently used to assess residential exposure

1 and risks. Bill's talk will touch on the types and  
2 sources of data available for residential exposure  
3 assessment and how we make use of this data to assess  
4 residential risk.

5 Kathy Davis of OPP's Biological & Economic  
6 Analysis Division will present a brief overview of the  
7 types and sources of use and usage data for residential  
8 exposure assessment.

9 Following Kathy, Chris Saint of the agency's  
10 Office of Research and Development will present a talk  
11 which will focus on how the agency seeks to identify  
12 important residential exposure pathways and how to  
13 quantify exposures that may occur via these pathways.

14 Claire Gesalman of the Field and External  
15 Affairs Division will have a short presentation on the  
16 urban initiative and education and outreach program to  
17 inform children and adults about proper storage and use  
18 of pesticides in and around the home.

19 Kathleen Knox of OPP's Biopesticides & Pollution  
20 Prevention Division will briefly discuss OPP's efforts to  
21 promote integrated pest management in our nation's  
22 schools. OPP is also focusing on reducing the public's

1 and the environment's exposure to pesticides that drift  
2 from the application site during or shortly after  
3 application.

4 In our last presentation, Jay Ellenberger will  
5 provide a summary of how OPP is addressing this area of  
6 residential exposure.

7 Following Jay's presentation, we will open the  
8 floor for a general discussion of the residential  
9 exposure topics presented.

10 MR. WOOGGE: Hello, everyone. I'm Bill Wooge  
11 from the Health Effects Division of the Office of  
12 Pesticide Programs, and it is indeed a great pleasure to  
13 give you a little overview of the residential risk  
14 assessment, and specifically the exposure  
15 characterization. Unfortunately, given the time  
16 constraint it's going to kind of have to be fast and  
17 furious. And I'm going to give you key concepts, but if  
18 you get confused, there's always questions. And I'm  
19 going to have to do yoga to get this started.

20 Okay. Before I go into the exposure part, I  
21 want to ground it in the overall risk picture. And I'm  
22 going to take you back 500 years to the Medieval German

1 Scientist Paracelsus, who made the statement the dose  
2 makes the poison. And he was right on the money with  
3 this, and we still use it today when we do our risk  
4 assessments. And we believe that risk to a pesticide is  
5 a function of the pesticide's toxicity and a person's  
6 exposure to that pesticide.

7 Well, when we do a risk assessment, we use the  
8 National Academy of Sciences risk paradigm method, which  
9 is in this flow chart in the next slide. Oh, there's  
10 Paracelsus. Okay. I'm going to concentrate today more  
11 on the exposure side over here. This is the toxicity  
12 side, which is pretty well understood. It's the same for  
13 dietary, occupational and residential. It's the same  
14 battery of toxicity studies that we use for all of these  
15 risk assessments.

16 So, as Marcia was saying earlier, sometimes the  
17 term residential can be confusing. A better term is  
18 non-occupational and non-dietary. And these can be  
19 exposures in the home, schools, day care centers, parks,  
20 other public settings, institutional settings and such.  
21 And here is a great graph that I'm very proud of.

22 **(Laughter)**

1                   Okay.

2                   MALE SPEAKER: Mine's not moving.

3                   **(Laughter)**

4                   MR. WOOGGE: I'm sure everybody is familiar with  
5 FQPA. In 1996 Congress passed the Food Quality  
6 Protection Act, and it fundamentally changed the way we  
7 conduct residential risk assessments. First of all,  
8 we're required to do an aggregate risk assessment. Then  
9 we're also -- there was increased emphasis on children  
10 and vulnerable sub-populations.

11                   Okay, let's change gears now. Another key  
12 concept is how do we calculate residential exposures.  
13 Well, first of all, we use data, and we rely on pesticide  
14 specific data whenever possible. If that isn't  
15 available, we extrapolate from pesticide specific data.  
16 But we have a lot of other tools, including the pesticide  
17 handlers exposure database, which Jeff Dawson will talk  
18 about more at length tomorrow, but we do use it in our  
19 residential assessments, residue dissipation data,  
20 transfer coefficients, label and use information, and the  
21 last thing on the list which I left is an acronym. SOPs  
22 for residential exposure assessments. SOP stands for

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1 standard operating procedures.

2 And we rely on these standard operating  
3 procedures only when pesticide specific data are not  
4 available. We do rely on data first -- as our first --  
5 whatever the word is.

6 MS. MULKEY: Approach.

7 MR. WOOGGE: Approach. These were developed  
8 shortly after FQPA as a response to FQPA, and they add  
9 consistency and transparency to the risk assessment  
10 process. The SOPs contain over 40 individual scenarios,  
11 and they've been recently updated and reviewed by EPA's  
12 Scientific Advisory Panel in September of '99 -- last  
13 year. And we're currently in the process of including  
14 all of the SAP's comments, all of -- this also went out  
15 for public review, and we're incorporating the public  
16 comments, and also other agencies' comments and internal  
17 agency's comments. And we're trying to get that out very  
18 shortly.

19 Now we rely on the SOPs when we do not have  
20 specific -- chemical specific data. But I want to assure  
21 everyone that the SOPs are grounded in data as well:  
22 compound specific data, published scientific data and

1 generic data. So relying on the SOPs is also a data  
2 based approach.

3 Now I want to break up these concepts -- oh. I  
4 got out of order. So the scenarios in the residential  
5 risk assessment can be a person spraying a liquid  
6 pesticide, a person working in a home garden, a person  
7 living in a house treated for insects, a toddler crawling  
8 on a treated lawn, a person swimming in a swimming pool  
9 and such.

10 Okay. Now I want to break it up into manageable  
11 chunks. First of all, we think of a person applying a  
12 pesticide, and we're concerned with the exposures that  
13 that person might come into contact with. And then we're  
14 also concerned with the exposures to residues that a  
15 person might come in contact after the initial  
16 application.

17 So let's go to the first one. And if you think  
18 about it, it is applicator focused. But if you really  
19 think about it, it's applying a pesticide in your home is  
20 very similar to say applying a pesticide in an  
21 occupational setting. Using a sprayer in your home is  
22 very similar to using -- as a professional using a

1 sprayer. And because of the pesticide database, we have  
2 extensive information in order to -- there is  
3 parallelism. And we use this information to conduct our  
4 applicator exposures.

5 We also recently received information from the  
6 Outdoor Residential Exposure Task Force on residential  
7 lawn applications which has greatly improved the way we  
8 have conducted residential applicator exposures.

9 Okay. The second one -- and the slide didn't  
10 work -- is post-application. This is very involved --  
11 involves many roots of exposure. And we have to think of  
12 the activities as repetitive or simple, such as working  
13 in the garden and pulling up, and it's easily monitored  
14 and characterized or more complex. And the only thing  
15 that I can give you as an example is I have two five year  
16 old nephews. And when they're playing on the lawn or  
17 playing on the carpet, for every five minutes they're  
18 doing something different. And it's very hard to  
19 characterize what they're doing. But that's our job as  
20 the agency. We do characterize that risk.

21 So --

22 MS. MULKEY: You skipped one.

1 MR. WOOGGE: Oh, okay. I'll go back. So what  
2 does a risk assessor ask? He asks where are my slides.

3 (Laughter)

4 First of all, a risk assessor would ask how much  
5 residue is in the environment. And that can be  
6 determined in the risk assessment by pesticide specific  
7 residue data. It is also related to the label use rates.

8 The second question that a risk assessor would  
9 ask is what activity is happening in that area, and how  
10 much surface area will a person come in contact when  
11 doing this activity in a given time period, and what  
12 portion of residues will be transferred to the person.

13 And a third and final question would be what is  
14 the duration of the activity. Now if you take the two  
15 middle bullets there, that comes into a key concept  
16 called transfer coefficient, which I'll go into in a  
17 little bit.

18 Now I said this was going to be fast and  
19 furious, so here it is. This is a dermal exposure  
20 example. And you have to think of these risk assessments  
21 in kind of a three dimensional way. Because if a child  
22 is playing on the lawn, he may be -- or she may be --

1 exposed dermally by inhalation or orally by incidental  
2 ingestion. Now one of these might occur, two of these  
3 might occur or all three. But we do add these together.  
4 And then we also have to add the other third dimension of  
5 time. There is short term, intermediate, long term, life  
6 time and cancer risk as well. So it helps to think in  
7 these -- if you could think of it as a cube or three  
8 dimensional.

9 Now this is a dermal example, and this is kind  
10 of a simplification of the equation. But each transfer  
11 coefficient, which is the -- actually comes down to  
12 surface area for a given unit of time, residential --  
13 environmental residues and duration of the time spent in  
14 the area.

15 Okay. Now when dealing with transfer  
16 coefficients -- and these are equally important and I  
17 didn't know which one to put first on the slide. But  
18 they're equally important. First of all, transfer  
19 coefficients are derived from scientific studies.  
20 Reproducible, repeatable scientific studies.

21 The second and equally important one is a  
22 transfer coefficient is related to the specific activity.

1 There is a transfer coefficient in playing on treated  
2 lawns to sitting on lawns. And if you think about it, a  
3 transfer coefficient for a child playing on a lawn would  
4 be a lot higher than, say, a transfer coefficient for an  
5 adult sitting in a lawn chair on that lawn. And that's  
6 why the transfer coefficient is specific to the activity.

7 We're very proud of the work that has gone in to  
8 develop these residential risk assessments and the  
9 exposure assessment characterization. And this work has  
10 involved partnerships with other agencies -- USDA, HUD  
11 and HHS -- and registrants. As I mentioned earlier, the  
12 outdoor residential exposure task force. There is the  
13 residential exposure joint venture. We work with user  
14 groups and public interest groups. And the whole point  
15 of this is to improve and refine the way we do  
16 residential risk assessments, and as I speak specifically  
17 today, the exposure characterization component.

18 As I said earlier, we're revising the  
19 residential standard operating procedures. We went to  
20 the Scientific Advisory Panel in September of 1999. And  
21 we view this document as a living document, and as we get  
22 more information and more data, it will continue to grow

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1 and we will continue to refine and improve our risk  
2 assessment methodology.

3 There are millions of dollars in research, and  
4 actually one of the next speakers, Chris Saint of ORD  
5 will discuss the millions of dollars that are being spent  
6 in research. It is the fastest developing exposure  
7 science, and really our goal is a more refined,  
8 non-occupational and non-dietary exposure assessment.

9 And that concludes my comments.

10 MS. MULKEY: Okay.

11 MR. WOOGGE: Are there any questions? I tried to  
12 give you key concepts.

13 MALE SPEAKER: Just a quick clarification. The  
14 scenarios or the specific activities --

15 MR. WOOGGE: Uh-huh.

16 MALE SPEAKER: How many specific activities are  
17 there that you have to have measured for?

18 MR. WOOGGE: Well, the -- Jeff Dawson here is --

19 MALE SPEAKER: Yeah. There are a lot of  
20 activities that could go on in residential exposure.  
21 There would be hundreds. And they've done that work for  
22 all of them? Is that --

1 MR. DAWSON: No. What we've done is we've taken  
2 selected ones that we thought would best represent  
3 certain segments of the population. And what you're  
4 really hitting on is a major research question. So we  
5 want to start looking at a variety of different kinds of  
6 activities and filling in those blocks.

7 But what we're doing now that we feel is very  
8 adequate and protective is to have selected specific  
9 exposure data from the literature that we believe  
10 represents, let's say, the behavior of a three year old  
11 child, or somebody who is, let's say, a youth age kid ten  
12 to 12 years old working in a garden, or adults doing  
13 whatever on the lawn. So we just pick selected kinds of  
14 activities.

15 MALE SPEAKER: Presumably you pick the most  
16 conservative for a kind of activity or something, so  
17 wrestling on the lawn in a pair of undershorts or  
18 something would be --

19 **(Laughter)**

20 FEMALE SPEAKER: Naked.

21 MALE SPEAKER: Well, naked, too. That would be  
22 more fun.

1 MR. DAWSON: I think we pick numbers that we  
2 feel are protective. The numbers that we -- the kinds of  
3 data that we pick, they're all empirical or measured  
4 data, and the values that we're using are within the  
5 ranges of those data sets. So we believe, you know, that  
6 they do represent some segment of the populations out  
7 there. So that's how we kind of viewed it.

8 And, you know, we recognize that this is an area  
9 that needs more research, and frankly that's where a lot  
10 of the research money is being spent. It's a big focus,  
11 for example, the ORETF, which is the registrant task  
12 force group that is looking at residential exposure, and  
13 also frankly a big focus for the Office of Research and  
14 Development. So that's an area, you know, where we feel  
15 we can make some big improvements over the next few years  
16 as well.

17 MALE SPEAKER: Well, then as a follow up  
18 question -- and if I'm getting too detailed, cut me off.  
19 But how does this get plugged in? How do you know how  
20 many times someone wrestles naked on a lawn that has been  
21 sprayed three days ago or five? I mean --

22 MR. ELWORTH: I really missed something.

1                   **(Laughter)**

2                   MALE SPEAKER: You shouldn't leave, Larry.

3                   MR. WOOGÉ: You should have seen the slides I  
4 took out.

5                   MR. ELWORTH: The iterations are unbelievable.  
6 And I've just got a sense of how complex this is.

7                   MR. DAWSON: It is incredibly complex. I think  
8 the way we've handled it so far is -- for example, we've  
9 been dealing with the organophosphates and some of the  
10 carbamates first. We've done those particular classes of  
11 chemicals. So in some ways we haven't had to deal with  
12 that issue for those chemicals because, you know, on the  
13 day of application, for example, when the kid goes out  
14 and plays that day, you know, that's what we're really  
15 concerned about in making sure they're not getting too  
16 big of a dose on those particular days and then looking  
17 at it over the short term.

18                   So that kind of probability issue goes away with  
19 the kind of risk assessments. But, again, that's another  
20 area that is a big area of research for us. And some of  
21 the -- I would say the next stage approach is like the  
22 calendar based models, for example, that are being

1 developed. CARES is one that is being done through ACPA,  
2 and ORD has one called SHEDS. And there are other ones  
3 called Calendex. And we funded one called Lifeline.  
4 They're all building in a component to address that kind  
5 of calendar based probability. So that will be the next  
6 phase for us to look at.

7 MALE SPEAKER: Do you have the equivalent of a  
8 99.9 percent eater?

9 MR. DAWSON: With those new approaches we will  
10 be able to more accurately look at percentiles. With the  
11 way we're doing it now with more simplistic means, it's  
12 harder for us to characterize specific percentiles like  
13 that.

14 MS. MULKEY: It might help to put it in  
15 perspective. Except for OPP's dietary risk assessments  
16 and a few super fund risk assessments -- I think I'm  
17 right -- that there is almost no probablistic risk  
18 assessment going on in the agency. Almost all of the  
19 agency's risk assessments are what are called  
20 deterministic, which is you take a scenario and you say -  
21 - and what you want is a reasonable high end. That's the  
22 magic word under the risk assessment paradigm. So that's

1 what we try to have.

2 And you may remember the big debate over 99.9.  
3 We pointed out that the reasonable high end for  
4 deterministic at 95 percentile was actually more  
5 protective than the 99.9 probabilistic. And that sort of  
6 gives you some flavor. So I don't know that this is 95th  
7 percentile or even -- but it's the deterministic. I  
8 don't know. I probably confused you more than I helped.

9 (Laughter)

10 MALE SPEAKER: Well, you tried. That's all that  
11 counts.

12 MS. MULKEY: We have the 20 minutes and we can  
13 move onto the next one. We're on track here. Thank you,  
14 Jeff.

15 MR. DAWSON: You're welcome.

16 MR. WOOGÉ: I hope I didn't confuse everyone too  
17 much. That's Kathy's job.

18 MS. DAVIS: I'm Kathy Davis. I am with the  
19 Biological & Economic Analysis Division. And I'm going  
20 to cover real quickly use related information. You'll  
21 remember, I'm sure, back in slide two of Bill's  
22 presentation he mentioned label and use information as

1 some of the components that go into exposure assessments.  
2 And our first stop on that trend is to take a look at the  
3 label, which Bill mentioned.

4 The label is going to have things like the use  
5 sites on it. It's going to have application rates. It's  
6 going to talk about formulation that is important to the  
7 risk assessment. It may include things like the number  
8 of applications for a residential use, or it may not. It  
9 may include things about application method and the type  
10 of equipment that you might use in applying that  
11 pesticide in and around your home. And those are all  
12 very important pieces of information for the risk  
13 assessment.

14 I want to remind everybody that there is quite a  
15 range of the number of labels involved in this kind of  
16 development of information from these labels. And it can  
17 be really simple. It can be one product or one active  
18 ingredient that we have to assess, or it might be up to a  
19 thousand products that have these homeowner uses on them  
20 that we have to put together and pass to the Risk  
21 Assessment Division. So sometimes it's not as  
22 straightforward as it might seem. But that's our first

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1 stop.

2 On the next slide, we go to the use related  
3 information. And this is more the quantitative and  
4 qualitative sorts of information that we get from other  
5 databases. On the quantitative side the kinds of  
6 information we might get are things like how much of a  
7 particular active ingredient is actually applied to a  
8 residential use scenario. Now the pounds of active  
9 ingredient may not be used directly in the risk  
10 assessment, but it provides a measure of how much of the  
11 relative volume of use is going on compared to other  
12 chemicals. So it sort of puts it in a series for us.

13 The next one is average use rates, and that's a  
14 much discussed term, average. In this particular  
15 scenario I would say that average is reported average use  
16 rates. Our sources of data on residential use are not as  
17 robust as they are for agricultural use. And in some of  
18 these reports, we actually do get average use rate. We  
19 don't have a whole lot of definition about exactly how  
20 that is calculated, and oftentimes it's a range which  
21 doesn't help us out a whole lot. And sometimes there are  
22 sources -- the information is provided on a regional

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1 basis, which can be very important when you're  
2 understanding the exposures.

3 We also get information about percent area  
4 treated, so we might know approximately how many homes  
5 might be treated across the United States, how many lawns  
6 and what size of lawns. Those kinds of pieces we might  
7 get from these sources.

8 On the qualitative side, the questions that  
9 we're looking at are how and where is the compound  
10 actually applied and what is it intended to control. And  
11 an excellent example of that is a lawn application where  
12 you're going after managing fire ants, where there is a  
13 spot treatment, versus a white grub control that you're  
14 going to broadcast across your entire lawn. So those  
15 fellows wrestling are more likely to encounter, we hope,  
16 the application for the white grub as opposed to the fire  
17 ant treatment.

18 (Laughter)

19 MS. MULKEY: For several reasons.

20 (Laughter)

21 MS. DAVIS: Many. Very many. Then we would  
22 like to talk a little bit about how we characterize the

1 use related information for risk assessments. So we  
2 thought we would walk you through an example of white  
3 grub control, because we know that's a common problem.

4 Starting with label information, we identify  
5 use instructions that might be like application rates,  
6 the application equipment and maybe some regional  
7 specific information about timing. When to expect white  
8 grubs to be around and big enough for you to treat, but  
9 small enough for you to control. This gives us sort of a  
10 sense of where the application is going on and how much.  
11 The size of it.

12 For the risk assessment side of the program,  
13 understanding the actual products used is of interest.  
14 Average or more typical -- depends on what you're looking  
15 at -- application rates might be considered and whether  
16 there are differences occurring between a homeowner use  
17 versus a professional application. So those kinds of  
18 pieces of information are important.

19 And some of our information actually does exist  
20 in our sources, such as with Kline and Company, one of  
21 our proprietary data sources. And they provide average -  
22 - they report average product use rates broken out by

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1 homeowner and PCO. So that's pretty valuable.

2 Questions might also arise about whether or not  
3 differences in usage occur based on geographic location.  
4 Regional use data is provided by some of our proprietary  
5 sources, and we have some state and local information,  
6 some surveys. They're very sporadic in nature, so we'll  
7 have one from 1992 in Michigan, and one from 1996 in  
8 Wisconsin. Maybe one or two from Arizona.

9 So you can see that it is relatively difficult  
10 to put these together and understand the whole picture.  
11 It's very limited. So sometimes we're asked to try to  
12 extrapolate and infer from the available information, and  
13 that, of course, makes us a little bit less confident in  
14 the information that we pass to the risk assessment  
15 division.

16 For some of the more obscure, non-agricultural  
17 uses, things like crack and crevice treatment, pet  
18 treatments and uses in schools or in public areas, our  
19 sources of data are less specific. These data might be  
20 pieced together from one or more of the sources that we  
21 have. But our confidence in those, again, is not as high  
22 as we would like it to be.

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1           Some of the challenges associated with the  
2 non-agricultural data sources, there is a limited number  
3 of sources. You'll hear me say that again and again.  
4 Some of the data are proprietary, so they're not  
5 releasable to the general public. There is limited time  
6 series data, so trends are very difficult to ascertain.  
7 Sample sizes can be very small, and that makes us very --  
8 somewhat uncomfortable with how reliable that data is.

9           It's very difficult to collect this data, and  
10 I'm sure that CSMA, if somebody is here from them, with  
11 the residential exposure joint venture would speak to the  
12 -- they're doing a survey right now and it's quite  
13 expensive and it's difficult. So we're understanding of  
14 it. We just would love to have better data. There is  
15 limited detail in --

16           **(END OF TAPE THREE, SIDE B)**

17           MS. DAVIS: Crack and crevice treatments are  
18 rarely broken out.

19           My next slide gives you a flavor, not an  
20 exhaustive list of the data sources that we have for  
21 non-agricultural information. And we look forward to  
22 whatever additional information. We know that there are

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1 some surveys going on and some that I think are wrapping  
2 up pretty shortly, and we're looking forward to hearing  
3 about those and what kind of information they can  
4 provide.

5 Are there any questions?

6 MS. MULKEY: Thank you. I think we can move on,  
7 then.

8 MR. SAINT: Hi. I'm Chris Saint from EPA's  
9 Office of Research & Development. And I would like to  
10 discuss the ORD's various programs related to residential  
11 pesticide exposure assessment. First, some context and a  
12 few definitions so that at least I'm clear about what I'm  
13 talking about.

14 Human exposure to an agent can be defined as a  
15 process by which the human comes into contact with that  
16 agent. It's a relatively simple definition. In a human  
17 exposure assessment, sources are usually considered to be  
18 environmental media which contain the agent of interest,  
19 such as a pesticide. And that includes air, water, food  
20 and beverage, surfaces, soil and other things that are --  
21 well, those are examples of the kinds of things that we  
22 consider sources.

1           Exposure can occur via various pathways. You've  
2 heard that term before. In terms of the research we're  
3 doing, we consider that there are three basic pathways:  
4 inhalation, dermal contact and ingestion. Ingestion can  
5 be either dietary or non-dietary. Today we're going to  
6 talk mostly about the non-dietary.

7           Besides determining simple exposure or contact  
8 with a chemical, we're also interested in determining  
9 what the internal dose is for risk assessment purposes.  
10 Therefore, we wish to be able to predict these internal  
11 concentrations by understanding the processes that govern  
12 the distribution of chemicals in the body. And for those  
13 of you who don't know, this is usually called  
14 pharmacokinetics. So I'm going to talk about all of  
15 these things today and some of the research that we're  
16 doing related to these.

17           Okay. The ORD program in residential exposure  
18 has three major objectives. First, it's to identify  
19 chemicals, pathways and activities that represent the  
20 highest potential for human exposure. Secondly, we wish  
21 to determine the factors that influence these exposures,  
22 both the frequency and duration of them. Factors include

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1 human behavior, the chemical stability of the compound in  
2 the various environmental media, movement of chemicals in  
3 and around the body and human physiology. Thirdly, the  
4 program is aimed at developing methods for quantifying  
5 both aggregate and cumulative exposures to pesticides and  
6 other chemicals. And dose.

7 Aggregate has been discussed before, but I'll  
8 reiterate. It means exposure via multiple pathways. So  
9 what we would term total human exposure. And cumulative  
10 means in the FQPA terms and in other places exposure to  
11 multiple chemicals or stresses.

12 Our approach towards this rather complex issue  
13 is threefold. We are sponsoring and conducting a series  
14 of exposure field studies aimed at collecting data on  
15 exposure and related to exposure. And that includes  
16 chemical concentrations, human activities and related  
17 data. and analysis of that data in terms of assessments  
18 or the development of various factors for use in  
19 assessments.

20 We also have a number of studies looking at the  
21 exposure factor in pathway analysis. These are usually  
22 experimental studies and involve sometimes methods

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1 development.

2 The third major area is exposure modeling. This  
3 is a broad sense of modeling. Not simple -- not just  
4 mathematical deterministic models, but statistical  
5 approaches, metda data analysis, relational database  
6 development and various statistical techniques.

7 In terms of field studies, we have -- the major  
8 emphasis of the field studies is currently on children's  
9 exposure to pesticides and a number of other toxic  
10 chemicals. However, the first study I'll discuss here is  
11 the National Human Exposure Assessment Survey, which has  
12 currently just completed three pilot studies and are  
13 essentially surveys of exposure in a specified  
14 population. And I'll discuss all of these in a little  
15 more detail in a minute.

16 A second major study is a new one which we've  
17 recently initiated called the Children's Total Exposure  
18 to Persistent Pesticides. It also includes some  
19 non-persistent pesticides as well. And it's a similar  
20 survey, but focused on children -- mainly preschool  
21 children ages 18 months to three years.

22 The third group of studies is a series of

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1 children's exposure studies on organophosphate  
2 pesticides, which was funded through the Science to  
3 Achieve Results or STAR program, which is a new EPA  
4 grants program. These are essentially surveys of  
5 exposure of children in farm and urban communities, and  
6 the age ranges on these are mostly two to six years old.

7 Thirdly, we recently in a joint venture with  
8 NIEHS, the National Institute of Environmental Health  
9 Sciences, funded a series of children's research centers,  
10 three of which are targeting pesticide exposures and  
11 effects.

12 The first field study -- major field study was  
13 Nexus. As I said, these were pilot studies intended to  
14 design a national survey which may one day be  
15 implemented. They are population based. It includes two  
16 population based exposure studies in Arizona and the  
17 midwest, and a two year long longitudinal study which  
18 involved multiple samples over time. These studies are  
19 currently -- the study is currently developing a set of  
20 interactive databases, including both questionnaire and  
21 chemical measurement data, and these will be up on the  
22 web sometime this year. Up on the Internet.

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1           The second is the so-called C-TECH study, a  
2 children's pesticide study. It's a survey of 300  
3 preschool children in six rural and urban counties in  
4 Ohio and North Carolina. It will measure concentrations  
5 in environmental media and biological samples, mostly  
6 blood and urine, and will also collect location and  
7 activity information. We will also video tape a subset  
8 of these children to address -- I think it was your  
9 question about how are you going to get all this  
10 information on this stuff. Well, we're actually going to  
11 take pictures of them and try and figure it out. There  
12 are several studies which are video taping, so hopefully  
13 we're going to have quite a library of them soon.

14           I talked about some of those techniques.

15           MALE SPEAKER: Excuse me. You're going to video  
16 tape what?

17           MR. SAINT: We're going to video tape the  
18 children as they're playing around the home and in the  
19 day care centers. We have some --

20           MALE SPEAKER: Be careful.

21           **(Laughter)**

22           MR. SAINT: -- development projects.

1 MALE SPEAKER: Are they not going to notice that  
2 you're video taping them?

3 MR. SAINT: Well, that's an issue.

4 MALE SPEAKER: You can video tape my kids.

5 MR. SAINT: Yeah. I'm going to talk about that  
6 a little bit more in just a minute.

7 **(Laughter)**

8 MALE SPEAKER: That's the one that's in college.

9 **(Laughter)**

10 MR. SAINT: Well, as a quick aside, yeah, we did  
11 actually have a two year old tear the camera apart.

12 **(Laughter)**

13 But I think we've solved that problem. Another  
14 set of studies is the STAR grants. These were funded in  
15 1996 and are in the final stages of completion. They are  
16 a series of studies along the U.S./Mexican border in  
17 California, Arizona and Texas that are looking at  
18 children's exposures mostly in farm worker communities.  
19 There is a study looking at the exposure of urban and  
20 rural children in Minnesota to pesticides, which is  
21 linked to the Nexus study in the midwest. And we hope to  
22 do some comparisons of children versus adult exposures.

1           And there is a longitudinal study of children's  
2 exposure to OP pesticides in the Yakima Valley in  
3 Washington state. And a school based study of complex  
4 exposures in children which is looking at multiple  
5 chemicals, including pesticides, has a longitudinal  
6 component and is jointly implemented with the Minnesota  
7 Department of Health. It includes pesticides, PH's,  
8 volatile organics and metals.

9           And lastly, there are three research centers  
10 which have exposure components. One at the University of  
11 Washington, which is investigating the take home pathway  
12 in a farm worker community. Pesticides being brought  
13 home by the farm worker into the home. The exposure  
14 assessment involves a survey of children in the Yakima  
15 Valley and the collection of exposure related data.

16           There is a study at the University of California  
17 at Berkeley in the Salinas Valley, which is looking at  
18 exposures in another farm worker community. They are  
19 actually cooperating in their methodologies between  
20 Washington and Berkeley. Berkeley is going to  
21 characterize OP levels in urine, determine OP levels in  
22 and around the home, and describe exposure from behavior

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1 in children using video tapes.

2 There is a third study at Mt. Sinai, which is in  
3 an urban community in New York City. It's studying  
4 pesticide exposures and PCB exposures in an urban  
5 population.

6 All of these centers also have an epidemiology  
7 component and an intervention study, which is looking at  
8 methods for reducing exposures. But I'm not going to  
9 talk too much about those today.

10 Okay. Another major effort besides the field  
11 studies looks at exposure factors in pathway analyses,  
12 and there is a whole series of efforts going on in that  
13 area. The first one is the consolidated human activity  
14 database, which is an effort to consolidate data from a  
15 series of human activity surveys which are essentially  
16 time, location and activity information collected through  
17 telephone and other questionnaires and surveys. It  
18 contains about 17,000 person days of data.

19 To answer an earlier question about how many of  
20 those scenarios you have, in this one there are about  
21 14,000 of them. There are 140 activity codes and there  
22 are 114 location codes which can be combined in any one

1 of those combinations. It provides time, location and  
2 activity information, such as eating in the kitchen for  
3 30 minutes, as an average, or there are distributional  
4 data in there as well.

5 So we feel it's going to be a very useful tool  
6 for exposure assessments in the future to develop  
7 scenarios and interrelational databases. It is also  
8 currently available on the web and the web site is up  
9 there. And I think I can get some copies of this.

10 MALE SPEAKER: Can I ask one quick question?  
11 How is that information collected to go in that database/

12 MR. SAINT: Telephone and questionnaires and  
13 surveys, but it's basically questionnaire data. It's  
14 personal recall. You know, what did you do today kind of  
15 thing.

16 MS. MULKEY: Like USDA dietary.

17 MR. SAINT: It's like the dietary survey.  
18 Another effort is looking at non-dietary ingestion. We  
19 are trying through video taping and other techniques to  
20 quantify a series of activities related to exposure, such  
21 as surface to skin contact, skin to object contact, skin  
22 to mouth, object to mouth, surface to mouth and things

1       like this. Essentially the aim of it is to develop a  
2       series of transfer coefficients for a lot of these  
3       activities.

4               In addition to that, we're also doing some  
5       gastrointestinal absorption modeling, which will help us  
6       to extrapolate that to dose.

7               The dermal contact research is essentially  
8       looking at kind of activity -- using activity data to  
9       predict dermal exposures through whole body dose  
10       symmetry. Wearing cloth suits and doing certain  
11       activities, taking the suit off, cutting them up and  
12       analyzing the data, trying to see where this stuff goes.  
13       We also are looking at florescent tracer analysis using  
14       the same techniques, conducting a series of surface  
15       sampling in and around the home, looking at where the  
16       pesticide goes after certain types of treatments, and  
17       video taping of preschool children again to look at  
18       activities that would lead to dermal contact.

19               The idea is to develop protocols for collecting  
20       transfer coefficients under certain scenarios, or  
21       actually publishing certain transfer coefficients, and  
22       developing dermal transfer coefficients for children.

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1 MALE SPEAKER: Chris?

2 MR. SAINT: Yeah.

3 MALE SPEAKER: I have a question. What do you  
4 do with the video data? Are you like transcribing it in  
5 some manner?

6 MR. SAINT: Yeah. Yeah. There was a technique  
7 developed by Jim Lackey at Stanford to -- well, Jim  
8 Lackey and Valarie Dartarian, actually, who now works for  
9 us. It involves a very laborious screen based touch --  
10 touch screen based system where they are quantifying  
11 particular activities. They're not taking the whole run  
12 of the video taping and timing every single thing that  
13 happens. There is a battery of about, I think, 80  
14 activities that they're trying to capture.

15 And they run it on slow motion when one occurs.  
16 There is a time index thing. They push it. When it  
17 stops, they push it again, and then it's automatically  
18 time indexed in there. It is rather laborious and it  
19 burns out a lot of graduate students.

20 **(Laughter)**

21 MALE SPEAKER: That's what they're for.

22 MR. SAINT: Pardon me?

1                   MALE SPEAKER: That's what they're for. I was  
2 one and I did it.

3                   MALE SPEAKER: It sounds like an Andy Warhol  
4 movie to me, you know.

5                   MR. SAINT: Pardon me?

6                   MALE SPEAKER: it sounds like an --

7                   MR. SAINT: Not having ever seen any Andy Warhol  
8 movies, I don't know what you're talking about.

9                   MALE SPEAKER: Well, there's 12 hours and the  
10 guy's sleeping.

11                  MR. SAINT: Oh.

12                  **(Laughter)**

13                  There is another effort we have ongoing looking  
14 at exposure via pets. There are two small projects. One  
15 is looking at, you know, is there a potential for pets to  
16 track in pesticides from lawns after lawn care  
17 treatments. It's a very small project. They're just  
18 trying to determine some preliminary data to see if it's  
19 worth doing anything more on.

20                  There is also a similar -- my particular office  
21 is funding a study looking at the transfer from pet fur  
22 onto hands -- children's hands. And that study is just

1 about completed, and I think has published a couple of  
2 papers, which she hasn't sent me yet, which I'm kind of  
3 annoyed about.

4 MALE SPEAKER: Look them up.

5 MR. SAINT: Well, the trouble with grants is you  
6 have no hold over them.

7 A major effort in the agency -- in ORD is the  
8 Exposure Factors Handbook, which some of you may have run  
9 across. This essentially is trying to develop  
10 distributional and other types of data for various  
11 factors using exposure assessments, particularly  
12 physiological factors, physical factors and some chemical  
13 data involving transport, FAPE and those kinds of things.  
14 You know, an example would be the dreaded soil intake by  
15 children and that kind of thing, as far as a big  
16 controversy. There are currently three volumes of the  
17 Handbook up on the Internet, and we are currently working  
18 on developing one for children.

19 And lastly, there is a small project going on in  
20 one of our labs in North Carolina looking at pesticide  
21 use patterns -- from what I know from what Kathy talked  
22 about -- but mostly trying to get all the data from our

1 various questionnaires that we do in our field studies  
2 and some other studies and trying to pull all of that  
3 together so that we can hand it off to OPP.

4 And lastly, we have a program in exposure  
5 modeling, one of which has already been mentioned, the  
6 SHEDS model. These are mostly what we call data rich  
7 models or relational databases. We have three main  
8 efforts. One is new exposure models, one is looking at a  
9 modeling framework called Mentor, and the third is kind  
10 of a series of small projects looking at modeling  
11 methodologies.

12 SHEDS is the main effort right now on pesticide  
13 modeling. And it uses a two stage Monte Carlo, which is  
14 a statistical technique, for sampling exposure data from  
15 various databases and combining them. The nice thing  
16 about the technique is it produces distributions as  
17 opposed to point estimates, and it combines  
18 distributional data as opposed to combining point  
19 estimates as a deterministic model would. It combines  
20 demographic human activity and concentration data. It  
21 predicts distributions of total personal exposure for a  
22 particular population, so you get a distribution for a

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1 population.

2 I had some really nice pictures of the  
3 distributions, but I don't have time -- I didn't have  
4 time to show them all. But that is going to be published  
5 soon, so you'll be able to see some of those for  
6 yourself.

7 The second area is looking at dose estimating  
8 models, which are essentially what I talked about before  
9 as the pharmacokinetic models. This is very difficult,  
10 because, you know, basically you have to have a PK model  
11 -- a pharmacokinetic model -- for every chemical. And  
12 what we're trying to do is to say, okay, can we somehow  
13 simplify that to try and develop tools for risk  
14 assessment to use instead of having to go out and collect  
15 all the animal data necessary to do a reasonably reliable  
16 pharmacokinetic model, and then have the problems of  
17 extrapolation to humans, and then de-extrapolating to the  
18 children. So it's an effort that is really looking at  
19 all the incremental things we can do to make it easier.

20 One area that is not specifically related to  
21 pesticides but does have some, I think, relevance is this  
22 idea of developing a modeling framework. It is kind of a

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1 tool that risk assessors and others can use to go and  
2 find models and tools that can be used to build models.  
3 Kind of a clearinghouse for modeling to help people who  
4 want to develop certain scenarios -- a model for a  
5 particular scenario that doesn't exist yet, and if there  
6 is one out there, to help them use it in a consistent  
7 framework. And if you want to, I can tell you more about  
8 that at some time if you want to give me a call.

9 Lastly, there is a large series of projects  
10 looking at modeling methodology. This includes new  
11 statistical techniques. We're looking at improvements to  
12 Monte Carlo sampling to try and make it more robust.  
13 We're looking at techniques such as bootstrapping and  
14 other statistical techniques. Also, looking at model  
15 validation. What is the best use of the data we're  
16 collecting in our field studies to help us understand how  
17 the models work. We're looking at new techniques for  
18 understanding uncertainty and variability to understand  
19 how well our models are working, and looking at  
20 techniques for packaging the model better so that they  
21 are more easy to use, similar to Mentor.

22 And that's about it. Any more questions?

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1 MS. MULKEY: Well, we do have -- we're going to  
2 go a whole hour.

3 MR. SAINT: Okay, that's great.

4 MS. MULKEY: So unless there are some clarifying  
5 questions -- believe it or not, despite the volume of  
6 this material, we still have about 12 minutes for these  
7 brief, additional snippets. And we will take our break  
8 before the discussion. It's clear -- and I'm also going  
9 to separate you two.

10 MALE SPEAKER: Bill and Warren are being quiet.

11 MALE SPEAKER: I have a question.

12 MS. MULKEY: Yes.

13 MALE SPEAKER: Is it possible to get copies of  
14 this presentation?

15 MS. MULKEY: Margie? Yes, we'll arrange to get  
16 you slides. We're arrange to get you that. Okay.  
17 Claire?

18 MS. GESALMAN: All right. I hope everybody is  
19 still hanging in there. We have been talking a lot about  
20 the scientific aspects of exposure to pesticides and  
21 assessing exposures and so on. And I would like to talk  
22 about something completely different.

1           We're trying to help educate people to reduce  
2 exposures to pesticides, in addition to our work in  
3 assessing what they are exposed to. And the program that  
4 I'm working with to do this is something we're calling  
5 the Urban Initiative, which doesn't necessarily have only  
6 to do with urban areas, but is mainly non-agricultural  
7 kinds of things.

8           This program originated in 1998 to help increase  
9 the attention to pesticide use in the non-traditional  
10 kinds of settings. You know, the fact that a lot of  
11 pesticides are used in homes and that sort of thing. It  
12 includes both enforcement of increased inspection  
13 activity in urban areas to retailers as well as other  
14 kinds of things, and the education and outreach kinds of  
15 things that I'm involved in.

16           Basically the situation as it stands is that  
17 people don't really like pests, and they want to control  
18 them, particularly in their homes. But they've also for  
19 one reason or another misused pesticides in a number of  
20 situations. For example, there were some more widely  
21 publicized incidents involving methyl parathion several  
22 years ago that EPA spent a lot of time and money cleaning

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1 up. We have problems in some urban areas with something  
2 called insecticidal chalk, which is dangerous because it  
3 looks a lot like blackboard chalk and has no child  
4 resistant packaging and it's not registered. And some  
5 other pesticides that have been used in -- used illegally  
6 and not for their registered use.

