

MEETING  
STATE OF CALIFORNIA  
ENVIRONMENTAL PROTECTION AGENCY  
OFFICE OF ENVIRONMENTAL HEALTH HAZARD ASSESSMENT  
ENVIRONMENTAL CONTAMINANT BIOMONITORING PROGRAM  
SCIENTIFIC GUIDANCE PANEL

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH  
RICHMOND CAMPUS  
AUDITORIUM  
850 MARINA BAY PARKWAY  
RICHMOND, CALIFORNIA

WEDNESDAY, NOVEMBER 18, 2015

10:00 A.M.

JAMES F. PETERS, CSR  
CERTIFIED SHORTHAND REPORTER  
LICENSE NUMBER 10063

A P P E A R A N C E S

PANEL MEMBERS:

Asa Bradman, M.S., Ph.D., Chairperson

Scott Bartell, M.S., Ph.D.

Marion Kavanaugh-Lynch, M.D., M.P.H.

Thomas McKone, Ph.D.

Penelope (Jenny) Quintana, Ph.D., M.P.H.

Megan Schwarzman, M.D., M.P.H.

OFFICE OF ENVIRONMENTAL HEALTH HAZARD ASSESSMENT:

Dr. Lauren Zeise, Acting Director

Mr. Alan Hirsch, Chief Deputy Director

Ms. Amy Dunn, Research Scientist III, Safer Alternatives  
Assessment and Biomonitoring Section

Ms. Sara Hoover, Chief, Safer Alternatives Assessment and  
Biomonitoring Section

Dr. Gail Krowech, Staff Toxicologist, Safer Alternatives  
Assessment and Biomonitoring Section

Ms. Carol Monahan-Cummings, Chief Counsel

Dr. Laurel Plummer, Staff Toxicologist, Safer Alternatives  
Assessment and Biomonitoring Section

Dr. Martha Sandy, Chief, Reproductive and Cancer Hazard  
Assessment Branch

CALIFORNIA ENVIRONMENTAL PROTECTION AGENCY:

Dr. Gina Solomon, Deputy Secretary for Science and Health

A P P E A R A N C E S C O N T I N U E D

DEPARTMENT OF PUBLIC HEALTH:

Dr. Michael J. DiBartolomeis, Chief, Exposure Assessment Section, Environmental Health Investigations Branch, Lead of Biomonitoring California

Ms. Duyen Kauffman, Health Program Specialist, Environmental Health Investigations Branch

Dr. Barbara Materna, Chief, Occupational Health Branch

Dr. Nerissa Wu, Chief, Chemical Exposure Investigations Unit, Environmental Health Investigations Branch

DEPARTMENT OF TOXIC SUBSTANCES CONTROL:

Dr. Erika Houtz, Research Scientist, Environmental Chemistry Laboratory

Dr. June-Soo Park, Chief, Biomonitoring Branch, Environmental Chemistry Laboratory

GUEST SPEAKERS:

Rachel Morello-Frosch, Ph.D., M.P.H., Professor, Department of Environmental Science, Policy and Management and School of Public Health, University of California, Berkeley

Mr. Jason Mihalic, Arizona Department of Health Services

Dr. Amy Mowbray, Associate Director for Policy, Division of Laboratory Sciences, National Center for Environmental Health, Centers for Disease Control and Prevention

Dr. Marc Nascarella, Massachusetts Department of Public Health

Ms. Julie Nassif, New Hampshire Division of Public Health Services

Dr. Bahman Parsa, New Jersey Department of Health

A P P E A R A N C E S   C O N T I N U E D

GUEST SPEAKERS:

Lovisa Romanoff, M.S., M.P.H., Deputy Director, Division of Laboratory Sciences, National Center for Environmental Health, Centers for Disease Control and Prevention

Mr. Shane Wyatt, Virginia Public Health Laboratory  
Emergency Response & Radiochemistry Groups

ALSO PRESENT:

Dr. Jamshid Eshraghi, Massachusetts Department of Public Health

Dr. Tina Fan, New Jersey Public Health Laboratories

Mr. Alex Hoepker, University of California, Berkeley

Dr. Veena Singla, Natural Resources Defense Council

Ms. Barbara Toth, New Mexico Department of Health

# I N D E X

PAGE

## Welcome

Lauren Zeise, Ph.D., Acting Director, Office of  
Environmental Health Hazard Assessment (OEHHA) 1