7 Some of the causes of misuse of pesticides are  
8 that sometimes people can't afford appropriate pest  
9 control services, or they don't have the kind of  
10 information they need to make appropriate choices. We  
11 have unscrupulous pesticide applicators who have offered  
12 low prices and big guarantees in terms of the  
13 effectiveness of their techniques, and people may not be  
14 aware of what's really causing their pest problem, that  
15 they can do some simple things to solve it themselves.

16 So to reduce this kind of problem, we're trying  
17 to do a number of things. We're trying to inform people  
18 about the dangers to their families of misusing  
19 pesticides. We've done workshops in some regions, doing  
20 outreach to community groups and that sort of thing.  
21 There have been a lot of articles in magazines and health  
22 provider newsletters and that sort of thing. Posters in

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1 public places.

2 We have been informing the public about sources  
3 of information. For example, we have some truck ads  
4 going on right now that are designed to promote the  
5 National Pesticide Telecommunications Network. And I  
6 have a picture of one of those a little later on. We're  
7 developing educational materials in addition to the ones  
8 that we already have on appropriate methods of pest  
9 control. And I think probably pretty much everybody  
10 probably knows the Citizens Guide, which has been around  
11 for quite a few years. We're right now developing some  
12 handout types of sheets based on this information that  
13 are a little bit easier to use if you want just a small  
14 bit of this information.

15 We recently did an activity book for kids -- I  
16 think you may have picked this up out front -- and a  
17 small poster that gives some pest control tips for around  
18 your home or in your home situation. And we have a few  
19 other things that are going on that we're trying to do in  
20 that line as well.

21 We're educating various people that are not  
22 necessarily the users of pesticides directly about their

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1 roles in preventing misuse. We're developing a tool kit  
2 about these materials that will be available to some of  
3 our partners such as the Extension Service and states and  
4 others who are active in this effort.

5 There are several programs within OPP that  
6 relate to trying to reduce pesticide exposures. The  
7 Urban Initiative, which I've been talking about, involves  
8 a lot of education and outreach and a communication  
9 strategy that we've developed. We're coordinating with  
10 the regions and trying to incorporate the work that  
11 they're doing. We've done a lot of grants to partner  
12 organizations through the regions.

13 The Consumer Labeling Initiative, which most of  
14 you probably have heard of, has the Read the Label First  
15 campaign with several brochures and a big display and  
16 other types of things that they're doing. That's another  
17 heavily -- a heavy involvement of partners in terms of  
18 getting the message out.

19 The truck ad is also -- that's going across the  
20 country in certain areas right now. It's actually going  
21 to be here on Monday, if anybody is in the D.C. area.  
22 It's going to be at the different EPA buildings on Monday

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1 at different times. So if anybody is interested, we can  
2 let you know what time that's going to be. But that's  
3 going to be going in different cities. It's also in  
4 Spanish on some of the trucks. And they either have or  
5 are going to do some small, like delivery truck type of  
6 trucks, as well as the over the road truck that this is  
7 an example of.

8 And finally, I'll just mention the IPM in  
9 Schools program. We published a pamphlet in 1993 called  
10 Pest Control in the School Environment Adopting IPM. And  
11 now the next person on the agenda is going to talk a  
12 little bit more about that, because there is sort of an  
13 increased emphasis on that aspect of controlling -- or  
14 reducing exposure to pesticides.

15 MS. MULKEY: All right. Kathleen and Jay, you  
16 have to share about six minutes. So I'm sure you'll  
17 figure out how to do that.

18 MS. KNOX: Okay. Sharing isn't really a  
19 problem. I don't have overheads, and Claire just gave me  
20 a good head start into my presentation.

21 Integrated pest management in schools is not a  
22 new activity at EPA. The brochure did come out in 1993.

1 We've issued over a million copies of it since then, and  
2 the information in it is still relevant. In addition,  
3 many of the regional offices are very involved with their  
4 states and with local school districts on integrated pest  
5 management activities. In addition, our voluntary  
6 Pesticide Environmental Stewardship program has a lot of  
7 partners who have worked on integrated pest management in  
8 schools issues over the years, and in fact has some  
9 really good success stories.

10 Because of all these various activities going on  
11 in EPA, a little over a year ago we formed a work group  
12 in the Office of Pesticide Programs that included  
13 regional participation. The topic wasn't really limited  
14 to IPM in schools. It was -- we tried to look at it more  
15 broadly as a pesticides in schools issue, looking at data  
16 needs, looking at data we had from states and looking at  
17 how could we improve the exposure data, etc.

18 The outcome -- and we looked at it not as  
19 reinventing anything, but trying to identify existing  
20 materials, existing activities and trying to do some  
21 coordination. The work group consists of people from  
22 most of the divisions that had worked with pesticides and

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1 several of the regions. In addition, we work with other  
2 programs in the agency that are working on school  
3 projects. We've had contacts with the Department of  
4 Education and various state components.

5 Our main purpose really is to try and identify  
6 issues, try to coordinate and facilitate information  
7 transfer, and like I said, collaborating with other EPA  
8 projects. One of the things -- we did get a little bit  
9 of budget money in fiscal 2000. We've put a small amount  
10 to looking really at the feasibility of data collection.  
11 It is a small amount, and we know that actual data  
12 collection of pesticide use data in schools would cost a  
13 lot. It would take time. It would be difficult to  
14 design, etc.

15 So we're really doing sort of a feasibility of a  
16 feasibility study, looking at potential surveys --  
17 ongoing surveys from the Department of Education or other  
18 kinds of things to see whether it would be possible to  
19 get that kind of data in a cost effective, timely way.  
20 In addition, we've drafted up a communication strategy.  
21 Again, we don't want to reinvent materials that already  
22 work. But part of it is what is it that -- what role can

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1 we play.

2 Most importantly, though, we've put out a  
3 request for proposals. The Federal Register notice came  
4 out, I believe, two weeks ago. The proposals are due in  
5 by December 15th to actually try and identify and fund a  
6 pilot technical resource center for IPM in schools. Our  
7 vision is that it would be a regional center. It would  
8 be there to -- again, not reinvent information. But try  
9 and coordinate and pull together existing information and  
10 help the states within that region to try and develop  
11 programs, etc.

12 So we're quite anxious to see what kinds of  
13 proposals we get in. We expect to get probably a dozen  
14 or more. The process then will be review of the  
15 proposals, face to face interviews and then final  
16 proposals.

17 So that's basically what we're up to right now.  
18 Like I said, we're just trying to build networks and get  
19 the right people together and be aware of what's going  
20 on.

21 MALE SPEAKER: Can you tell us the magnitude of  
22 that -- of the grant or the money that is available?

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1 MS. KNOX: We have \$100,000.

2 MALE SPEAKER: And how many regions?

3 MS. KNOX: This is a pilot. It's just one.

4 MALE SPEAKER: Oh.

5 MS. KNOX: Yeah. We really just want to figure  
6 out if this would be a valuable kind of activity,  
7 something that would really have some return on the  
8 investment and if it's the direction we want to go in in  
9 terms of further investment. It would never be that we  
10 would anticipate funding these things forever. The idea  
11 is get things up and running. Ultimately, we would like  
12 it if the school districts all got sort of into fully IPM  
13 kind of programs and didn't need that kind of center any  
14 more.

15 MS. MULKEY: Okay. Jay?

16 MR. ELLENBERGER: I'm Jay Ellenberger, OPP's  
17 lead for pesticides spray drift issues over the last few  
18 years. I thought I would use this opportunity to tell  
19 you about a few initiatives that are happening in  
20 relation to residential exposures.

21 As we all know, public and as well as EPA have a  
22 great deal of interest in pesticide exposures from

1 pesticide spray drift from all types of applications,  
2 whether they be aerial application, ground application  
3 and in fact backyard and home and garden applications.  
4 Each year regulatory enforcement agencies from the states  
5 receive thousands of complaints that they investigate  
6 from all different kinds of application methods, all  
7 different pesticide types and uses and a wide range of  
8 effects from phyto toxicity to human toxicity to  
9 environmental problems.

10 And I think this is becoming exacerbated as the  
11 residential areas are moving in more and more each year  
12 to the agricultural areas. Over the last decade through  
13 a series of DCIs -- data call in notices -- that OPP  
14 issued to registrants, a flood of data have come in. We  
15 have a very robust set of studies now that characterizes  
16 pesticides, spray drift, how it happens, why it happens  
17 and what are the most critical variables that influence  
18 drift for each of the major application methods.

19 We also have all the published literature, as  
20 well as some European databases. So we have a very  
21 robust set of information that allows our scientists,  
22 risk assessors and exposure assessors to have a much

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1 better characterization for any pesticide that will be  
2 used, particularly in the agricultural setting, and how  
3 that application method may or may not drift to  
4 particular sites and sensitive sites, such as residential  
5 areas and people's backyards, as well as other  
6 neighboring crops or sensitive environmental areas. So  
7 this robust data set now can be used to infer, if you  
8 will, what drift deposition may occur at any site  
9 downwind from an application site. We use that  
10 information in risk assessments.

11 An additional initiative that OPP is involved in  
12 is drafting a new PR notice and a Federal Register notice  
13 of availability. The PR notice to provide registrants  
14 with guidance for new product labeling that we think will  
15 be a great improvement over current product labeling that  
16 will provide applicators with a much more comprehensive  
17 set of instructions of what they should do or must do to  
18 control drift from the off target sites.

19 We think that will raise the bar, if you will,  
20 of applicator behavior, and a better use of developing  
21 technology to really get at many of the problems relating  
22 to drift. We're hoping that that PR notice will go out

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1 soon. It will be a draft PR notice for public comment.  
2 So we look forward to comments that you would file with  
3 us, as well as other folks.

4 And then lastly, OPP continues with its support,  
5 financial and otherwise, with continuing education of  
6 applicators about drift, how it happens, why it happens  
7 and what they can do to control drift. For the C&P  
8 programs, working directly with aerial applicators,  
9 ground applicators and so on and so forth.

10 With all of these initiatives, the bottom line  
11 is to significantly reduce drift, the number of  
12 incidents, the amount of drift, bring way down the  
13 exposures to people and the environment.

14 Thank you.

15 MS. MULKEY: All right. By my calculation, if  
16 we take a 15 minute break and are really, really back in  
17 our seats, you can still have a full hour discussion and  
18 we can finish our business at the time. Use a little bit  
19 of this 15 minutes to think about how you want to frame  
20 up a discussion of these issues. There is an incredible  
21 amount of material that you've been hit with, and we're  
22 eager to hear about your reactions, your questions, your

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1 concerns and where you see the gaps in what we've  
2 demonstrated and so forth.

3 So enjoy your break and get back on time.

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

6 MS. MULKEY: -- speakers and we've asked Donna  
7 Davis and Mike Metzger, who are in our Health Effects  
8 Division and have supervisory responsibility for a lot of  
9 the work -- the risk assessment work you heard about, to  
10 join us at the table, too, so that we can maximize our  
11 capacity to answer questions. But we're eager to hear  
12 not only your questions, but your comments, your  
13 perspective, your suggestions, your complaints and your  
14 compliments, etc.

15 We must really harass Bob, if he doesn't come  
16 back, since it's his topic, right. Okay. Larry, do you  
17 want to lead us off?

18 MR. ELWORTH: Well, I had a couple of questions.  
19 One of them is -- and I understand that this is going to  
20 be answered. That was an impressive set of researches  
21 being done that people pointed to. What is the public  
22 investment in that research?

1 MS. MULKEY: Federal dollars?

2 MR. ELWORTH: Federal dollars.

3 MALE SPEAKER: Meaning how much money did we  
4 spend?

5 MR. ELWORTH: What? I beg your pardon?

6 MALE SPEAKER: I don't know off the top of my  
7 head.

8 MR. ELWORTH: It would just be -- I mean, it  
9 would be interesting to know.

10 MALE SPEAKER: It's spread across three -- that  
11 particular program is spread across three different labs.  
12 Well, a lab and two centers in the Office of Research &  
13 Development. I can tell you what the grants program is  
14 spending on it. The grants program has an investment of  
15 approximately eight million dollars. I think the lab  
16 program has got to be around the same, if not a little  
17 bit more.

18 MS. MULKEY: There are -- I have seen a budget  
19 breakdown of what portion of ORD monies is FQPA, for  
20 example, which, of course, is not just this work.

21 MR. ELWORTH: right.

22 MS. MULKEY: But all sorts of other work. So I

1 think Joe could help you after he gets here. We'll see  
2 if he knows anything off the top of his head. But if  
3 not, we can help you get some data on that.

4 MR. ELWORTH: Okay. That would be interesting.

5 MALE SPEAKER: Certainly for 2000 there is  
6 numbers available.

7 MS. MULKEY: Yeah, right, on an annual basis.

8 MR. ELWORTH: Because there's obviously the cost  
9 of developing and maintaining a database and things like  
10 that.

11 MS. MULKEY: Right.

12 MR. ELWORTH: Which would be in the grants  
13 program.

14 MALE SPEAKER: The Nexus database, for example,  
15 is funded at about \$800,000 to get it up and running and  
16 maintaining it.

17 MR. ELWORTH: And the other question that comes  
18 to mind, with all those different databases, how are you  
19 coordinating the quality of data and things like that?

20 MALE SPEAKER: There was a program developed in  
21 EPA called IAMS, which is -- I can't remember what it  
22 stands for. But that's their job. They are -- they are

1 kind of the data police there looking at not so much  
2 making sure the data is of a particular quality. But  
3 making sure we know what the quality is.

4 MR. ELWORTH: Right. Right.

5 MALE SPEAKER: So Nexus is being coordinated  
6 with the IAMS program. The data that we're getting in  
7 from the grantees will be transferred to the IAMS people,  
8 along with the papers and documentation that goes along  
9 with that.

10 MR. ELWORTH: I would like to see the dollar  
11 amounts at some point.

12 MS. MULKEY: Okay. We'll try to get an answer.

13 MR. ELWORTH: On the school IPM stuff,  
14 apparently California just had a program funded, too, in  
15 school IPM. How -- what connection is --

16 MS. GESALMAN: Region 9, California, is very  
17 active in our work group.

18 MR. ELWORTH: Okay. But this is a state  
19 program.

20 MS. GESALMAN: Right.

21 MR. ELWORTH: This is a DPR program.

22 MS. GESALMAN: Right. And the people in EPA's

1           Region 9 are involved with the state people as well. So  
2           there is a lot going on in California in L.A. and in  
3           Marin and a variety of places in terms of IPM.

4                   MR. ELWORTH: Uh-huh.

5                   MS. GESALMAN: So, again, like I said, we're  
6           just trying to get a handle on all the things that are  
7           going on and make sure that people are talking to the  
8           right people.

9                   MR. ELWORTH: Uh-huh.

10                  MS. MULKEY: Yeah. A big focus of our effort is  
11          a clearinghouse, the left hand knowing what the right  
12          hand is doing, rather than doing things ourselves.

13                  MR. ELWORTH: Okay. And can I get a copy of the  
14          Fun with Cockroaches pamphlet?

15                  MALE SPEAKER: Activities with Cockroaches.

16                  MALE SPEAKER: You can't kill them. You've got  
17          to play with them.

18                   **(Laughter)**

19                  MS. MULKEY: All right. I think Bill was next.

20                  BILL: I just want to echo Larry's sentiment  
21          here. I was astounded at the amount of work that is  
22          going on in this area. I had no clue. And I know some

1 of the joint venture work that is going on in the trade  
2 associations, but I thought that was sort of almost  
3 primary and above. And really that's a small part of  
4 what's going on. So I'm very impressed with what is  
5 happening.

6 A couple of questions about that. To what  
7 extent are these grants -- have you scripted sort of the  
8 data gaps and the things that you need and know that this  
9 will fill them? That's one question. And the other one  
10 is, I would hate to see this amount of effort put forth  
11 and then have it sort of criticized and shot down or, you  
12 know, industry or academia sort of maybe take potshots at  
13 it. Is there any sort of oversight or sharing beyond  
14 this kind of scope that is assuring that once these data  
15 are collected and might be used in modeling that it's not  
16 going to be criticized?

17 MR. SAINT: There are two levels of -- there are  
18 two types of research that we're doing. We have a grants  
19 program and then we have our own researchers in the labs.  
20 In all cases, the work is published in the -- to become  
21 official, it's going to be published in peer review  
22 literature.

1           In the case of our in-house studies, the studies  
2           are peer reviewed before they're implemented. Likewise,  
3           in the grants program we issue RFAs -- requests for  
4           applications -- which specify the type of research we  
5           would like to have done. They're not as prescriptive as  
6           an RFP, which is asking for contract work. But they do  
7           lay out the priorities and what we would like to have  
8           done. A peer review panel reviews all those proposals  
9           against that RFA and the best ones -- the most highest  
10          quality science are considered for funding and then we  
11          fund as many as we can given the budget.

12                 They obviously publish through the normal  
13          publication channels in the peer review literature. And  
14          we have several efforts encouraging them to publish more  
15          and sooner. That is the main peer review process and the  
16          results stand up to that -- if they get through that  
17          process, they'll stand up to criticism in a scientific  
18          community.

19                 Now things can always be misused. But given  
20          what's published in the literature, you always have a  
21          touch tone to be able to go back and say, well, you know,  
22          the paper said, you know, it can be used for this, but it

1 can't be used for that. And you're using it for that, so  
2 you shouldn't do that. So there is a reference there.

3 We do not have a specific program designed to  
4 kind of ensure the quality of the publications. Each  
5 project we have has a Q&A program related to the data  
6 collection activities, and there is a series of steps  
7 they have to go through, including review by me and other  
8 project officers on their Q&A, site visits and other  
9 things like that. But that's more of the nuts and bolts  
10 of the study rather than the publication of the results.

11 Did that answer your question?

12 MS. MULKEY: Buried in your question is  
13 something more basic, which is how much of this research  
14 is specifically designed to meet the needs of the  
15 pesticide program's risk assessment and risk management  
16 challenges. And that question is not -- could be posed  
17 to the agency with any of its hats on, whether it's the  
18 Recker program or the AIR program. And there is an  
19 extent to which the work of our Office of Research &  
20 Development is very closely meshed with programmatic  
21 needs, and there is an extent to which it is deliberately  
22 maintained somewhat independently of programmatic needs,

1 so that it is the scientists deciding what science  
2 questions are most worthy of pursuit and most needy.

3 So it's a mix, frankly, of research that is very  
4 carefully calibrated to address a data gap, or a data  
5 interest that we've identified and surfaced, and research  
6 that may serve that purpose, but may have been designed  
7 and pursued because of some fundamental questions that we  
8 believe we need -- we, collectively, larger EPA believes  
9 need to be answered. Some of it is primary search. You  
10 know, really -- so there is a -- the dynamic of how  
11 agency sponsored research fits with agency programmatic  
12 needs is a constant and tricky dance that involves a lot  
13 of different competing considerations.

14 MALE SPEAKER: Marcia, a quick question, sort of  
15 a follow up. You've got all these different levels, it  
16 sounds like, of research gaps. Yet at the end,  
17 presumably this is all going to have to be plugged into a  
18 model that helps you determine residential exposure -- or  
19 residential risk. I guess that would be the more -- I  
20 would be more worried about the ability to merge all  
21 these studies together to try to form a single risk  
22 assessment that has meaning and equivalence.

1 MS. MULKEY: Well, I think we think of these  
2 data -- and maybe the scientists could help me -- as  
3 another very valuable source of data, just as registrant  
4 sponsored data and sometimes general public literature  
5 data. And that as these studies become available, we use  
6 them as best we can. And we don't wait for all of them.

7 Do you want to elaborate on that?

8 MIKE: Yeah. There are various parts of the --  
9 various things that ORD does are already interwoven in  
10 the risk assessments that we do. And as we get new data  
11 from them, we incorporate it in the risk assessments. An  
12 example would be the new transfer -- transfer factor for  
13 movement of pesticides from children's hands and the  
14 saliva extraction factor is something they have been  
15 working on for a while. That is a new piece of  
16 information which we got recently, and really it will  
17 help improve our risk assessments tremendously and make  
18 them more accurate for children's hand to mouth behavior.

19 Some of the behavioral data -- some of the stuff  
20 that sounded funny earlier with the picture taking --  
21 that's very useful information, because you know how many  
22 times a kid might pet the dog during the day, so you know

1           how to do your risk assessment.

2                   MALE SPEAKER: By the way, we had an idea on  
3           that camera and the video taping. Use a catcher cam, you  
4           know, in the off season. The little cameras that the  
5           catchers do for Fox.

6                   **(Laughter)**

7                   MALE SPEAKER: I never noticed it.

8                   MALE SPEAKER: Yeah, it's funny. And you could  
9           do an ump cam like they do in football.

10                  MALE SPEAKER: They have a single recorder and  
11           they have several little cameras in different rooms.

12                  MALE SPEAKER: Oh, okay. Sorry.

13                  MALE SPEAKER: But a two year old really did  
14           tear the first one apart.

15                  MALE SPEAKER: But there is all the information  
16           that is in the Exposure Factors Handbook that we  
17           incorporate into risk assessment, and the draft kids --  
18           Children's Exposure Factors Handbook that we would use.  
19           And then -- that's some of the stuff that we're currently  
20           using in the risk assessments that we've been doing, plus  
21           there is all the work that they're doing for us in the  
22           future. Work related to our doing distributional

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1 assessments for residential. And a lot of that we'll be  
2 able to use in the future.

3 So there is stuff that we're able to use now  
4 that they've been doing over the past several years, plus  
5 the stuff that we'll be able to use in the future.

6 MALE SPEAKER: But they're being designed so  
7 they're mergeable into the databases you currently have?

8 MALE SPEAKER: Yes. Chris and I have --

9 MALE SPEAKER: So it's not apples and oranges.

10 MALE SPEAKER: Yeah. Chris and I have met  
11 several times and had arguments.

12 **(Laughter)**

13 But generally a lot of the work they're doing is  
14 very useful for us, not only giving us what we need to do  
15 our risk assessments, but also pointing out where the  
16 specific problems might lie. For example, the STAR  
17 program, dealing with farm worker kids exposure and  
18 showing us that we really need to focus on that area.

19 MALE SPEAKER: Yeah. The idea is to provide  
20 data sets of tools in our program. We're not set up to  
21 do the risk assessments for anybody. We do have an  
22 assessment center which does risk assessments as

1 requested, but that's not really our job. Our job is to  
2 provide things that can be used by the people to do risk  
3 assessments.

4 MALE SPEAKER: Well, that's the critical point.

5 MALE SPEAKER: Yeah.

6 MALE SPEAKER: It can be used.

7 MALE SPEAKER: Yeah. So what we try to do is to  
8 negotiate beforehand with the program offices as much as  
9 possible on their needs and then implement things that we  
10 hope will get what they need. Sometimes they don't,  
11 because they either fail, as they do sometimes, or, you  
12 know, through the vagaries of the granting process we  
13 don't actually get what we ask for. And then we either  
14 don't fund it or we think, well, that's still interesting  
15 so we'll pursue it at a lower level or whatever. So, I  
16 mean, there are other things that happen, you know.

17 But the idea is to provide small and large tools  
18 and lots of data. I mean, because that's -- the NES came  
19 out very early on in '93 or so and said there's not  
20 enough exposure data, particularly in this area. So we  
21 said, well, let's go get some.

22 MS. MULKEY: Bob?

1 MR. ROSENBERG: Is this like the question time  
2 or the comment time or both?

3 MS. MULKEY: Either and both.

4 MR. ROSENBERG: Okay. Well, first of all --  
5 well, then -- well, I don't have any good questions.

6 MS. MULKEY: We'll give you two rounds, if you  
7 want them.

8 MR. ROSENBERG: But I've always got opinions.

9 MS. MULKEY: And you don't have to feel like you  
10 have to use all of them.

11 **(Laughter)**

12 There is another half hour.

13 MR. ROSENBERG: Well, here's a couple thoughts.  
14 One is, first of all I would like to just tell you just  
15 how grateful we are to have had this discussion here  
16 today. I think, if I'm not mistaken, it's the first  
17 public discussion of these issues, with the possible  
18 exception of the SOP discussion before the Science  
19 Advisory Panel. And I'm grateful for that.

20 I couldn't help but be struck by a couple of  
21 things. One being the incredible complexity of doing  
22 residential risk assessments. The enormity of the task.

1       What I wonder is this. I've always thought the genius --  
2       maybe it was intentional and maybe it wasn't. But the  
3       genius of the TRAC process was prior to the inception of  
4       that process. There were lots of questions and lots of  
5       uncertainty about how dietary risk assessments were  
6       conducted.

7               And through that process, by the development of  
8       science policy papers and discussions of data and papers  
9       about what data are available and how those data are  
10      used, it accomplished two important things. One was, I  
11      think, it de-mystified the process. And secondly, I  
12      think it made a considerable contribution to building  
13      stakeholder confidence in the process. I think people  
14      sort of understand how you do it and accept it and, you  
15      know, are grateful that you do it.

16             I don't think those things have happened yet on  
17      this side of the equation more or less. This is a great  
18      start. You know, it's the first discussion and a lot of  
19      good stuff -- I had no idea a lot of this stuff was going  
20      on and the research that was going on.

21             I guess what I would like to see is some kind of  
22      a process where we could do those same things for

1 residential exposure that the agency already has done so  
2 well for dietary exposure, which is to de-mystify and  
3 better communicate to the public and stakeholders what  
4 this process is all about. And I would suggest -- you  
5 know, I know everyone hates work groups. But I would  
6 suggest that it might be useful to the agency to convene  
7 a work group around this issue of folks -- you know, more  
8 than just sitting at this table who are involved in this  
9 question, who could maybe meet a couple of times and talk  
10 about ways to accomplish those two goals.

11 So just in summary, you know, this is great.  
12 I'm glad we're having this discussion. I would love to  
13 see a continuation of discussion to the point where the  
14 folks I represent, for instance, have a high level of  
15 confidence in the regulatory decisions that the agency is  
16 making. And I think it's best accomplished through a  
17 work group.

18 MS. MULKEY: Do you think this topic lends  
19 itself -- not necessarily instead -- to a workshop? In  
20 other words, this was an hour. You could have a three  
21 hour version. You could have a five hour version. And  
22 it could be interactive, but working through how it's

1 done. Is that part of what I hear you asking for or not?

2 MR. ROSENBERG: Maybe, Marcia. I think my -- it  
3 depends on -- you could call it a work group or workshop.  
4 I think it would depend more on interactivity more or  
5 less. I think there are questions that in my mind -- I  
6 mean, much of what was said was way over my mind. My  
7 only science that I had was political science. I didn't  
8 understand a lot of that stuff.

9 (Laughter)

10 How does all this stuff fit together. You know,  
11 there is a lot of stuff. I mean, all this data and all  
12 the science and a lot of stuff. I mean, how do you bring  
13 it all together and come up with a single number that  
14 says that, you know, this product poses an unreasonable  
15 risk or does not.

16 I think that could be accomplished in a  
17 workshop. I think it could be accomplished in a working  
18 group. But I think the agency really needs to try to  
19 identify some kind of process that would allow for the  
20 de-mystification of this process.

21 MS. MULKEY: Okay. Any --

22 MALE SPEAKER: Can I weigh in on that?

1 MS. MULKEY: Yeah, if you would like. Dan is  
2 the next person, but I think he'll let you go ahead.

3 MALE SPEAKER: I just -- I think a work group  
4 might be a more productive event or series of events,  
5 because I think there is some complication here. I think  
6 having a single workshop may convene in a richer way what  
7 we heard today, but not much more than that. And even if  
8 it were interactive, I think this connect piece is  
9 missing here a little bit. I mean, there is a lot of  
10 data generation. How is it going to be used. How does  
11 it hang together. Seek outside input so that it's sort  
12 of -- at least assures some immunity to criticism later  
13 on.

14 I think a work group with stakeholders would be  
15 a better way to go.

16 MS. MULKEY: Dan?

17 MR. BOTTS: Just to reinforce the previous two  
18 speakers, I saw the notice of the grants that went on on  
19 the farm worker children's study and some other things.  
20 And I started asking questions then about what was the  
21 purpose. Where was the focus. This is the first time  
22 I've had a real good discussion of how the whole process

1 interrelates. And a lot of the things that you talked  
2 about today are going to be the bedrock of taking the  
3 very conservative assumptions out of the SOPs on  
4 residential work as it goes forward.

5 And I guess one of my questions is, is there a  
6 time line in your mind as far as when you'll get through  
7 whatever process, of either internal peer review or  
8 external peer review, of the information in the data set  
9 to where we start seeing some of the results of this  
10 process showing up in the risk assessments that are  
11 leaving the regulatory decisions to the re-registration  
12 process or in the existing program on the OPs that are  
13 out there now.

14 And that's probably a question, Marcia, for both  
15 you and our friend from ORD. But I guess, how is that  
16 process going to work and how is it going to be  
17 transparent. How are we going to know that all of a  
18 sudden there is this huge new database that's been  
19 inserted into the program that Mike is using to do his  
20 risk assessments to come up with the numbers that we deal  
21 with on the user side from a regulatory impact standpoint  
22 on the products that we use.

1 I guess -- I don't know whether that's a fair  
2 question or not. And then I've got a question for the  
3 spray drift issue.

4 MS. MULKEY: Do you want to start?

5 MR. SAINT: Sure, I'll start. Well, the things  
6 I talked about today didn't all start at the same time,  
7 so some of them are ongoing and some of them haven't even  
8 gotten in the field yet. C-Tech has only just started  
9 out in the field, for example, and the children's  
10 preschool. The other children's studies are finished in  
11 the field, and we're hoping to get their data by next  
12 September to get it all packaged and in our hands.

13 Nexus, which is a broader set of data from two  
14 regions of the country. We just have funded a project to  
15 consolidate that into an Internet useable database,  
16 because it's a much more robust data set because it's  
17 population based. It was proportionately sampled from  
18 populations. And that was supposed to be up next month,  
19 but there have been contracting problems. But it will be  
20 up this year. So very soon for some of this data.

21 Some of the children's data, the C-Tech which is  
22 a more -- which is looking at very young children

1 probably won't be available for several years. The  
2 information that they're developing in the children's  
3 centers in the farm worker communities probably won't be  
4 available for at least a couple years, because they only  
5 just got in the field last spring.

6 So there is a whole series of kind of milestones  
7 that we've laid out through the -- do you know what GPRA  
8 is?

9 MALE SPEAKER: Uh-huh.

10 MR. SAINT: The government monitoring program?

11 MALE SPEAKER: Uh-huh.

12 MR. SAINT: We use to call it deliverables in  
13 the old days. You know, we've laid out these milestones  
14 and we're trying to stick to them as close as possible.  
15 But, you know, research is a pretty big thing. You know,  
16 when you go out in the field and all the monitors  
17 breakdown, or as we had this year, all of our  
18 phlebotomists quit so we couldn't get all the blood  
19 samples. You know, it happens, but we're trying to get  
20 this stuff.

21 And the other thing is, under grants we have no  
22 legal means to make them give us the data, thanks to

1 Congress. So we're -- so we are now trying to look at  
2 the new Executive Orders on data availability to force  
3 our grantees a little bit harder to make their data  
4 available. And that includes OPP, obviously.

5 MR. BOTTS: Are they excluded from using your  
6 data in the interim --

7 MR. SAINT: No.

8 MR. BOTTS: -- if there are things that, gee  
9 whiz --

10 MR. SAINT: If we can get it, they can have it  
11 right away.

12 MR. BOTTS: Then my question goes to Marcia.  
13 How do we know that you have made these changes, like the  
14 things that were mentioned earlier on the transfer of  
15 factors and those kinds of things. How do we know that  
16 those things have been added to the process?

17 MS. MULKEY: I think you asked a very  
18 fundamental question about how do we keep the world aware  
19 of every incremental change in science as we internalize  
20 it and begin to use it. And, you know, we're working  
21 hard at that, and as you know, we try to make individual  
22 risk assessments public. We try to make our

1 methodologies public periodically. These SOPs into which  
2 a lot of these data are fed -- I mean, the SOPs, as you  
3 know, are not just made up things.

4 We are updating that so that you'll have when we  
5 do what we call finalize, but as you know, we've never  
6 said these things are truly final. They will reflect the  
7 most up to date -- on any given day there is likely to be  
8 something in transition that isn't yet reflected in a  
9 risk assessment that is in the public domain.

10 But we're open to ideas about ways to be more  
11 transparent. But our goal is to let it all hang out.  
12 You know, to have no secrets about what data we're using  
13 and what methodology we're using. This is why we have  
14 all -- we've infused so much of this public process into  
15 what we're doing. I think we're always open to  
16 suggestions about whether there is a better, more  
17 efficient way to do that.

18 I was interested to hear how much ORD -- I have  
19 learned today how much ORD has gone to a web based  
20 approach. And one of my thoughts was, can we do some  
21 better linking between our web site and their web site  
22 and things like that.

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1 Mike, do you --

2 MIKE: Yeah.

3 MS. MULKEY: Do you have any thoughts on this?

4 MIKE: Yeah, a couple comments specific to what  
5 -- to what we're talking about today. All of this stuff,  
6 we use it as it comes in. As we get this information  
7 from ORD, we start using it after we evaluate it and make  
8 sure it's the proper information to use and it makes  
9 sense to us.

10 But we do take it then to the SAP. All the  
11 stuff -- the saliva extraction factor I think has already  
12 been to SAP, hasn't it? Some of that stuff -- but it  
13 will eventually all go through SAP. So in that forum, it  
14 will be announced that, you know, we're going to -- that  
15 we've looked at it and we're considering using it, or  
16 that we're going to be using it.

17 And I wanted to throw in another comment in  
18 response to something you said about the conservativeness  
19 of the SOPs. The comment is that the SOPs aren't as  
20 conservative as people generally think. The data in the  
21 SOPs is real data and it needs to be updated. It needs  
22 to be improved as we get additional information. But

1 some of the information we're getting from ORD is showing  
2 us that these SOPs aren't conservative necessarily in  
3 some cases at all.

4 So I think we want to be careful in thinking  
5 that when we get all of this new data in it's going to  
6 change things radically and all of our risks are going to  
7 disappear or whatever. I don't think they will.

8 DR. BOTTIS: Well, I don't know that I meant to  
9 imply that I thought that, but that's -- I was going by  
10 what the SAP said when they reviewed them and said that  
11 they didn't need to add the extra safety factor because  
12 they were conservative enough. If you loaded them all  
13 together, you didn't need the extra factor.

14 MS. MULKEY: Also -- they also criticized a lot  
15 of them internally for what they regarded as inadequate  
16 conservatism.

17 MR. BOTTIS: Yeah.

18 MS. MULKEY: So their input was a real mixed bag  
19 on that issue, too.

20 MR. BOTTIS: But to the spray drift issue, and  
21 this goes to a presentation I had from the spray drift  
22 task force relative to some potential labeling changes or

1 what's starting to show up on labels, because evidently  
2 everything seems to be driven by droplet size and  
3 potential for movement off site more than anything else.  
4 And what we were provided with was some information that  
5 there was going to be some very specific nozzle pressure  
6 combinations to ensure certain droplet size for certain  
7 ag uses.

8 And our concern with this -- and I don't know  
9 whether it has made it out to anything other than the ag  
10 community yet, and it's going to be bad enough there.  
11 But for the very same reason people don't read  
12 rodenticide labels, if you start specifying label types  
13 and pressure levels on homeowner's pressure one  
14 applications and those things for drift potential  
15 applications, I don't think you're going to be very  
16 successful.

17 And I have a real concern for the ag side that  
18 we're going to end up with compound specific spray rigs  
19 before it's all over with the way some of this appears to  
20 be headed. And if you think you've got problems now from  
21 an economic standpoint, just wait until you hear that  
22 conversation when it gets started.

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1           MALE SPEAKER: Let me address that. One of the  
2 things we -- OPP strives to do in drafting new label  
3 language is to stay away from specific technology. So  
4 it's more -- our goal is really applicator behavioral  
5 change, quite frankly. We know that technology for  
6 nozzle types and spray rig design is constantly changing,  
7 and we didn't want to lock companies, or applicators  
8 particularly, into using nozzle type S-103 that is going  
9 to be outdated a year later and then they would be  
10 misusing the product if they didn't use that.

11           So OPP's goal is to not go in that direction at  
12 all, but rather to tell applicators to do some very basic  
13 things regarding how high to set the nozzles above a crop  
14 canopy, for example, wind speed restrictions and things  
15 that are very, very simplistic to follow, that the robust  
16 database we have says these are the things that make 90  
17 percent of the difference. We don't want to get into  
18 fine tuning.

19           Now it's not to say that our guidance -- I mean,  
20 it is guidance to registrants -- a PR notice. It's not a  
21 regulation. And it does allow room, if you will, for any  
22 company to come in to us and say, well, for this product

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1 that we have, we would like some real specific -- we want  
2 to go beyond what you're recommending on the label,  
3 because X, Y and Z is a real factor for this kind of  
4 product, whether it's the toxicity, it's formulation type  
5 or whatever.

6 And we'll look at that. But we -- you know, our  
7 approach now is to stay away from specific technology to  
8 put on labels. We think that creates a whole set of  
9 problems.

10 MR. BOTTS: I've seen two labels.

11 MALE SPEAKER: I know. But there is -- they're  
12 probably older. I'm not aware of which labels. But I'm  
13 just saying that the direction that we're moving in, that  
14 we're going to propose, stays away from that approach.  
15 And we're going to be asking companies to re-look at all  
16 of their labeling on spray drift and take off what we  
17 think is not appropriate any more. Take a look at what  
18 our guidance says in the PR notice and come back to us.

19 MS. MULKEY: It's also important to remember,  
20 Dan. We are going to ask for comment on this major  
21 guidance document. And if you see issues with what we're  
22 looking at, we definitely want to hear from you.

1 MR. BOTTS: Well, I haven't seen your guidance  
2 document. I'm working off of a reference in the slide  
3 presentation that had two new labels just been approved  
4 and both had very specific labels -- or brand name type  
5 labels and pressures that would be required to be used  
6 for that product.

7 MALE SPEAKER: One of the things we do want --  
8 we would want companies to think about in their labeling  
9 is specifying spray quality droplet size without getting  
10 into nozzle type specifics and left up to the applicator  
11 by putting in the SAE new spray quality guidance that has  
12 been approved, say, use, you know, a medium droplet  
13 according to SAE. And then that allows them to pick all  
14 kinds of nozzles.

15 MS. MULKEY: Sarah?

16 MS. LYNCH: Yeah. I just had a general comment.  
17 This is not my area of expertise at all. I'm just really  
18 sort of amazed at the complexity of the issue that you  
19 all have tried to address looking at the residential  
20 exposures and how important it is to do what you're  
21 attempting to do. So I really, you know, pat you on the  
22 back, encourage you and say that I think this is really

1 an important, you know, missing link. Something that has  
2 had so little attention in the past.

3 And the complexity of, you know, the various  
4 routes, methods of exposure, modes of exposure, etc. --  
5 venues that people can get exposed to these chemicals in  
6 the real world, you know, makes me think about what we  
7 don't really know about chemicals. We don't really know  
8 about some of these exposure routes. And yet, you know,  
9 our registration process sort of assumes that we have a  
10 certain knowledge base that perhaps we don't really -- we  
11 really have.

12 I think that underscores the importance of what  
13 the FQPA does in telling us to try to bring all of these  
14 together. And while I, you know, understand Bob's point  
15 of view that we really do need to know a lot more before  
16 we perhaps should be taking these regulatory decisions, I  
17 think that the precautionary principle needs to be really  
18 thought of here, because there is enough information to  
19 make us think that there are these issues that have to be  
20 addressed. The science is -- all the information will  
21 not be available to us, you know, to the nth degree.

22 So I hope that we will really think carefully

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1 about the -- you know, to take the necessary precautions,  
2 too.

3 MALE SPEAKER: Yeah. One of the things that  
4 we're trying to do in looking at pathways is -- and  
5 partly in the modeling -- although using models is a way  
6 to do this -- is to look at how important the various  
7 pathways are to the total exposure given the particular  
8 scenario -- or a set of scenarios. Kind of a sensitivity  
9 analysis, to use a statistical term.

10 You know, in an assessment framework, you know,  
11 you sometimes -- and we've done this already, because  
12 we've picked scenarios that we felt would probably be the  
13 most likely to produce the highest exposures in certain  
14 assessments. If we were able to have tools that would  
15 allow us to do that quickly and efficiently and be  
16 reasonable -- reasonably certain or within bounds that  
17 we're correct, that might help us short cut a lot of  
18 these things. And we could actually make decisions at  
19 that stage rather than go to a full assessment. But  
20 that's not my decision.

21 So we're trying -- like I said before, we're  
22 trying to develop tools that people can use to make

1 decisions, not necessarily trying to make the decisions.  
2 And that doesn't -- and we're trying to make them so  
3 they're not compound specific so we don't have to do  
4 another one every time a new compound comes along. We  
5 can have techniques that are robust.

6 MALE SPEAKER: Just one quick comment. Can I do  
7 that?

8 MALE SPEAKER: No.

9 **(Laughter)**

10 MALE SPEAKER: No. I just wanted to respond to  
11 Sarah.

12 MS. MULKEY: People have been waiting, but if  
13 it's directly connected.

14 MALE SPEAKER: It'll take 10 seconds. I just  
15 wanted to be clear that I was not necessarily questioning  
16 the caliber quality of the science or the regulatory  
17 decision. What concerned me was the very fundamental  
18 question of how do I tell a PCO that I represent that EPA  
19 made a good decision in a way that they can understand.

20 MS. MULKEY: The form of the transparency issue.

21 MALE SPEAKER: Yeah.

22 MS. MULKEY: We'll go Jay, Jose, Adrienne and

1 J.J.

2 MR. VROOM: I have three questions. Could you  
3 give us kind of a beginning to where we're at today and  
4 project an end on the SOPs for residential exposure? Are  
5 we done? Are we midway?

6 MS. MULKEY: Do you want to answer that?  
7 Margaret Stasikowski is the Director, as you know.

8 MS. STASIKOWSKI: We are just finalizing making  
9 the final -- incorporating the final comments that we've  
10 received, and we expect to go out with the revised SOPs  
11 in very early winter.

12 MR. VROOM: Okay.

13 MS. MULKEY: But they're always a work in  
14 progress.

15 MR. VROOM: Right. So they would be published  
16 in the Federal Register?

17 MS. STASIKOWSKI: Right. Early 2001.

18 MR. VROOM: As final?

19 MS. STASIKOWSKI: Right.

20 MR. VROOM: Okay. And how long has that process  
21 been underway? I'm just trying to understand how much  
22 effort --

1 MALE SPEAKER: It's been underway for about a  
2 year now.

3 MR. VROOM: Okay.

4 MALE SPEAKER: Since the last SAP in September  
5 of 1999. It's also going to include the SAP comments.  
6 But previously the provisions had gone through public  
7 comment through a Federal Register notice as well. The  
8 complexity was trying to incorporate not only the SAP  
9 comments, but the public comments. And also we received  
10 comments from USDA and also from other -- from ORD. And  
11 that's been the complexity.

12 And also along with revising the SOPs, we have  
13 to produce a comment and response document which  
14 describes all the comments and our reaction and how we  
15 incorporated them into the document.

16 MR. VROOM: And how much --

17 MALE SPEAKER: It takes a lot of work.

18 MR. VROOM: Yeah. And how much change has  
19 resulted from all of that effort, would you guess? Not  
20 to pin you down here in terms of what will be revealed  
21 when the Register notice is published.

22 MALE SPEAKER: I honestly -- I don't know how to

1 characterize that.

2 MR. VROOM: Okay.

3 MALE SPEAKER: They'll be changed for some  
4 specific risk -- types of risk assessments. I think Jeff  
5 can --

6 MALE SPEAKER: I'm just wondering, do you want  
7 specifics? We can talk about some examples. For  
8 example, we modified how we do dermal risk assessments  
9 for children. And we modified some other factors like  
10 the saliva extraction that Mike was talking about  
11 earlier, and also some of the approaches for pet  
12 exposure.

13 So really across the board there were  
14 modifications here and there. Some were more major than  
15 others. But, you know, they do reflect the new changes  
16 that Bill was talking about. They do reflect the most  
17 recent data from ORD and whatever other sources we had at  
18 this point.

19 MR. VROOM: Okay. A specific question with  
20 regard to estimating children's exposure to some  
21 pesticidal compounds that might also have exposure from  
22 non-pesticidal routes. Like, for instance, treatment for

1 head lice in schools certain OP compounds and pyrethroids  
2 might be used.

3 Have you found a way to sort of anticipate that,  
4 and is that part of the overall SOP process? Can you  
5 accurately set that aside and segregate that from  
6 exposure from normal, other traditional kinds of  
7 pesticide -- pesticidal uses -- treatments?

8 MALE SPEAKER: To me that's --

9 MR. ZAGER: In one specific case, which we dealt  
10 with recently we did not include it in the aggregate  
11 exposure assessment. It was regulated by FDA and we did  
12 not include it.

13 MS. MULKEY: I mean you're asking -- I couldn't  
14 tell whether you were asking a science question or sort  
15 of a science policy question. Will we be aggregating  
16 those sources?

17 MR. VROOM: Right.

18 MS. MULKEY: Was that the question?

19 MR. VROOM: And as you're developing some of the  
20 models, are you using those kinds of exposures to build  
21 the exposure models?

22 MS. MULKEY: The only time I can think that

1 would be implicated is if you were using body burden data  
2 that might reflect some of those sources. And I don't  
3 know if we've faced that issue.

4 MALE SPEAKER: I'm not aware that we have.

5 MS. MULKEY: That's the only place I can think  
6 of that it would be a confounding variable, if you will.

7 MR. VROOM: Well, in the process of gathering  
8 data to develop the models, have you taken blood samples  
9 from children that might have been -- might reflect  
10 exposure, for instance, to treatments for head lice that  
11 would not be regarded as a pesticidal treatment?

12 MALE SPEAKER: We haven't taken blood samples.  
13 We've taken a lot of urine samples.

14 MR. VROOM: Okay.

15 MALE SPEAKER: The pesticides that we're worried  
16 about don't show up in the blood.

17 MR. VROOM: All right.

18 MALE SPEAKER: But we are in one study  
19 collecting data on pesticide use in the school for, you  
20 know, body pests. And that, as Marcia pointed out, has a  
21 compound factor, because we have an inherent problem that  
22 our exposure assessments do not adequately predict the

1 urinary output of the metabolites and haven't for some  
2 years. That's one of the reasons we're doing all this  
3 data collection, is trying to figure that out. So we do  
4 have to collect a lot of data on compounding factors for  
5 that reason, trying to figure out where all this extra  
6 pesticide is coming from in the urine.

7 MR. VROOM: Uh-huh.

8 MALE SPEAKER: But that data is basically being  
9 provided by the school districts in Minneapolis where  
10 we're working, and then we're getting anecdotal data. As  
11 we get a child into the study, we find out if they have  
12 had -- from the nurse if they have had a lice treatment  
13 in the last -- I think it's the last seven days -- or  
14 whatever days. But nothing -- nothing has been designed  
15 to collect that data for a specific purpose.

16 MS. MULKEY: As far as I know, none of our  
17 current risk assessment methodology -- and you can  
18 straighten me out -- relies on data or models based on  
19 data from body burden. We do look at those data when  
20 they're available to help us understand what they may  
21 tell us about our other risk assessment methodology.

22 But I don't think we based any risk assessment,

1 and certainly no regulatory decision making, on any of  
2 these kind of body burden data.

3 MR. VROOM: Okay. My question was the acronym  
4 NHANES, and I think, Chris, this is out of ORD. Could  
5 you speak to that?

6 MR. SAINT: (Inaudible).

7 MR. VROOM: Okay. How does that data from  
8 NHANES impact any ORD activities, and then ultimately  
9 what does OPP do with that? How does all that get  
10 coordinated?

11 MR. SAINT: NHANES is basically a big epi study  
12 -- epidemiology study. I mean, it's a health --

13 MR. VROOM: Can you provide me with what the  
14 acronym stands for?

15 MR. SAINT: National Health and Nutritional  
16 Examination Survey. It's a large health based study run  
17 out of the National Institute for --

18 FEMALE SPEAKER: The National Center for Health  
19 Statistics.

20 MR. SAINT: Right. The National Center for  
21 Health Statistics at NIH. And we are sponsoring part of  
22 it in terms of collecting some exposure information. But

1 as a traditional epi study, it's not a robust exposure  
2 study like Archer is. The only real chemical data they  
3 have relating to exposure are body burden data, which is,  
4 you know, body related: blood, urine and some other body  
5 fluids and tissues.

6 MR. VROOM: So it would only be regarded by OPP  
7 as something that is kind of a reference database, then?

8 MS. MULKEY: That part of it. I mean, it also  
9 gathers some information that might -- somebody else help  
10 me. Some exposure related information. I don't mean  
11 body burden. I mean behavior information, for lack of a  
12 better word.

13 MALE SPEAKER: There are some questions on the  
14 questionnaire about exposure related behavior which we  
15 added to the design.

16 MR. VROOM: Behavior of?

17 FEMALE SPEAKER: Diet. Dietary.

18 MALE SPEAKER: Pesticide use. Some consumption  
19 of some types of foods. Those kinds of things. I mean,  
20 they have a whole nutritional survey part which talks  
21 about food consumption.

22 MR. VROOM: right.

1 MALE SPEAKER: Which is useful data. But there  
2 is dietary exposure. Jeff, are you familiar with --

3 MR. DAWSON: We have done some work. I think  
4 it's been a while since I've looked at this. But I think  
5 NHANES-4 has gone in the field or whatever it is, and  
6 we've asked them to collect more kind of germane  
7 information about residential uses as much as we could,  
8 like how much they use or is there some come of a use  
9 event connected with this health assessment or whatever  
10 it might be. So we have tried to work with them to get  
11 as much of that information as we could.

12 MR. VROOM: Well, not to let Al off the hook,  
13 but what about USDA, then, as far as NHANES is concerned?  
14 Since there is a nutritional element there, is there some  
15 kind of full circle coordination?

16 MALE SPEAKER: Yeah. And it's becoming even  
17 more full circle. Our food consumption surveys, which  
18 used to be independent stand alone surveys, are no more.  
19 We will be collecting food consumption data as part of  
20 NHANES from this point on. So when the people are in the  
21 trailer, in addition to all the other information they're  
22 being asked, they will be asked what they ate that day.

1 And of course there will be a follow up that will  
2 probably be a telephone survey.

3 There are certain weaknesses in the design of the  
4 NHANES. For example, they follow the sun. So you won't  
5 find them in North Dakota in January.

6 (Laughter)

7 They're very clever there. And, of course, what  
8 we're trying to gather is what is a picture of typical  
9 consumption. We try to capture the full year, because  
10 people's food choices change throughout the year. So we  
11 are trying to figure out how to compensate for that. So  
12 we'll take a summer day in North Dakota in person and  
13 then try to do a telephone follow up in January or  
14 something along those lines.

15 (END OF TAPE 4, SIDE B)

16 MS. MULKEY: Anything else? Jose?

17 DR. AMADOR: One of the advantages of being one  
18 of the last ones is that somebody either said what you  
19 wanted to say or made the comments already ahead of time.  
20 But I have some concern, too, like Don said, about  
21 getting too specific on the label when it comes to spray  
22 drift recommendations. Once you put it on the label, you

1 kind of get hamstrung in what you're going to be able to  
2 do and not do. And I can see how that could be a problem  
3 and would open a lot of additional questions,  
4 particularly in the cases of litigation.

5 And on the slide that he presented, on the  
6 second slide where he got the improved drift control  
7 measure on product labels and the continued support and  
8 education program to train the applicators, I think maybe  
9 most of the efforts should be put on the training of the  
10 applicators, rather than trying to put a very specific  
11 recommendation of what kind of equipment or how it should  
12 be used for specific chemicals. I think that could open  
13 a lot of problems, like I said.

14 And there is kind of a question that I was  
15 asking Jay before the break. Maybe I can get a sense  
16 from the other people. At least in my part of the  
17 country, it seems like the complaints about drift into  
18 residential areas have been reduced a lot in the last  
19 couple of years because of maybe the right to know, or  
20 maybe the farmers are more aware of the problems, or  
21 maybe the regulations are a lot more strict.

22 I don't know if this is the feeling that people

1 have from other parts of the country. So if somebody  
2 could tell us, you know, in the case, you know, where you  
3 get a complaint. I don't have an official figure from  
4 the Texas Department of Agriculture. But just what it  
5 used to be in the past and what I hear now, it seems the  
6 complaints about drift from the agricultural areas to  
7 residential areas seem to have gone down quite a lot.

8 I would just like to hear some comments on that  
9 to get a feeling on it.

10 MALE SPEAKER: Again, as I was addressing Dan's  
11 concern, our interest is to keep the labels as simply as  
12 possible as far as this. We don't want to get too  
13 technical. That leaves a whole host of problems. You  
14 know, the applicators won't be able to follow the  
15 directions, or they won't make sense to them, given that  
16 we're trying -- given that we're doing national labels as  
17 opposed to regional labels.

18 We know that some of the difficulties we've had  
19 in trying to craft some draft label language is just the  
20 wide variations going from Maine to New Mexico on crop  
21 types, crop geometry, weather patterns and things that  
22 really effect drift, and trying to simplify this as much

1 as possible without getting too detailed in a lot of  
2 algorithms, if you will, on the label.

3 So we took a look at -- our scientists sort of  
4 factored out from this very large database what are the  
5 three or four things that make a world of difference in  
6 reducing drift. Sort of the generic kinds of things. It  
7 doesn't matter --

8 DR. AMADOR: Not specific to the chemical?

9 MALE SPEAKER: No. It's not related to the  
10 chemical. So very generic. Very important things that  
11 we think applicators -- many of them are doing now,  
12 because we've talked to a lot of applicators for all the  
13 different major application methods and got a sense of  
14 what they're doing, what they're capable of doing and  
15 what they're willing to do. And by putting that on a  
16 label, it obviously has an enforcement piece to it.

17 So we do want to keep it very simple. We think  
18 simpler is better. It makes more sense.

19 DR. AMADOR: You also have an enforcement piece  
20 in the recertification program that most of the  
21 applicators, you know, have to go through.

22 MALE SPEAKER: Right. Right.

1 DR. AMADOR: So the effort is on the education  
2 program.

3 MALE SPEAKER: That's right. And so our  
4 labeling effort blends in very nicely to a lot of the  
5 initiatives that are in the C&T program, as well as the  
6 private section -- the applicator sector -- on training  
7 applicators about drift. And that is -- those training  
8 efforts have just mushroomed greatly over the last three  
9 or four years, I would say. I know that I have been  
10 involved with two new training videos, as well as some  
11 CD-Rom training and education things. There are new web  
12 sites that are being done by Extension personnel that  
13 would be used nationwide.

14 So that's expanding tremendously. And I think  
15 that supplementing the label with these training programs  
16 is really the way to go, because you're really telling  
17 the applicators, here's what you need to do to get away  
18 from this drift problem. I mean, here are the things  
19 you've got to do -- the real basic kinds of behavioral  
20 changes, frankly -- and just be willing to say no, I'm  
21 not going to make the application if the weather  
22 conditions are very unfavorable.

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1                   So we are a big supporter for sort of the  
2 education outreach for applicators on this.

3                   MS. MULKEY: Jay, do you have any sense about  
4 the spray drift incident?

5                   MR. VROOM: Oh, yes. And I can get you the  
6 reports from Texas. When I look at the -- there is a  
7 survey that was done by AFTCO between the years of -- I  
8 want to say '90 -- '92 to '98. There is a six year  
9 period in there where the number of incidents -- the  
10 total number -- really didn't change very much from year  
11 to year. There was about 2,500 reported incidents  
12 nationwide looking at all different parameters and  
13 variables, sort of the hot pesticides that were the most  
14 common pesticides involved in drift, application  
15 techniques, kinds of effects, etc.

16                   Some of those parameters changed over time, but  
17 the total number really hasn't. And so I can take a look  
18 and get back to you about Texas.

19                   MS. MULKEY: Okay. Adrienne?

20                   ADRIENNE: Yeah. I just had a brief comment on  
21 all of the research that Chris was talking about and the  
22 concerns that were being expressed around the table.

1           I think that we -- what we're forgetting here is  
2           that we're dealing with a science, and EPA is dealing  
3           with a science, and it has to be malleable. And it's  
4           constantly changing and new information is coming to you  
5           every day. And I think we have to recognize that the  
6           agency needs a certain level of flexibility in that area,  
7           and that while I'm sure a lot of people would like to see  
8           this go to a work group and have the opportunity to  
9           comment on every single study, I don't know if that's --  
10          I'm all for transparency and we would like more of it.

11           But I also recognize that if we want these  
12          decisions to be made -- and I guess that may be what's  
13          underlying a lot of this. Maybe we don't want to move  
14          these chemicals to be looked at under the new data. But  
15          if we want these decisions to be made, and we want EPA to  
16          continue to do its job, we have to allow for some type of  
17          flexibility to consider these and incorporate them into  
18          the -- I'm sorry. I'm not using a microphone. I hope  
19          everyone can hear me. I'm loud enough.

20           Anyway, so I don't know that that's really  
21          necessary or really a solution to the questions that  
22          people have expressed, which is really, well, when is EPA

1 going to be using these. I mean, that can be made clear  
2 through the message that was described by EPA. And I  
3 think that through the risk assessments maybe adding a  
4 little more information as to what data was used may be  
5 enough.

6 But putting this through yet another level --  
7 and every time one of these studies is ready, that would  
8 mean one of these work groups, or one of these workshops,  
9 or something else would have to be had. And, yeah, it  
10 would be great. It would be really interesting. But it  
11 might delay the process. It might delay even further the  
12 re-registration process and the reassessment process.  
13 And that is what, I think, we want to avoid at all costs.

14 So we need to recognize that this is being  
15 gathered in order to avoid our reliance on models which  
16 has been so severely criticized. And it's a give or  
17 take. We're going to have the information. Not  
18 everybody is going to like the information. Yes,  
19 everybody should be able to have access to the  
20 information at some point. But I do think that we need  
21 to keep in mind that there needs to be a certain level of  
22 flexibility in using the data as it comes in.

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1 MS. MULKEY: All right. J.J.?

2 DR. STEINBERG: We are yet again staring down  
3 another amazing opportunity that I think would be a great  
4 gift to the American people and everyone sitting around  
5 this table. In the City of New York, we've had great  
6 difficulty in trying to get a number of government and  
7 other organizations to make available on one common site  
8 all the environmental and environmental health  
9 information we can get. We've struggled with this for  
10 now over a year and a half with very, very, very little  
11 success.

12 If we have to suggest yet another working group,  
13 clearly between EPA, the rich data at ORD, USDA and FDA  
14 and anyone and any data available from industry we can  
15 make a common repository site, just like TRI, to get all  
16 this information so that the data can be reached easily.  
17 And then, of course, everyone can end up building their  
18 own models.

19 I mean, I have to tell you, the first day a few  
20 years back when I typed in my zip code and retrieved all  
21 that information from TRI, I got goose bumps. And I  
22 think if we can get that same level of information

1 centrally, that would be a wonderful thing to see. And I  
2 think you are in the precipice of doing that. You have  
3 all the representation here. We should see a beautiful  
4 web site. We shouldn't have to hunt for it. And to get  
5 that data would be just spectacular, and I think would  
6 lead to a lot of clarity in the future.

7 MS. MULKEY: Larry?

8 MR. ELWORTH: Can I ask Chris -- this finally  
9 registered with me. We pay -- taxpayers pay for data to  
10 be developed that we can't get to be used for risk  
11 assessments? That you can't get from the contracts --  
12 from the grants you fund? I just want to make sure I'm  
13 understanding you.

14 (Laughter)

15 I'm not being critical of you. I'm just trying  
16 to understand.

17 MR. SAINT: The Grants and Cooperative  
18 Agreements Act, which was passed many years ago,  
19 specifies what we can use what's called government  
20 assistance for. If we are purchasing something for the  
21 exclusive use of the government, we can not use an  
22 assistance agreement. We have to use a contract. Under

1 a contract, we can get whatever we specify in the  
2 contract. They have to give it to us or they're in  
3 default.

4 MR. ELWORTH: Uh-huh.

5 MR. SAINT: We are barred under the Grants and  
6 Cooperative Agreements Act from using a grant or a  
7 cooperative agreement to fund anything that is for the  
8 specific use of the government only. It is supposed to  
9 be for a public purpose. There is an Executive Order  
10 which says that anything funded through a government  
11 grant -- any data -- has to be made publicly available.

12 Now the interpretation -- it's in the  
13 interpretation of that where the problem is.

14 MR. ELWORTH: You said the data has to be made  
15 public?

16 MR. SAINT: Uh-huh.

17 MR. ELWORTH: Okay.

18 MR. SAINT: All information from the public --  
19 from a government funded grant has to be made publicly  
20 available. And I say -- it's not that we can't get it.  
21 It's the interpretation of that rule that is in the  
22 Grants and Cooperative Agreements Act, and the subsequent

1 Executive Order has been somewhat varied. And it's  
2 basically related to intellectual property rights of the  
3 individual investigators in the universities.

4 Because you've got to remember, their lives  
5 depend on publication rates, and they get tenures for the  
6 number of publications they get. And if someone else  
7 publishes their work, you know, they're SOL.

8 MR. ELWORTH: Well, you said you can get it.  
9 Does that mean you do get it, or like theoretically you  
10 can get it?

11 MR. SAINT: Sure. We are experimenting right  
12 now with RFAs that state flat out in it, you will provide  
13 the data within a certain time at the end of your grant.  
14 And we have had relatively good success with it.  
15 Everybody is -- nobody has said, oh, I don't want your  
16 money.

17 MS. MULKEY: In my experience, the difficulty is  
18 less about whether than more about when.

19 MR. ELWORTH: Yeah.

20 MR. SAINT: Exactly.

21 MS. MULKEY: And a lot of times we're very eager  
22 to see and use these data, and the researcher is very

1 proprietary about maintaining the confidentiality of the  
2 data until she publishes.

3 MR. ELWORTH: Right. Right.

4 MR. SAINT: And the problem is, the laws don't  
5 specify a time frame.

6 MR. ELWORTH: Okay. But do you actually in  
7 these grants or cooperative agreements or whatever they  
8 are provide funding for publication costs?

9 MR. SAINT: Yeah, for them to publish.

10 MS. MULKEY: Are we understanding --

11 MR. SAINT: And they do publish.

12 MR. ELWORTH: That's fine. That's fine.

13 MS. MULKEY: I mean, I had a comparable reaction  
14 myself on this.

15 **(Laughter)**

16 MR. SAINT: What we don't do -- however, what we  
17 don't do, which has become a real problem, is we normally  
18 do not fund as part of these grants database development  
19 costs.

20 MR. ELWORTH: Right.

21 MR. SAINT: The universities usually eat that  
22 out of their indirect costs, which is a cost we pay, but

1 it's not a definite cost for database development. So  
2 the problem is, you know, you can call anything a  
3 database.

4 MR. ELWORTH: Yeah. Yeah.

5 MR. SAINT: You can put a Lotus spreadsheet up  
6 on the web with no labels and just a big batch of numbers  
7 and say, yeah, there's my data. It won't be any use to  
8 anybody. So, you know, the difficulty lies in getting  
9 the documentation that goes with it so the people can use  
10 it.

11 And, you know, there are as many database  
12 systems as there are researchers out there, so it's a  
13 difficult problem.

14 MR. ELWORTH: Well, is this -- is this an  
15 annoyance that you can fix with the FRA process, or is  
16 this an endemic thing that is required by statute?

17 MR. SAINT: We're trying a couple of avenues.  
18 We're trying the RFA process. We're trying to work  
19 through the Federal Demonstration Partnership, which is  
20 an organization of government agencies and universities,  
21 to try and standardize rules for granting across all  
22 institutions.

1 MR. ELWORTH: Uh-huh.

2 MR. SAINT: And we're working with them to come  
3 up with terms and conditions for the grants that would  
4 allow us to get the data after specific time frames and  
5 allow for publication. There are a number of efforts  
6 going on to try to clarify this issue. I mean, this is a  
7 big hot issue with us right now.

8 MR. ELWORTH: Yeah. It does seem pretty  
9 important to you folks.

10 MR. SAINT: But, you know, the other problem is,  
11 if we do specify we want the data, you know, when the big  
12 pile of CD-Roms comes into our office, I don't know what  
13 I'm going to do with them.

14 MR. ELWORTH: Right.

15 MR. SAINT: So we also have to work at our end  
16 with IAMS and other programs within EPA to find a home  
17 for these and try and get them available in the most  
18 efficient manner.

19 MR. ELWORTH: Uh-huh.

20 DR. STEINBERG: You know that to some degree --  
21 you know, when the NIH decided they were going to get the  
22 genetic code, what they did is, they changed the ground

1 rules. And part of the ground rules was that it was to  
2 your advantage to get that information on the web as  
3 quickly as possible. And that was proprietary  
4 publishable information. Hal Varmis, the former Director  
5 of the NIH, said that's a publication.

6 And I think if you -- if you can move your  
7 scientific clientele to do that, that is a very important  
8 goal standard to the point that you can also exercise  
9 some kind compliance. For example, you can list their  
10 project and if there is no data, then you just say that  
11 there simply is no data, and that usually is cudgel  
12 enough to get people to move along.

13 MALE SPEAKER: The one difference is a majority  
14 of the NIH -- of the actual sequencing is being done  
15 in-house at NIH. They have to do it. They're employed  
16 by the government.

17 MALE SPEAKER: No. I'll have to -- I'll have to  
18 say that that's not completely the case. I mean, the  
19 extramural grant funding program has paid for a lot of  
20 that. There has been private organizations also. But  
21 there has been an overwhelming -- the ethos of those  
22 organizations has now turned from waiting those one to

1 two to three years to get that publication out to  
2 actually getting it on the web. Because you want it out,  
3 you want priority, and if there is a mistake, you want  
4 correction.

5 And I think you need that type of --

6 MS. MULKEY: Well, maybe part of the point is  
7 that maybe there is some benchmarking we can do, and see  
8 whether other parts of the government who obviously face  
9 this problem have some interest.

10 Well, we've used our hour and a couple of  
11 minutes.

12 MR. TINSLEY: Can I --

13 MS. MULKEY: Oh, I'm sorry. I'm very sorry,  
14 Ian.

15 MR. TINSLEY: That's no problem. I was going to  
16 make a question -- or not a question. But a comment in  
17 defense of university people.

18 **(Laughter)**

19 Because it's been our experience, and it was  
20 quite a few years ago now when I -- and I don't remember  
21 the exact details. But there were some studies that were  
22 going on and data were being collected. And then I

1 believe there were some special interest groups that  
2 became aware of what was being done and were requesting  
3 the data from -- you know, from the faculty member.

4 And I recall that our -- you know, our legal  
5 people on campus sort of protected us from releasing that  
6 data, because the faculty member at that point was not  
7 comfortable in actually releasing that data because he  
8 didn't feel that he could -- you know, he had confidence  
9 in it at that point.

10 So sometimes, you know, there may be sort of  
11 extenuating circumstances. And I don't know that that's  
12 necessarily a justification for them being tardy in  
13 providing the information to the granting agency. It is  
14 a little bit -- or can be a little complex in terms of  
15 it's not just the agency that might be looking over the  
16 faculty member's shoulder on occasion. There are other  
17 people who want to use the data or misuse the data,  
18 depending on how you want to look at it.

19 But I'm not sure where all that is right now,  
20 but I think it relates to this issue.

21 MALE SPEAKER: Well, just a quick comment. The  
22 issue is not, you know -- the issue is really one of who

1 the data belongs to. And the data belongs to the public.  
2 It does not belong to the researcher, although you would  
3 get a lot of arguments. I mean, when I was on the other  
4 side of that, I probably thought pretty vehemently for,  
5 you know, don't you dare touch my data.

6 But, you know, the problem is that the  
7 regulations haven't kept up with the needs. So we are in  
8 the process of trying to back fill, I think. And, you  
9 know, the researchers have to be given time to analyze  
10 their data and to publish the correct papers and get them  
11 in the literature, because they're the ones who know it  
12 best and they're the ones who can interpret it best. But  
13 the public does have the right to have access to that  
14 data because they paid for it.

15 MR. TINSLEY: Well, that's not the issue. I  
16 mean, it was a timing issue.

17 MALE SPEAKER: It's a timing issue.

18 MR. TINSLEY: Yeah, it's a timing issue.

19 MS. MULKEY: All right. But often timing is the  
20 essence of the issue. Well, this has been, I think,  
21 quite a terrific discussion. It is evidence that you  
22 thought that at least the content, if not the glorious

1 presentations, were -- and maybe that, too -- were pretty  
2 terrific, too, in terms of scope and breadth and depth.  
3 This represents another step in our ongoing effort to  
4 make this information more accessible and more  
5 transparent.

6 It is certainly not the only step. As you know  
7 from the discussion of the SOPs, they went through a  
8 public comment process. They've gone through a SAP  
9 meeting. They will go through a very extensive  
10 documentation of how we responded to the comments and how  
11 they have evolved. And we will obviously need to look at  
12 the question of further additional, appropriate levels of  
13 effort on our part.

14 I would say that your work here and your  
15 continued work has to be a part of it, too. It can't all  
16 be about things we host and the amount of hand holding  
17 that we do to make these things accessible, that there  
18 has to be some real mutuality and some real investment.  
19 And I recognize that that represents a burden to anybody  
20 attempting to invest in it, whether it is by their own  
21 science resources or otherwise.

22 Joe Merenda is here and has available the

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1 information that we hope you are interested in regarding  
2 our budget situation, as well as our budget processes,  
3 which Larry always pays attention to, and I always enjoy  
4 that element of what he does.

5 MR. ELWORTH: I'm the only one who understands  
6 it.

7 MS. MULKEY: But frankly, it is as important a  
8 part of your understanding of what we do. Now I'm  
9 mindful that it's getting toward the end of the day, and  
10 there's going to be a tendency to want to drift out. I'm  
11 equally mindful that this subject matter is not -- not  
12 because of Joe, but because of the subject matter -- the  
13 most lively available for a potential discussion.

14 What I would ask you is, if you really don't  
15 want to hear it, let's just say that and we'll cut it out  
16 of our program. And that's okay. We're cool with that.

17 MALE SPEAKER: I object.

18 MS. MULKEY: You want to hear it?

19 MALE SPEAKER: I want to hear it.

20 MS. MULKEY: Well, let's try to be patient. We  
21 don't have a public comment remaining, so we will end on  
22 time and probably ahead of time. Joe's an efficient man

1 and hopefully this will be a useful part of your program.

2 MALE SPEAKER: He's smiling. That's a good  
3 thing.

4 MS. MULKEY: Joe, you missed my remarks this  
5 morning about what a vital role you play in our ability  
6 to keep OPP running. I won't repeat that now, but you  
7 should know that we did acknowledge it.

8 MR. MERENDA: Well, thank you. I apologize in  
9 advance that this was not in your folders, but let me  
10 pass some copies around. And I'm sure we have more than  
11 enough for everyone at the table, as well as there are  
12 copies for folks in the audience to pick up later.

13 I put these items on some overheads, but I think  
14 given the layout of the room, it's probably a lot easier,  
15 since we'll all in a moment have the piece of paper.  
16 It's only a single sheet, so there is not -- we can  
17 certainly work from the piece of paper, or those who are  
18 positioned in a way that you can readily see the  
19 overhead, you can glance at it there.

20 I was asked to give in an overview update mode a  
21 little discussion on three areas: strategic planning,  
22 performance measurement and budget outlook. Let me start

1 with strategic planning.

2 Chris Saint in the last session mentioned -- he  
3 called it GPRA, G P R A, the Government Performance and  
4 Results Act. Under this statute all federal agencies are  
5 required to develop and then to update on an every three  
6 year basis an overall strategic plan.

7 EPA did its first update of its strategic plan  
8 over the course of this past year. In September of this  
9 year, after considering public comment on a draft that  
10 was made available earlier in the year, EPA published its  
11 strategic plan for fiscal years 2000 through 2005. And  
12 shown there is the EPA web site where that full strategic  
13 plan is available if you wish to peruse it.

14 The strategic plan does not reflect any major  
15 structural changes from EPA's previous strategic plan.  
16 There are still ten goals. The ones that are of interest  
17 to the pesticide program are goal three, safe food, and  
18 goal four, which has a longer title than I'm going to  
19 use, but it's basically safe homes, work places and  
20 communities. The pesticide program activities are split  
21 between those two goals. And if you want to take a look  
22 at the strategic plan, those are the two sections that

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1 you will most want to have a glance at.

2 What sort of changes were made with respect to  
3 the pesticide activities in the strategic plan? I've  
4 highlighted three areas here on the slide. First off,  
5 there is a change in the goal statement for goal three.  
6 It's an expansion. And this is a result of comments that  
7 EPA has received from a number of external parties who  
8 were concerned about whether we were paying attention not  
9 only to infants and children as sub-populations of  
10 concern, but also other sub-populations who may have  
11 higher exposures to toxic chemicals.

12 Particular interest was to Native American  
13 tribes who have subsistence life styles. And so we have  
14 broadened the language of goal three to make clear that  
15 our assessments and our concerns under goal three include  
16 those groups as well as infants and children. Of course,  
17 infants and children are explicitly spelled out in the  
18 Food Quality Protection Act for special attention, and we  
19 continue to give that same special attention.

20 We also made some adjustments based upon our  
21 experience to date under the Food Quality Protection Act  
22 to the language of the objectives. Under GPRA jargon

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1       there are goals, there are objectives, there are  
2       sub-objectives and there are annual performance goals and  
3       annual performance measures on and on. The published  
4       strategic plan discussed this only down to the objective  
5       level. That's the first level below the broad goals.  
6       And the kinds of changes that you will see are primarily  
7       date changes that take into consideration some of the  
8       things that we've learned since we did the previous  
9       strategic plan.

10               I'm not quite sure, since I wasn't involved in  
11       the process when the previous strategic plan was  
12       developed, exactly how we arrived at the statement that  
13       we were going to complete our dealing with existing  
14       pesticides and ensure that virtually all would meet the  
15       FQPA health standards by 2005. But we realize, as we've  
16       dealt with many of you, through TRAC and other forums  
17       that have helped us deal with the close  
18       interrelationships between the re-registration program  
19       and tolerance reassessment, that we're not going to get  
20       re-registration done any sooner than we get tolerance  
21       reassessment done. The statutory schedule for that is  
22       2006. Once we complete active ingredients, it will take

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1 us a couple of more years to complete product  
2 re-registration.

3 So if you look closely at the changed objective  
4 language for the revised strategic plan, you will see  
5 that 2008 is now in there as the time when we say that we  
6 will be done with all of that process. So basically  
7 we've tried to catch up the language to what we see as  
8 our actual schedule.

9 The last point which I will talk a bit more  
10 about in the next slide has to do with one of the core  
11 elements, at least in the concept, that GPRA and GPRA  
12 watchers use as a watch word, which is outcome oriented.  
13 We are constantly told that under the Government  
14 Performance and Results Act we should be looking at what  
15 are we accomplishing in the real world in the environment  
16 with respect to public health, not how many widgets did  
17 we produce in a particular year.

18 This is a major challenge for all sorts of  
19 organizations, and our organization is at least as  
20 challenged as others in that regard. One of the things  
21 that we have attempted to do in this updated strategic  
22 plan is to make some incremental advances toward more

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1 outcome oriented measures. And I will talk about those  
2 as we turn to the next slide.

3 I already mentioned this is a challenge with  
4 which we continue to struggle. And I've listed on this  
5 slide just three of the examples -- and there are a few  
6 others in the updated strategic plan -- that are changes.  
7 Ways in which we have tried to incorporate data that are  
8 available from various sources, but not counts of things  
9 that the pesticide program has specifically completed to  
10 look at our progress.

11 The first instance is that we have proposed a  
12 goal that is based on using the USDA Pesticide Data  
13 Program data for residues on foods to look specifically  
14 at the detections of residues of cholinesterase  
15 inhibiting pesticides and also carcinogenic pesticides on  
16 children's foods, with the idea that as we establish our  
17 annual performance goals, we will use those data to see  
18 how those frequencies of detection of residues are  
19 changing over time -- are they in fact going down -- and  
20 as a further look at whether the things that we have done  
21 through the tolerance reassessment process and through  
22 re-registration -- whether the impact is actually being

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1           seen out there in the data.

2                       This is -- as I say here in quotes, these are  
3           experiments by the Office of Pesticide Programs. We are  
4           working with at least the understanding internally that  
5           we are trying these. We don't know which will succeed  
6           and which will fail, because we find that the data really  
7           don't show us what we're looking for. We think if we  
8           pick ones where there are data sets that will be  
9           available over the period of time we're looking at, it  
10          will give us some meaningful measure. But time will tell  
11          as we begin to look at these.

12                      A second one that we've used is a little bit  
13          less outcome oriented, but certainly a step beyond what  
14          we included in the previous version of the strategic  
15          plan. We previously counted -- in terms of our efforts  
16          to encourage the greater use of reduced risk pesticides,  
17          we basically were counting how many reduced risk  
18          pesticides did we register each year. Well, we're going  
19          to continue to count those and report those, and I can  
20          assure you that the budgeteers within the agency, as well  
21          as the Office of Management and Budget and others outside  
22          the agency, still ask us, how many are you going to

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1 produce each year. How many did you produce each year in  
2 terms of registrations.

3 But we've added to that an effort to look at,  
4 are reduced risk pesticides actually being used more  
5 widely in agriculture. And we've gone through some  
6 discussions. If you look at the language in the  
7 strategic plan -- I've condensed it here -- we actually  
8 talk about the change in the number -- or the percentage  
9 of acre treatments that are from reduced risk pesticides  
10 and biopesticides, the idea being that we think if  
11 through various efforts that EPA and USDA and others that  
12 are engaged in, if we're successful in transition in  
13 encouraging the use of reduced risk pesticides, then this  
14 percentage will go up over time and this will be a  
15 measure of success in that part of our program.

16 We are hopeful that we will see such changes,  
17 but these sorts of data on the use of pesticides are,  
18 first off, somewhat hard to come by on a national basis,  
19 and secondly -- at least at a fairly fine level of  
20 desegregation, and secondly they are certainly subject to  
21 forces that have little or nothing to do with what we  
22 have done at EPA. They have a lot to do with weather,

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1 with pest pressures, with economics and a variety of  
2 other things.

3 So this is one of the issues that those of us  
4 who have been challenged with talking about and trying to  
5 apply the GPRA goal, more outcome oriented measures to  
6 the pesticide program, have been trying to remind people,  
7 is don't expect to see constantly increasing values of  
8 these measures. You may well find that in a particular  
9 year we seem to have regressed in our progress. That  
10 does not necessarily mean that people are any less safe,  
11 that the economy or agriculture have turned backwards and  
12 are falling into evil ways or anything of that sort.

13 (Laughter)

14 They may simply be --

15 MALE SPEAKER: Recidivism.

16 MR. MERENDA: -- the result of -- recidivism.  
17 That's the word I should have chosen. They simply are  
18 going to be changes and we need to look over a period of  
19 time. And this is something that I think the whole GPRA  
20 process needs to think about -- those who review it -- to  
21 look at progress and get beyond the annual reporting  
22 cycle. But this is what we're trying.

1           The last example I've cited here has to do with  
2           one that is even more illustrative of that, which is the  
3           frequency of detections of pesticides in surface waters  
4           as reported by the U.S. Geological Survey's Nocqua  
5           Program. The very design of the Nocqua Program, if  
6           you're at all familiar with it, is a large scale,  
7           nationwide monitoring program of surface water for a  
8           variety of contaminants, including quite a few  
9           pesticides. But it operates on a multi year cycle.

10           They basically divided the various hydrologic  
11           study units that they're considering in the nation into  
12           three groups. And over -- I think it's a three year  
13           period, they go from one group of study units to the  
14           next. So annual data are simply not available for the  
15           Nocqua Program, and we're going to be reporting on a  
16           periodic, but definitely not an annual basis, with  
17           respect to this.