## Overview of the Meeting

Asa Bradman, Ph.D., Chair, Scientific Guidance  
Panel (SGP) 8

## Highlights from State Biomonitoring Programs - CDC Awardees

Moderator: Lovisa Romanoff, M.S., M.P.H.,  
Project Officer for State Biomonitoring, Centers  
for Disease Control and Prevention (CDC) 11  
Presentations: Biomonitoring California and  
other State Biomonitoring Programs 16  
Panel Questions 53  
Public Comment 60  
Panel and Guest Speaker Discussion 62

## Afternoon Session 87

### Afternoon Session on Results Return

Moderator: Sara Hoover, M.S., Chief, Safer  
Alternatives Assessment and Biomonitoring  
Section, OEHHA 87

## Educating Participants About Exposure to Environmental Chemicals: What Does the Science Say?

Presentation: Rachel Morello-Frosch, Ph.D.,  
M.P.H., Professor, Department of Environmental  
Science, Policy and Management and School of  
Public Health, University of  
California, Berkeley 88  
Panel Questions 113

## Evaluation of Results Return Materials for Biomonitoring Exposures Study (BEST)

Presentation: Duyen Kauffman, Health Program  
Specialist and Results Return Coordinator for  
Biomonitoring California, CDPH 121  
Panel Questions 139

# I N D E X   C O N T I N U E D

	PAGE
Discussion: Best Practices for Results Return	
Panel, Guest Speaker, and Audience Discussion	139
Public Comment	
Final Comments from Panel and Wrap up	
Potential Priority Chemicals	
• ortho-Phthalates	
• Perfluoroalkyl and Polyfluoroalkyl	
Substances (PFASs)	
Presentation: OEHHA	182
Panel Questions	188
Public Comment	196
Panel Discussion and Recommendations	198
Announcement on 2016 SGP Agenda Planning	206
Open Public Comment Period	220
Wrap up and Adjournment	220
Reporter's Certificate	222

## P R O C E E D I N G S

DR. PLUMMER: Hello, everyone. Thank you for coming today. We're going to get going with the meeting.

Today our meeting is available via webinar. And I just want to remind you please speak directly into microphone, and introduce yourself every time you speak. And this is for the benefit of the people that are participating via the webinar and also our transcriber.

So the materials for the meeting were provided to SGP members and posted on the Biomonitoring California website. There are some meeting folders including the agenda at the table near the entrance where you came in. Today, we'll take two breaks, one around noon for lunch, and another at around 3:30. And you probably saw the restrooms and emergency exits are just out the back of the auditorium where you came in.

And with that, I'd like to introduce Dr. Lauren Zeise, Acting Director of the Office of Environmental Health Hazard Assessment.

ACTING DIRECTOR ZEISE: Thank you, Laurel.

Good morning, everyone. I'd like to welcome the Panel and the audience to this meeting of the Scientific Guidance Panel for the California Environmental Biomonitoring Program, also known as Biomonitoring California. And thank you all at this early stage for

1 your participation in this important meeting.

2 And I'm very pleased to acknowledge and welcome  
3 the representatives from the State biomonitoring programs  
4 and the National Biomonitoring Program who are attending  
5 and presenting at today's meeting, and other invited  
6 guests.

7 So we're starting this meeting with a tribute to  
8 Dr. Julia Quint, who served this Panel with distinction.  
9 We were very sorry to hear the news that Julia passed away  
10 this weekend. Julia served on the SGP I think since  
11 1980 -- sorry since 2008. And also it was exactly one  
12 year ago today that we received a note from Julia that she  
13 was resigning from this Panel.

14 Julia was always an engaged and active  
15 participant in the Panel and she provided such thoughtful  
16 advice and guidance to the Program. And she also held a  
17 spotlight on issues for workers. And saw this as an  
18 important group for Biomonitoring California to study.  
19 And she inspired the FOX study of firefighters. And many  
20 of us who knew and had the pleasure of working with  
21 Julia -- actually many of us since the 1980s. Working  
22 with Julia was really a delight. And we all knew her as a  
23 relentless advocate for public health and worker  
24 protection. So we've asked two friends of Julia's who,  
25 again over many years, worked closely with her on public



1 health and occupational issues to say a few words about  
2 her, and her legacy.

3           So first, I'd like to introduce Dr. Barbara  
4 Materna who's Chief of the Occupational Health Branch in  
5 the California Department of Public Health.

6           Barbara.

7           DR. MATERNA: Thanks, Lauren.

8           I had the honor and the pleasure of working  
9 closely with Julia in the Occupational Health Branch,  
10 where she led our Hazard Evaluation System and Information  
11 Service, HESIS, until she retired and began her next  
12 career outside the confines of State bureaucracy, which I  
13 think was a lot more fun.

14           HESIS -- understanding the science about the  
15 health effects of toxic chemicals and sharing practical  
16 information to protect workers and the public was a  
17 mission that fit Julia to a T. She had the perfect --  
18 oops -- She had the perfect -- what's the best way to aim  
19 at this? Okay.

20           She had the perfect combination of being both an  
21 exacting scientist and a passionate advocate. She would  
22 not be deterred when industry groups sent in their  
23 toxicologists to oppose her arguments for a health  
24 protective Cal/OSHA standard for chemicals like  
25 1-bromopropane or n-methylpyrrolidone. She had the

1 scientific basis to support her positions and the tireless  
2 energy to do whatever it took to move forward on so many  
3 fronts of public health.

4           As I look around me and what CDPH, Cal/OSHA,  
5 CalEPA, and others are doing now, I can see Julia's  
6 influence everywhere, and realize how much we all learned  
7 from her.

8           She spearheaded the drive for safer alternatives  
9 to toxic chemicals many years ago with her work on things  
10 like n-hexane and auto repair products. She had the  
11 courage to convince CDPH lawyers that putting the names of  
12 products containing this harmful solvent on our HESIS fact  
13 sheet was the right thing to do. A step that drove these  
14 companies to reformulate their products.

15           When we got reports of California workers with  
16 severely lung disease from exposure to the butter flavor  
17 chemical diacetyl, she put out the first fact sheet in the  
18 country that clearly identified that hazard associated  
19 with this chemical.

20           But she was very frustrated that our ability to  
21 get out this information was limited, because we had no  
22 way to know where the chemical was being used in  
23 California. So she had an idea about what needed to be  
24 done next. It took incredible persistence and hard work  
25 and many more years, but one of her most recent successes

1 was a new California law that effective January, 2016  
2 gives HESIS the authority to ask a chemical company for a  
3 list of who they sell a specific product to in California.

4 Julia's work on pollution prevention and upstream  
5 solutions started long before we all heard about green  
6 chemistry and safer consumer product regulations. I  
7 cannot imagine these efforts would be where they are at  
8 now without her influence.

9 Julia was also a master collaborator, reaching  
10 across all kinds of dividing lines, finding people to talk  
11 to and work with in environmental agencies, local health  
12 departments, trade associations, unions, and community  
13 groups. She was amazing, brilliant, kind, a fighter  
14 against injustice of any kind and will be sorely missed by  
15 all of us who loved and admired her.

16 I could go on, but Julia would remind us there is  
17 so much more work to be done in public health, so let's  
18 just get on with it. And I'm going to pass the baton to  
19 Gina.

20 CAL/EPA DEPUTY SECRETARY SOLOMON: So many of us  
21 who've worked with Biomonitoring California and, of  
22 course, on the Scientific Guidance Panel have had the  
23 privilege of working with Julia for many years. Many of  
24 us had -- you know, were her close colleagues and friends.  
25 And it's a horrible blow to lose her from our midst.

1           She was always so active and focused and engaged  
2 on the Panel. She would ask the best questions, and she  
3 also always was so gracious and supportive to the staff.  
4 And I think part of it was because she recognized, having  
5 worked in government, so many of the challenges that the  
6 program faced in terms of resources and other challenges.  
7 And so she would recognize those, but would never lower  
8 her standards of science for one minute or lower her hopes  
9 for what we could accomplish for one minute.

10           And for Julia, as such a great, brilliant  
11 toxicologist, science was for a purpose. It wasn't just  
12 for science sake. Science, for her, was really for two  
13 main things, one was to protect workers, especially low  
14 wage and most exposed workers; second, to protect  
15 communities and the public especially the most vulnerable  
16 and disadvantaged communities.

17           And for Julia there was no conceptual gap between  
18 occupational health, environmental health, environmental  
19 justice. Many of us, you know, have sometimes seen those  
20 areas as being fractured and separate. For her, it was  
21 all part of the same thing. And I think that that has  
22 been really important for me and for many of us to see.

23           And she showed -- I think one other thing about  
24 the biomonitoring -- about Biomonitoring California is  
25 that it's not a pure science program, even though it's

1 very solidly based on science. And it's also not a  
2 regulatory program. And in those ways it's very similar  
3 to HESIS. And she showed us how, through this sort of  
4 three step iterative process, you can make a huge  
5 difference using science in a non-regulatory context by  
6 first identifying the problems, the emerging hazards, and  
7 then notifying people and sounding the alert about what  
8 the concerns and the issues are, and then becoming, you  
9 know, alert again to the problem of regrettable  
10 substitutes. And she was on top of the issue of  
11 regrettable substitutions way before that term became  
12 fashionable. She really was the first to focus on that  
13 ongoing problem.