18           But it is, at least so far as we've been able to  
19           identify, the best, and for that matter the only  
20           continuing data set of actual pesticide monitoring in a  
21           reliable way in surface water consistently looked at from  
22           year to year. So we think it's the sort of thing that is

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1 tailor made for this purpose, and we're hopeful that our  
2 colleagues at the USGS will continue to have the  
3 resources and the commitment to carry this out over the  
4 coming years so that this data source will be available.

5 We have certainly given them that feedback in  
6 various sessions that they've had with other agencies  
7 asking about the Nocqua Program and how it might be used,  
8 and we found them quite interested in continuing to  
9 provide data on pesticides to help us in this, as well as  
10 our assessment activities.

11 Beyond what we have at this point in the revised  
12 and updated EPA strategic plan, there is another project  
13 which I'll mention which is not yet completed. The  
14 Office of Prevention of Pesticides and Toxic Substances,  
15 the parent organization of which the Office of Pesticide  
16 Programs is a part, recognizing that outcome indicators  
17 and performance measures is a tough area for all of our  
18 programs, last year engaged in a cooperative agreement  
19 with Florida State University to develop essentially a  
20 compendium of ideas on performance measures for a variety  
21 of pesticide and toxic chemical areas.

22 Their initial report is in the process of being

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1 finalized. But they have -- I guess because this is not  
2 data and not something that would be published, they have  
3 been maintaining a web site of their ongoing efforts.  
4 And the URL is listed there. If you want to take a look  
5 at what they have, it's available. Let me caveat that as  
6 a cooperative agreement, this is not an EPA publication.  
7 It has not been peer reviewed by EPA. In fact, it  
8 changes from day to day and week to week. I haven't  
9 looked at it in at least a few weeks, so there may be  
10 some ideas in there that I'm not even familiar with and  
11 that we may or may not agree with as useful measures.

12 In fact, I can tell you there are some that are  
13 there that we looked at internally when we were doing our  
14 strategic plan update and rejected as ones that we wanted  
15 to try to pursue at this point, because we either felt  
16 that the data were of less than the quality or  
17 availability that we thought would be useful for our  
18 purposes, or because we thought there were other measures  
19 that we wanted to concentrate our efforts on.

20 So these are some things that we will be looking  
21 at, and we're hoping that state governments and others  
22 who are interested in performance indicators for programs

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1 will look at and will provide further comment on. But  
2 hoping that some of you may have some interest in this  
3 area, we want to draw your attention to it. And as that  
4 report is finalized, there will probably be some  
5 mechanisms by which EPA will be soliciting further input  
6 on these particular approaches.

7 So that's my spiel on performance measurement.  
8 Turning to --

9 MALE SPEAKER: Before you leave that, can we --

10 MR. MERENDA: Sure.

11 MALE SPEAKER: -- ask some questions?

12 MR. MERENDA: Yeah. I think that's probably a  
13 good idea rather than moving onto budget.

14 MALE SPEAKER: In this list of several  
15 experiments with regard to more explicit kind of metric  
16 measurables, I assume this is not the exhaustive list, or  
17 is this -- is that it?

18 MR. MERENDA: This is not the exhaustive list.  
19 There are a few others that you'll find in the strategic  
20 plan. There is one, for example, on frequency and extent  
21 of reported wildlife incidents, where we're trying to use  
22 some of the data are reported to us. That's one of the

1 ones that we recognize as being a squashy data source,  
2 because we don't have complete reporting. There is  
3 nothing that requires people to tell us, at least other  
4 than registrants under 6(A)(2). But folks in the public  
5 and states, we try to encourage that reporting, but we  
6 don't necessarily get everything.

7 MALE SPEAKER: Sure.

8 MR. MERENDA: And there are a few others.

9 MALE SPEAKER: I think that is a good start and  
10 it makes sense. And I think your caveat about needing to  
11 look at these more than year to year so that you can  
12 really see realistic trends -- I believe Leonard Genesse  
13 is going to release a study tomorrow that EPA has partly  
14 funded kind of looking anew at pesticide use nationwide.

15 And once again, I just chatted with him the  
16 other day, and he referred to the fact that, you know,  
17 some of the biggest year to year differentials are  
18 weather driven, you know, and also, you know, crop pest  
19 pressure driven that relate to weather that is out of all  
20 of our control and those kinds of things.

21 And so I think your point about looking at more  
22 than just one year to the next is very important,

1 especially in these kinds of measures. But these are  
2 really very good measures in the continuum, you know,  
3 over five and ten year windows of time to see about  
4 direction.

5 One suggestion would be, is there a way to  
6 incorporate a measure of unintended consequences of  
7 agency action or policy? I'm thinking -- I don't know  
8 how to sort of capture that.

9 MALE SPEAKER: Bankruptcy.

10 **(Laughter)**

11 MALE SPEAKER: But, for instance, a decision --  
12 bankruptcy in a pesticide company. You know, a decision  
13 to grant a split registration on StarLink.

14 MS. MULKEY: (Inaudible)

15 **(Laughter)**

16 MALE SPEAKER: Just to pick one that might be  
17 current now.

18 MS. MULKEY: Well, if we know about a negative,  
19 we're obviously going to try to avoid it.

20 MALE SPEAKER: But this is retrospectively,  
21 Marcia.

22 MS. MULKEY: That's a fair question. In other

1 words, what you -- you would have to put it in the  
2 positive. Improved avoidance of something.

3 MALE SPEAKER: Right. Right.

4 MS. MULKEY: But I think that's --

5 MALE SPEAKER: Or just because you increase the  
6 agricultural use of reduced risk pesticides, did it  
7 result in greater soil erosion somewhere. I mean, were  
8 there some other unintended consequences beyond the  
9 limits of measures in these metrics? I just think that -  
10 - to find some way to capture that as part of this  
11 experiment, to me would give it a little more depth. But  
12 that's not an easy thing sitting here to conceptualize at  
13 this moment, but I would encourage that.

14 And your reference of the USGS surface water  
15 pesticide detection study reminds me that the first foray  
16 that USGS had in pesticide water detection was on the  
17 groundwater side. And I can't remember, have they  
18 continued the groundwater study?

19 MR. MERENDA: Yes, they have and that's an area  
20 in which we had a number of internal discussions. And  
21 there were some who were strongly encouraging us --

22 (END OF TAPE FIVE, SIDE A)

1 MR. MERENDA: -- time between what gets done in  
2 terms of application of a pesticide and when it shows up  
3 in groundwater. And we felt that we were better to --  
4 forgive the pun -- get our feet wet with surface water  
5 first and see how that worked out.

6 But, yes, USGS is continuing to monitor  
7 groundwater, and those data are quite valuable to our  
8 pesticide programs as we do our technical assessments.  
9 But in terms of developing an indicator, we were a little  
10 bit shy about how to deal with timing in a meaningful  
11 way, as opposed to having people look at it and say --

12 MALE SPEAKER: You mean in terms of --

13 MR. MERENDA: -- this thing has flat lined for  
14 20 years. What have you been doing.

15 MALE SPEAKER: Yeah. But in terms of sort of  
16 seeing a dose response curve here in terms of agency  
17 action and measurable metric response. But I think it  
18 would be arguable that -- you know, I don't think it's an  
19 exactly flat line. But it really actually has, I  
20 believe, gotten a lot more scientific respect in terms of  
21 the database, because there is still a lot of controversy  
22 around the USGS approach to, you know, when you monitor.

1 You know, what time do you interpret the surface water  
2 because of the variabilities during the course of the  
3 annual weather cycles and so on, planting and the like.

4 MS. MULKEY: This FSU project has been designed  
5 to really encourage participation of stakeholders. In  
6 fact, it's a little unsettling to me if none of you have  
7 heard from them, because their goal was to do a lot of  
8 outreach. And they're near to the end of this sort of  
9 phase, but I think they would still welcome any input.

10 MALE SPEAKER: You might want to give them the  
11 list of the PPDC.

12 MS. MULKEY: Yes, we probably should have, if we  
13 didn't. Maybe we did. I don't know what we did. We  
14 gave them a lot of information about our stakeholders.

15 A time check for a minute. We have only about  
16 nine minutes left for the whole session, which all we  
17 have to do is finish this. Joe has one more slide which  
18 is the budget outlook. If you two want to talk about  
19 this performance measurement issue, then let's take your  
20 comments, but keep them, you know, so we can finish and  
21 then have a little bit of time for discussion of  
22 everything.

1 I don't know who came up first, so we'll go with  
2 Bill.

3 BILL: As someone who has lived through more  
4 objectives, goals, strategies, measures and tactics than  
5 I would ever care to, I was a little concerned on the  
6 measures, in that these seem like things that are out of  
7 your control. And so I would encourage you to -- I like  
8 measuring widgets. You know, I mean, it's pretty easy to  
9 do, and it's pretty impactful. I think it's meaningful  
10 in a lot of ways, at least to people around here.

11 MS. MULKEY: We're not stopping with measuring  
12 widgets.

13 MR. MERENDA: Yes. Let me encourage you to take  
14 a look at the actual strategic plan. You will see that  
15 we have kept the widgets. And you're exactly right in  
16 saying that these are out of our control. That's been a  
17 source of considerable concern to various folks within  
18 our program, as well as others in other agencies who are  
19 dealing with GPRA. The concept of looking at what is  
20 happening broadly in the environment is generally out of  
21 the control, or it's certainly not directly managed by  
22 what we do.

1           And it is a philosophical difference that we're  
2 a little bit concerned that those who view GPRA as a way  
3 to decide where the dollars need to be spent may forget  
4 about that distinction and say, oh, well, the dollars  
5 that we've been spending in this program area isn't  
6 buying anything. Let's spend them somewhere else where  
7 we buy something real for our dollars.

8           But we're trying to kind of thread our way down  
9 the middle path here, and as I said, experiment with some  
10 of these measures while keeping widgets.

11           BILL: I think given -- yeah. I think given  
12 that some of the stuff is not in your control and having  
13 not seen the plan, I'm not sure about this. But I would  
14 just make real sure, since they're not really in your  
15 control, that they ramp up through your OGSM or whatever  
16 your term is for it, in that these measures relate to  
17 tactics that relate to strategies and objectives and  
18 goals.

19           MS. MULKEY: Larry?

20           MR. ELWORTH: Yeah. I would -- I think it's  
21 real important to distinguish between these as goals or  
22 objectives and as measurements. I mean, in a sense this

1 isn't so much a performance measure in terms of output,  
2 but as you were suggesting, an outcome or a result of the  
3 performance of the agency. So in that sense, you know, I  
4 would echo kind of what Bill said, but I just don't think  
5 this is a useful process. And we struggled with this at  
6 USDA. You can say we granted 10 million dollars in  
7 money, but what did that result in on the ground. So I  
8 think this is useful as long as you say that these are  
9 ways we're going to look at the effectiveness of our  
10 program and not set as goals.

11 The other thing in hearing what Jay was  
12 suggesting -- and there are a lot of questions that come  
13 up in this. What are you using as a benchmark. Are you  
14 looking at decreased levels or decreased numbers. This  
15 is the kind of thing that I think having either this  
16 group or some group of people to sit down and talk with  
17 you about, either in the development and/or looking at  
18 the results at the end of the year. It would be a real  
19 interesting discussion for you folks in deciding which  
20 experiments work and don't work and how do you cast them.

21 And I think it would be interesting for people  
22 in the affected communities to look at this and say,

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1       okay, well, here's what we think happened from what you  
2       folks did. It would certainly identify unintended  
3       consequences and give you some sense of what context  
4       these fit into. But whether you do it through us or some  
5       separate workshop, I think it would be a real interesting  
6       thing for public involvement.

7               MS. MULKEY: We're supposed to be trying to  
8       enhance our public participation in strategic planning.  
9       And we are trying.

10              MR. MERENDA: I'm very pleased to hear that  
11       suggestion, because I for one, and I think my colleagues  
12       who worked on this, would welcome the opportunity to  
13       engage in some dialogue on these. I guess it probably  
14       comes as no surprise to those of you who have been  
15       through similar processes that often the process is a  
16       hurry up and wait one, where there is a short period of  
17       time where one has to generate something, and then there  
18       is a long period of time and then all of a sudden it  
19       springs forth into the public.

20              But we're viewing this as something that we're  
21       engaged in for the long term. And so while we will  
22       probably change some of these, I think it would be very

1 useful to have some discussion as we get through our  
2 first round of reporting against these measures with the  
3 PPDC or a subgroup of the PPDC who is interested in  
4 talking about that and get some feedback so that we can  
5 move ahead with it.

6 MS. MULKEY: Okay. Do you want to do the last  
7 piece?

8 MR. MERENDA: Yeah.

9 MALE SPEAKER: Can I ask -- make one point  
10 before you do that?

11 MS. MULKEY: Yeah. I'm sorry, Phil. Go ahead.

12 MR. BENEDICT: I would encourage you to go back  
13 and look at groundwater. Your agency spent millions of  
14 dollars doing state plans for groundwater issues. You  
15 built a capacity for monitoring groundwater as generally  
16 not event driven. Surface water tends to be. I think  
17 it's really a much better indicator.

18 In our state, we still find detections. But  
19 they tend to be very low, and I think a lot of that is  
20 based on analytical equipment -- better analytical  
21 equipment today. I really think you've got a good  
22 example to show how your program has been successful. I

1 think there is an awful lot of data out there collected  
2 by states and other people that could show that.

3 I think detection is not a very good indicator.  
4 We have groundwater standards. We have MCL health  
5 advisories. Some states have PALs. Using some of those  
6 kinds of criteria in looking at what's happened over time  
7 I think would be real important. You also need  
8 regulatory decisions that were made to impact some  
9 chemical use on groundwater. And I think you can  
10 demonstrate measurably that these impacts have been real  
11 based on the regulatory decisions. I think it's a great  
12 opportunity for you to show a success story that you're  
13 not dealing with them perfectly.

14 The other one I would mention is I think you've  
15 got one on the horizon that I don't think you're dealing  
16 with. That's West Nile virus. The spray programs are  
17 going to continue, I think, for a while with that. And I  
18 guess my biggest concern is I've sat in on some of the  
19 CDC calls. And we're talking about using in some cases  
20 OPs there. Now you talk about exposure to people, with  
21 OPs there is one way to really increase it is to spray  
22 populations.

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1           So there is a big debate going on. What's going  
2 on in your agency has been kind of sitting on the back  
3 fence. You've got laid on the table everything that's  
4 registered. But just laying -- I don't think that's the  
5 way to do business today. I think you need to lay on the  
6 table everything that is registered and then help other  
7 people that don't have the expertise you have make  
8 decisions about which of those products are probably the  
9 more appropriate ones to be used today in some of these  
10 kinds of environments.

11           MS. MULKEY: Well, we can talk about that at  
12 some length. But the short form is, we have been very  
13 active, and our regions have been very active, in working  
14 with the people faced with the West Nile virus to focus  
15 on early prevention and larvacidal control. So I think  
16 we're not as passive as you just said.

17           MR. BENEDICT: Well, I hope not. I'm talking  
18 about this whole plan, though, to spray the whole  
19 northeastern corridor.

20           MS. MULKEY: Well, there is a --

21           MR. BENEDICT: And that's the part that bothers  
22 me.

1 MS. MULKEY: -- sort of worse case scenario plan  
2 CDC has developed. That's true. But they have worked  
3 with us on that and it's not -- it is a last resort plan.  
4 It's not a first resort plan.

5 Let's get the last slide in.

6 MR. MERENDA: Budget Outlook. I guess with most  
7 things, there is some good news and some bad news. If we  
8 had little icons here, there would be a generally smiling  
9 face for 2001 and a very quizzical face for 2002, would  
10 be my short statement of what's here. Basically we have  
11 in the 2001 budget, a modest increase in dollars that are  
12 available to us, but a small decrease in staff.

13 MALE SPEAKER: That means you're making more  
14 money, right? Congratulations.

15 MR. MERENDA: No.

16 MS. MULKEY: Not salary dollars.

17 MR. MERENDA: Not salary dollars, unfortunately.

18 MALE SPEAKER: Oh.

19 MR. MERENDA: But what it does mean is that we  
20 are under continuing pressure to find ways to do even  
21 more through extramural vehicles than we have been doing  
22 to use our staff -- the federal employees -- more and

1 more to manage contract activities in order to get the  
2 work done, rather than doing the work directly  
3 themselves. But that is an ongoing thing.

4 MS. MULKEY: At the margins. At the margins.

5 MR. MERENDA: At the margins.

6 MALE SPEAKER: What are you saying? You have  
7 more contract funds for registration and tolerance  
8 reassessment?

9 MS. MULKEY: Yes.

10 MR. MERENDA: Yes.

11 MALE SPEAKER: But you don't have -- what  
12 happened to -- what happened? Why did you get a staff  
13 decrease?

14 MR. MERENDA: The agency as a whole has been  
15 told by the Congress that the EPA will have -- and I  
16 forget the number, but it's something like 1,200 fewer  
17 employees at the end of 2001 than it had at the end of  
18 2000. And the pesticide program -- we certainly aren't  
19 going around saying the sky is falling, because we have  
20 been spared pretty much from having to take actual  
21 reductions. But we definitely have had no growth, and  
22 we've had marginal reductions as part of the across the

1 board impact.

2 MR. ELWORTH: Okay. So that 16 million dollars  
3 you got when FQPA passed --

4 MS. MULKEY: Well, we're not declining from  
5 before FQPA. We're talking about -- this is from 2000 to  
6 2001.

7 MR. ELWORTH: How much below the President's  
8 request is it?

9 MR. MERENDA: We're pretty much at the  
10 President's request for the registration, re-registration  
11 and tolerance reassessment activities. One of the odd  
12 quirks of this -- and that's what is indicated by the  
13 third bullet -- is areas that we're not protected in the  
14 budget jargon in this process end up having to absorb  
15 what is called the general reduction. And in this  
16 particular instance, EPA had an overall general reduction  
17 of some 46 million dollars plus, of which roughly 10  
18 percent fell upon OPPTS, and about half of that on OPP,  
19 all of which had to be absorbed from areas other than  
20 registration, re-registration and tolerance reassessment.

21 So, for example, areas such as certification and  
22 training, or worker protection, basically we're trying to

1 keep them as much as possible at our FY 2000 levels. In  
2 some instances we're actually going to have to reduce  
3 them somewhat below the FY 2000 levels and absorb a  
4 general reduction.

5 But if you look at it overall, the big picture,  
6 we're up on dollars. We're slightly down on staff.

7 MS. MULKEY: Program wise.

8 MR. MERENDA: Program wise.

9 FEMALE SPEAKER: Joe, how about STAG money?

10 MR. MERENDA: STAG money is straight line.  
11 Thank you. That is a good point.

12 FEMALE SPEAKER: And STAG money is the money  
13 that goes to states and tribes to fund their partnership  
14 grants.

15 MR. MERENDA: Yes. State and Tribal Assistance  
16 Grants. That's what it stands for. And the salary money  
17 is really part of the whole picture, and there are, of  
18 course, yearly increases, cost of living increases and so  
19 forth which cause a regular shift of money from the  
20 contracts and grants into salaries. In this case, we  
21 have enough increase in the dollars that we actually have  
22 more dollars available for contracts and grants in 2001

1 than we had in 2000 for registration, re-registration and  
2 tolerance reassessment activities.

3 Now you mentioned, Larry, the 16 million  
4 dollars, which is a great lead in to my last bullet, and  
5 I'll just come back to the next to the last one in a  
6 moment. There was -- you're referring to the  
7 registration maintenance fees. Under FQPA they were  
8 extended at 16 million dollars for fiscal years '97  
9 through 2000. They dropped to 14 million dollars this  
10 year and 2001. And they end abruptly to zero in 2002,  
11 which is why in part we say that for 2002 it's too early  
12 to discuss, because there is no President's budget  
13 request yet. That doesn't happen until January, and  
14 perhaps with the new administration coming in, there will  
15 be --

16 MALE SPEAKER: Presumably.

17 MR. MERENDA: Presumably. But even before the  
18 current delays, the federal government has been  
19 proceeding with what they're calling a current services  
20 budget, and then assuming that the new administration,  
21 whichever one it is, will seek to deal with their own  
22 directions and initiatives subsequent to coming on the

1 scene. So we don't really know, nor could we even if we  
2 did know talk about it at this point where the  
3 administration is headed on 2002.

4 But we do know that expiration of the  
5 registration maintenance fees is a big issue for the  
6 pesticide program. Those maintenance fees pay for the  
7 salaries of over 200 of our 835 approximately employees,  
8 so 25 percent of the folks who do pesticide work are paid  
9 for by those funds. And I can assure you that EPA's  
10 Controller's office and the Office of Management and  
11 Budget and many others are well aware of this problem and  
12 are thinking about how they're going to deal with this  
13 problem. And I don't know how it's going to get dealt  
14 with. I'm not sure anybody else knows yet how it's going  
15 to get dealt with. But we are certainly hopeful that it  
16 will be dealt with.

17 The next to the last bullet is, I guess, an  
18 example of how one of these things does get dealt with.  
19 In the 2001 budget the administration decided that  
20 because we were expected to issue the new tolerance fee  
21 rule after October 1st of 2000 -- because Congress had  
22 told us we would not -- we could not do it before then --

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1 the President's budget request actually offset our  
2 appropriation request for the pesticide program by seven  
3 million dollars based on the anticipated fee collections  
4 under the new tolerance fees.

5 Well, as many of you probably know, when the  
6 Congress enacted EPA's appropriation bill, they said no,  
7 you will not finalize the tolerance fees and the agency  
8 will, nonetheless, fund the pesticide program at the full  
9 amount previously expected. And so part of that 46  
10 million dollars of general reduction I mentioned a few  
11 minutes ago was seven million dollars that basically the  
12 agency had to eat from its overall appropriations to  
13 fully fund the pesticide re-registration activities to  
14 make back that seven million dollars. We're hoping  
15 that's not what happens for 14 million dollars next year,  
16 because that will hurt even more.

17 MS. MULKEY: One thing that might be worth  
18 mentioning -- and I don't want to be an alarmist or  
19 anything. But when you have funds that fund personnel,  
20 should those funds be eliminated, you don't and can't  
21 simply eliminate those personnel because of the way the  
22 personnel system works. There is actually an agency wide

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1 impact about how you de-occasion personnel.

2 But in the short term, you scare the hell out of  
3 everybody, because it's not like you frighten the 200  
4 people who are funded by this. You create a dynamic,  
5 which -- and that has obviously impacts on the ability to  
6 get work done and a lot of other things.

7 So the uncertainty associated with this has a  
8 cost. And the actual impact, of course, would be -- you  
9 would sort of be able to measure it eventually, but the  
10 impact of anticipation is a very troublesome impact.

11 MR. VROOM: Would it be helpful if those of us  
12 who represent the industries who are paying those fees  
13 now would try to draft a letter to you or someone at the  
14 agency, just indicating that, you know, we generally are  
15 supportive of and re-authorizing, you know, the --

16 MALE SPEAKER: Hasn't that already been done,  
17 though the congressional appropriations process?

18 MR. VROOM: This is not an appropriations  
19 question. This is an authorization question.

20 MALE SPEAKER: But they made that comment in the  
21 appropriations bill.

22 MS. MULKEY: This past bill was silent on this

1 issue.

2 MALE SPEAKER: Right.

3 MS. MULKEY: I don't think we would be  
4 comfortable inviting a letter like that.

5 (Laughter)

6 MR. VROOM: Okay. Clearly, certainly ACPA plans  
7 to be an advocate for extension of that authority, even  
8 though it probably means prying open FIFRA a tiny little  
9 bit this year, which we would probably rather not do  
10 otherwise.

11 MS. MULKEY: Well, I think that certainly the  
12 Congress always wants to know how affected entities of  
13 all sorts carry it out. But it's not our --

14 MALE SPEAKER: Speaking to the point you're  
15 raising -- and I've heard you and your predecessor and  
16 many others say the same thing over time, that there is a  
17 concern among EPA employees generally about this kind of  
18 a deadline coming and nervousness that it creates.

19 MS. MULKEY: There is a potential for it. I  
20 mean, part of my job is to try to be a responsible  
21 leader, which means on the one hand not to tell people  
22 don't worry, be happy, unless I'm confident that they

1       could not worry and be happy. But on the other hand, to  
2       prevent unnecessarily alarmist reactions, we do have  
3       responsibilities. And, you know, it's dicey to even say  
4       something in a form like this, because you don't want to  
5       create a monster. I will say that our work force for  
6       today is very focused on getting the work done, and there  
7       is not a lot of current undercurrent of alarmism. But  
8       it's early days yet in the fiscal year.

9                We've eaten up all our time. It's great that  
10       there has been as much enthusiasm around this topic as  
11       there has been. I don't want to cut off any discussion.  
12       Our time is your time. What I would like to do is see if  
13       there are any tent cards that would like to continue this  
14       dialogue. And if not, we will adjourn until tomorrow.  
15       There will be some opportunities tomorrow, so that if  
16       this is a topic where you want to continue, there will be  
17       some chances.

18               MR. ELWORTH: Well, Marcia, I would like to know  
19       a little bit more about this budget stuff.

20               MS. MULKEY: Joe is available to you at any time  
21       and he's on top on this.

22               **(Laughter)**

1 MR. ELWORTH: Thank you, Joe.

2 MS. MULKEY: We can go into this -- it's mind  
3 numbing, this general reductions, blah, blah, blah. And  
4 there is sort of the story behind the story behind the  
5 story. But the bottom line is that there is a very  
6 modest net income in our dollars after all the dust  
7 settles that is real, and we don't expect any program to  
8 suffer significantly below 2000 in the internal dominos.

9 In other words, we're not going to have a big  
10 wholesale cut. There may be some programs that were  
11 funded at a million last year that are going to be funded  
12 -- non-protected programs -- at what, 900 K or something.  
13 But for the most part, we are in a steady state  
14 everywhere and material growth in dollars in these big  
15 ticket items.

16 MR. ELWORTH: Yeah. I'm interested at some  
17 point in knowing what the general trends are. You know,  
18 was it two years ago or three years ago all the hits you  
19 took in cuts and you had to take all the --

20 MS. MULKEY: Right. This is definitely --

21 MR. ELWORTH: So I'm interested in what's going  
22 on.

1 MS. MULKEY: This is a far better year for us  
2 than last year. Last year it was a real cut.

3 MALE SPEAKER: Yeah.

4 MS. MULKEY: A real cut. This year it's a real  
5 increase.

6 MALE SPEAKER: Uh-huh.

7 MALE SPEAKER: This year being the current  
8 fiscal year?

9 MS. MULKEY: The year that started in October.

10 MALE SPEAKER: Right.

11 MALE SPEAKER: Okay.

12 MS. MULKEY: Okay. Well, have a nice evening.  
13 See you all bright and early, bright eyed and busy  
14 tailed. What time do we start tomorrow? Nine.

15 (END OF MEETING)

16

17

18

19

20

21

22



1 Pesticides and Toxic Substances  
2 SUSAN WAYLAND Acting Assistant Administrator  
3 Office of Prevention, Pesticides  
4 and Toxic Substances  
5 JAMES V. AIDALA Assoc. Assistant Administrator  
6 Office of Prevention, Pesticides  
7 and Toxic Substances  
8 STEPHEN L. JOHNSON Deputy Assistance Administrator  
9 Office of Prevention, Pesticides  
10 and Toxic Substances  
11 MARGIE FEHRENBACH Designated Federal Officer  
12 Office of Pesticide Programs  
13  
14  
15  
16  
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18

19 Day Two

20 November 30, 2000

21 PROCEEDINGS

22 - - - - -

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1 CHAIRPERSON MULKEY: Good morning, all. It is  
2 9:00. Time for your friendly PPDC meeting. Because it  
3 is the first time we sit down together, I will,  
4 notwithstanding my Martinet-type of approach to getting  
5 things going on time.

6 We do want to acknowledge the arrival of some  
7 folks who weren't here yesterday. That doesn't include  
8 Jim who was here yesterday, but he may have some opening  
9 thoughts. Have you?

10 MR. AIDALA: No, just to say I truly honestly  
11 planned to be back for a large part of yesterday, and a  
12 number of things ate my homework. I'll put it that way,  
13 so I apologize.

14 MS. MULKEY: We're glad to have you this  
15 morning. We note that Theresa Murtagh is here.

16 MS. MURTAGH: Good morning.

17 MS. MULKEY: From the Department of Agriculture.

18 MS. MURTAGH: Subbing for Al.

19 MS. MULKEY: A note to raise. Jenny Taylor,  
20 the Pest Management Regulatory Agency of Canada is here.  
21 She faithfully attends a lot of our stakeholder sessions.  
22 Beth Marshall, PPDC member, has been able to join us.

1 And we do expect some folks who were not here yesterday,  
2 other members, but I don't yet see them.

3 UNIDENTIFIED MALE: Ray, Bill and Jay are in the  
4 hallway.

5 MS. MULKEY: Yeah, they were all here. So it's  
6 time without further ado to kick off this morning  
7 session.

8 We have allocated almost two hours to this  
9 session as well. We hope that we can keep our  
10 presentations a little briefer than we did for  
11 residential. So we still have the full hour of  
12 discussion.

13 We're going to start with an overview of the  
14 Risk Assessment Process for Workers. This is something  
15 that we have presented in a number of fora, but we hope  
16 it will be useful to you.

17 Then we have a discussion of a portion of the  
18 public participation process, that is, the conference  
19 calls, because there's an interest in worker/community  
20 participation in that.

21 And I don't know whether we anticipate some  
22 attendance by some folks with a particularly keen

1 interest in that. But what we might do is flip that with  
2 the national assessment to maximize the availability of  
3 folks who have a particular interest in that.

4 And then Kevin Keaney is going to talk a little  
5 bit about the work that the Agency has going on with a  
6 number of stakeholders involving a national assessment of  
7 the Work Protection Program. And that has to do  
8 primarily with the implementation of the Work Protection  
9 rules.

10 So those are the various pieces of this puzzle  
11 that we plan to talk about. And then we will hopefully  
12 have a good, healthy discussion from you guys.

13 So, who's going to kick us off? Jim, okay, very  
14 good.

15 MALE SPEAKER: Good morning and thanks for the  
16 opportunity to be here. Today, I'd like to give an  
17 overview of how we do worker risk assessments. I'll  
18 touch on how the numbers are crunched, the data we use,  
19 where we get the data, and where we see ourselves going  
20 in the future.

21 I found this 1972 quote from President Nixon a  
22 few weeks ago and thought it was a good way to start

1 today's discussion. It says, "Essential to a sound  
2 national pesticide policy are measures to ensure that  
3 agricultural workers are protected from adverse exposures  
4 to toxic chemicals."

5 I think this is important to focus -- because it  
6 focuses us on how we got to where we are today. We've  
7 been active in the area of worker protection for many  
8 years and have continually built on our long-standing  
9 partnerships with stakeholders to improve our process.

10 We also recognize that under FIFRA, worker  
11 protection is a balancing act between risk and benefits.  
12 The Agency and you, the stakeholders, struggle with this  
13 on a daily basis.

14 In our worker risk assessments, we look at two  
15 major groups of exposed people. The first are those who  
16 are involved with applications and we generically call  
17 these people handlers. You can see in this picture a  
18 pilot making an application. And for this kind of use,  
19 we would look at the exposures to the pilot and also to  
20 the person who loaded up the aircraft.

21 And for handlers, we look at a variety of other  
22 industries, not only but agriculture -- not only

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1 agriculture, but many others including the nursery and  
2 landscape industry, structural pest control people, uses  
3 on animals.

4 For example, a lot of USDA and veterinary uses,  
5 public health uses like mosquito control, forestry, and  
6 then of course lawn care and golf course industry. And  
7 we know that there are people in each of these industries  
8 that are exposed, so we do consider them in our risk  
9 assessments.

10 In the second group, we really consider in our  
11 assessments are people that are exposed because they have  
12 to work in areas that are previously treated with  
13 pesticides, and we call these generically re-entry  
14 exposures.

15 And you can see someone in this picture  
16 harvesting apples. And for this kind of use, we would  
17 consider the exposures to the harvester, but also many  
18 other activities that, for example, would be associated  
19 with the cultivation of apples like thinning, for  
20 example.

21 And again, we not only look at uses and  
22 exposures in agriculture, but a variety of other kinds of

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1 industries. For example, people who do golf course  
2 maintenance, and particularly people in the nursery  
3 industry and floral culture, looking at doing cut flowers  
4 and those kinds of things.

5 So what now I would like to do is kind of focus  
6 in on -- highlight some of the details about how we do  
7 this, the data we use, how we crunch the numbers and  
8 where we see ourselves moving in the future.

9 This slide just shows the kinds of monitoring  
10 data that we use. When we monitor workers, one of two  
11 methods are generally used. The first measure is what  
12 can get on the skin or can be inhaled. And we measure  
13 what gets on the skin using patches or long underwear,  
14 except for the hands and the face.

15 In the hands and face, we measure with  
16 collecting, for example, wash water on the hands. We can  
17 also look at exposures by collecting urine and the amount  
18 of chemical residues that are in urine.

19 And then for the re-entry exposure, we also look  
20 in the areas that have been treated previously, what can  
21 rub off on the skin. And we measure this with what's  
22 called a dislodgeable foliar residue from the surfaces of

1 the plants.

2 Along with the exposure data, there are many  
3 other key building blocks in the process. And we have  
4 built on many longstanding partnerships to get this kind  
5 of information. We've worked very closely with many  
6 organizations to better our process and this slide just  
7 illustrates some of the types of organizations we've  
8 worked with to get this information.

9 For example, we've worked very closely over the  
10 last few years with USDA and the Health and Human  
11 Services to get information about actual cultural  
12 practices. And then, for example, with HHS to get  
13 information about mosquito control issues.

14 And we've also worked very closely with  
15 different registrant task forces, like the ARTF, which is  
16 the Agricultural Re-Entry Task Force. And we've actually  
17 provided technical oversight for them for about the last  
18 six years since the inception. And I'll talk more about  
19 what the ARTF is in a little while.

20 And then, of course, with the Phase VI, the six  
21 phase process we're doing that we piloted and started  
22 with the organophosphates. We've worked a lot with a

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1 variety of different commodity organizations and other  
2 groups like Bob's group. And then, of course, with the  
3 public interest groups as well in the same Phase VI  
4 process.

5 Another key element to our risk assessments is  
6 getting better information on use and usage and how  
7 chemicals are involved with actual agricultural  
8 practices. And again, we rely on our partners to provide  
9 this kind of information.

10 And this is some of the sources of information  
11 that we've routinely used over the years, different  
12 government and industries surveys, for example the NAS  
13 information and the census of agriculture. Of course,  
14 any information we can get from Extension Services, the  
15 stakeholders through the current public participation  
16 process and other activities.

17 For example, this very moment, some of our  
18 colleagues are meeting the National Ag Applicators  
19 Association to talk about getting more use and usage  
20 information.

21 And then of course, the different literature in  
22 the trade press, for example, we might look at how

1 equipment types and engineering components of equipment  
2 that's available now would affect exposures and that's  
3 where we get that kind of information, and also the  
4 different product labels.

5 The other two key factors on this slide are we  
6 look at what's typical use and that's the -- try to get  
7 as much information as possible to try to account for  
8 most of the kinds of practices that are going on in  
9 agriculture, for example. But we also have to look at  
10 what's allowable by the label to make sure that when we  
11 let a label go, that it's protective.

12 UNIDENTIFIED MALE: Jim, do you know our  
13 handouts are real different from these?

14 UNIDENTIFIED MALE: Not real, just.

15 UNIDENTIFIED MALE: Well, mine is. Maybe I got  
16 the only one. No, okay. I just --

17 UNIDENTIFIED MALE: I didn't know that. I  
18 apologize.

19 UNIDENTIFIED MALE: No, don't apologize.

20 UNIDENTIFIED MALE: He's easily confused.

21 UNIDENTIFIED MALE: He's got the Palm Beach  
22 version.

1 UNIDENTIFIED MALE: They're fine. Actually  
2 there's more stuff.

3 UNIDENTIFIED MALE: Yeah.

4 MALE SPEAKER: Okay. The other -- more  
5 information. The other issue is the Agency has developed  
6 a science policy paper on this issue and I just put the  
7 web site on this slide. So if you want to get that and  
8 read more detail about it, you could find that at this  
9 location.

10 I think what I'd like to do now is to focus in  
11 on how we're actually doing these risk assessments and  
12 for the handlers, and remember that's the people involved  
13 in the application. This slide just shows how we  
14 actually calculate handler exposures. And you can see  
15 that exposures are related to how much can be treated in  
16 a day which is the acres term right there. The  
17 application rate, and again, which we get from the label  
18 or, you know, we also use typical use information when  
19 it's available and what people weigh.

20 And then the other factor that everyone is  
21 interested in is the exposure values. And we get these  
22 exposure values from actual measured workers and the

1 exposures depend on the kinds of products they used.

2 For example, the exposures will be different for  
3 someone using a liquid or a dust formulation. What kind  
4 of equipment they use in the application, the exposures  
5 would be, let's say different from somebody using a  
6 ground boom sprayer versus an airblast sprayer. And also  
7 whatever kinds of protective equipment they use. If  
8 someone uses, let's say, gloves or a closed cab tractor,  
9 that would lower their exposures.

10 And the other, I guess, the real key factor here  
11 is that we believe these factors impact exposures, let's  
12 say more than the identity of the chemical active  
13 ingredient when you're making applications.

14 We prefer to get our exposure estimates from  
15 data that are specific to the use pattern. And for each  
16 chemical that we're looking at in our process, we don't  
17 have this specific information many times so we rely on a  
18 system called the pesticide handler exposure database for  
19 these estimates many times.

20 And I'd like to focus on what PHED is now  
21 because it's used so often. PHED is actually one of the  
22 best examples of the Agency working in partnership with

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1 various stakeholders and other organizations. It was  
2 developed by us starting in the mid 80s along with Health  
3 Canada and California Department of Pesticide Regulation  
4 and then various industry companies are involved.

5 We recognize, however, that there's always room  
6 for improvement and we've recently started an initiative  
7 to upgrade this system through ACBA and the working group  
8 with Health Canada and the California DPR.

9 Okay, PHED, it's a database that contains real  
10 data from monitored workers and it has data in there from  
11 a variety of different application methods, levels of  
12 personal protection and a variety of products. And it  
13 can be used, and this is how we use it to provide  
14 different exposures based on the protection level used,  
15 how it was applied and the type of product.

16 And we generically call these scenarios in our  
17 risk assessments. And currently in the system, it has  
18 information from 1,700 or so monitor workers from a  
19 hundred different studies, give or take.

20 The next couple of slides just illustrates some  
21 of the scenarios that we -- that are included in PHED.  
22 You can see in this slide an airblast application in

1 apples. We measured -- we have measured exposure data  
2 that shows if a person is using a tractor with no cab and  
3 they wear normal work clothing, when they use this kind  
4 of equipment, that they're unit exposure -- that's how we  
5 term the values that come out -- are 0.36 milligrams per  
6 pound AI applied.

7 Now, we also have measured exposure data with  
8 different levels of personal protection. So if they  
9 would make this kind of application, let's say, with a  
10 tractor with a cab, their exposures would be lowered and  
11 the monitor data show that and the value we get is 0.019  
12 milligrams per pound AI applied. And keeping in mind  
13 that these values are all real measured data.

14 UNIDENTIFIED MALE: Are these the amount of  
15 chemical on the clothes or on the person?

16 MR. AIDALA: It's what would be on the skin  
17 underneath --

18 UNIDENTIFIED MALE: I mean goes --

19 MR. AIDALA: What goes through the cab.

20 UNIDENTIFIED MALE: What goes through the long  
21 pants and the long sleeved shirt.

22 MR. AIDALA: Right. Going through the long

1 pants and the long sleeves, on the skin or, you know,  
2 going through the cab and then going through the long  
3 pants and the long sleeves and then gets on the skin.

4 In this slide, this slide just shows another  
5 scenario. And this is a closed cab tractor with a ground  
6 boom sprayer. And again, we have measured data for this  
7 scenario where people with a tractor with no cab, for  
8 example, wearing normal work clothing, their exposure  
9 would be 0.014 milligrams per pound.