14 So as we continue Julia's work, we need -- I  
15 think, you know, from my perspective, we need to remember  
16 always remember the workers, always be nimble to evaluate  
17 new issues as they emerge, and to call attention to those  
18 new issues as they emerge. And then to always remember  
19 that we're here to use our science to help others. And  
20 there's no time to waste, so let's get going.

21 Thank you.

22 ACTING DIRECTOR ZEISE: Thanks, Barbara and Gina.

23 So we've set up a tribute table for Julia in the  
24 back of the room. And I invite you to go to the table  
25 during lunch and at the break. So now, in the spirit of

1 Julia, we'll move on to today's important business.

2           So first of all, just an overview of the last  
3 Scientific Guidance Panel meeting. This was held in  
4 Oakland, July 16th of this year. And at this meeting, the  
5 Panel unanimously recommended that the class of chemicals  
6 known as ortho-phthalates be added to the list of  
7 designated chemicals for Biomonitoring California. The  
8 Panel received an in-depth review from Dr. Antonia Calafat  
9 of CDC's work on biomonitoring phthalates and phthalate  
10 alternatives, and discussed these important classes of  
11 chemicals with her.

12           And the Panel heard a detailed update on the new  
13 Biomonitoring California's program study, MAMAS, Measuring  
14 Analytes in Maternal Archived Samples, and heard other  
15 program updates, and also discussed with Dr. Karl Palmer,  
16 the Chief of the Safer Consumer Products Program within  
17 the California Department of Toxic Substances Control, how  
18 our Program can inform -- how our programs can inform each  
19 other.

20           So more information on the July meeting is  
21 available on our Biomonitoring website at  
22 [www.biomonitoring.ca.gov](http://www.biomonitoring.ca.gov).

23           So now, I'll turn meeting over to our Chair, Dr.  
24 Asa Bradman.

25           CHAIRPERSON BRADMAN: Thank you. Before we

1 start, I also want to acknowledge Julia's passing and  
2 really I guess say one thing. When my father died, a  
3 rabbi said to me, no one really dies until everyone  
4 whoever knew them also leaves this world. So I think all  
5 of us probably can feel that Julia, in many ways, is still  
6 present in this room and will be here present for many,  
7 many years.

8 We have a very full agenda today. First, I want  
9 to also thank OEHHA for considering me as the Chair of the  
10 Panel. And I look forward to continuing to serve the  
11 Program in this capacity.

12 I'm just going to quickly review now our goals  
13 for today. And just a reminder, we have a very full  
14 agenda today, so we're going to be pretty tight on the  
15 time schedule.

16 But the goals for the meeting today are to hear  
17 from representatives of State biomonitoring programs  
18 across the United States and discuss issues of common  
19 interests, participate in a session on best practices for  
20 returning biomonitoring results. And we'll hear from Dr.  
21 Rachel Morello-Frosch and Duyen Kauffman from CDPH, and  
22 also have a discussion about that content and also engage  
23 with the audience. We'll consider the classes of  
24 ortho-phthalates and PFOS compounds as potential priority  
25 chemicals. And then, as usual for each agenda topic,

1 we'll have time for both Panel questions and discussion  
2 and public comment.

3 In terms of just a reminder on how we'll be  
4 handling public comments for those in the room and also  
5 listening on-line, if a member of the public would like to  
6 make a comment, he or she should fill out a comment card  
7 which can be obtained from the table near the entrance of  
8 the auditorium. You can turn the cards into to Amy Dunn.

9 Amy, identify yourself.

10 Members of the public who are not at the meeting  
11 can send an email to [biomonitoring@oehha.ca.gov](mailto:biomonitoring@oehha.ca.gov). Emailed  
12 comments relevant to the topic under discussion will be  
13 read allowed during the meeting. Public comments will be  
14 subject to time limits and the time allotted will be  
15 divided equally among all the individuals wishing to speak  
16 on that item.

17 Please keep comments focused on the agenda topics  
18 being presented. There will be an open public comment  
19 period as the last item -- as the last item of the day,  
20 and you're free to comment on anything related to the  
21 Program at that time.

22 So at this point, I want to introduce Ms. Lovisa  
23 Romanoff from CDC who will be introducing the first agenda  
24 item, which includes a number of highlights from  
25 program -- biomonitoring programs across the country.