10 And if they use a tractor with a cab, again, you  
11 see from the data that the exposures are lowered and the  
12 value we have there is 0.005 milligrams per pound AI  
13 applied. And again, it's based on real monitored data.

14 I said earlier that we were -- had initiated a  
15 process to improve the database and upgrade the database.  
16 And some of the improvements we'd like to make are to  
17 make better use of the data. For example, you know,  
18 eventually we want to move to a probabilistic type of  
19 approach for doing worker risk assessments.

20 We want to expand and strengthen the data. We  
21 want to look at areas where we feel we need more  
22 information such as high acreage treatments for aerial

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1 application and try to get that kind of information. And  
2 then we want to address some of the uncertainties with  
3 the different measurement methods.

4 Because like I said, we have a hundred different  
5 studies with pretty much as many different investigators  
6 and labs and they all do things a little bit differently.  
7 So we want to make sure that, you know, we address some  
8 of those differences and how we use the data.

9 What I'd like to do now is kind of switch gears  
10 and talk about how we do post-ap risk assessments or the  
11 re-entry portion. And this slide just shows the equation  
12 that we use for these kind of calculations. And you can  
13 again see that the exposures related to how much time  
14 people work each day and what they weigh. And those are  
15 pretty standard factors.

16 And then the exposure values we use are from  
17 actual measured workers again. And they depend on the  
18 amount of contact that people have with the treated  
19 plant. And this is related to what they're doing, the  
20 kind of job they're doing and the kind of plants that  
21 they're working with.

22 And this is called the transfer coefficient.

1 And we have different transfer coefficients that we use  
2 for different kinds of jobs and different crops.

3 And the exposures are also related to how much  
4 is on the surface of the plants that they work in, how  
5 much can rub off on their skin, and we call this the  
6 dislodgeable foliar residue again.

7 And these calculation -- this calculation here,  
8 this is the basis for the restricted entry interval  
9 proposals that you see in the risk assessments.

10 These next couple of slides just illustrate some  
11 of the different transfer coefficients that we use. You  
12 can see in this slide people harvesting lettuce. And we  
13 have measured data that we use and it shows that the  
14 transfer coefficient for this scenario is 2,500  
15 centimeters squared per hour.

16 And we use this information to address the same  
17 kinds of activities in similar crops, like someone  
18 harvesting collards or kale -- (inaudible). And again,  
19 keep in mind, these are real measured data.

20 And this slide just shows another different  
21 transfer coefficient for someone harvesting apples. It's  
22 3,000 centimeters squared per hour. And again, we would

1 use this for different similar crops with similar  
2 activities like peaches and pears, for example.

3 And again, this is -- I actually took this at a  
4 exposure monitoring study conducted by the ARTF last  
5 year. So this is actual data point that we are using.

6 In this slide is just a kind of graphical  
7 representation of the kinds of calculations that we do.  
8 And you can see that as time goes by, that the FR data  
9 dissipate and then the corresponding exposures get lower  
10 and I'll walk through the slide here a second.

11 So on this axis, you have the DFR levels in  
12 units. And the units we used for them is micrograms per  
13 centimeter squared. And then this -- the Y -- the X axis  
14 is the days after application. And this is actually a  
15 real data set. And you can see that over time, the DFRs  
16 dissipate and then we calculate exposures for each day  
17 after application with a transfer coefficient. That's  
18 where we get the exposure values from.

19 And this -- the red line is just a higher  
20 application rate than the blue line. I think the red  
21 line is four pounds an acre. And then the blue line is a  
22 pound and a half per acre. So that's why there are

1 differences in the curves there.

2 UNIDENTIFIED MALE: It would be interesting if  
3 the data didn't.

4 MALE SPEAKER: All right. The re-entry exposure  
5 areas, an area where we're doing -- getting a lot of  
6 different kinds of information and the major source of  
7 this information is the Agricultural Re-Entry Task Force,  
8 or ARTF. And this is a large industry group that was  
9 formed about six years ago, I think. And it has 30  
10 members and it's in the process of developing this  
11 extremely large information source.

12 And some of the kinds of information that  
13 they're generating is a large grower survey where I think  
14 they surveyed 96 different crops in 16 regions of the  
15 country. And this survey helps us to understand actually  
16 the kinds of activities that are being done in  
17 agriculture. You know, when they're done, the frequency,  
18 and actually what they're doing.

19 And they've also developed a large set of  
20 exposure data. I think it's about 70 different crop and  
21 job combinations that they're developing transfer  
22 coefficient values for. And we're using these data now

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1 as they come in. And we've actually used these new  
2 transfer coefficients as much as possible, for example,  
3 with the current organophosphate process.

4 So, now I think I'd like to just talk about  
5 where we see ourselves going in the future. I think  
6 we've come a long way, but there's always a lot of --  
7 there's always room for improvement.

8 In this slide -- illustrates some of the steps  
9 that we will be taking in the future. And we believe  
10 that these will make our process better and more  
11 informed. And the major efforts that we see happening in  
12 the near future are we want to make the most use possible  
13 of the ARTF data. We want to complete our initiative to  
14 upgrade the pesticide handler exposure database. And we  
15 want to collect more exposure and use information,  
16 particularly use information.

17 We'll also be making a major push to use data --  
18 the kinds of data that Chris Saint talked about yesterday  
19 from ORD. For example, where we want to incorporate  
20 things like the agricultural health study which is being  
21 done at NIOSH and some of the ORDs work with farm worker  
22 children, and as far as consideration in our risk

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1 assessment process and decision making process.

2 And just some final thoughts. I -- we believe  
3 that we do quality risk assessments with the information  
4 that we have, but we believe that, you know, there is  
5 room for evolution and improvement.

6 And we believe that some of the key challenges  
7 for us are to remain current with the trends in  
8 agriculture and also with risk assessment science because  
9 it's a rapidly evolving field. And we want to build on  
10 our long history of partnerships with the stakeholders to  
11 move forward. So if you have questions?

12 MS. MULKEY: Before we're taking clarifying  
13 questions, I want to greet and welcome Dr. Zuroweste.  
14 Have I pronounced it correctly?

15 DR. ZUROWESTE: Correct.

16 MS. MULKEY: Jim mentioned yesterday, Dr.  
17 Zuroweste is a new member of PPDC. He is a family  
18 physician with a focus on, among others, farm workers and  
19 their health issues from nearby, Chambersburg,  
20 Pennsylvania. So we're very glad to have you.

21 DR. ZUROWESTE: Thank you. Sorry I was late.

22 MS. MULKEY: That's all right. You weren't very

1 late at all. So if we have any clarifying questions? If  
2 not, we'll do the other two parts of ours and we should  
3 be well -- we should be well within our hour, more than  
4 within it for discussion. So you don't have to speak up  
5 now in order to participate in the discussion. But if  
6 you need something clarified, Jose?

7 DR. AMADOR: Just a quick question. On the post  
8 application assessment, your DFR, is that calculated  
9 before the re-entry period or after the re-entry periods?

10 MALE SPEAKER: Well, we would --

11 DR. AMADOR: That's the amount that we can  
12 dislodge from the residue -- the leaf, right?

13 MALE SPEAKER: That's what we based the re-entry  
14 period calculations on, so can we get back to that slide,  
15 Bill, with the graph?

16 DR. AMADOR: Post application assessment? No,  
17 back some more.

18 MALE SPEAKER: No, I think this -- so, what we  
19 do is start with dissipation data for the chemical and  
20 the crops that we're interested in and look at how it  
21 behaves on those particular crops. And then we use that  
22 information to calculate exposures using those transfer

1 coefficient values that I was talking about.

2 For each -- so we'd look at a crop and how the  
3 chemical behaves on the crop and then the kinds of jobs  
4 or tasks that somebody would be doing and couple that  
5 dissipation information with the jobs that we're  
6 interested in.

7 MS. MULKEY: What Jose is asking is, is the  
8 dislodgeable sole area residue value calculated only at  
9 one point in time?

10 MALE SPEAKER: Oh, no.

11 MS. MULKEY: Or do you calculate it at multiple  
12 points in time?

13 MALE SPEAKER: Right. The way that we ask  
14 people to do studies is to collect information over a  
15 period of days from the application and then we use that  
16 information to characterize the kinetics of how the thing  
17 dissipates and then use that information.

18 DR. AMADOR: So the exposures that go down as  
19 the date after the application.

20 MALE SPEAKER: Right. So the exposures would  
21 just track what the dissipation rate of the chemical.

22 DR. AMADOR: Thank you.

1 MS. MULKEY: J.J., did you have a clarifying  
2 question?

3 DR. STEINBERG: Two quick things. One is that  
4 if we could see that science policy web site again and  
5 maybe let it linger there for a few seconds so we could  
6 jot that down.

7 MS. MULKEY: That was near the beginning.

8 MALE SPEAKER: Yeah.

9 DR. STEINBERG: And the other thing is that, you  
10 know, again, this is an example where we clearly need to  
11 have, you know, we need to love our epidemiologist. And  
12 these data must be available and the epidemiologist must  
13 be able to say that it's accessible and it's convenient  
14 and it's easy to get at.

15 I hate to use the word, but we do have a Drug  
16 Czar in America, a general of the Army. We do, in a  
17 sense, almost need a data czar. There is so much rich  
18 data available, and to make that data accessible and  
19 easily available to the citizens, to industry, to  
20 scientists, really needs to be underscored.

21 And unfortunately, that will be a theme that I  
22 may mention two or three more times. I apologize for

1 that.

2 MS. MULKEY: Why don't we come back to that in  
3 discussion. Maybe we can talk a little bit about what we  
4 know about accessibility now. But we can hold that to  
5 the discussion session. Larry, did you have a clarifying  
6 question?

7 MR. ELWORTH: Just a quick question back on that  
8 slide you had a moment ago. Is that an actual -- is that  
9 particular slide based on actual data?

10 MALE SPEAKER: It is. It's an actual  
11 dissipation data for organophosphate.

12 MR. ELWORTH: Okay. Then I'm assuming that what  
13 strikes me about it is it's remarkably smooth and during  
14 harvest -- well, as a matter of fact, as soon as you  
15 decide to harvest, it starts raining. So it seems like  
16 an awful smooth curve. I'm assuming it's a place where  
17 it doesn't rain for 60 days.

18 MALE SEAKER: This particular chemical, we had  
19 several studies on it. And it pretty much in different  
20 crops, different regions of the country, you see the same  
21 thing.

22 UNIDENTIFIED MALE: But some -- that is true in

1 some -- that's why we ask for a whole bunch of studies.  
2 Some get smooth curves like this. Some have curves with  
3 breaks and stuff.

4 MS. MULKEY: And he said this was several  
5 different studies and you combined the curves?

6 MALE SPEAKER: No, this is one study.

7 MS. MULKEY: I see.

8 MALE SPEAKER: But the -- all the data for this  
9 particular chemical looked pretty similar.

10 MS. MULKEY: And Jay.

11 MR. VROOM: J.J.'s reference to epidemiology  
12 reminds me that I'm not sure I really understand the  
13 current role of epidemiology in regulatory action. I  
14 don't think there is any explicit impact. But maybe you  
15 could just speak to that a little bit, Marcia or Alex?

16 MS. MULKEY: You guys want to take a crack at  
17 that and then --

18 MR. VROOM: And then -- go ahead and then.

19 ALEX: Well, we used that -- we looked at the  
20 epidemiological study and we make sure that it's  
21 consistent with the, with the results of what we're  
22 getting. If we do a risk assessment and it shows that

1 the MOEs are all 0.05, you would expect to see something  
2 happening out in the real world.

3 And if we don't see something happening, we  
4 might suspect that our calculations need to be further  
5 refined. That's pretty much what we do in HED. I don't  
6 -- maybe --

7 MR. VROOM: And probably in worker protection,  
8 there is a more robust database of epidemiology than you  
9 would find in other exposure areas. Is that generally  
10 correct?

11 MALE SPEAKER: I would say it's probably true.

12 MR. VROOM: Does the Agency have anyone in  
13 epidemiology on staff in OPP?

14 ALEX: We have three people. We have Jerry  
15 Blondell is the one that does most of that.

16 MR. VROOM: Right. All right. I want to think  
17 some more about this. I'm still a little confused.

18 MS. MULKEY: Okay. I'm happy to take this  
19 remaining question, but do remember we have a full  
20 discussion opportunity here. Dan?

21 MR. BOTTS: This does get to clarification.  
22 Having the opportunity recently to review the data call

1 in that led to the creation of the Ag Re-Entry Task Force  
2 information, that was clearly geared specifically to  
3 agricultural crops, both ornamental and field crops, and  
4 some limited applications to greenhouse operations.

5 How is that data going to impact the other uses?  
6 Is the Outdoor Re-Entry Task Force going to parallel the  
7 same type of information and data collection to provide a  
8 database, is one question.

9 The second part, the directions in that was  
10 still essentially low tiered type analysis geared toward  
11 understanding to make an initial registration decision  
12 rather than doing the type of sophisticated, refined risk  
13 assessment like we typically did with the dietary  
14 exposure system in some of the other issues that are  
15 there.

16 Is there any follow-up toward how to build upon  
17 the Ag Re-Entry Task Force information if it's truly the  
18 low-tiered study to build some of the probablistic type  
19 analysis to determine if there are differences in regions  
20 of the country and some of the things that the growers  
21 perceive occur out in the field?

22 MALE SPEAKER: From -- do you want me -- from a

1 technical perspective, that issue is something that we've  
2 talked a lot about. For example, in the Oversight  
3 Committee discussions with them, I think everyone  
4 involved on all sides, the scientist level feels at some  
5 point, we'll move to a probablistic modeling.

6 For example, in the question that everyone is  
7 kind of grappling in that group is how do you do it, and  
8 some of the issues are data hogs, for example, where we  
9 need information about what -- how -- what -- where  
10 people are working, what chemicals are used, and the  
11 regional variability.

12 And you know, we've tried to make that best use  
13 of that information as we could as it's trickled in. And  
14 I think what you're talking about is something that once  
15 the whole thing is done and we kind of sit back and take  
16 a look at it, and then figure out how we want to use it.

17 And then what kinds of distributions we're  
18 willing to accept as far as putting in for those kinds of  
19 time based information and the regional variability that  
20 we really have to do to move to that. And --

21 ALEX: And we are getting close. We already do  
22 have software available that we're evaluating. And

1 actually today and yesterday, there was a group of people  
2 that were starting to learn how to use the software, and  
3 starting to evaluate it to do probablistic assessments.

4 And I would also like to add that we do, even  
5 now, without looking at a probablistic assessment, look  
6 at dislodgeable foliar residue, for example, from  
7 different parts of the country so that we could set  
8 different REIs for different parts of the country if it  
9 made sense based on that data.

10 MR. BOTTS: Yeah, but the reason that I asked  
11 the question that data call in specifically said that it  
12 had to follow the guidelines which was the highest use  
13 rate, most likely to create the greatest risk type  
14 scenarios to be looked at in the data call-in, which --  
15 and I'm not sure having just looked at a couple of the  
16 ARTF actual studies that they commissioned to do.

17 I think they followed that instruction pretty  
18 much to the letter in how they designed their studies  
19 which may not represent typical worker exposures in most  
20 situations.

21 MALE SPEAKER: In certainly the initial batch of  
22 studies that were done and the way the process really

1 evolved was with the survey we've identified all  
2 different types of exposures that happen. And if you  
3 reviewed it, you understand about the clustering.

4 For example, you wanted them, and they are in  
5 the process of generating information that across all  
6 different types of jobs and different types crops, that  
7 we really are encouraging them to get information on the  
8 whole range of kind of occupational exposure.

9 So they did capture the higher exposure kinds of  
10 things first, but they -- now they're going back and  
11 following up with things like they've done some scouting  
12 studies, they've done some irrigation studies. Those  
13 kind of things which are typically considered the lower  
14 exposure activities. So when it's all said and done, we  
15 will have information that really runs the range that  
16 we'll use.

17 MR. BOTTS: But those use rates are still at the  
18 higher use rates in the regions of the country where the  
19 highest residues would be at.

20 MALE SPEAKER: Yeah, and the other component to  
21 go with it is each of the -- along with the exposure data  
22 which is the Task Force work, the companies were supposed

1 to develop their own chemical specific dislodgeable  
2 foliar residue database that reflects different regions  
3 and different rates and those kind of things.

4 So that's what we use on a chemical specific  
5 basis, coupled with the ARTF information to make those  
6 kinds of decisions.

7 UNIDENTIFIED MALE: Yeah, I'd like to add that  
8 even though that's the way the DCM may have gone out, the  
9 companies aren't restricted from doing their own studies  
10 at different rates.

11 And with recent experience has shown us that the  
12 companies don't seem to be reluctant to do those types of  
13 studies to show that the exposures are actually less with  
14 lower application rates or different methods, or  
15 whatever. We've gotten a whole lot of studies in over  
16 the last year or so that we've looked at.

17 MS. MULKEY: And do we -- Dan.

18 MALE SPEAKER: I have a quick question on the  
19 transfer coefficients. How variable are those? I mean,  
20 we've got a number for apples. And there's so many  
21 different, you know, aspects that can vary that and so  
22 how do you see that? I mean, with just the nature of the

1 crop, I mean, is it regular tree versus trellised or --  
2 and then, does it vary with actual the level of  
3 dislodgeable residue?

4 MALE SPEAKER: Those are all very good  
5 questions, and within the Task Force, for example, we've  
6 had them more or less commission some different analysis  
7 using the data to explore those issues.

8 And so we get a real good definitive answer on  
9 that. And they're -- that kind of work is on-going.  
10 They are -- they do vary to some extent as you'd expect,  
11 but you know, we're trying to get a better handle on that  
12 with the analysis that they're doing now.

13 UNIDENTIFIED MALE: They vary -- they can be as  
14 low as what, a hundred or two hundred. And some of them  
15 are way up as high as eight or ten thousand, depending on  
16 things like how high the crop is, how big the leaves are,  
17 what the leaves are made out of, how -- you know, what  
18 the person is doing in the field if he's right in there  
19 amongst -- you know, with the foliage or whether he's  
20 just reaching down and grabbing into it or something like  
21 that.

22 So they are all over the place and we're trying

1 to right now make sense and make sure that -- make sure  
2 that all of the data makes sense in terms of what  
3 transfer coefficients we're seeing and what nature of the  
4 activity we're looking at is.

5 MS. MULKEY: Well, I hope this was all helpful  
6 as now we're going to ask -- I think we have folks we  
7 might have waited for. So if Lois will spend a little  
8 time with us talking about the participation and -- of  
9 the farm worker community and perspective and any others  
10 with a stake in this issue as part of our public  
11 discussion process. And Lois?

12 MS. ROSSI: Okay. I'm just going to -- since we  
13 haven't been to the PPDC in a long time with where we --  
14 our process on re-registration, as many of you know, but  
15 maybe some of you don't know, we have been following a  
16 pilot process for a little over two years now.

17 It was discussed at the track in 1998, and we've  
18 been following it to carry out the re-registration and  
19 tolerance reassessment of the organophosphates. And  
20 we've also adopted many of the features of this public  
21 process for the non-organophosphates that we're putting  
22 through re-registration and tolerance reassessment.

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1           The process was designed to increase  
2           transparency of the review and allow increased public  
3           participation. The process has been a challenge to the  
4           Agency as well as the Department of Agriculture and, I'm  
5           sure, to most of the stakeholders that have been  
6           involved.

7           But it has resulted in much new data and  
8           tremendous amount of information being generated very  
9           rapidly, extremely rapidly to assure that the best  
10          information is factored into our risk assessment and  
11          ultimately into our risk management decisions on these  
12          chemicals.

13          In implementing the process as often is done in  
14          a pilot, we've -- together with USDA, we've had to modify  
15          it and make changes to allow the process to allow  
16          increased involvement on the part of stakeholders.

17          It -- as with all public processes, when once  
18          you increase participation and transparency, there's  
19          increased work on all parts, including that of  
20          stakeholders who want to actively be involved, and a  
21          responsibility to become involved and understand the  
22          Agency's assessments.

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1           The Agency with the Department has tried various  
2 ways to make our assessments more comprehensible and  
3 allow people to fully understand the data used and the  
4 assumptions we've used in these extremely complicated,  
5 detailed assessments. You've just got to look at one  
6 part of our assessment, but there's many, many, many more  
7 parts to it.

8           And they are often very, very large and  
9 voluminous. But we early on realized that if the process  
10 was going to be truly an effort to increase participation  
11 and openness, that all stakeholders had to have some  
12 basic understanding of the risk assessment in order to  
13 fully participate in the risk management decisions.

14           The activities that I think we have managed and  
15 again, at a cost for effort on all parts, but we have  
16 posted all the assessments on the Internet in the docket,  
17 and included them in our docket.

18           We've written summaries and charts and various  
19 ways to make the information more understandable and more  
20 transparent so that you can go to the area of interest  
21 that you might be able to provide information. You can  
22 go to it more easily.

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1           We've had technical briefings. We've done over  
2           20 of these in different parts of the country. We've had  
3           a lot of conference calls and that's particularly a topic  
4           today. And we have had meetings with just about any  
5           stakeholder that has requested one over the last two  
6           years. And included minutes of these meetings in the  
7           docket.

8           We've worked hard to include as many people as  
9           possible in some of our conference calls, and as I said  
10          in the CARAT presentation that we did in October on the  
11          status of our program, can we do better? Of course, we  
12          can do better. It's a learning process. It's a very big  
13          -- it was a very big change in the way we did re-  
14          registration decisions.

15          So, of course, we can do better, and as we sort  
16          of work through the process and make certain steps  
17          routine like closure conference calls, I mean, like  
18          technical briefings. I mean, the first technical  
19          briefing we did was a monumental effort for the Agency  
20          and now we can pretty much do them fairly effectively and  
21          certainly with a little bit less effort.

22          But there's always ways to make it better. And

1 we are constantly increasing our coordination and our  
2 contacts with various stakeholders. In the last few  
3 months, we've really focused on coordinating with our  
4 regions and states, and also with our colleagues in  
5 Canada on our decisions.

6 With respect to the conference calls, the  
7 conference calls provided a very easy way to get a lot of  
8 people together to discuss a certain topic. And we have  
9 worked closely and USDA has had some conference calls of  
10 their own, as well as we have had some that we've been  
11 jointly on. And we have tried to notify people who have  
12 commented on the assessments throughout the process.

13 The closure conference calls, I think we have  
14 done a fairly good job in notifying people who we knew  
15 were interested. And particularly if people let us know  
16 ahead of time that this is a chemical that they want to  
17 be involved in, we have made sure that they know, at  
18 least, on the closure conference call.

19 There are other conference calls that we have  
20 throughout to the course before we lead up to the closure  
21 call because the closure conference call is pretty much  
22 at the end when we're prior to making and issuing a risk

1 management decision on a chemical.

2 And again, I think we have been fairly diligent  
3 in making sure that people who we knew were interested  
4 in, and some groups have done a very good job in  
5 notifying the Agency that they wanted to be included. I  
6 can think of one right off the top of my head because we  
7 are dealing with them quite a lot is the American Bird  
8 Conservancy. They have let us know what chemicals they  
9 are concerned with.

10 So as I said in the CARAT meeting in October,  
11 with regard to the worker community, I think we are  
12 looking for ways to effectively be able to utilize the  
13 information that they may have to help in our  
14 discussions, and include them in our -- include them in  
15 more of the process rather than just the technical  
16 briefings and the closure conference calls.

17 So I think we'd be certainly, as we continue to  
18 roll out our pilot and continue to expand the contacts  
19 and the processes and be more inclusive, I think we're  
20 looking for ideas right now as we go through the next set  
21 of decisions and chemicals to make sure that this  
22 stakeholder group as well as any other stakeholder group

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1 that we haven't specifically mentioned or touched on is  
2 involved.

3 (End of Side 1 of Tape 1.)

4 MS. MULKEY: -- for other discussion. The third  
5 piece we want to talk about a little bit is Kevin Keaney.  
6 Kevin, we need to limit you to about seven or eight  
7 minutes, if you can live with that.

8 MR. KEANEY: Sure. A few remarks on the Worker  
9 Protection Assessment, the national assessment we're  
10 doing under the Worker Protection Program. A little  
11 background for some of you who might not be aware of the  
12 nature of the regulation and the program.

13 In the 80s, the Pesticide Program looked at the  
14 provisions for worker protection and found them a bit too  
15 general and vague for real enforcement and implementation  
16 and proposed a new regulation specifically focusing on  
17 worker protection link to label revisions.

18 And the regulation became final in 1992. There  
19 was a period of relabeling of the pesticide product and  
20 then a coalition of agricultural interests brought  
21 certain provisions of the regulation to the attention of  
22 Congress and to us.

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1           And there was a Congressional delay and some  
2 changes were made to accommodate the issues that were  
3 raised or to address the issues that were raised and to  
4 generate more training materials. And then full  
5 implementation took place in 1995.

6           So we're at a five year point. It's a normal  
7 point to reassessment a new program, to assess a new  
8 program. We've also come under some focus with a GAO  
9 audit, a federal advisory committee focus on the  
10 regulation. A number of concerns focusing on the silence  
11 in the regulation, relative to children, women, pregnant  
12 women and so forth.

13           Also a number of concerns focusing on the  
14 consistency of implementation and enforcement around the  
15 country of the program. So there's a good deal of  
16 internal impetus for assessment and external impetus for  
17 assessment of the program. So we did commit to conduct a  
18 national assessment of the enforcement and  
19 implementation.

20           We held a -- and we decided we would use as a  
21 focal point a number of workshops based at the heads of  
22 migrant streams. So we had our first workshop in June in

1 Austin, Texas. Our next workshop is in Sacramento the  
2 week after next. And a third workshop in Orlando in the  
3 spring. And the culmination in Washington about this  
4 time next year.

5 Now, these workshops are the emphasis is on work  
6 in the workshops. The first workshop was framing issues  
7 and themes. The continuing workshops will break out into  
8 work groups that we would hope would conduct conference  
9 calls and e-mail exchanges that we would facilitate over  
10 the interim between the meetings to grapple with the  
11 issues and bring resolution to a number of the issues  
12 proposed.

13 Different approaches to address problems that  
14 might have surfaced in these workshops. The themes that  
15 came out of the Austin workshop focused around training  
16 issues. They focused in four areas that we are going to  
17 be pursuing in Sacramento. And they are communication,  
18 training, and this is all outlined in the handout from  
19 our web page -- communication, training, compliance and  
20 retaliation.

21 An overarching would be children and special  
22 populations and needs for concerns relative to them.

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1 Those would be spread over all the other -- the four  
2 other workshops. The end result would be a strategy to  
3 reinforce the regulation to create a national consistency  
4 as far as implementation and enforcement.

5 Our office of compliance is conducting an  
6 activity that will feed into our national assessment and  
7 that's -- they're calling it a program element review in  
8 which they're auditing our regional offices for the  
9 effectiveness and consistency in the guidance that has  
10 been given to the regional offices. And then the further  
11 guidance that the regional offices give to the states.

12 Because the states -- these are delegated  
13 programs as you probably know. And the first line of  
14 implementation and enforcement is at the state level. So  
15 our enforcement office will be conducting this audit.  
16 They're beginning their audits next -- or their program  
17 element review. They're not calling them audits.

18 They're beginning them next week in the region -- in  
19 the Denver office and the Kansas City office, and will  
20 conduct a series of audits of the regions. The regions  
21 will then look at states and the guidance and reporting  
22 structures that they have in place.

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1           So by this time next year, we would have a  
2           better picture of how to restructure the program,  
3           strengthen the program, change the program, change the  
4           regulation, if necessary, institute a number of more  
5           aggressive marketing of good models that we have around  
6           the country that are working in the states or propose  
7           before then a number of activities that we can actively  
8           begin before the end of the assessment if we think that's  
9           appropriate.

10           And coming out of the Austin meeting, we do have  
11           some indications of some things that we can begin now.  
12           And we'll pursue them and frame out the mechanisms for  
13           that at Sacramento and Orlando.

14           And on a side point, we're also involved in a  
15           very aggressive activity with the health care community  
16           and we intend to try to bring them more actively into the  
17           networks that we deal with in the worker protection  
18           program.

19           MS. MULKEY: All right. Any clarifying  
20           questions for Kevin? Larry?

21           MR. ELWORTH: After you have all these meetings,  
22           what procedure are you going to use to report the results

1 of the deliberations or any conclusions or any summaries?

2 MR. KEANEY: The results of the meetings will  
3 all appear in an executive summary in full text in our  
4 web site for one. And we are establishing a list or  
5 mechanism for all the attendees of the workshops to  
6 exchange information and so forth. The ultimate  
7 capturing in all this would be in a strategy package we'd  
8 present at, as I said, the culmination.

9 MR. ELWORTH: Are you going to do a summary of  
10 those especially if, let's say there's some, as you said  
11 common themes or consistent recommendations that come out  
12 of this that the Agency uses?

13 MR. KEANEY: Yes.

14 MR. ELWORTH: Okay.

15 MS. MULKEY: Okay. And is there a summary of  
16 the first workshop somewhere?

17 MR. KEANEY: Yes, the executive summary is in  
18 the package, the web site.

19 MS. MULKEY: All right. That's a good place for  
20 it.

21 ANNE LINDSAY: And it's on the web and the full  
22 text is available, too.

1 MS. MULKEY: Full text is available just for  
2 asking for, is that what you mean?

3 MR. KEANEY: Yes, and we'll eventually put the  
4 full text up in the PDF on the web.

5 ANNE LINDSAY: On the web and we're open to  
6 other suggestions for ways to make this available because  
7 that's one of our goals.

8 MS. MULKEY: Okay. Bill.

9 MR. TRACY: Kevin, you mentioned enforcement.  
10 We've had the program in place for five years, for five  
11 years now. What have you seen on enforcement uniformity?  
12 Have you had a program review prior to this one?

13 MR. KEANEY: No, no. We haven't had the program  
14 review prior to this one. There's anecdotal evidence  
15 that it's widely varied across the country. And that was  
16 supported by the audit done by GAO. And there's  
17 inconsistency.

18 Some of it is rooted in definition, the guidance  
19 given to the regions and to the states as to what  
20 constitutes a worker protection inspection, how should it  
21 be reported and aggregated. A real problem that GAO  
22 pointed out and we agree with is that there isn't a

1 consistent reporting structure across the region so that  
2 we can get a national picture easily.

3 MR. TRACY: Do you see a variability in, just in  
4 enforcement infrastructure from state to state?

5 MR. KEANEY: Yes.

6 MS. MULKEY: And perhaps quite a variability as  
7 it relates to this kind of enforcement than other. In  
8 other words, there's variability from state to state in  
9 enforcement in general. But there may be even greater  
10 variability with respect to enforcement of the worker  
11 protection.

12 MR. KEANEY: It's delegated -- as I said, it's a  
13 delegated program, usually delegated to Departments of  
14 Agriculture and their enforcement inspection structure is  
15 usually key to dealing with growers. And in many  
16 instances, they are unfamiliar or incapable in dealing  
17 with this particular labor segment because of language  
18 issues or other issues. And that has to be addressed in  
19 some fashion.

20 ANNE LINDSAY: One other thing I might mention.  
21 We've actually been working on this sort of uniformity of  
22 reporting issue which the GAO report underscored. And

1 that we're going to have a SFIREG meeting next week.  
2 This is the -- SFIREG is the mechanism we use to meet  
3 with our state partners.

4 And there will be a discussion on the agenda  
5 about a proposal to develop that uniform reporting  
6 mechanism so that in the future what we would actually  
7 hope is that we'll -- we will at least be able to  
8 actually look across the country, either at a national  
9 level or on a regional level or a state level and say,  
10 here's what's going on, which at this point in time,  
11 we're really not able to do in an easy fashion.

12 MS. MULKEY: It's for reporting, it's not just  
13 for work protection.

14 ANNE LINDSAY: No, but worker protection might  
15 be a pilot area that we would start out in given the  
16 level of interest in this.

17 MS. MULKEY: Well, let's -- we have now about an  
18 hour. And let's open this up for discussion of this  
19 topic area, the three things we presented or other things  
20 that may be on your mind that were not included in our  
21 presentation. Okay, Bob.

22 MR. McNALLY: Well, I would just offer a comment

1 on Lois' presentation. I think my organization feels  
2 very comfortable with the fact that you all have done an  
3 outstanding job of reaching out to us at the appropriate  
4 times and places. And I think we feel, you know,  
5 empowered by the efforts that you've made.

6 One thing that I think that maybe could be done  
7 a little better has been, I think, on the non-ag side,  
8 especially, there hasn't -- there maybe could be a better  
9 effort to identify who the other stakeholders are and to  
10 reach out to them.

11 I think PCOs have been reached out to enough.  
12 But I don't know that tree care guys or lawn care guys or  
13 golf course guys or vegetation management guys and women  
14 have been reached out to as much. And I think it would  
15 be a worthwhile endeavor to try to identify who some of  
16 those stakeholders are where they're not that well known  
17 to the Agency.

18 MS. MULKEY: Do you know is there a worker  
19 community in that area that is different from the vendor  
20 community, and if so, do you have any thoughts about how  
21 one might engage them?

22 MR. McNALLY: When you say a worker community --

1 MS. MULKEY: People who work for PCOs, lawn care  
2 guys and gals, et cetera. The employee, the exposed  
3 persons --

4 MR. McNALLY: You mean kind of like a farm  
5 workers, kind of analogous to farm workers.

6 MS. MULKEY: Yeah, the sort of functional  
7 equivalent, yeah.

8 MR. McNALLY: We don't allow that, our industry.

9 MS. MULKEY: You don't employ people?

10 MR. McNALLY: I don't think they're particularly  
11 well organized. And I wasn't thinking of them, although  
12 I think they're entitled to know these things as much as  
13 the folks that I represent who are the owners of these  
14 companies. I'm thinking more in terms of other types of  
15 non-ag users who are less involved with this process.

16 MS. MULKEY: No, I knew that. I was asking  
17 you --

18 MR. McNALLY: Yeah, but I don't think there are  
19 organized worker communities.

20 MR. AIDALA: Well, I think that's your guys  
21 aren't organized in your segment and other folks are even  
22 less organized, is my observation.

1 MR. McNALLY: That's right. I mean, as  
2 disorganized as it must appear that we are, there's  
3 others worse than us.

4 MR. AIDALA: Well, I meant to say more vis-a-vis  
5 the workers organized, Bob. Not the management of your  
6 segment of the industry.

7 MR. McNALLY: But I think what we can help you  
8 with and, you know, I think we can help very easily  
9 provide, you know, names and information about who all  
10 those other people are, at least to the extent that we  
11 know who they are.

12 MS. MULKEY: Um-hum. We'll make a note of that.  
13 Kim, did you need to make a point?

14 MR. McNALLY: It is increasingly becoming an  
15 hispanic work force, though. So it would have some of  
16 the same types of problems, as far as communication and  
17 training.

18 MS. MULKEY: Larry?

19 MR. ELWORTH: I've only been tangentially  
20 involved in some of the conference calls. I still think  
21 that's a good idea. And Jeff mentioned a couple of times  
22 the six phase process that has been established for re-

1 assessment. I was involved in all of these advisory  
2 groups, the names of which -- the acronyms of which I  
3 can't remember anymore.

4 But I think of all of the things that happened  
5 in those advisory groups, the most salutary outcome was  
6 the process that the Agency went through to make really  
7 clear the process by which it does dietary risk  
8 assessments. I think that was -- I think it was good for  
9 the stakeholders and the affected community. And I think  
10 as a public policy outcome, it was really good for the  
11 Agency as well.

12 It gave your people both the pressure and the  
13 opportunity to articulate to people outside the Agency  
14 what they do as far as risk assessments. And I could  
15 really -- I have dozens of questions based on Jeff's  
16 presentation. It's not because it wasn't a good  
17 presentation, but there are a lot of things that I think  
18 if they were put out on the table as transparently as the  
19 dietary risk assessment, it would be extremely helpful.

20 And I would really like to encourage the Agency  
21 and Bob was kind of going there yesterday with the  
22 residential exposures. I think it would really helpful

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1 for the Agency to have -- to go through a process with  
2 PPDC if that's the appropriate venue of really  
3 systematically talking about the assumptions, the SOPs,  
4 the kind of training that takes place for people to do  
5 diet -- do worker risk assessments.

6 I think having a process like this with PPDC,  
7 again if that's the right organization, right committee,  
8 would be extremely useful. I think it would useful for  
9 the Agency in terms of -- to having the practice of  
10 articulating of what it does in terms of risk  
11 assessments.

12 I think as Bob mentioned yesterday, that process  
13 really builds confidence in the Agency's processes. And  
14 I think it also would help people like Jeff and Mike in  
15 doing their risk assessments if they have an opportunity  
16 to say here's how we go about this and to find out that  
17 there's data, that there's assumptions that could be  
18 revised, that there are ways of designing your procedures  
19 to get information in a more timely fashion.

20 I think that would be really helpful. And I  
21 think it would be especially helpful in this issue since  
22 you have both the connection with the dietary assessment

1 and also you have all the re-registration issues. You've  
2 got questions of how benefits are used in this process  
3 since it's primarily a FIFRA process.

4 I mean, there are all sorts of questions that we  
5 really haven't addressed that would really help. I  
6 mean, to the extent that I want to raise an issue for  
7 consideration of the Committee and for you folks, see if  
8 there's not a way that we can do a substantive process  
9 like we did on dietary, both for this and maybe also for  
10 residential because I think that's where Bob was going  
11 yesterday.

12 MS. MULKEY: Well, there's been a lot of  
13 discussion about an interest in that in the CARAT as  
14 well.

15 UNIDENTIFIED MALE: Um-hum. Um-hum.

16 MS. MULKEY: On this particular topic, even  
17 though it is not strictly speaking, a tolerance  
18 reassessment topic per se. Because as you said  
19 correctly, it's a FIFRA topic. But you may not have  
20 picked it up in my remarks yesterday morning, they were  
21 hurried. But we are planning a workshop on worker risk  
22 assessment methods.

1           The current thinking is early March, based upon  
2           the interaction with all of the worker activities that  
3           Kevin talked about. I think our anticipation had been  
4           that for that workshop, like the one day we did in  
5           cumulative last summer, that we would take special  
6           efforts to include the CARAT members. We did that last  
7           summer. We brought them in.

8           We gave them their own special seat. We -- to  
9           the extent that travel is funded for CARAT. We handled  
10          that workshop the same way. We arranged for conference  
11          calls. I will tell you that I frankly was a little  
12          disappointed in the relatively low level of attendance by  
13          actual CARAT members.

14          A lot of the stakeholders who are represented on  
15          CARAT had other representatives at the workshop. And  
16          maybe that's just as effective. But I think we would be  
17          receptive to making this workshop sort of a combined PPDC  
18          and CARAT event. So that those of you who are on PPDC,  
19          but not on CARAT would get the same kind of enhanced  
20          opportunity to be actively engaged.

21          And we could think further about whether there's  
22          other -- but the whole point of that is to take enough

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1 time and to make it possible to get more in depth than we  
2 had the opportunity to today. And the hope is that  
3 things like today, start people at a little higher level  
4 when they do get involved in it. But we do have that  
5 plan.

6 MR. ELWORTH: Well, I think the workshop is a  
7 good kind of foundation for that kind of work. And I  
8 think it's important to go through the process once. I  
9 think of a lot of what happened in the CARAT work groups  
10 was real important where people could sit down and talk  
11 with, you know, whoever -- with the HED folks, for  
12 example, and say, here's what I understood from your  
13 presentation of the work group, but here are the eight or  
14 ten questions that really come up out of that. And that  
15 kind of interchange was really helpful. So I think the  
16 work group is a really good idea.

17 You raise the issue of where this fits in. Is  
18 it a PPDC issue? Is it a CARAT issue? And it's partly  
19 the time and energy the Committee members, so of whom are  
20 the same. But maybe we'll talk about that a little bit  
21 later. But I think that kind of interchange that took  
22 place within the work group was real important, too.

1 MR. AIDALA: All's I know is Keith has talked  
2 about this in the past, what we need to have the  
3 Department sort of more involved, which is not just as a  
4 component of expertise contributing to what we're doing,  
5 but also as a way to communicate back to, you know, that  
6 set of stakeholders, too, which obviously is especially  
7 -- (inaudible) -- with the Department. And Theresa and I  
8 have had the sight bars on that all morning already.

9 And basically, in order to further, again, your  
10 basic premise of the more you understand it, a, you might  
11 have advice, but also I think it sort of demystifies a  
12 lot of what's going on. And that, yeah, we may, you  
13 know, for example -- one of my favorites is why did you  
14 assume 100 percent dermal absorption? Well, no one gave  
15 us a study to tell us a new number.

16 Well, they gave us a study about the new number  
17 and guess what? The number is changed. And that's not  
18 unlike that whole business about how that risk assessment  
19 at one time was totally a black box. But if you don't  
20 have PDP data, what are you supposed to use? Okay, you  
21 get PDP data or other market basket surveys, boom, you've  
22 got different numbers.

1           And again, okay, I understand that. So the  
2 Agency is willing to accept it. You know, how do we  
3 accept it? How do you get it, et cetera. And that's  
4 part of I think what agreeing with you about the whole,  
5 you know, the good ends that came out of that whole  
6 discussion in other arenas.

7           MR. ELWORTH: Yeah, yeah. And especially with  
8 pea head, some of the revisiting of pea head that you  
9 folks were doing. Doing that in the context of  
10 articulating what it is you're doing in the first place,  
11 I think it would be real helpful.

12           MS. MULKEY: Are you finished, Larry? I'm  
13 sorry. We'll go with Dan, Jay, Phil, and Bob again.

14           MR. BOTTS: Once in my life, I totally agree  
15 with Larry.

16           MR. ELWORTH: Can I revise my remarks?

17           MR. BOTTS: I totally agree with Larry. Having  
18 gone through this process at the request of the grower  
19 community in Florida and with the leadership of some of  
20 the people sitting around the table today, we  
21 specifically asked for this on a compound that had gone  
22 through a red and was an OP.

1           And I think it was enlightening to everybody  
2 sitting around the table as we worked through that case  
3 study and saw where the actual numbers came from, what  
4 assumptions went into the process, how the calculations  
5 were done.

6           And granted, Jim, a lot of it was new data on  
7 the dietary, but there were also process changes in how  
8 the calculations were done as well. And a lot of times,  
9 the conversations that have led to the decision process  
10 on worker protection issues have been done between the  
11 registrant and the Agency based on purely the hazard side  
12 of the equation.

13           And the growers have a lot to bring to the table  
14 in that discussion, as well as the farm workers and other  
15 groups that are out there involved in it everyday. So I  
16 would second that.

17           And in light of Marcia's comment about the  
18 relative low attendance at the cumulative exposure  
19 workshop, there were a lot of us that would have loved to  
20 have been there. But because of other jobs that pay our  
21 salary, ended up having to be other places.

22           And I can't tell my executive committee I'm not

1 coming to their summary board meeting to go to those. I  
2 would just suggest that if you want to do this, let's go  
3 ahead and set a date as soon as possible so everybody can  
4 get it on their calendars, especially if you're talking a  
5 late March time line. It's not too late to try to set  
6 that meeting date as soon as possible.

7 MS. MULKEY: That's very helpful. And then Jay.

8 MR. VROOM: Could you tell us what percent, I  
9 think, Joe read us -- said yesterday, 850 employees in  
10 OPP work on worker protection and what percent of the  
11 budget, whatever that number is? I forgot to ask him  
12 that last night.

13 MS. MULKEY: It's -- let me, there's direct and  
14 indirect, and I mean, it's very hard to do these kinds of  
15 things. But work directly on worker protection in HED  
16 would be approximately --

17 UNIDENTIFIED FEMALE: Are we talking about  
18 worker protections?

19 MS. MULKEY: No, worker risk assessment for now.  
20 And we'll get to worker protection. That's --

21 UNIDENTIFIED MALE: If you -- worker combined  
22 with residentials, maybe, 20 to 25.

1 MS. MULKEY: That's NHED Science direct, and for  
2 exposure, and then the hazard work, remember, is done for  
3 worker and for everything else. So all the people  
4 working on hazard, you have to tribute a portion of that  
5 to worker. Then the Worker Protection Program at  
6 headquarters involves approximately --

7 UNIDENTIFIED MALE: Four or five.

8 MS. MULKEY: And then in the regions, there's  
9 some fractional addition. And the Office of Compliance,  
10 so that's a very hard number to generate. It would be  
11 even harder to tribute dollars exclusively. Do we have  
12 any direct expenditure for worker risk assessment dollar  
13 figure?

14 UNIDENTIFIED FEMALE: We do have contracts and  
15 that's probably -- it's less than a half a million a  
16 year.

17 MS. MULKEY: But that's direct expenditure  
18 exclusively for this purpose. And it would be all of our  
19 work to maintain our data system. Some of that should be  
20 attributed.

21 UNIDENTIFIED MALE: It sounds like it's less  
22 than 15 percent of all the resources.

1 MS. MULKEY: Fifteen, yes, I think that would be  
2 fair.

3 UNIDENTIFIED MALE: Is that bigger or smaller  
4 than it might have been five or ten years ago?

5 MS. MULKEY: Percentage terms, I would guess  
6 that it's slightly -- well, it might not be bigger  
7 because the denominator grew. In absolute terms, it's  
8 certainly bigger.

9 MR. AIDALA: You know, observationally, if  
10 nothing else, obviously, one thing about ten years ago,  
11 is you were in the middle of writing the rules. So there  
12 was that kind of big, you know, sort hype on for writing  
13 the rule.

14 I think since then, it's been implementing the  
15 rule as well as we go through FQPA, and frankly forget  
16 FQPA. I mean, this is basically what was going to happen  
17 as part of the re-registration because re-registration  
18 was always going to have to have this big component of  
19 these issues.

20 And finally, as we got back on however we got  
21 there after the '88 amendments, you started to see in the  
22 '90s more of this focus. And especially given

1 insecticide use with OPs or whatever, but not just OPs.  
2 You started to see more of a focus, I think.

3 That's just with observationally looking at the  
4 program over 20 years.

5 MS. MULKEY: I intuitively feel that it is an  
6 increase. But whether it -- how much it's a percentage  
7 increase.

8 MS. STASIKOWSKI: Yeah, there is an increase,  
9 definitely.

10 MS. MULKEY: Yeah, but it may just be an  
11 absolute increase, not an percentage increase.

12 UNIDENTIFIED MALE: It wasn't a trick question.  
13 I was just trying to get some sense of, you know --

14 UNIDENTIFIED MALE: You can tell we do budgeting  
15 at EPA, too.

16 UNIDENTIFIED MALE: Right. Yeah.

17 MS. MULKEY: Well, it is very hard to attribute  
18 -- you can sort out the amount that's exclusively worker  
19 protection.

20 UNIDENTIFIED MALE: Right.

21 MS. MULKEY: But there's an awfully lot  
22 that's --

1 UNIDENTIFIED MALE: Well, the reason I asked the  
2 question was more fundamentally, where are we headed.  
3 And I was just curious to know whether you could answer  
4 the question of what are the three most important things  
5 to be achieved in the next year for OPP on worker  
6 protection.

7 MS. MULKEY: Well, the worker protection  
8 reassessment is certainly one. And that's not just for  
9 OPP, that's for the whole Agency. Appropriate chemical  
10 specific risk assessment and risk management, I certainly  
11 think you have to -- and that of course includes  
12 improving the science as well as making -- and then I  
13 think the third is this area, this sort of untended to  
14 area of young workers, special categories of workers.

15 Those are the three I would pick completely off  
16 the top of my head. If I omitted something conspicuous?

17 MR. AIDALA: No, I'll just give you again, just  
18 impressionistic wise, I mean, what is, again, the worker  
19 program review? Just as Kevin said, just it's time to do  
20 that. And that may be big or small in terms of the kinds  
21 of implications of it. Is it simply especially, as Bill  
22 raised the issue about in sort of enforcement consistency

1 across states and regions, or is it also -- will it belie  
2 that some more significant things need to be done?

3 That's number one.

4 Number two, the general emphases as we work  
5 through, again, not just insecticides. That's not to say  
6 that, you know, herbicide applicators are never at  
7 jeopardy and all that. But obviously, the whole general,  
8 you know, as we complete, again, call it re-registration,  
9 call it FQPA assessments. Again, the worker issues just  
10 are, you know, just are important. That's part of our  
11 job to continue on.

12 And who knows predictably whether there will be  
13 a particular chemical that has a big, quite a big problem  
14 or potentially, apparent big problem or not.

15 And then thirdly, and I'll put one a little more  
16 outside the box that we've been kicking around  
17 internally. There's a number of things from the '92-'94  
18 era when the regs came out of that we basically have not  
19 -- and I think -- you can call this as part of the  
20 retrospective five years after or even just looking at  
21 that list.

22 There's hazard communication, right to know

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1 kinds of issues for workers that were left behind then.  
2 And that's something that we'll be seriously considering  
3 whether or not -- how to do that. Some states do it.  
4 Other states don't. Do we need a federal, you know, the  
5 federal role in that? We had -- that was part of the  
6 proposed rule back in the earl 90's but then it's frankly  
7 not been dealt with since.

8 And that's sort of the only addition, I think,  
9 the substantive addition to Marcia's list. And since  
10 Kevin runs the program, he gets to have to fix it, too.

11 MR. KEANEY: Well, when we're talking about  
12 workers, we shouldn't overlook the applicator community  
13 which is part of the worker community we're dealing with.  
14 And there was an assessment of the certification and  
15 training program that came out with some sweeping  
16 concerns and not the least of them would be better  
17 integration with the worker protection regulations, so  
18 that you have some sort of integrated worker safety  
19 program.

20 MR. ELWORTH: But imbedded in both your question  
21 and the answer is the fact that if, I think, when you  
22 look at when OPs are finally dealt with, worker risk

1 assessments will have been the reason for as much or more  
2 regulatory action than dietary.

3 MS. MULKEY: At the individual chemical level.

4 MR. ELWORTH: Right. Right. And depending on  
5 the crops, say, for example, Bill's crop, cotton. That's  
6 going to be the primary reason that any regulatory action  
7 would at least be proposed. So I mean, I think that's  
8 kind of where you were going with this. That this is  
9 just as key an issue on the OPs and polycarbamates as the  
10 dietary is.

11 MS. MULKEY: That's what Jim and I were both  
12 trying to say.

13 MR. ELWORTH: And my point is simply --

14 MR. AIDALA: Right. Right. Right.

15 MR. ELWORTH: And frankly outside of FQPA, not  
16 just because formally under the law it is per se. But as  
17 you continue -- unless you assume the re-registration was  
18 never going to happen, which was I guess at some point.  
19 But anyway -- but obviously as you finally implement the  
20 '72 and '88 amendments, you have to address those issues,  
21 so.

22 MR. AIDALA: Right.

1 MS. MULKEY: Right. And Jim mentioned the  
2 insecticides, acute toxins.

3 MR. AIDALA: Um-hum.

4 MR. ELWORTH: But there are also reasons to  
5 worry about the percentages.

6 MR. AIDALA: The other thing, Jay, would be sort  
7 of asking your industry at the same time. I mean, for  
8 example, is there some new technology. Over time,  
9 there's always been this business about ways to reduce  
10 drift. If you reduce drift, you're going to have other  
11 impact -- I mean, what you need to do in a whole number  
12 of reasons would also probably have a worker or  
13 occupational impact.

14 New technology about whether the truly double  
15 closed cabs reduce those numbers further. I mean, if my  
16 back calculations right here, where you have a 20 fold  
17 reduction from going to airblast to closed cab. Well,  
18 does that still say that we can do better on closed cab.  
19 I'm making that up.

20 But I mean, that's partly -- and that's not just  
21 your industry, but the other input supplier industry as  
22 to changes here in this whole arena for a whole number of

1 reasons, both whether it be the insecticides, whether it  
2 be carcinogens, or just less is more as you go over time,  
3 that if you reduce exposure, whether it be dietary or  
4 occupational, you've got a better risk profile over time.

5 UNIDENTIFIED MALE: Well, I -- and not only are  
6 there new application technologies and/or new  
7 chemistries, but can agriculture afford them. And when  
8 will they be able to be implemented which I would argue  
9 or suggest that USDA, you know, needs to be part of kind  
10 of a larger strategic thinking here because we can have a  
11 lot of great stuff, but you know, if farm economy doesn't  
12 allow farmers or dealers to afford, you know, to buy, you  
13 know, the newer, better stuff, then it really doesn't  
14 affect anything in the way of risk mitigation.

15 Kevin, you started up the sort of production  
16 chain, but you didn't talk about plant manufacturing  
17 plant, formulation plant workers that -- is that dealt  
18 with entirely separately in this process?

19 MR. KEANEY: Yes, it would be. I mean the  
20 regulations we're dealing with are ag and employer  
21 driven, employer/employee.

22 UNIDENTIFIED MALE: So you don't deal with

1 manufacturing people?

2 MR. KEANEY: No, no.

3 MS. MULKEY: That is OSHA jurisdiction. It is  
4 the case that sometimes there are epidemiological studies  
5 that come out of that population that are useful to us.  
6 So there is some science connection. And then there is a  
7 few pesticidal uses that occur as pesticides in  
8 manufacturing plants that on occasion might be an issue.  
9 That's sort of a residential.

10 And finally, there's a question of whether  
11 things like seed treatment which occur in a factory-like  
12 setting, but are an application that basically we  
13 regulate. So there are a handful of those things that  
14 might merit. That's sort of one of those special  
15 population questions.

16 But for the most part, the people who work for  
17 your member companies to make the stuff are under the  
18 jurisdiction of OSHA.

19 UNIDENTIFIED MALE: OSHA, right. Okay. Well, I  
20 -- it sounds to me like the only thing that might be in  
21 the next 12 months a significant departure from the more  
22 or less business, incremental as usual effort in this

1 area might be youth in agricultural settings. I don't  
2 know how you describe that, but a special subpopulation  
3 group of children in harvesting conditions and that kind  
4 of thing might be a big incremental extraordinary effort  
5 if you got to that.

6 MS. MULKEY: Well, I suppose -- it's only if you  
7 have the word might. I'm not sure how big or  
8 extraordinary it would be, but -- and the other thing Jim  
9 mentioned which is -- I don't know if you'd regard that  
10 as big or extraordinary, but some movement in areas like  
11 risk communication to workers, maybe greater stakeholder  
12 involvement of workers, those kinds of issues.

13 MR. AIDALA: Yeah, my take on it is these audits  
14 is sort of routine, but as Bill raised the issue, gee, if  
15 some states are doing a different job than in other,  
16 there's everything from a level playing field for the  
17 producers to just sort of doing their job. I think  
18 that's the most significant thing over the next year as  
19 we go through these reviews, frankly.

20 In addition to hazcom or, you know, risk  
21 communication, and I think with -- it's been this steady  
22 issue of this special subpopulations. And it gets raised

1 in a number of different ways. It's basically, I'd like  
2 to think of it frankly as more of a general issue of  
3 bystanders, drift and bystander issues.

4 Whether it's a person who you want to claim as a  
5 farm worker family living near a field or just a suburban  
6 family living near a field as suburbanization and  
7 agricultural ends meet. Either way it's something we've  
8 all had to wrestle with.

9 We, as regulators, you as the, you know, the  
10 producers of the chemicals, users, as the people that  
11 apply the product, of what you're doing to your  
12 neighbors. I mean, that's -- I'm not sure that's a big,  
13 new thing this coming year or any other year. But it's  
14 an on-going issue and at some point, it may become a  
15 pivotal issue in a decision or not.

16 UNIDENTIFIED MALE: I think all of this to me  
17 supports Larry's suggestion that we ought to think about  
18 some way of getting, you know, a group to think more  
19 strategically about big picture issues here because  
20 there's so much effort going into a lot of the  
21 incremental work.

22 But are we focused on an achievable strategic,

1 you know, long-term or intermediate goal, and are we  
2 getting there or not. You know, I think that all of  
3 that's useful and --

4 MS. MULKEY: Well, if you all are not --

5 UNIDENTIFIED MALE: -- I didn't say that we're a  
6 work group yet, but I think that's what Larry is thinking  
7 about.

8 MS. MULKEY: Well, if you all are not actively  
9 involved in this series of workshops which has work  
10 groups relating to the worker protection rule, you  
11 definitely ought to be. I mean, that is clearly a very  
12 significant effort and it is pretty large in scale,  
13 scope, jurisdiction.

14 It doesn't go to the risk assessment piece, but  
15 virtually everything else we've talked about is at least  
16 tangentially connected to that effort. And that is  
17 stakeholder based, stakeholder designed at a pretty high  
18 level of effort. I believe that -- oh, boy, Phil was  
19 next, yes.

20 MR. BENEDICT: Marcia, I was wondering if you'd  
21 consider doing one of these workshops by satellite. It  
22 would allow people to participate from the Himalayas. It

1 would allow a lot more staff scientists from state  
2 organizations, universities.

3 MS. MULKEY: We talked about that for the  
4 cumulative one last summer and for a host of reasons, of  
5 logistics, we did do a telephone hook-up. So yes, we  
6 would and you know, have a down link at a local hotel or  
7 something.

8 MR. BENEDICT: The USDA used to do a lot of down  
9 links. You know, you've done down links, too, on C Band.

10 MS. MULKEY: We have. Now, that's a very viable  
11 --

12 MR. BENEDICT: But I really think it would allow  
13 for an awful lot of participation at the staff science  
14 level.

15 MS. MULKEY: That's a very good suggestion. I  
16 think the other stakeholders would find that helpful,  
17 too.

18 MR. BENEDICT: It would train a lot of people.

19 MS. MULKEY: I don't know enough about the  
20 technology to know just how easy it is, what kind of  
21 costs we're looking at. We -- but I think we certainly  
22 are prepared to explore that.

1 MR. BENEDICT: I think if you put the word out  
2 on your web page and put out a lot of mailings where  
3 people could go -- there's an awful lot of old C Band  
4 satellites. I've got one. In fact, we sat at my house  
5 last time you did it.

6 And with a couple of telephones, people can call  
7 in their questions, and I think you can do a lot of  
8 training that way and get to a lot of staff people which  
9 aren't going to get to meetings.

10 MS. MULKEY: I think that's a very helpful  
11 suggestion. I appreciate it.

12 DR. AMADOR: The reason is that is what we did  
13 one time at Texas A and M.

14 UNIDENTIFIED MALE: We did it in the early days  
15 of work objection.

16 MS. MULKEY: We did.

17 DR. AMADOR: We did and it worked out real well.

18 MS. MULKEY: Thank you.

19 UNIDENTIFIED FEMALE: Texas A and M facilitated  
20 all of it.

21 UNIDENTIFIED MALE: Well, that's a good idea.

22 MS. MULKEY: I think that's -- yeah, excellent.

1 UNIDENTIFIED FEMALE: Also, Farm Bureau has  
2 facilities, there are many organizations with facilities.

3 MS. MULKEY: Right.

4 UNIDENTIFIED MALE: And if they keep the  
5 deadlock, C-Span is going to be looking for material so -  
6 -

7 MS. MULKEY: You can only watch the county and  
8 vote so long. Okay, well I think we go to Bob and then  
9 Beth, and then Bill.

10 MR. McNALLY: Well, it won't surprise you that I  
11 wanted to say that I appreciated Larry's remarks. Larry  
12 was saying something that caused me to want to respond to  
13 something you'd asked me yesterday, Marcia, which I  
14 answered really badly.

15 You asked whether a workshop or a work group  
16 would be a better or different way of approaching these  
17 issues, and I didn't know what the right answer is. And  
18 I still don't know what the right answer is.

19 There's something about workshops that gives me  
20 the feeling of this discussion times five. There will be  
21 more discussion of the same things, more in depth and  
22 maybe even a little bit of an exchange of ideas and

1 that's good. But work groups give me the feeling that  
2 they produce an end product, recommendations or do things  
3 that actually produce real changes.

4 And I just, maybe it's just semantics, but the  
5 idea of a work group seems to me to be a much more --  
6 well, a much more worth while endeavor for my  
7 organization. And I know it's a huge drain of resources  
8 on the Agency. You've got two CARAT work groups.  
9 There's still an INERTS work group here. I guess,  
10 rodenticides is done. And this would add another work  
11 group. But if there was some way to do that, I think  
12 that would be really useful.

13 And just one other thing, I think somebody's  
14 suggested yesterday that the notion of forming a work  
15 group was designed to impede or delay regulatory decision  
16 making. Believe me when I say that's not our intention  
17 on something like this.

18 MS. MULKEY: Now that you've raised the R word,  
19 and Dan actually was really interesting after hearing all  
20 this lobbying for extensive work groups to hear Dan's  
21 very real expression of the tension between demands on  
22 his time and the ability to attend even a single day

1 session, especially if it wasn't scheduled particularly  
2 artfully.

3 The tension here, let's be very frank. We --  
4 believe me when I say we have no hesitancy to be as  
5 transparent as possible and to engage with all of you and  
6 others and to get as much of your point of view as  
7 possible.

8 Both of those things are those things that we  
9 are eager to do. But frankly, not to the exclusion of  
10 keeping the trains running. And for us, it is very much  
11 a tension between those two things. And so yes, we seek  
12 things that are intermediate, not because we are  
13 reluctant to have things that go the whole nine yards.

14 But I've got to tell you, I feel very good about  
15 the work we're doing on INERTS. We've had two full day  
16 meetings and seven long conference calls, and we are  
17 still understanding each other. And there are -- that is  
18 just a very high price. It is worth paying, but we  
19 cannot, we simply cannot afford to pay it on every topic.

20 We have to find some ways on some of these  
21 topics to find some intermediate ground. That's also why  
22 I made the remark I did yesterday which was a little

1 snippy on my part about there's only so much hand-holding  
2 and you guys have to invest, too.

3 And part of what I hear you saying, quite  
4 frankly, is this is hard for me to understand and I need  
5 you to spend a lot more time with me helping me  
6 understand it. Frankly, I'm not a scientist either, and  
7 I understand that dynamic. But the reality is there's  
8 only so much of our resources that can be legitimately be  
9 spent working people through very multiple tiers of  
10 understanding.

11 We did invest that on dietary. It clearly paid  
12 off. We are trying to find smart ways, efficient ways,  
13 ways we can live with and resource drain terms to  
14 accomplish some of that and to get -- and we're also  
15 asking you, not only make yourselves available for work  
16 groups, but find some ways for you to carry a little more  
17 of the burden. Whether it means how you staff  
18 involvement and these kind of things, or whatever.

19 In other words, you pay for some of the cost of  
20 translating this material. You know, either through your  
21 resources or whatever. That is why you don't see us  
22 saying, great idea. We'll start that one. Another great

1 idea, we'll start that one. Oh, now, let's -- you know,  
2 because there is a real and pretty dramatic cost.

3 UNIDENTIFIED MALE: And let me just comment. I  
4 understand that and am sensitive to that. Yesterday, and  
5 -- well, yesterday particularly, the president -- the  
6 presentation on residential exposure reminded me a lot of  
7 the discussion that we had in the pre-briefing for the  
8 first track meeting.

9 Which is to say we were all surprised that there  
10 was that much information out there and we were all a  
11 little startled that you had done as much work as you had  
12 done. And we were all a little bit mystified about what  
13 it all means. And I think that's kind of where we are on  
14 worker exposure to some extent and residential to some  
15 extent.

16 The process that did give rise to so much  
17 confidence building in the measurement of dietary  
18 exposure could occur here as well, I think. And I think  
19 it's an investment worth making.

20 MR. AIDALA: Now, my version of this is sort of  
21 all points are correct.

22 In other words, meaning you've acknowledged that

1 there's the tension. We've acknowledged that there is  
2 the tension between the payoff and you know, sort of the  
3 demands. I think it's sort of -- to me it's also a menu  
4 of different things. For example, whether you call it a  
5 work group or not per se, A, there's continual meetings  
6 of this group itself.

7 Secondly, there is the workshops that we've  
8 already articulated, long scheduled about, oh, across the  
9 country workshops on the Work Protection Program which  
10 obviously can be not just a one-way thing.

11 I think the comment about workshops is that  
12 workshops by definition are sort of initially at least,  
13 one-way-ish. It's that we're telling you how we do it  
14 and obviously taking questions. That's a little more  
15 one-way than oh, I've got an idea. What about this or  
16 that?

17 It's sort of a series of workshops though.  
18 What's the difference between a series of workshops? I  
19 don't mean every month, but I mean, you know, more than  
20 one and a work group. I'm not sure there is big one per  
21 se. Because at a workshop, you can certainly make  
22 suggestions, it's just at the first one you're learning.

1 You know, you're around the T.V., Phil, learning what the  
2 heck is going on. By the second or third one or  
3 something, you might then say, well, hold it. At the  
4 first one, we learned this. We asked for a little more  
5 follow up on that. Here's some new technology come from  
6 the industry. Have you figured that in? You know, et  
7 cetera, et cetera, et cetera. It becomes more  
8 interactive after the first one when it is just the data  
9 dumper, like the first meeting before the first track. I  
10 mean, I think it's all those things taken together.  
11 Whether you call it work group or not, I think that  
12 again, everything has been stated in truth. This is a  
13 useful exercise, not just for dietary, not just for  
14 work --

15 **(End of Side 2 of Tape 1.)**

16 MR. AIDALA: -- you could spend a whole lot of  
17 time with all of you about all number of issues, but  
18 again, you have to pick among what your priorities are  
19 because of time constraints both of you and also our  
20 guys. So, sort of all taken together.

21 I mean, it's not just the one workshop. And  
22 that's not the only time you get to talk about worker

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1 issues. It's the workshop that's at CARAT. It's at this  
2 next meeting and the meeting and the meeting after that  
3 about this group. It's the national workshops and any  
4 other ideas.

5 Again, that's not to say that we're saying  
6 that's enough, and that's all we're going to do. It's  
7 just any other ideas. And so it's sort of everything  
8 taken together in my book.

9 MS. MULKEY: Lois is going to FYI a little bit.

10 MS. ROSSI: I just want to say a couple of  
11 things on this because having probably taken the brunt of  
12 many of the frustrations and comments on the worker  
13 assessments in the last year and a half or so, I think it  
14 would be very helpful.

15 And I guess there's, you know, the dietary was  
16 easy to kind of figure out what it took to make it clear.  
17 I mean, to present in a table we accomplished that  
18 essentially. By, you know, telling everybody what  
19 percent crop treated, telling everybody the source of the  
20 residues, telling everybody if you used juice or what you  
21 did.

22 And in a table, I think that, not that I'm sure

1 anybody here would know the inner workings of the Monte  
2 Carlo, but at least you got, you know, the assumptions  
3 that were going in and you could comment. You could say  
4 we don't treat that percent.

5 Now in the worker, it's a little bit difficult  
6 although some of the variables, there's probably maybe  
7 less than ten things that go into a worker assessment.  
8 And some of them are standard, how much the guy weighs,  
9 how long he works, that kind of thing. I mean, some of  
10 them are standard.

11 But I think what my frustration has been and I  
12 think in order for and probably your frustration is what  
13 is it exactly that needs to be really articulated. And I  
14 think that's -- and I think, Dan, the meeting that we had  
15 that you referenced was really a very intensive four  
16 hour, roll up your sleeves, where did this number come  
17 from.

18 That's hard to do with a large group of people.  
19 But if that's what's necessary, that's a different thing  
20 than getting up and doing slides and showing it. And I  
21 think at this point, I really think, you know, there's a  
22 lot of frustration I think, certainly on my part and

1 probably on your part, to what is it more that we can do  
2 and how can we do it to put this to bed to make it be  
3 something like the dietary. Enough said.

4 MS. MULKEY: Okay, well let's --

5 UNIDENTIFIED MALE: I wish I had said it that  
6 way.

7 MS. MULKEY: Let's go to bed and then I'll try  
8 to figure out where I think the cards came up. But we'll  
9 get to all of you.

10 UNIDENTIFIED FEMALE: Two things. One, I think  
11 the teleconference idea, I really like. As much as I  
12 would love to get to Orlando in the spring, I probably  
13 won't. And my best way of sitting in on one of these  
14 national workshops is -- would be the teleconference.  
15 And I think I agree that a lot more people get involved  
16 that way.

17 You mentioned a couple of studies that I was  
18 curious about. One is a NIOSH study, ag-health study.  
19 What is -- and the second one study is of farm worker  
20 children. When are these studies going to be completed?  
21 How do you see incorporating them?

22 MR. AIDALA: I was going to mention that.

1 Whether that's the next year or the next two years, those  
2 studies that have been under way for a while won't hear  
3 the time lines. Those could make a difference as to  
4 obviously depending on what the results are.

5 UNIDENTIFIED MALE: The ag-health study is -- I  
6 guess it was really initiated about seven to ten years  
7 ago. It's a large epi-study. I think they have 70  
8 thousand participants in the epi- part. And it's being  
9 done in Iowa and North Carolina. And it's NIEHS-NCI and  
10 then we're doing an exposure component. And the exposure  
11 component I think it is in the pilot stage at this point.

12 To kind of verify what they're seeing in the  
13 epi-study, it's a multi-year thing. I think 30 years,  
14 whatever their budget is. So, you know, we'll get that  
15 information as it comes in and use it to get --

16 UNIDENTIFIED MALE: That's focusing on farmers,  
17 applicators and their families.

18 UNIDENTIFIED FEMALE: Okay, when -- how far  
19 along are they?

20 UNIDENTIFIED MALE: I think they're reporting  
21 out this year.

22 UNIDENTIFIED MALE: I think they are reporting

1 out some of the initial health effects information from  
2 the epi component this year. And then I believe that the  
3 R-field component is piloting this year. It may -- the  
4 first phase may be done already. I'd have to go back and  
5 really check the details. It's been a while.

6 And then the farm worker -- the children studies  
7 are what was discussed yesterday and that's basically  
8 worked through an axis and some of the environmental  
9 centers that are set up through one office of research  
10 and development. And much of that work is on-going.

11 Some of the preliminary information is just  
12 coming on line within the next year, for example. So  
13 we'll be using that to just help us, you know,  
14 characterize the overall risk and get as much kind of the  
15 factors data that we can from risk assessments from it.

16 UNIDENTIFIED FEMALE: Is the new program -- are  
17 there any plans to include protection for farm worker  
18 children if this study shows the need for it? I mean --

19 MS. MULKEY: Well, obviously, if any information  
20 indicates a need for something that we have jurisdiction  
21 over, we look into whether we can do something about it.

22 UNIDENTIFIED FEMALE: Dumb question.

1 MS. MULKEY: There was a person from our Office  
2 of Research and Development here yesterday. And his  
3 materials are not in the packet, but we're going to  
4 supply them. And they list a lot of studies. And he  
5 mentioned that a lot of that material is on the web. And  
6 I believe his presentation had some web sites in it.

7 And so that may be a way for you -- and also,  
8 you could just call him. His name is Chris James.

9 UNIDENTIFIED MALE: Chris Saint.

10 MS. MULKEY: Saint, excuse me. Who is Chris  
11 James? Somebody I'm sure that I know.

12 UNIDENTIFIED MALE: They're a rock band.

13 MS. MULKEY: Is that it? But -- and we can get  
14 you that. So that may be helpful to you. All right.  
15 Well, Jim suggested that I just go down the line. And  
16 I'm pretty sure Dan's card was up first, so I'll do that  
17 and then go down.

18 MR. BOTTS: Actually, I think Mr. Tracy's was,  
19 but I'll take the opportunity anyway.

20 MS. MULKEY: Okay. Then I'll go down the line  
21 the other direction.

22 MR. BOTTS: Specialty crops are more important

1 than cotton anyway. From a worker protection standpoint  
2 I think we could make it --

3 MS. MULKEY: Do you mean that they have more  
4 problems with worker protection?

5 MR. BOTTS: -- a case for that. Maybe not the  
6 handlers side, but the worker's side, we probably could.  
7 Just to reinforce one issue. And this is something that  
8 I take a lot of personal interest in.

9 And we have supported both Kevin's program  
10 through our labor division at FFVA by doing -- providing  
11 worker protection training for our membership and their  
12 workers and also through support for the workshops. We  
13 will have somebody in Sacramento.

14 We had somebody in Austin. We'll have somebody  
15 in Orlando. We'll have somebody in Washington. Whether  
16 it's me or our labor division or somebody, we've actually  
17 engaged in this issue at least since 1982 at the level of  
18 intensity that we are right now. It's not an issue that  
19 we take lightly. It's not something that we don't  
20 support moving forward.

21 One of the things that frustrates me is we're  
22 still talking about the same issues and it's more

1 rhetoric than it is actual rolling up your sleeves and  
2 getting to the point of determining where the real risk  
3 points are so you know what to deal with. And we've got  
4 to get to that point. And until you understand how the  
5 assessments are made or how the work takes place in the  
6 field, you can't do that.

7 And that's part of what this workshop that Larry  
8 is talking about will be critically important in doing  
9 because it will show how the risk assessment is defined,  
10 give the people who are going to have to deal with it a  
11 true understanding of how they can actually provide real  
12 mitigation for real risk.

13 Because right now when we go into a meeting and  
14 hear somebody say it's a fourth of a drop of a product  
15 that has been used for the last 40 years with no history  
16 of incidence out there. You've got a hard time selling a  
17 grower that he's got a problem that he needs to deal  
18 with.

19 And until they understand where those numbers  
20 come from, what's driving the policy decision to drive  
21 the decision that that's the endpoint they want to  
22 regulate on, you're going to face this same frustration

1 that you hear that ends up in the polarized positions  
2 that we've faced on some of the other issues the other  
3 day.

4           Until you get a common understanding of what  
5 drives that process, you're still going to have these  
6 same conversations from now on. So it's critically  
7 important that we get to the level of understanding where  
8 we can actually define the goals of the workshop.

9           And this is one place, our work group, this is  
10 one place where I'd differ with Bob, maybe not differ  
11 with Bob, but right now, if we sat down to form a goals  
12 and objectives statement for a work group, I don't think  
13 we could do it. Because everybody's understanding of  
14 what the issues really are different.

15           And until we get to that level of understanding  
16 which I think goes to the point and I will agree with  
17 Lois. The meeting that we had back in July or whenever  
18 it was, on the product that had already gone through the  
19 -- essentially had reached closure on where it was going  
20 to end up and probably not continue to be labeled on the  
21 crop that the people that were at the table who still  
22 would like to see it registered on that crop were raising

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1 hell about it.

2 We left that meeting with a much better  
3 understanding of where the number came from. We might  
4 not still disagree that you're being protective or  
5 actually dealing with an issue that needs really to be  
6 dealt with, but until you get that level of understanding  
7 across the board, you can't move forward in coming to a  
8 real definition of how you want to address this problem.

9 MR. AIDALA: And then given that, I'll call that  
10 the case example, or whatever you want to call it, that  
11 you and your folks got really involved in. What was the  
12 real -- was it that you better understand it and  
13 therefore, might accept the fact that, yeah, something's  
14 got to change, or that hold it, there's something we can  
15 do. Just kind of was there a particular --

16 MR. BOTTS: It's a combination of both because  
17 what it was -- probably the single biggest thing, and  
18 Jeff, you weren't at the meeting and I'm going to take on  
19 the model just a little bit. The thing that drove us  
20 absolutely batty, it was an air-blast application  
21 sprayer. They looked at the dermal exposure issue.

22 You've got a 50 percent reduction in the dermal

1 exposure number based on science who came in, but it made  
2 less than a five percent difference in the risk number at  
3 the end of the day when you took that into consideration  
4 with the assumptions that went into the model that led to  
5 that number coming out.

6 Now how do you deal with that? You either  
7 provide information to change the model, you question the  
8 model, you go in and look at some of the issues  
9 surrounding that. And probably the thing that brought it  
10 home to me, it goes back to the presentation yesterday on  
11 the residential stuff, we've had hammered in our head  
12 it's exposure plus hazard.

13 We've got hazard issues out there that you can  
14 exchange an exposure route in the model and you don't get  
15 the corresponding change in the risk that you do in the  
16 dietary exposure assessment and other things. And that  
17 leads me to believe that there's some things that need to  
18 be done within the modeling process, either in pea head  
19 or in how they do the calculations around the residential  
20 -- or the dislodgeable foliar residue issues.

21 And some of the other things that need to be  
22 plugged into the equation until we can -- until that can

1 be explained on why those changes don't happen when you  
2 make those major differences in what should create  
3 differences in the risk number coming out at the end of  
4 the pipeline.

5 You're going to have a hard time explaining it  
6 in a manner that anybody out there is going to buy into  
7 that these are real numbers that need to be dealt with.  
8 I don't want to minimize the issue because I designed a  
9 program in 1983 to protect five thousand farm workers  
10 that is probably more stringent than anything the Worker  
11 Protection Program ever put on paper.

12 We are concerned about it. We want to deal with  
13 it, but we want to deal with real risks, rather than  
14 something that comes out of perceived risks.

15 MS. MULKEY: I think I'm hearing two things.  
16 One is that case studies are real helpful.

17 MR. BOTTS: Yes.

18 MS. MULKEY: Whatever we do. Whether we do a  
19 workshop, whatever. And that I think -- the other thing  
20 out of -- this is the second time I've picked it up from  
21 Dan in this meeting is that the hazard side is also very  
22 important in these worker protection.

1           Quite frankly, that is harder to engage with and  
2           it harder to make any one case study useful for others  
3           and so forth. And I think it is a very different  
4           science, group of scientists and everything else. And  
5           it's not that different from diet. Sometimes it will be  
6           different and point to a different study. But often,  
7           it's the same basic set of questions that drive dietary.

8           So eliminating hazard in this area would be  
9           eliminating it again in a lot of ways. But I think that  
10          the role of a case study, the benefits of a case study, I  
11          think that's certainly feedback that we know we can make  
12          some use of.

13                 UNIDENTIFIED FEMALE: Yes, I've got to agree  
14          with that.

15                 MS. MULKEY: Yeah.

16                 UNIDENTIFIED FEMALE: And I also wanted to  
17          mention that this is an issue that's really important to  
18          the Department and to land grant universitates. We have  
19          expertise in this area. We also have access to exposure  
20          information.

21                 Our NASS people, the National Agricultural  
22          Statistics Service, has a lot of the data that can help

1 with developing your models. They are already working  
2 with the Agency to try to develop additional data or to  
3 figure out how they can use existing data without  
4 violating their confidentiality issues.

5 So we are working very closely with the Agency  
6 and with grower groups and with land grants. This is an  
7 issue that is very important to us. So Marcia, you can  
8 count us in when you talk about, you know, needing the  
9 resources to help move this along. The Department will  
10 be there.

11 MS. MULKEY: Well, let's go down this way.  
12 Bill, apparently, has been patiently waiting.

13 BILL: Just a perspective from the field, the  
14 regulated community out there and to emphasize what Dan  
15 has said, the mindset of the people that are drawn to  
16 agriculture is show me, don't tell me. And I think  
17 that's where we can get everybody on board.

18 And I wanted to emphasize and compliment the  
19 Agency on the uniformity issue and encourage you to  
20 continue with the Train the Trainer Program. We have  
21 found that to be a tremendous asset. You know, even the  
22 boss has one of your applicator cards there that one of

1           our employees trained me. And made me legal with the  
2           training program.

3                       Secondly, I wanted to compliment the Agency on  
4           assisting my industry on putting out worker protection  
5           bulletins that goes across all 17 of the cotton producing  
6           states. We found that to be beneficial and I realize  
7           that takes time from your other duties and all. But it's  
8           a tremendous asset to have that available to us, that  
9           expertise.

10                      MS. MULKEY: Thank you. Larry.

11                      MR. ELWORTH: We should have called on you  
12           earlier.

13                      MS. MULKEY: We saved him for the last.

14                      MR. ELWORTH: Marcia, you raised an issue that  
15           having been on the staff side of these federal advisory  
16           committees, I remember being mortified at what had to be  
17           what Lois' and her staff's workload, going into both the  
18           Food Safety Advisory Committee and especially Track. And  
19           so I have some personal appreciation of being up until  
20           11:00 or 12:00 at night for weeks at a time dealing with  
21           that and I don't want to minimize that.

22                      But I think there's an issue here. It's not

1 just that people don't understand what's going on,  
2 although that's a huge issue. I think what Dan's saying  
3 and what I've heard from other grower groups is that to  
4 the extent that they do understand, they're unnerved by  
5 it. And they're on a case by case basis on each of these  
6 assessments.

7 You will hear from the grower community that  
8 there are either mistaken assumptions or data that simply  
9 wasn't included that would have been really beneficial to  
10 the assessment. So in that sense from a public policy  
11 point of view, if on a case by case, you have chronic  
12 concerns about the risk assessment, it would useful to  
13 step back and look at the process and see if there are  
14 ways that the process could move more efficiently and  
15 more effectively that would at least minimize the kind of  
16 case by case problems you keep running into.

17 So I think, again, and I'm not so focused on  
18 what the mechanism is as long as there's that kind of  
19 interchange, both to look at the policy and to deal with  
20 the fact that it's not just that we don't understand it,  
21 it's that at times we understand it and we really think  
22 there are problems with it.

1 I also have an additional concern having worked  
2 on pesticide issues for a long time and that is if you  
3 don't get the risk issues right, not only do you mess up  
4 the risk assessment on this side, but you end up focusing  
5 on risks that aren't the important ones.

6 So I think there's -- in terms of focusing on  
7 the right risks, whether it's farm worker, rather than  
8 applicator/handler or the other way around, I think it's  
9 important to get the risk assessment right so that you  
10 focus on the right risk and mitigate the right risk.

11 Again, whoever the risk is assumed by. So I  
12 mean, I guess, what I would recommend in this case is  
13 some substantive process that both has a benefit to the  
14 grower community, but I think a benefit to the Agency as  
15 well. I mean, I would not suggest that the -- what came  
16 out of the dietary risk assessment was solely useful to  
17 the affected community.

18 I thought it was really useful to your folks. I  
19 mean, you know, you learn something best when you have to  
20 teach it to somebody. And I thought that was real  
21 helpful to people at the staff level.

22 MS. MULKEY: Yeah, we don't disagree with that.

1 Jim?

2 MR. VROOM: Yeah, I just wanted to weigh in on  
3 a, just a generic sense about this work group kind of  
4 issue. And I think Dan and Lois have -- are onto  
5 something about having a clear sense of purpose at the  
6 outset of what's trying to be accomplished. It helps  
7 drive the success of the work group.

8 And so in consideration of whether we're going  
9 to go forward with some of these things, I think if we  
10 have clear definition at the outset, that's going to help  
11 everybody in terms of the efficiency of the resources  
12 used in those work groups.

13 I also think that you need strong leadership  
14 and good facilitation in those groups to make them  
15 happen. Because you can -- people can come to the table  
16 and it can be a complete wash or you can really help  
17 drive them.

18 So if we have clear purpose, maybe time frames  
19 in which things can be accomplished, a willingness to  
20 participate and good facilitation, then I think they can  
21 be successful. Otherwise, we shouldn't do them.

22 MS. MULKEY: Jay.

1 MR. VROOM: Just to come back to the Ag Health  
2 Study for a minute. I'm fairly confident the Agency  
3 staff is aware that the industry is doing some of its own  
4 independent research with regard to those populations in  
5 North Carolina and Iowa workers and farmers and their  
6 families -- applicator workers and farmers.

7 And we do take that issue very seriously and you  
8 know, because there are so many government agencies  
9 involved in the Ag Health Study and it's been going on  
10 for so incredibly long, there are some concerns about,  
11 you know, remembering where the protocol started in the  
12 study and how it's evolved and so we have decided to make  
13 that investment, a substantial investment of an  
14 independent look at some of that epidemiology and are  
15 prepared to share that once we have it pulled together.

16 I think that's a very important point and I'm  
17 glad Jim raised that because it could be, you know, both  
18 substantively and probably more likely politically a  
19 driving factor whenever more information starts to emerge  
20 out of the Ag Health Study.

21 MS. MULKEY: Jay.

22 UNIDENTIFIED MALE: Did you set the timing on

1 that? Or did you? Timing?

2 MR. VROOM: Of the industry data? I'm sorry, I  
3 can't remember at this moment. But I think it's catching  
4 up to the same time lines that the reports.

5 MS. MULKEY: This is new to me. That doesn't  
6 mean that the Agency didn't know plenty about it.

7 MR. VROOM: I think you guys knew about it.

8 MS. MULKEY: Yeah, are you actually dealing with  
9 the same people and gathering data separately?

10 MR. VROOM: No, I don't think it's --

11 MS. MULKEY: Or are you reviewing our work?

12 MR. VROOM: No, I don't think it's the same  
13 people, but we are --

14 MS. MULKEY: Getting data in the same places?

15 MR. VROOM: Yeah.

16 MS. MULKEY: Oh, okay. Well, we have -- we've  
17 finished our timetable. We've had a full hour of  
18 discussion. Actually, a little more, I think. It was  
19 very rich. It is time for our break. We are scheduled  
20 to reconvene right at 11:00 and let's try to do that.

21 **(Whereupon, a brief recess was**  
22 **taken.)**

1 MS. MULKEY: -- be able to finish on time or a  
2 little early in spite of my executive decision to run a  
3 little longer than it was scheduled. However we have a  
4 goof-up, our goof-up, which is that one of our members --  
5 you'll remember that we mentioned yesterday that Nelson  
6 Carasquillo would not be here.

7 Remember, because he was out becoming a  
8 grandfather, and Theresa Niada is here for him and she  
9 has been here all day, sitting dutifully in the audience,  
10 unaware that she was a part of the Advisory Committee.  
11 And I think she would probably like to participate in our  
12 discussion on worker protection.

13 And given our failure to make that practical and  
14 possible during the way that we are doing it, if it won't  
15 trouble her, we would love to hear your prospective now.  
16 And we'll take some time to do that before we go back to  
17 our program.

18 MS. NIADA: Good morning, everyone. And I'm  
19 very happy to be here on behalf of Nelson Carasquillo.  
20 There were just a couple of comments. First, I found it  
21 very interesting and the presentations provided a lot of  
22 useful information.

1           One comment, though, I think Jeff, who I don't  
2 see, had mentioned something with the pesticide handler  
3 data base and I had a question if this just includes  
4 registered and licensed handlers because I was concerned  
5 that there's a lot of farm workers in our constituency  
6 who are not licensed and registered and may not be a part  
7 of this. So some valuable data is being missed.

8           We know of a lot of the farm workers who handle,  
9 mix, apply pesticides who are not registered, who are not  
10 trained, and who are not given the protective safety  
11 equipment. And we had a meeting, actually, with a group  
12 of farm workers last night and one gentleman had  
13 mentioned that he mixes pesticides with water and he has  
14 received no training or equipment.

15           And this is something that is very common, both  
16 in the area where Cotto (phonetic) works in New Jersey  
17 and Pennsylvania, but also, too, in our other member  
18 groups in Florida and along the U.S./Mexico border. So I  
19 was concerned that workers aren't being included in this.

20           This worker was also a field worker and is going  
21 into an area that after has been treated with some  
22 pesticides, begins to vomit and gets dizzy and nothing --

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1 and no reporting is happening of this. So I just wanted  
2 to bring some different scenarios that it's real  
3 important to try to include the farm workers, especially  
4 with the pesticide handler database.

5 And also with our field workers, I was a little  
6 concerned, I know, with the NIHS study, too. I think it  
7 was Kevin, if I heard correctly, it's with farmers,  
8 applicators and their families. And a lot of our  
9 constituency is very concerned about the long-term  
10 exposure of pesticides on their health and that of their  
11 family. The low-grade, you know, daily exposure.

12 So, too, I know EPA has some initiatives and  
13 it's doing some pilot work to get some of this data, but  
14 would stress the importance of getting more long-term  
15 data and especially working with community groups who  
16 basically have daily contact with farm workers and can  
17 act as -- you know, to see what sentinel cases there are  
18 and to provide some very useful information. So, just  
19 very briefly, those comments.

20 MS. MULKEY: Thank you. Thank you. Bill, did  
21 you want to add something?

22 BILL: Just one comment on regarding unlicensed

1 and untrained mixers, loaders, handlers and flaggers.  
2 That is definitely illegal use of pesticides. I talked  
3 earlier, it's against the label. I talked earlier about  
4 uniformity of enforcement. And this is where the  
5 regulated community's concern lies in the fact that the  
6 example just given is extremely, highly illegal.

7 MS. MULKEY: Thank you. Thank you, both. All  
8 right. The next item is an update that several of you  
9 requested about tolerance reassessment and re-  
10 registration. And Lois, are you doing this, or is Bob  
11 doing this?

12 MS. ROSSI: Bob is doing this.

13 MS. MULKEY: Bob McNally, who is part of our  
14 Special Review and Re-Registration Division. And there  
15 is a paper on this, two papers, actually, I think.

16 MR. McNALLY: Yeah, Marcia, there's two things  
17 that were just handed out. Let me show you what they  
18 look like. There's a set of slides that entitled status  
19 of re-registration and tolerance reassessment that Margie  
20 put on people's chairs and made available for the public.

21 And then a thicker document that has the six  
22 phase OP process on the front and sort of the status of

1 each of the OPs are in that. So if you have those, those  
2 are sort of the basic materials.

3 What we wanted to do this morning was give you a  
4 brief update of where we stand on tolerance reassessment  
5 and on re-registration. To do this, let me just give you  
6 a brief summary of what we did this past fiscal year,  
7 Fiscal Year 2000, that ended September 30.

8 We had a good year. We completed 19 individual  
9 assessments in Fiscal Year 2000. And in the material  
10 that Margie handed out, that thicker package, later you  
11 can look at, there's a summary of each of those decisions  
12 we made on the 19 to give you a little bit of flavor of  
13 the kind of actions we took.

14 As you can see here from the slide, there's sort  
15 of three broad categories of actions that we took. But  
16 first, there were six chemicals where we had re-  
17 registration decisions made. That's what a RED stands  
18 for. These are chemicals that were registered prior to  
19 1984.

20 And essentially what we've done with these is  
21 that we've completed the re-registration activity on  
22 them. Now, there is one in here that's an OP, you'll

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1 notice, ethylparathion. That one was voluntarily  
2 canceled so we're able to count that as a RED completion.

3 The next set are what we call IRED. Some of you  
4 are familiar with those. Seven of those were completed  
5 last year. Six of them were OPs. One was a carbamate.  
6 And what an IRED is an interim re-registration decision.  
7 These are those chemicals that are part of a chemical  
8 family that has to go through a cumulative assessment at  
9 a subsequent point.

10 And lastly, there are six, what we call TREDs,  
11 which stands for tolerance reassessments. These sort of  
12 fall into three categories. These are post 84s which  
13 under our program are not subject to re-registration.  
14 Secondly, they might be import tolerances only, such as  
15 something like Mevinphos that you see on the list there.

16 And lastly, they might be follow-up activities  
17 to REDS we did before FQPA was passed, that we have to  
18 come back to under FQPA and look at it again. And an  
19 example of that would be Coumaphos.

20 Now, the next slide, we wanted to give you some  
21 sense of where we stand overall with our re-registration  
22 program. With the effort that we conducted this year,

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1 we're now over 200 REDs completed, which we feel pretty  
2 proud of. There were an additional 231 cases that were  
3 canceled.

4 So when you look at the numbers in total, thus  
5 far, we've completed about 70 percent of our work on re-  
6 registration either through the voluntary cancellations  
7 or through the 204 REDs that have been completed.

8 The next slide gives you sort of a quick summary  
9 of those OPs that we did this past year. Again, these  
10 are interim decisions that are pending the cumulative  
11 assessment that needs to be done subsequently. There was  
12 some discussion earlier with Jeff Dawson about the worker  
13 activities.

14 What you'll see in the summary in that larger  
15 material that Margie handed out is we have taken risk  
16 mitigation steps, for example, for workers or ecological  
17 areas in these. What these don't include is the  
18 cumulative dietary assessment, although they each talk  
19 about the individual dietary assessment.

20 So that's where we stand on the OPs in terms of  
21 what's been completed through Fiscal Year 2000. Now, I  
22 wanted to give you a flavor for sort of what's coming up

1 in our next set of chemicals.

2 The next slide that does that is you'll see on  
3 this slide essentially the ones that we'll be doing next  
4 are going to be the OPs that remain and also the last one  
5 there which is not an OP which is propargite. So the  
6 next set you'll see coming out of the Agency will come  
7 from this list.

8 And then lastly, we wanted to give you a sense  
9 of where we stand on tolerance reassessment. As you know  
10 under FQPA, we were required to reassess all of the  
11 tolerances that were in existence when FQPA was passed.  
12 And that number is 9,721.

13 The law required us to reassess a third of those  
14 by the end of first three years, which was August 19,  
15 1999, another third by August by 2002 and the remaining  
16 approximately third by August 2006. Last year, we  
17 completed a 121 decisions that we can count. And that's  
18 a key point here as you see a lot of the work we're doing  
19 now is on the organophosphates. And as I mentioned, we  
20 can't count those until we do the cumulative assessment.

21 The next bullet gives you some sense of where we  
22 stand in total. The key point here is that by August

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1 2002, the law calls for us to complete 64 hundred  
2 assessments by that point. I would add that 3,551 is an  
3 accurate number. We counted two -- we had two manual  
4 recounts this week to verify that number as correct.

5 And several of those tolerances came in from  
6 Florida, late in the day. The last point I would make is  
7 that there are approximately 11 hundred tolerances that  
8 are associated with the OPs. That once that cumulative  
9 assessment is done, then we would be able to count those  
10 as reassessed.

11 So that's a quick summary of where we stand on  
12 re-registration and tolerance reassessment as of today.  
13 Let me turn it back over.

14 MR. AIDALA: If -- Bob, maybe get at the number  
15 of -- if and when that time comes that OPs are because of  
16 cumulative, et cetera, et cetera. The number of OPs that  
17 would make that 35 hundred number be --

18 MR. McNALLY: It would be about 11 hundred.

19 MR. AIDALA: Eleven hundred.

20 MR. McNALLY: So that would get to about 46  
21 hundred. There are about 20 OPs we could count as REDs.  
22 So the 204 number would go up to 224, for example.

1 UNIDENTIFIED MALE: Right.

2 MR. ELWORTH: Could I ask a dumb question?

3 MR. AIDALA: No, only smart ones.

4 MR. ELWORTH: With the cumulative -- when you do  
5 -- do you issue a RED before the cumulative is completed?

6 MS. ROSSI: We've been issuing individual -- we  
7 call them IREDS, interim RED decisions. So we've been  
8 issuing -- that's what we issued at the end of the fiscal  
9 year on the 14 that we did.

10 MR. AIDALA: That's the interim part of it.

11 MS. ROSSI: That's the interim RED, and that  
12 includes the worker and the eco and the entire picture.

13 UNIDENTIFIED FEMALE: On those, the -- where  
14 you've identified ecological and worker risks, what steps  
15 have you taken beyond that? Has PR notices been issued  
16 for worker risk? What, if anything, is issued for eco  
17 risk?

18 MS. ROSSI: Each of those REDs contains a  
19 mitigation section. And unless those mitigation measures  
20 are implemented, including reduction of rates, increasing  
21 REIs, increasing PHIs, and including discontinuing of  
22 certain application methods, each one of those REDs gives

1 a regulatory risk management decision, which includes  
2 mitigation measures for eco and worker.

3 UNIDENTIFIED FEMALE: Right. But having -- I'm  
4 sorry. Go ahead.

5 MS. ROSSI: And those are -- the labels, the  
6 revised labels need to be submitted on a deadline through  
7 the processing of the product re-registration.

8 UNIDENTIFIED FEMALE: Okay, I just -- from  
9 reading those --

10 MS. ROSSI: From reading the individual IREDS?

11 UNIDENTIFIED FEMALE: -- IREDS and going through  
12 the different mitigation measures that are identified and  
13 some are very specific, what, in addition to that  
14 document, would identify the deadlines by which these  
15 measures need to be taken?

16 MS. ROSSI: That is the document.

17 UNIDENTIFIED FEMALE: That's it. So, if it's  
18 not in the document, then there is no deadline, or?

19 MS. ROSSI: If there's a measure that's not in  
20 the document, then it's not implemented.

21 UNIDENTIFIED FEMALE: Well, because the only  
22 thing that you can really see is, for example, it says

1 cancel -- voluntary cancellation of lawn uses and --

2 MS. ROSSI: Right.

3 UNIDENTIFIED FEMALE: -- and whether or not the  
4 Agency has already worked that out with the registrant.  
5 But for example where there are -- there's a mandate to  
6 implement different re-entry intervals --

7 MS. ROSSI: Right.

8 UNIDENTIFIED FEMALE: -- it doesn't -- I mean,  
9 the labels aren't a part of the document and there's  
10 nothing beyond that. Is this an honor system?

11 MS. ROSSI: The labels have to be submitted,  
12 though. Now, granted the label --

13 UNIDENTIFIED MALE: As far as --

14 MS. MULKEY: She wants you to explain the  
15 deadlines and REDs, the label submission deadlines.

16 UNIDENTIFIED FEMALE: Yeah.

17 MS. ROSSI: There are different deadlines  
18 because for some of these OPs, we have shortened the  
19 deadline for label submission. Traditionally, the label  
20 submissions on a lot of our previous REDs have been very  
21 long. I mean, they've been like 24 months and then  
22 another 24 months to clear through channels of trade and

1 this kind of stuff. But on many of these individual  
2 ones, they have specific deadlines that -- where the  
3 labels have to be submitted.

4 MR. AIDALA: If there's no deadline in the  
5 document, does that mean that it has already have to have  
6 been submitted? I believe that's part of the question.

7 UNIDENTIFIED FEMALE: Thank you, yes. That's  
8 exactly what I was asking, Jim.

9 UNIDENTIFIED FEMALE: If there's no deadline in  
10 the document.

11 MR. AIDALA: No other says -- it says that the  
12 label must be changed to delete the lawn use or the  
13 blueberry use. Does that have to have been submitted  
14 before it's written down unless it has a date in the  
15 document? I think that's your question.

16 MS. ROSSI: In cases where we've asked for  
17 deletion of uses, we generally have those in hand before  
18 we write the document because we don't eliminate a use  
19 that -- we don't eliminate a use from a risk assessment  
20 unless we have a commitment that that use --

21 MR. AIDALA: Right. Well, unless the document  
22 -- I say the blueberry use is phased out in the year

1 2001. It would say that.

2 MS. MULKEY: I think there's a minor little  
3 administrative point. You guys are talking across each  
4 other. The two year you talking about, the sort of  
5 generic timing for REDs.

6 MS. ROSSI: When the entire labels need to be  
7 submitted.

8 MS. MULKEY: Right. If there's not a specific  
9 date for a change, then that change is picked up on this  
10 two year window.

11 MS. ROSSI: The product re-registration process.

12 MS. MULKEY: Okay.

13 UNIDENTIFIED FEMALE: That's exactly what I was  
14 asking.

15 MS. MULKEY: Right.

16 UNIDENTIFIED FEMALE: Thank you. Thanks.

17 MS. MULKEY: Okay. Was Bob in the middle or are  
18 you finished?

19 MR. McNALLY: Done.

20 MS. MULKEY: So any other questions, comments,  
21 discussion? People are ready to move on, huh? I think  
22 for those of you who are deadline followers and who worry

1 about our ability to get our work done, and I certainly  
2 count myself among that, I think Bob did some of it. It  
3 might be worth pointing out.

4 For example, the remaining work on REDs, 177  
5 REDs to complete. Bob said that's, I don't know, 20 --  
6 30 percent of our remaining work. We hope and believe  
7 it's not 30 percent of the total work the re-registration  
8 program had to do. For example, included in the 177 are  
9 all of these IREDs that are not yet REDs.

10 So there's all the OPs that are in the two  
11 complete, but for which almost all of the classic RED  
12 work is done or nearing done. So that's it.

13 And also, these are organized around, to some  
14 extent, priorities. So while we still are working on the  
15 worst first, tolerance reassessments, we are, as you saw,  
16 increasingly doing that work and there will remain a lot  
17 of the easy stuff at the end of the day.

18 And I couldn't tell you how many out of the 177  
19 are going to be easy scientifically and managerially, but  
20 there is a subset of them that are the ones that you save  
21 to the last because they are the least important under  
22 tolerance reassessment.

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1 MS. ROSSI: Yeah, I think in the whole universe  
2 of REDs, if for those of you who remember the original  
3 list A, B, C and D, with A and B having sort of the ones  
4 that were -- or had the perceived worst -- or potentially  
5 worst, I think we have something like 12 remaining on  
6 list D that need to be done. And 20 odd on list C. So -  
7 - and if you take away the OPs, actually, A gets into  
8 almost like 50 or 60 left that we would have.

9 MS. MULKEY: So of the 177, there's a meaningful  
10 percentage that are hard and big work, but it's not a  
11 177.

12 UNIDENTIFIED FEMALE: No.

13 MR. AIDALA: For example, if that's about 40 or  
14 so OPs or 35 or so, 40 plus are anthomicrobials  
15 (phonetic), 30 are list C and D. Certainly, that's to be  
16 subtracted, if you will, under that kind of accounting  
17 from the 177.

18 UNIDENTIFIED FEMALE: Right.

19 UNIDENTIFIED FEMALE: So, I guess, just to  
20 clarify, when you say that we had a very good year with  
21 19 per year, this isn't to say that these 177 will take,  
22 and I have not done the math, but 19 per year of these --

1 MS. MULKEY: Eight or nine years, no.

2 UNIDENTIFIED FEMALE: Yeah.

3 MS. MULKEY: That's not to say that. That's  
4 part of the message I was trying to send.

5 UNIDENTIFIED FEMALE: Okay, that's what I  
6 thought.

7 MS. MULKEY: We are, as Joe said yesterday in  
8 his presentation, we are planning on a -- on the FQPA  
9 statutory time line basically. And we are planning to  
10 integrate RED completion with tolerance reassessment  
11 completion on that time line.

12 MR. ELWORTH: But we're not on that 4,030  
13 schedule we were a few -- what was the number --

14 MR. AIDALA: Yeah, 22 hundred or something like  
15 that. The number I estimated before I had this job.

16 MS. MULKEY: And of course, you're the reason  
17 why it's so different story today?

18 MR. AIDALA: Why not. I'll let you think that.

19 UNIDENTIFIED MALE: A lot of memories.

20 MS. MULKEY: Okay. Very good. But anyway, I  
21 just -- Jim was telling me we needed to be able to send  
22 that -- we need to be transparent on this, including the

1 fact there is still quite a lot of work to do. Don't  
2 misunderstand me. It's not all just moving boxes.  
3 Adriana, did you have more or are you --

4 ADRIANA: Oh, no. I'm sorry.

5 MS. MULKEY: Any other? Well, that's fine. I  
6 think we can move directly into our discussion of future  
7 PPDC issues. Now, we've heard a lot about work  
8 group/workshop, deeper, more comprehensive.

9 I'm choosing to hear all of that as not a single  
10 message, but as a mix of messages about interaction and -  
11 - because we are going to be selecting members as well as  
12 planning agendas and timetables, and because our  
13 timetable is obviously appropriately integrated with the  
14 CARAT timetable, I told you what I know about it  
15 yesterday.

16 We would welcome your feedback about topics and  
17 issues, about scope, about membership and about  
18 timetables for this advisory committee, including the  
19 whole question of should we continue to pursue this  
20 advisory committee.

21 Obviously we've decided we should, or we  
22 wouldn't have done a call for membership, but any subject

1 is open for this session. So, have at it. Wow, you guys  
2 are really in a hurry to leave.

3 UNIDENTIFIED MALE: So when is -- what's the  
4 deadline for submission of interest to --

5 MS. MULKEY: I believe it's December -- December  
6 27 sticks in my mind, but it's in the FR notice. It's  
7 about a month from when it's issued.

8 I have -- I think I said yesterday, in addition  
9 to indicating whether you personally wish to continue,  
10 you might want to indicate others that you think would be  
11 appropriate and interests or points of view, bearing in  
12 mind that you all tell us and we concur that the scale of  
13 this advisory committee is very -- it works. But you pay  
14 a price for this scale.

15 And the price is that we don't have a lot of --  
16 I mean, agriculture is incredibly diverse. You cannot  
17 represent the range of agriculture in this room. The  
18 non-agricultural pesticide using sector is incredibly  
19 diverse. You can't probably represent it in this room.

20 The public interest community is -- is itself no  
21 one speaks for all. They bring different interests to  
22 the table and they feel -- we all feel resource

1 constraints. They seem to have fewer numbers and it's  
2 sort of obviously apparent that they have fewer numbers  
3 and that creates some special strains.

4 So if they're to be -- if their voices are not  
5 to be crowded out, and if they're to have sort of an --  
6 that's sort of a critical mass of points of view, then  
7 that limits it. So there are a lot of factors. I'm  
8 filling time, hoping somebody will put up a --

9 (Laughter.)

10 MS. MULKEY: Warren.

11 WARREN: Well, in the spirit of looking at  
12 tolerance reassessments, as we look down the road to  
13 2003, 4, 5 and 6, there are roughly 771 food use inerts  
14 that are going to have to get reassessed from a tolerance  
15 point of view.

16 That affects every single food use product  
17 that's out there. And the registrants and the inert  
18 suppliers, I think, really need some lead time and some  
19 guidance from the Agency as to what we might anticipate  
20 in the area of tolerance reassessment for inerts.

21 There is going to need to be business decisions  
22 made. You're going to have to cost out the data or the

1 information. You're going to have to have some kind of a  
2 time line to complete studies and work on that. No one's  
3 figured out a way to do a year's study in six months.

4 So the bottom line is we need as much lead time  
5 as we can. But we have a very complex set of issues.  
6 And we certainly don't want to have 771 task forces out  
7 there, each generating their own data. So we need to  
8 think of ways of cost-sharing and grouping and putting  
9 families together.

10 I think we need to try to set some priorities in  
11 those 771. Which one do you want the first year, the  
12 second year, the third year and the fourth year? I think  
13 it's also important to look at that timetable.

14 But I also think we need to try to coordinate  
15 with other data generating issues that the Agency is  
16 involved with, such as HPV and other programs so that  
17 there's a coordination of tests and protocols so that  
18 we're not wasting time, effort, research --

19 **(End of Side 1 of Tape 2.)**

20 WARREN: -- inerts. And raises ultimately the  
21 question dealing with transition to other products and  
22 substitutes for those that you are, in fact, losing.

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1           So there's a long series of, I think, complex  
2           and complicated issues. And yes, 2003 sounds like a long  
3           way off, but we're already working on the 2002 budget and  
4           that time is really very short.

5           So we're really looking for some guidance from  
6           the Agency as to how we might proceed in trying to  
7           address some of the issues or concerns that are going to  
8           be raised and would certainly recommend that perhaps we  
9           put a topic like that on our next PPDC meeting and have a  
10          briefing on that as to where we're going.

11          MS. MULKEY: Well, as you know, we have inert  
12          that's been an issue that this committee has at least  
13          spent some time with. Not just inerts disclosure issue,  
14          which is an important one and has a work group, but you  
15          remember we did discuss all the inerts issues.

16          There's some data compensation issues and  
17          others. If this committee is interested in sort of un-  
18          owning the inerts issue in a robust way, I think we have  
19          thought in the past that it was an appropriate forum and  
20          we continue to think that. So any other reactions to  
21          that would be welcomed to hear.

22          I think Bob had his tent card up next, but Bill

1 seems to want to speak something that's more immediately  
2 relevant.

3 MR. McNALLY: Yeah, Bill can go. I was just  
4 trying to help you out. Yeah.

5 MS. MULKEY: Yeah.

6 BILL: I wanted to talk a little bit in general  
7 about the value of PPDC. And specifically to Warren's  
8 point which is one the things I'm concerned about is this  
9 impending data call-in on inerts and the data  
10 requirements in that.

11 And what that looks like is something that seems  
12 to be bubbling up and we weren't really hear -- we were  
13 here bearing different venues, very scary, very, you  
14 know, demanding on these chemical producers in terms of  
15 generating data.

16 And that seems to lack transparency to me in its  
17 evolution. And I would have -- I mean, if it's coming  
18 out next month having it be a PPDC issue at this point  
19 seems kind of late. But to Warren's point, I think it's  
20 a huge issue that needs to be addressed.

21 If this is the right forum for that, great. But  
22 it needs to be addressed in some manner. I think you do

1 need to hear from stakeholders on it.

2 Okay, having said that, I have found my  
3 experience on PPDC has been incredibly enriching. You  
4 know, personally coming from the non-ag side, being able  
5 to hear the breadth or the scope of what you guys have to  
6 deal with in an agricultural sense. And on a lot of  
7 different things, I've learned a tremendous amount.

8 I think my frustration has been of what value do  
9 we provide to the Agency, or what do you ask of us. I  
10 mean, we come, we spend a couple of days. I learn a lot.  
11 I communicate a lot back to folks, but I kind of at the  
12 end of the day wonder is this -- what is the value to the  
13 Agency. Do you want more out of us?

14 I think the work groups look like a very good  
15 mechanism of getting product, where the committee seems  
16 advisory. You get maybe richer work out of these work  
17 groups. And if that's a mechanism -- if the committee is  
18 a mechanism to have the work groups, then I encourage us  
19 to keep that going.

20 But I am wondering, you know, what value do you  
21 guys get out of hearing from us?

22 MS. MULKEY: Do you have any thoughts? We've

1 talked once or twice about our giving you feedback about  
2 what we heard and how we reacted to it. I actually made  
3 some little feeble attempts to do a little bit of that  
4 just in the course of this meeting.

5 Mindful that that was -- but if you have any  
6 thoughts either here or later about -- we actually do  
7 benefit enormously from hearing your perspectives. And  
8 some of it influences the way we write our documents or  
9 the way we choose how to spend our time and I'm not sure  
10 we even have a conscious, full awareness of the link  
11 between the kind of feedback we get here.

12 You know, we go away, say we're hearing these  
13 things. And we may not remember whether we heard them  
14 here or somewhere else and they influence them. So I'm  
15 not sure we can have a perfect feedback loop, even if we  
16 tried.

17 We would probably understate the extent to which  
18 we are relying on you. But if you have any thoughts  
19 about how -- I mean, what I think I hear you saying is  
20 you're afraid that your input to us just goes into a  
21 black hole and you have no clue about whether it's  
22 valuable.

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1 UNIDENTIFIED MALE: I don't fear that. I wonder  
2 -- and I'd actually like to hear from others on this who  
3 have been on the committee for a while. Do they -- is it  
4 a reciprocal kind of relationship. I mean, it's  
5 certainly -- I learn a lot. There's a lot of education,  
6 there's a lot of information download that happens here.

7 You know, we tend to then throw out some  
8 thoughts back to you guys. So is that good enough?

9 MS. MULKEY: We experimented a little bit in  
10 CARAT with having members prepare and present things like  
11 we did. But you know, obviously on somewhat different  
12 topics. So, in effect, you began to educate us and each  
13 other.

14 And it was a little bit more sharing of and  
15 maybe -- and part of what I think I hear you saying is  
16 you feel that a certain amount of what you do is seat of  
17 the pants. It's less prepared. It's more reactive, and  
18 that given a different subject area, you might --

19 UNIDENTIFIED MALE: This is a -- you know, I  
20 don't know if Bob shares it. I mean, this kind of easy  
21 deal for me, anyway. I fly in. I sit around. I go  
22 home.

1 MS. MULKEY: You didn't have any homework.

2 UNIDENTIFIED MALE: No, there's no homework.

3 You know, and you guys are working and putting together  
4 and to your point earlier, sharing a tremendous amount of  
5 the burden in this thing. And that works for me if it  
6 works for you. But if you want something else, I  
7 wouldn't be afraid to ask for it.

8 MS. MULKEY: Okay, that's helpful. Bob.

9 MR. McNALLY: Well, you know what, that's the  
10 California way of saying the same things I was going to  
11 say.

12 MS. MULKEY: You would say them with a lot more  
13 intensity then, right?

14 MR. McNALLY: I would have more of a New York  
15 approach. But it was very thoughtful and caring.

16 **(Laughter.)**

17 MR. McNALLY: I want to hug you.

18 UNIDENTIFIED MALE: Kumbaya.

19 MR. McNALLY: I just want to offer an opinion.  
20 And the opinion is that I guess, I see the Committee as  
21 serving two roles. One of which is for us to come to you  
22 once in a while and say, gosh, you know what, there's

1 this issue out there. You people aren't paying enough  
2 attention to and this is like a great opportunity for you  
3 to create some process for that.

4 And residential exposure, I think, was an  
5 excellent example of that being done. I thought, though,  
6 from the beginning the more important role for this  
7 Committee was to be something like a SAP-II. It's like a  
8 stakeholder advisory panel. It's in the nature of what  
9 you do that you have to confront contentious issues.

10 And I guess the normal course of dealing with  
11 those issues in the absence of fora like these is that  
12 you just sort of do things in back rooms and people  
13 suspect that you did them for all the wrong reasons.  
14 This creates an opportunity for you to get some honest  
15 feedback and some public process and open discussion of  
16 difficult issues.

17 So I kind of see this as a place where you come  
18 to us with your concerns and we create some opportunity  
19 for you to discuss them in a public way. And I think  
20 it's been successful in that regard.

21 MS. MULKEY: Okay, Adriana.

22 ADRIANA: I was actually going to second the

1 suggestion on looking at inerts, not only for inerts, but  
2 I mean in continuing along the lines of the whole  
3 tolerance reassessment process.

4 I think it would be a good idea to have the PPDC  
5 take part in the planning so that this work does get done  
6 in time to facilitate things for EPA and for those who  
7 are going to have to be submitting the data. So I would  
8 just second that. I think that was a good suggestion.

9 MS. MULKEY: I should react to what Bill said.  
10 Whatever initial data call-in might be issued whenever  
11 it's issued, that's certainly not going to be the end of  
12 or necessarily the biggest chunk of the issues that will  
13 come up with inerts. So I don't think that should that  
14 occur between now and the next meeting that would mean  
15 that this issue would be moot or sort of too late.

16 BILL: Well, just specifically to that point, if  
17 I may. There was a meeting with the biocides panel with  
18 Rob Forrest and the folks who were working on this DCI a  
19 couple of days ago, and their feedback to him was have  
20 you coordinated these data requirements that you're  
21 thinking of for these inerts with the HPV program and  
22 they're barely aware of the HPV program, so --

1 MS. MULKEY: I think that was misleading.  
2 Susie's been working on this. She might tell you a  
3 little more on that.

4 MS. HAZEN: I'm surprised that that was the  
5 response --

6 BILL: That's what I heard. I was not there for  
7 those here.

8 MS. HAZEN: Oh, we have been working very, very  
9 closely with OPPT on the HPV program and in fact, are  
10 this close to being able to issue publicly a matrix of  
11 the testing requirements for the various HPV programs all  
12 along the lines to the kids testing program, the overlap  
13 with DCIs and what that might be. So it's very active  
14 and very coordinated for about the past six to nine  
15 months.

16 BILL: Yeah, the word that -- that's great. I  
17 mean, the word I heard was that the data requirements  
18 were going to be different and that they weren't  
19 coordinated. So I just --

20 MS. MULKEY: Go ahead.

21 MS. HAZEN: There certainly may be differences  
22 in the data requirements between a voluntary program like

1 HPV and data call-in requirements.

2 What I am saying is that our efforts here have  
3 been to lay out very clearly for the participants in the  
4 HPV program as well as those who may be subject to DCIs  
5 and those who want to participate in any of the other HPV  
6 kind of voluntary programs, to lay out -- if you think  
7 you're going to be covered by the DCI and you want to  
8 participate in the HPV, here are the data requirements  
9 for both of those.

10 Here's the overlap. If you want to be covered  
11 under both programs, do this. If you're only interested  
12 in HPV, do that.

13 BILL: So I can talk to you more about that.

14 MS. HAZEN: Absolutely. Please feel free.

15 BILL: Okay. Great.

16 MS. MULKEY: But one of the -- it is evident  
17 that we have a transparency need if nothing else.

18 BILL: Right.

19 MR. ELWORTH: What is HPV mean?

20 MS. MULKEY: High Production Volume. It's a  
21 program for non-pesticidal chemicals as well as  
22 pesticidal, I guess. But --

1 UNIDENTIFIED FEMALE: It's the 12 hundred -- not  
2 12 hundred. The high production volume chemicals off TRI  
3 for which the basic data set has not been developed over  
4 time.

5 MS. MULKEY: Because you know pesticides are the  
6 most tested chemicals of all, with the possible exception  
7 of drugs. And this is an idea of beginning information  
8 on other kinds of chemicals. But it is a voluntary  
9 program except that I think it's going to be -- become a  
10 regulatory program, right?

11 BILL: There's a component of it, a kid testing  
12 rule, which will become --

13 MS. MULKEY: Will become regulatory.

14 UNIDENTIFIED FEMALE: Probably.

15 UNIDENTIFIED MALE: And does it include a lot of  
16 inerts, or not?

17 MS. MULKEY: There is some overlap with inerts.  
18 I guess there's no overlap with actives because they're  
19 all tested. Yeah.

20 ADRIANA: I just wanted to conclude my statement  
21 real briefly.

22 MS. MULKEY: Sure. Absolutely.

1           ADRIANA: I think that the importance of keeping  
2           our eye on that part of the inerts, I think it does  
3           relate directly to the work group on inerts. Because the  
4           work group and the people who I've talked to on the work  
5           group are concerned with also how the data call-ins are  
6           going to be done and whether or not that's going to end  
7           up being part of the disclosure or dictate what's part of  
8           the disclosure or dictate if it even is going to be a  
9           part of the disclosure.

10           So I mean, I don't think we can really separate  
11           them. So it would be important to have -- rather than  
12           have -- send off a work group and then come back with a  
13           lot of criticism really integrate that portion into it.

14           MS. MULKEY: Interesting. Jay.

15           MR. VROOM: I'd strongly advocate that the PPDC  
16           not just for the next meeting, but at every meeting have  
17           on the agenda some time associated with the big picture.  
18           We talked about, you know, earlier, what percent of OPP  
19           is dedicated resource for worker protection and how does  
20           that look over time.

21           I think if PPDC regularly looked at that sort of  
22           big picture, resource allocation in a little more detail

1 on a regular basis on achievement of goals that Joe  
2 Merenda talked with us about yesterday afternoon. If you  
3 made that a regular feature to allow us and I would  
4 imagine it would be helpful also for you, on the Agency's  
5 side, to continually get in the habit of looking at that  
6 big picture.

7 Because there is so much detail that you can in  
8 any one program area, you can fall into that and never  
9 come out of it. And I think it would be very helpful to  
10 always keep as a regular feature of every PPDC agenda  
11 that big picture scope look updated.

12 Keep it into the continuum perspective because  
13 you know, a number like 850 people on the OPP payroll  
14 doesn't mean much unless you know how many that is  
15 compared to a year ago and what you're anticipating, and  
16 that 200 of them, you know, are, quote, at risk, because  
17 of the uncertainty of the re-registration program  
18 reauthorization and so on.

19 I think all of that is very important, but it  
20 needs to be put into that larger picture in continuum.

21 MS. MULKEY: The kind of thing that Joe Merenda  
22 presented yesterday, is that the kind of thing you mean?

1 MR. VROOM: Well, except for the fact that I  
2 even forgot to ask him what your budget this year. You  
3 know, what's the total dollars. Yeah, that's subject,  
4 but with more complete detail and perspective, I think.

5 MS. MULKEY: Okay.

6 MR. VROOM: And I've got a couple of other  
7 issues, but not really at sort of the level of agenda for  
8 the next PPDC meeting.

9 MS. MULKEY: Well, do you want to go ahead and  
10 mention them?

11 MR. VROOM: Sure. We have a growing concern and  
12 this doesn't relate to OPP, it's OECA. The reduction I  
13 think, now, to the number of staff dedicated to GLP  
14 enforcement inspections has been cut by 30 percent. And  
15 you'll probably tell me that's in part because Carol  
16 Browner had to find money to make for the seven million  
17 dollars.

18 MS. MULKEY: There probably is some relationship  
19 between those two facts.

20 MR. VROOM: So I'll save you from having to make  
21 that statement. But it's creating now a significant  
22 problem for companies trying to market pesticides in

1 other countries that traditionally have deferred to and  
2 accepted U.S. GLP laboratory test data.

3 More than one -- we've had one problem with one  
4 South American country in particular over the years with  
5 regard to acceptability of U.S. and European laboratory  
6 data. But it's really spreading now because of this  
7 reduction in the amount of staff that are doing GLP  
8 inspections and just raising questions in the  
9 international community about the credibility of U.S.  
10 based test data.

11 And I think that's a problem that needs to be  
12 addressed. And I'm sure that OPP has an interest in  
13 that, even though this is not your direct line authority.  
14 So that's one issue. I don't know if we can talk about  
15 that now.

16 MS. MULKEY: Let me answer that very brief.  
17 We've shown an interest in that in some very particular  
18 ways. I'm very careful not to air internal agency  
19 deliberations publicly. But we've shown an interest in  
20 that. Have you attempted to engage OECA senior  
21 leadership on this topic?

22 MR. VROOM: I think we have, but probably not

1 effectively and probably not on this most recent level of  
2 concerns.

3 MS. MULKEY: Well, one of the things we can do  
4 is offer our offices as -- so we could meet jointly with  
5 you if there was that. (Inaudible).

6 MS. LINDSAY: Well, I was going to say, not the  
7 senior most level, but at least at my level, there  
8 actually have been meetings and discussions between OEKA,  
9 OPP and ACPA. It's not that we've solved the problems  
10 yet.

11 MR. VROOM: Right.

12 MS. MULKEY: But you've met with ACPA on this  
13 topic?

14 MS. LINDSAY: On this very, very topic. And  
15 we've talked about some possibilities of what can be done  
16 on the credibility front, not so much on the OECA  
17 resource problem.

18 MR. VROOM: Right.

19 MS. LINDSAY: Which doesn't mean that it can't  
20 usefully be raised to higher levels, but I thought it  
21 would be helpful for people to note that there's already  
22 a discussion ongoing.

1 MS. MULKEY: I did not know that. I was -- I  
2 mean, I've offered some memorandum and so forth. But  
3 that's helpful to know that that's and important -- I  
4 think we have a meeting on that tomorrow, too, with  
5 another interest group.

6 MR. VROOM: What are there, like 1,500  
7 laboratories in the United States that are GLP. I mean,  
8 it's a big job.

9 MS. LINDSAY: Yeah, I mean, this is actually, I  
10 think, in a way a chronic problem in that for countries  
11 who want like regular annual GLP certification of  
12 laboratories, there's never been the resources I think  
13 since we've had a GLP program to do that level of  
14 inspection.

15 We've piggy-backed on some FDA resources, but  
16 you're still not going to get to every lab every year, or  
17 every lab every other year, or every third year.

18 MR. VROOM: We think with six employees in OEKA  
19 doing this, that you know, they can do maybe 25 or 30 a  
20 year.

21 MS.LINDSAY: Yeah.

22 MR. VROOM: And there's 1,500 or so.

1 MS. LINDSAY: There's a disparity --

2 MS. MULKEY: And always has been, is what you're  
3 saying.

4 MS. LINDSAY: Yeah, and Jay is right, though,  
5 that there is some of the recent reorganizational efforts  
6 have diminished still further the level of resources  
7 there.

8 MS. MULKEY: And you had another item?

9 MR. VROOM: The 2001 company/agency priority  
10 list, we are confused by which is which and how the list  
11 got created, quarter by quarter, that Jim Jones has  
12 shared with us recently and would like to have a little  
13 more conversation on that.

14 MS. MULKEY: Yeah, absolutely, you're always  
15 welcome. J.J.

16 DR. STEINBERG: Kind of hitting the agenda items  
17 for 2001 and beyond. To me there were three high points  
18 and a number of other smaller areas which I think will  
19 evolve, but all very important. As I promised the data  
20 center, and you need some central repository that will  
21 supply the -- you need the perfect data page, the perfect  
22 inventory. I think you should continue to strive to do

1 that to make that available to everyone. I think it  
2 would be helpful to the public, helpful to academia,  
3 unquestionably helpful to industry. If they had the  
4 basic data, then everyone can contest whatever models  
5 they want, but the data has to be easy, accessible, user-  
6 friendly and of course, as we said, the perfect data  
7 center.

8 UNIDENTIFIED MALE: Free, right?

9 DR. STEINBERG: Right.

10 UNIDENTIFIED MALE: Free?

11 DR. STEINBERG: But of course. Free, means that  
12 they're coming out of the pockets of 275 million  
13 Americans, all of us included. Labeling is coming back.  
14 And labeling is -- we spoke a little bit about it. I  
15 suspect that as time goes on, labeling will be as  
16 important to everyone as it was to the industry, to the  
17 American public, and to the EPA as it was when FDA went  
18 through this.

19 So I think everyone needs to understand that  
20 this is going to happen one way or another and I think  
21 that's going to move along. I would not be surprised if  
22 in two or three years, you have 50 people working on

1 this.

2 MS. MULKEY: Are you talking about ingredient  
3 labeling?

4 DR. STEINBERG: I think ingredient labeling for  
5 consumers, to make this available just like the FDA made  
6 this available. As you well know, and I hate to mention  
7 it, this was a multi-billion dollar cost to everyone  
8 involved. It is going to happen. I think it's a good  
9 time to start thinking about this across the board.

10 To me, one of the more exciting things that was  
11 revealed was this EUP process because I think it's one  
12 the future thinking processes that you know have with  
13 industry and with the EPA. It's a wonderful opportunity  
14 to get novel products and new ways of using products into  
15 the pipeline. Any way that you could expedite that would  
16 be terrific.

17 It's a way of catalyzing the next generation of  
18 products that people will use which will be better and  
19 safer and anything that you do that, I think is future-  
20 forward thinking stuff. And I view that as very  
21 exciting.

22 Smaller things, I would have liked a report,

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1 even 15 minutes, on kids. That should be, Jay mentioned,  
2 kind of reports as it relates to big picture stuff. That  
3 was on my list. I'd like to see things related to kids.  
4 I loved having ORD here. Again, a 15 to 30 report is a  
5 minimum from ORD.

6 Obviously, the worker related issues, if we have  
7 big issues related to that, we need to discuss it. If it  
8 doesn't make a PPDC agenda, it should still be put on --  
9 de riguer -- so that we can at least know what's going  
10 on.

11 As Phil mentioned, we also need a technology  
12 wizard somewhere in here to make sure that we can get  
13 this information out. Maybe actually do this in real  
14 time. Maybe make this available to many constituencies  
15 across the country. And I think that technology is  
16 available and I think that would be a great thing to do.

17 And, you know, I think the PPDC with the work  
18 groups and with other potential workshops, I think it  
19 delivers a very good product. I like the products. I  
20 like the stuff that the rodenticide group did. I think  
21 the committees are doing a good job in delivering on what  
22 the PPDC should do.

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1           And therefore, I think, it should be encouraged.  
2           And obviously the staff did a great job in putting it  
3           together.

4           MS. MULKEY:   Hearing you -- we haven't -- EPA  
5           has a new Office of Environmental Information.  One of  
6           the primary purposes of which, as I understand it, is to  
7           provide a central focus to the development of data, the  
8           making publicly available of data accessibility of data,  
9           so among of the things we might facilitate your ability  
10          to engage with that office, as with ORD.  Hear straight  
11          from them.  Dan, I believe you were next.

12          MR. BOTTS:   Looking around the table and  
13          recognizing only probably four people who sat down at the  
14          very first PPDC meeting back in 1995, right after the  
15          shut down of the government, infamous shut-down of the  
16          government, consider this gray beard concerns and whether  
17          or not I volunteered to up for another term or not is  
18          going to be totally contingent on whether my boss feels  
19          he can justify the 200 segments a year on Delta flying  
20          back and forth to Washington at our expense, by the way.

21          Just to bring some of the issues here today, one  
22          of the frustrations that I've had over the history of the

1 organization is I don't think we've ever been utilized to  
2 the degree that we could have been utilized to help the  
3 Agency work through some of the more controversial issues  
4 that have come before.

5 Not just tolerance reassessment and FQPA issues,  
6 but other issues that are out there. And somehow the  
7 work group mechanism, some of those kind of things need  
8 to be fuller -- more fully developed, but it needs to be  
9 developed with the help of the PPDC members. We need to  
10 help you drive that process forward rather than relying  
11 on staff resources at the Agency to do that.

12 And toward that end since we hammered the worker  
13 part of it almost ad infinitum earlier, I'd like to  
14 suggest that there be a -- essentially a three or four  
15 member group put together of PPDC membership to help  
16 frame how we would like to see this whole worker issue  
17 brought forward. And maybe have that as a work  
18 assignment between now and the next meeting.

19 And at the potential expense of the wrath of my  
20 boss, I would like to volunteer to participate on such a  
21 work group because it has been something that has in a  
22 tremendous -- or focus group or whatever you want to call

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1 it -- to bring that issue back to this group to see,  
2 explore how to move forward.

3 Some of the other issues that I think we need to  
4 be advised of, and I really appreciate the presentation  
5 by ORD and the Research Triangle Park Scientists on the  
6 risk assessment information and that health based  
7 information that was provided yesterday, but there's also  
8 other research efforts at the Agency, the Environmental  
9 Fate Lab out of Athens and the Cincinnati lab that looks  
10 at anti-microbials and efficacy testing, some of those  
11 issues.

12 I think some of those things would be as  
13 interesting as the human health effects information if we  
14 could just get brought up to date on what those labs are  
15 doing in support of the programs and the decision process  
16 at the Agency.

17 And just to hit on one particular point, the  
18 presentation yesterday was amazing. I really enjoyed  
19 that. But I think it would almost worth a field trip  
20 down to their facility where you could get the individual  
21 scientists that are directly involved as well as the  
22 person overseeing it.

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1           So -- and have more of a real informational  
2 distribution so we really see what information is being  
3 generated, and beyond just the summary scope of the  
4 information. That would -- I think that's almost worth  
5 maybe on an invitation basis, if you want to come, come.

6           And we'll set it up, or facilitate setting it up  
7 and then have that kind of discussion. I think you'll  
8 get almost as large of an attendance at that kind of  
9 meeting as you would at a formal PPDC meeting.

10           Recent PR notice on what was advisory language  
11 versus enforceable language on labels. The Consumer  
12 Labeling Initiative dealt with one segment. I share a  
13 tremendous level of frustration with my membership on ag  
14 labels and in being able to read and understand what they  
15 actually mean, both from a use instruction standpoint, as  
16 well as the environmental fate, restrictions and those  
17 kind of things.

18           I would like to see a discussion of that whole  
19 issue and the process because some of the labels that are  
20 out there now, if you read every word on there like  
21 you're supposed to do, they become contradictory to a  
22 large degree.

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1           And I'm not real sure that in some cases that  
2           it's -- based on the label language that accompanies the  
3           product, that you could actually apply the product in  
4           some locations, in particularly Florida.

5           Harmonization issues, we had a meeting with some  
6           -- with an ACPA Committee on Tuesday afternoon discussing  
7           harmonization with Canada or the NAFTA process. And  
8           there's some labeling issues there, some worker issues,  
9           some other things. It would be real interesting in the  
10          long term focus of where impacts on OPP programs.

11          That whole harmonization issue, not only with  
12          the NAFTA process, but OECD and EU issues and those kind  
13          of things, there's a whole universe of emerging things  
14          that come out of those type discussions that I think this  
15          group needs to at least be briefed on so that they  
16          understand that those are potential impacts as well.

17          What else? I think that pretty well covers my  
18          list of agenda items and issues. But I just -- I would  
19          really like to see this group become much more active  
20          because of the discussion potential that you get in a  
21          smaller group.

22          There's a lot more in-depth, relevant discussion

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1 than you get at larger group, larger advisory group type  
2 efforts. And I don't think we've fully reached the  
3 potential of this group because of how we function and  
4 the structure and the process. And I'm going to put some  
5 of this in writing and get it to Margie, even though  
6 she's tired of getting e-mails from me.

7 MS. MULKEY: Well, that's good. That's helpful.  
8 We're trying to take good notes, but let me come back to  
9 the first item you mentioned which is the worker issue.  
10 And what I understood to be some interest in PPDC, my  
11 word, owning the worker issue to some extent and from the  
12 standpoint of Agency advisors. As you know, since you're  
13 a member of CARAT, there has been a lot of vocal interest  
14 in having that advisory committee embrace the worker  
15 issue. We've not instantly accepted that, in part  
16 because it is not within the subject matter of tolerance  
17 reassessment or transition, at least not directly.

18 Do you think, through your good offices or  
19 others, the ownership of that issue in organization as it  
20 relates to advisory and stakeholder pieces, would  
21 substitute. Because otherwise, I mean, we're going to be  
22 looking at, you know, all the things you suggested and in

1 effect, to repeat them or double work them or something  
2 in that forum as well.

3 MR. BOTTS: Personal opinion. There's so much  
4 cross over representation between the two groups. You've  
5 got a core group of people that are on both groups. And  
6 it almost depends on how it's structured and how it goes  
7 forward. I don't see that there is absolute ownership in  
8 either place. I think that the actual work group aspect  
9 and getting the understanding and getting it through the  
10 process probably does more appropriately reside with PPDC  
11 than it does with CARAT or any of the other FQPA advisory  
12 groups just because of how those were structured and what  
13 they were directed to. But that's not to say that it  
14 wouldn't become an agenda update item for CARAT to say  
15 this is what PPDC is doing. We'd like your advice on  
16 whether we're addressing the issues that you want to go  
17 forward with. It's not an either/or type situation in my  
18 mind just because of cross over --

19 MS. MULKEY: Do you think there's a workable way  
20 to keep --

21 MR. BOTTS: I think so. But I think you've got  
22 to get more ownership at the committee level of the issue

1 in framing the process rather than coming in the way we  
2 have.

3 And that's why I think it's going to take a  
4 little bit of work and a little bit of effort to get down  
5 a straw document that says this is what a subset of this  
6 group thinks needs to be done to really get it to the  
7 point where we're not doing a presentation that we're  
8 going to end up having more questions on afterwards and  
9 more focus to make it more meaningful, to get it directed  
10 into a direction that can really be meaningful to the  
11 largest audience possible.

12 MS. MULKEY: And let me ask you one more  
13 question on that topic. If we were to start that  
14 exercise by asking a group from this membership, mindful  
15 as well that this membership as PPDC membership is going  
16 to come to a close and we'll have a new membership, which  
17 may have the same bodies, but legally is a new thing.  
18 But if we were to start by asking that group to engage in  
19 the exercise of planning the workshop that we've already  
20 announced, would that be a productive first step?

21 MR. BOTTS: It depends on how far the planning  
22 process has already gone on for the workshop, itself.

1 MS. MULKEY: Not very far. I can tell you that.

2 MR. BOTTS: Then it probably would be extremely  
3 valuable, no matter whether the people that were involved  
4 in the planning process of the existing PPDC now are  
5 still on the PPDC down the road. I don't think that  
6 makes any difference.

7 MS. MULKEY: That's helpful. Thank you. I  
8 think Beth and then Larry, and then Jay, I think.

9 MS. MARSHALL: I heard Dan say that it's been  
10 five years since we started this committee.

11 MR. BOTTS: I think it's six. I'm not sure. It  
12 might be --

13 UNIDENTIFIED FEMALE: It was formed in '95, but  
14 there was a --

15 MR. BOTTS: A gap before it started.

16 UNIDENTIFIED FEMALE: -- because the government  
17 went down for a while.

18 MS. MULKEY: Two or three weeks.

19 MS. MARSHALL: You know, time flies when you're  
20 having fun, I guess.

21 UNIDENTIFIED FEMALE: I know, but the funding to  
22 do --

1 MS. MULKEY: I see.

2 MR. BOTTS: We got delayed by six months from  
3 the first meeting because of a three month delay in  
4 dollars coming out of budget.

5 MS. MULKEY: I see.

6 MS. MARSHALL: So I also want to echo some of  
7 the things that Bill said. This has been a tremendous  
8 learning experience for me. I have found myself over the  
9 years always fascinated by what we talk about.  
10 Frequently, very impressed with the quality of work that  
11 OPP has done and continues to do. And sometimes,  
12 infuriated and appalled at some of the things I hear. I  
13 think you should demand more of the members of this  
14 committee. I was active on two work groups very early in  
15 the process. One designed a the infamous brochure that  
16 went to --

17 UNIDENTIFIED MALE: Never to be seen, I'm sure.

18 MS. MARSHALL: Well, yes, I haven't seen any,  
19 yes.

20 MS. LINDSAY: It's right outside, excuse me.  
21 It's right outside.

22 UNIDENTIFIED MALE: The store.

1 MS. MULKEY: The store, he said.

2 MS. LINDSAY: No, it's been sighted in the  
3 store.

4 MS. MARSHALL: A remarkably liberal store owner  
5 is all I can say.

6 UNIDENTIFIED MALE: It never made it to the west  
7 coast.

8 MR. BOTTS: It did make it to Florida. It's in  
9 supermarkets in Florida.

10 MS. MARSHALL: But that thing is -- one of the  
11 things that came up during that process was that this was  
12 to be the beginning of an outreach, OPP outreach to the  
13 general public. You have tremendous communication with  
14 the direct stakeholders, the users and workers. But the  
15 general public, I think, is still pretty oblivious to  
16 what you do, and that's unfortunate for you and the  
17 general public, too.

18 So I would like to see a topic, you know, where  
19 have we gone since the brochure. What's happened since  
20 the infamous brochure and should there be more infamous  
21 brochures out there.

22 The other work group I was on was the ecological

1 standards work group. Now, the ecological standards work  
2 group had a lot of homework. They actually, probably had  
3 about six inches more paperwork than the rodenticide work  
4 group had to read. And I think we all felt good about  
5 what happened at that committee. So demand more. Don't  
6 be afraid to ask us to do homework.

7 I guess that's --

8 MS. MULKEY: Okay. Thank you. Larry?

9 MR. ELWORTH: A couple of things. One is --  
10 well, several things actually.

11 MS. MULKEY: What I want to know is can we meet  
12 in Boone?

13 MR. ELWORTH: Sure, sure. Come into Asheville.

14 MS. MULKEY: I love Asheville.

15 MR. ELWORTH: One is I would echo what Dan said.  
16 I like -- well, a couple of people have noticed who  
17 aren't members of the committee, but noticed the  
18 difference between this committee and CARAT and the  
19 ability for people to be able to talk across the table to  
20 each other rather than just to the Chair. And also to  
21 the extent to which people do not have prepared  
22 statements coming into the meeting as often happens in

1 CARAT.

2 MS. MULKEY: Do you think it's a function of  
3 scale or a lot of other things?

4 MR. ELWORTH: I think it's a function of scale.  
5 I think this committee predated some of the political  
6 attention to the issues that subsequently happened from  
7 Food Safety Advisory Committee on.

8 But I also think it's the issues, too. They  
9 tend to be more technical in nature. And I actually wish  
10 we had a better fight on the inerts thing. I think that  
11 was shaping up. I think we could have had a better  
12 argument going on. I'd like to see more of that.

13 MS. MULKEY: You like the little flavor that you  
14 got.

15 MR. ELWORTH: Right. And as probably the most  
16 significant source of Beth's frustration and irritation,  
17 I'd like to see more of that, too, so --

18 MS. MULKEY: Why not.

19 MR. ELWORTH: One thing on work groups and it  
20 goes back to, I think, all the work groups, I really  
21 support and maybe expand on what Dan said as far as when  
22 we set up work groups.

1           I think it's real important, a real useful step  
2           in this would be to have a relatively, a committee of  
3           only PPDC members to sit down and really talk about  
4           outlining the scope of work or charge for the committee  
5           before you bring in lots of other people.

6           I think that would make it clear what it was  
7           that people wanted to accomplish from it, and also give  
8           some structure to the committee. So it's a more direct  
9           process. You can get from one place to the other. I  
10          think that would be real helpful.

11          I do appreciate your raising the issue of the  
12          intersection between CARAT and FIFRA and I think there  
13          may be other issues and maybe residential is one of them  
14          in which the focus from PPDC -- focus at least on the  
15          issue in PPDC is a more natural fit over a longer period  
16          of time than with CARAT.

17          And I do think it's possible to focus on an  
18          issue here and then brief CARAT on the deliberations and  
19          maybe engage that committee as well. So I don't think  
20          that's especially difficult conceptually for people.

21          On issues, I would like to see PPDC focus in  
22          whatever way is appropriate on worker and residential in

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1 a substantive way, you know, on the risk assessments in  
2 particular. One thing that came to mind as we've been  
3 talking about worker is -- and I think there was some  
4 international programs on worker.

5 And there was some junk that I couldn't go to  
6 when I was in the government to Costa Rica which really  
7 disappointed me. But there is some international stuff  
8 the Agency is doing on worker protection, if I'm not  
9 mistaken.

10 UNIDENTIFIED FEMALE: That's right.

11 MR. ELWORTH: And I think that's pretty  
12 interesting work.

13 UNIDENTIFIED FEMALE: Yeah.

14 MR. ELWORTH: That's in the larger context of  
15 the international program.

16 MS. LINDSAY: We're doing some specific stuff  
17 actually through NAFTA. The literal worker protection  
18 stuff is primarily focused on U.S./Mexico.

19 MR. ELWORTH: Right.

20 MS. LINDSAY: The applicator/handler stuff at  
21 this point is primarily focused U.S./Canada. But in both  
22 cases, we've also talked about, at least over time,

1 making it sort of a full tri-national continental  
2 approach to an integrated worker safety program.

3 MR. ELWORTH: I mean, that's not a pressing  
4 issue, but it's one of some interest. And by the same  
5 token, we haven't talked about harmonization efforts on  
6 the registration side with Canada in quite a while.

7 MS. MULKEY: We can mention that --

8 MR. ELWORTH: Yeah, and I think that's worth  
9 doing. And the other thing that I -- we haven't talked  
10 about in a while is the extent to which on some of these  
11 FIFRA issues the Agency is looking at, in quotation  
12 marks, benefits assessments, and how that's -- I mean  
13 it's -- I mean you've got plenty to do, but I'd be  
14 interested.

15 And I think it also has some bearing on the way  
16 the department's really reordered its data collection  
17 process to make it more accessible and relevant to the  
18 agencies' uses. So I think it would be a useful  
19 conversation between USDA and EPA.

20 And actually, one of the things I was going to  
21 ask you if you would do, just briefly, you went through a  
22 schedule yesterday of kind of the up-coming events with

1 CARAT on the work groups.

2 MS. MULKEY: On a couple of topics.

3 MR. ELWORTH: Could you go through them.

4 MS. MULKEY: I guess I could that right now  
5 because it's not that long.

6 MR. ELWORTH: Please.

7 MS. MULKEY: On CARAT, the things I mentioned  
8 were a two workshops and two work groups. A work group  
9 on public participation and transition. Sort of the  
10 public participation process issue and transition.  
11 Apparently we are looking to solicit participation on  
12 that very quickly. And the idea is that it might meet is  
13 in late February and that's because it would be in  
14 conjunction with when we think we would have the first  
15 CARAT meeting.

16 MR. ELWORTH: You're thinking the next CARAT  
17 meeting would be late February?

18 MS. MULKEY: February, and that's what Mike  
19 McCabe said. And again, that's obviously a little tricky  
20 date to commit to for obvious reasons.

21 MR. ELWORTH: Right.

22 MS. MULKEY: Assuming that CARAT continues as

1 everybody anticipates it will, to involve the senior  
2 political leadership. But it's obviously possible to  
3 have a meeting in which people acting in those positions  
4 are included.

5 MR. ELWORTH: Um-hum.

6 MS. MULKEY: The work group on cumulative --  
7 that was cumulative. I said transition, but I meant  
8 cumulative. Oh, I'm really messing up. I'm tired. I'm  
9 looking at the work group on cumulative would be to meet  
10 in January to get started. And that's the one in which  
11 we have early solicitation and to get started. The work  
12 group on transition would have the meeting in February,  
13 consonant (phonetic). In fact it's somewhat of a cost  
14 saving, too, of everybody. Not just of our travel costs,  
15 but everybody's costs and time, to have it with a  
16 meeting. So cumulative gets started early because of the  
17 public participation process needs to be ready for the  
18 risk assessment. And so the idea is to get that started  
19 so that we can combine those in time. And I think the  
20 USDA has been particularly active in urging that. So the  
21 cumulative work group gets an early start. Transition  
22 work group, a little bit later start. The two workshops,

1 the worker one, as I said, we were planning on holding  
2 off until March because we have these other workshops on  
3 the worker protection program. And that's also  
4 consistent with the idea of having some planning time.  
5 And the other workshop is on --

6 UNIDENTIFIED MALE: Drinking water.

7 MS. MULKEY: Drinking water. And I believe  
8 that's for early January. We were actually prepared to  
9 do it in December. And I think we were lobbied by some  
10 of you --

11 UNIDENTIFIED FEMALE: By the CARAT members.

12 MS. MULKEY: Oh, the CARAT members, by some of  
13 the CARAT members that that was just -- wait until  
14 January. So that's January. That workshop we're going  
15 to -- you know, take some of the lessons we heard from  
16 you guys about making it as meaningful. One of the  
17 things I'm curious to know was whether some kind of break  
18 out groups as part of a workshop get you a little more of  
19 this flavor of a work group meeting and so that's one of  
20 the ideas I took away from this is I don't know how many  
21 of you attended the cumulative. It was not really a  
22 whole day. It ran until about 2:00 or 3:00. If we

1 really did a whole day, we could have had sort of a  
2 morning deep downloading, a two hour work group and then  
3 some. So, you know, if you're really make these a whole  
4 day, you can do some things to try to make it more  
5 meaningful. So that's one of the things we'll try to  
6 factor into that.

7 MR. ELWORTH: I would to the extent that it's  
8 possible would urge to do the worker as soon as possible  
9 since those assessments are ongoing.

10 MS. MULKEY: We understand. We talked about  
11 that in that trade-off and the importance of that.  
12 That's why I also heard you -- I think the case study  
13 which is the -- appears to me to be the single best thing  
14 to do around transparency.

15 I think we're going to look for an opportunity,  
16 whether it's a technical briefing that we just say we're  
17 going to do an extra, you know, period on worker, case  
18 study, or whether, you know, time it so it's the same  
19 people and the same case, or something else. And I'm  
20 just doing this off the top of my head.

21 UNIDENTIFIED FEMALE: I think their input is  
22 needed to help us --

1 MS. MULKEY: Oh, I know so --

2 UNIDENTIFIED FEMALE: -- to figure out what it  
3 is we're not --

4 MS. MULKEY: -- a case study. Right. But I  
5 think we're going look for some opportunities to get some  
6 things going on transparency, at least.

7 MR. ELWORTH: Yeah, and I would at least to the  
8 extent my sanity is possible --

9 MS. MULKEY: You're going to volunteer, too?

10 MR. ELWORTH: Yeah, I mean I took seriously what  
11 you said. If you all want to get this work done, could  
12 you all pitch in a little bit?

13 MS. MULKEY: Yeah.

14 MR. ELWORTH: And the other thing is I  
15 appreciate having USDA here. I know that when we set up  
16 PPDC, it wasn't -- this is different from CARAT in the  
17 sense that it's not the two senior leaderships.

18 MS. MULKEY: Right.

19 MR. ELWORTH: But I think it's real helpful to  
20 have USDA here, both its representatives and I really  
21 appreciate that.

22 MS. MULKEY: I do, too. And FDA and you know,

1 perhaps, sometime CDC. And I think we offer to you  
2 guidance of whether we ought to do more to share the  
3 leadership of some sessions with other federal agencies.  
4 So if you have input or thoughts about that, I think  
5 we're open on that. Jay?

6 MR. C: I liked Larry's idea about focusing on  
7 benefits. And I would suggest that maybe that be a  
8 regular agenda item. Some segment at every PPDC meeting  
9 to talk about the benefits because almost everything we  
10 talk about relates to risk assessment, risk management,  
11 risk mitigation.

12 And I'm trying to get out of that discipline,  
13 just internally. So I think that would be a healthy  
14 thing to strive to try to do. Not to manufacture  
15 something, but just to make sure we're thinking about  
16 that side of the equation all the time.

17 MS. MULKEY: The very brief presentation we had  
18 yesterday on use and usage --

19 **(End of Side 2 of Tape 2.)**

20 MS. MULKEY: -- effect of that makes sense  
21 routinely.

22 UNIDENTIFIED MALE: The other topic I don't

1 think I've heard mentioned which is reemerging and the  
2 representative from the City of Seattle mentioned salmon  
3 yesterday. But the convergence of pesticide regulation  
4 and the Endangered Species Act is coming back around.

5 MS. MULKEY: We've noticed.

6 UNIDENTIFIED FEMALE: It's converged.

7 MS. MULKEY: We have several. I think the right  
8 number is several filed lawsuits that we're defending.  
9 Two at least.

10 MS. LINDSAY: Well, we have several notices that  
11 have been filed, one of which has moved from the notice  
12 stage to a lawsuit stage, and the others have not.

13 MS. MULKEY: All right. There's still notices  
14 of intent.

15 MS. LINDSEY: The two big ones involve salmon.

16 MS. MULKEY: All right. Theresa.

17 MS. MURTAGH: I just wanted to comment. I could  
18 see with the worker topic this morning, with the  
19 mechanisms that are in place to protect workers, the risk  
20 assessment for measurement and also the WPS for  
21 medicating health effects. But we find that this is  
22 really based on compliance where there are a number of

1 growers who are complying, but we're finding in our  
2 experience the overwhelming percentage are not complying.  
3 Which -- although these mechanisms are in place, because  
4 of lack of compliance, the reality is that workers are  
5 being exposed to pesticides that are giving them both  
6 acute and chronic health effects. So I'd like to see  
7 more -- one of the priorities for here, too, is to use  
8 this as a venue, not only the national assessment that's  
9 been going on and especially for next month, but also use  
10 the PPDC to address issues such as reporting, enforcement  
11 and also more health data regarding farm workers,  
12 especially the chronic effects.

13 I mean, I could see from the list here, this is  
14 a very diverse group with very different interests. But  
15 I think a common interest we all share is health and  
16 safety of workers and growers and the families. So to  
17 try to use this as a mechanism to address when compliance  
18 is not happening.

19 MS. MULKEY: This is the, at least, the second  
20 and maybe the third or fourth time that I've heard  
21 enforcement, compliance and that part of our mission,  
22 EPA's mission.

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1                   So I've heard information, research,  
2 enforcement/compliance. We pretty much, the  
3 communication activities internal to OPP, there is a  
4 press office. And they have some involvement with these  
5 matters, but -- so I think I'm hearing a theme here that  
6 integrating the rest of our agency with the work of this  
7 organization in some more robust way would be welcomed.

8                   And that of course, includes our regional  
9 offices. And we hear you. It's not easy. But it  
10 certainly makes sense. Well, I think, Phil, you might  
11 wind up having the last word which seems sort of  
12 suitable.

13                  MR. BENEDICT: Probably that's wrong. I want to  
14 thank you. This has been very rewarding for me. I've  
15 really enjoyed it. I always get a lot out of coming to  
16 these meetings. I do think, though, that you could  
17 challenge us a little more. I think you could give us  
18 briefing. I think we do have the best discussions when  
19 we have the briefing papers ahead of time. And spend  
20 more time talking about those issues. And I really think  
21 that we need the dialogue here. So I think you could get  
22 in -- Margie's good about sending the stuff. I didn't

1 read the rodenticide thing that was this thick, but I  
2 read everything else that came to me.

3 MS. MULKEY: They insisted that you get this,  
4 you understand. They were hoping somebody would, I  
5 think.

6 MR. BENEDICT: So I guess I would challenge you  
7 to challenge us more and spend more time dialoging. The  
8 other thing that I personally think has been missing here  
9 and I understand why it's going on. When you have brand  
10 new laws that are very complicated to implement, and  
11 there's a lot of science behind it, you need to bring  
12 people up to speed on all of those issues.

13 But at some point, I really think some group  
14 needs to talk about more -- and Jay said it, more long  
15 term planning, long term direction. For example, we had  
16 a subcommittee, a work group at one time on environmental  
17 measures. They never did very much.

18 I really still think that it's extremely  
19 important for all of our programs, either there's a  
20 federal law that says now you're supposed to be doing  
21 things to show these kinds of measures. Having a  
22 dialogue around what we can use in the states and the

1 federal agencies.

2 And to me, the pesticide program is more than  
3 OPP. It's OPP, it's -- and it's also your sister agency  
4 there that does enforcement. Having those people to the  
5 table is very important. To have in the USDA is  
6 important. Having all the players are -- well -- so,  
7 from your leadership, if you could drag some of those  
8 people to the table, I think it would help.

9 And also, if we could begin to spend a little  
10 bit of time and have somebody or this body spend a little  
11 bit of time on kind of being a little bit visionary on  
12 where the program is going, and how we can do a better  
13 job of measuring what we've done, I think everybody would  
14 benefit.

15 MS. MULKEY: All right. Well, we have some  
16 public commentors and we have plenty of time and we'll  
17 still be through early. So we'll go to them now. By my  
18 count, three, because I'm assuming, Theresa, you no  
19 longer since we had made that mistake. The first name I  
20 have, the handwriting is just vague enough that it looks  
21 for all the world like the name is Dan Glickman  
22 (phonetic). Now my guess is that we do not have Dan

1 Glickman with us today. Dan, is it Gluxman? From an  
2 organization called ISEA, I S E A. Interested in talking  
3 about occupational exposure. Well, maybe Dan came and  
4 left.

5 UNIDENTIFIED MALE: Maybe he was the Secretary.

6 MS. MULKEY: Yeah, maybe it was. Lori Berger,  
7 California Minor Crops Council.

8 MS. BERGER: Yes, my name is Lori Berger. And  
9 I'm with an organization, the California Minor Crops  
10 Council, which is a coalition of growers from stone  
11 fruits, citrus, strawberries, kiwi fruit. We've got  
12 about 15 commodities that are members of this  
13 organization. And I also sit on CARAT.

14 And I'd like to comment that I really enjoyed  
15 observing your meeting. I've really appreciated the  
16 dialogue that you all do have across your table. And I  
17 hope that CARAT will evolve. I don't know if it's a  
18 matter of size or history, but I think it's really good  
19 how much conversation does go on across the table.

20 I just wanted to make a couple of comments. One  
21 relative to a topic covered yesterday, and that has to do  
22 with EUPs. These are very, very important as we move

1 into reduced risk scenarios and so forth. The acreage  
2 considerations, I would really appreciate the opportunity  
3 to have input on how many acres these commodities get to  
4 test out new products.

5 If there's a formula that can be devised, rather  
6 than just a 100 acres per minor crop, we really need to  
7 look at that more closely for the benefit of these  
8 growers as they move into new types of pest management,  
9 especially orchard crops. Just -- we need to look at  
10 that more closely.

11 Also, the watershed considerations, Rick Kegwin  
12 (phonetic) did comment that there was going to be room  
13 for adjusting the comments or the requirements for the  
14 watershed. But I think we really need to be careful when  
15 we determine the EUP requirements with regards to  
16 watershed because that could be extremely limiting to our  
17 ability to test these new materials or old materials  
18 across the wide variety of circumstances and situations  
19 that we have in many of these states.

20 And I also just wanted to say that we really  
21 appreciate the agency moving towards putting the EUPs  
22 outside of the priority ranking for the registrant. We

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1 really do see, though, we need to be able to have these  
2 on new chemistries as well. So anything we can do along  
3 those lines to have new chemicals evaluated with this new  
4 set of circumstances would be very helpful.

5 Then the second area that I wanted to comment on  
6 has to do with the workshops on worker protection. I did  
7 participate in the cumulative risk workshop and I was  
8 also disappointed that not more of my CARAT colleagues  
9 were there. I think part of that might have been there  
10 wasn't a whole lot of lead time and I think people are  
11 really interested in that.

12 And for those of us wanting to have more  
13 dialogue, those opportunities for education are extremely  
14 important. So I really appreciate that, both the  
15 opportunity just for those workshops and the fact that  
16 you literally do provide resource for us to travel to  
17 those meetings. That makes a real big difference for  
18 those of us representing grower groups. So thanks for  
19 that.

20 And let's see, just if you can try to schedule  
21 those meetings in conjunction with PPDC or CARAT, I think  
22 that you will have greater participation. And anything

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1 that we can do from the field level to support your  
2 efforts and get more people involved, whether it's  
3 getting people back here to Washington, or setting up  
4 some of these teleconferencing seminars, just please let  
5 us know. So those are my comments. Thank you.

6 MS. MULKEY: Thank you. Well, as we solicit  
7 written public comment on the EUP proposal, we hope your  
8 organization will be able to weigh in and give us -- not  
9 that we didn't listen today, but give us maybe some  
10 specific suggestions or options around these issues that  
11 you raised.

12 And Julie Spagnola, who works with Beyer, Buyer  
13 --

14 MS. SPAGNOLA: Beyer, Buyer, U.S.. This will be  
15 pretty quick. So I won't keep you much longer and I'm  
16 glad Lois is still here because I really wanted to talk  
17 about the value of the conference calls and the process  
18 and especially involving the state -- the  
19 user/stakeholders.

20 The input that they've been able to provide in  
21 this process is getting the agency and the registrants a  
22 lot of information about actual use practices and the

1 situations that they encounter, you know, that the users  
2 encounter in applying products.

3 And I think we've seen the range of this input,  
4 you know, the involvement going from the conference calls  
5 to presentations, all the way to OPP staff going to  
6 Florida and going up in helicopters to see how mosquito  
7 control applications were made.

8 And I think this has just been absolutely  
9 invaluable to the agency and to the registrants as we go  
10 through this process in coming up with the most -- you  
11 know, the most informed and, I think, ultimately, most  
12 effective risk mitigation measures. Because I think by  
13 knowing exactly how products are being used and the  
14 situations encountered, we can, you know, make the best  
15 decisions.

16 And I guess I would also, you know, encourage  
17 the agency even to consider maybe soliciting some of this  
18 input from the user community early in the process, even  
19 into the risk assessment process, so that maybe some of  
20 those inputs can be put into the assessments and not, you  
21 know, and help come up with a more refined assessment  
22 that then, you know, prior to going to the mitigation.

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1           So, again, I just think that that input from the  
2 user community has just been really valuable and our  
3 experience. And I think we've probably been -- Beyer's  
4 probably been in more conference calls with the Agency  
5 than probably anyone. So it's really been -- I think  
6 that's been something that we have learned through the  
7 process. Thank you.

8           MS. MULKEY: Thank you. Well, by my  
9 understanding, we have come to the conclusion of this  
10 last meeting of this Chartered Pesticide Program Dialogue  
11 Committee. Thank you for your service. Thank you for  
12 these two days.

13           Jim asked that I particularly thank you on his  
14 behalf. He, you know, the hot issues -- he's around, so  
15 you may get a chance to greet him as you go out. But he  
16 wanted to be sure that you understood his desire to share  
17 the salute to your service and to thank you.

18           And we, of course, look forward to seeing all of  
19 you because all of you matter to us in our program  
20 whatever your next incarnation is in dealing with us.  
21 Whether it's as a part of this committee as we  
22 reconstitute it or whether it's a part of some other

1 means, by other committees or otherwise.

2 We are really glad that our colleagues from the  
3 USDA and FDA and Canada were here. We're going to try to  
4 do more and better with that regard. My brother is a  
5 senior ORD official, so I entertained a group of them  
6 last night.

7 But one of the things I instilled in them was  
8 how valuable their presence was at this meeting. And it  
9 was that they are trying to sort of think more in terms  
10 of outreach and customer service.

11 And so I think this is a sort of a fertile time,  
12 not to mention that I know somebody there for us to get  
13 them involved. He's at the Cincinnati lab, Associate  
14 Director for ECO. So good-bye, good days, see you soon.

15 UNIDENTIFIED MALE: Happy new year.

16 (Whereupon, the meeting was  
17 concluded.)

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