1 MS. ROMANOFF: Good morning. Unfortunately, for  
2 obvious reasons, I'm going to be brief. And I'm not going  
3 to present today because I have laryngitis. And this  
4 is -- we just have concluded yesterday a meeting -- a  
5 two-day meeting with state partners and national partners  
6 that are involved in biomonitoring all across the country.

7 And the downside of that is that I lost my voice.  
8 So I just wanted to say thank you again for having us out  
9 here. And then I'm going to turn it over to my co-worker  
10 Dr. Amy Mowbray who is our policy lead and has graciously  
11 taken on presenting today to you instead of me, so I can  
12 spare you from having to listen to this voice.

13 So Dr. Amy Mowbray who is our policy lead for the  
14 Division of Laboratory Sciences at the National Center for  
15 Environmental health.

16 (Thereupon an overhead presentation was  
17 presented as follows.)

18 DR. MOWBRAY: So let me see if this is -- is  
19 this -- can everyone hear me?

20 Okay. Great. So as Lovisa mentioned. My name  
21 is Amy Mowbray. I'm the policy lead for the Division of  
22 Laboratory Sciences at the Centers for Disease Control and  
23 Prevention. I work very closely with Lovisa who is the  
24 Acting Project Officer for the State Biomonitoring  
25 Cooperative Agreement.

1           So I'm going to go ahead and jump in. Our CDC's  
2 National Biomonitoring Program is one of six programs  
3 within our division at CDC that focuses on analytical  
4 chemistry. It's sort of seeded in our capability do that.  
5 And what we've done over the years is set up a national  
6 program where we conduct ongoing assessment of the U.S.  
7 populations exposure to more than 300 environmental  
8 chemicals by looking at participants in the ongoing NHANES  
9 survey.

10           We publish our findings in a summary report,  
11 which is the National Report on Human Exposure to  
12 Environmental Chemicals, and these are meant to provide  
13 national reference ranges for folks to use on the priority  
14 environmental chemicals that we're looking for.

15                       --o0o--

16           DR. MOWBRAY: Unfortunately, one of the  
17 challenges that we realized early on when conducting our  
18 own program is that the NHANES survey and the data then  
19 that we get from the NHANES survey are nationally  
20 representative, but do not provide exposure information by  
21 a specific state or locality.

22                       --o0o--

23           DR. MOWBRAY: So in 2001, we started the State  
24 Biomonitoring Program in an effort to help states use  
25 biomonitoring to assess chemical exposures of concerns in

1 their own communities. And the first part of that  
2 strategy was to try to get some funding out to as many  
3 states as possible in the form of creating planning  
4 grants. So actually creating plans to do biomonitoring in  
5 the states, not actually to execute those with a large  
6 amount of infrastructure that it requires to do  
7 biomonitoring. And we distributed about \$10 million to 25  
8 state and regional programs and ended up supporting a  
9 total of 33 states to do that.

10 At that time, we were hoping that funding would  
11 materialize, appropriated funding, from Congress to do a  
12 full scale National Biomonitoring Program. Unfortunately,  
13 that didn't happen during that time period.

14 --o0o--

15 DR. MOWBRAY: But we managed to find some  
16 intramural funding to support an implementation grant.  
17 And we funded eight states, two individual states and the  
18 Rocky Mountain Consortium of six states to put those  
19 biomonitoring plans into action.

20 Luckily, at the end of that cooperative  
21 agreement, funding didn't materialize for a full-scale  
22 state biomonitoring program and we were actually able to  
23 put together a five-year cooperative agreement with three  
24 states.

25 --o0o--

1 DR. MOWBRAY: And we used this dedicated funding  
2 to expand state laboratory capacity for biomonitoring  
3 awarding it to California, as you know, and the State of  
4 New York and the State of Washington.

5 At the end of the most recent five-year  
6 cooperative agreement here, the 2009 and 2014 agreement,  
7 we, at CDC, stepped back and looked at sort of the process  
8 that we had been taking to help support states in doing  
9 biomonitoring, and what sort of successes we had seen from  
10 the full five-year cooperative agreement and to think  
11 about --

12 --o0o--

13 DR. MOWBRAY: -- how we wanted our next round of  
14 funding to best benefit and broaden biomonitoring -- the  
15 availability to do biomonitoring at the state level. And  
16 so the key outcome of our next funding opportunity  
17 announcement which was released in 2014 was we wanted to  
18 expand the amount of high quality, substantial, and  
19 previously unavailable state-specific exposure  
20 information. And in doing that, we wanted to be able to  
21 get more of the money to more states. So tried to stretch  
22 as far as possible.

23 And one of the ways that we strategized to do  
24 that was to really force states to try to leverage  
25 existing collaborations and strategic partnerships, which

1 I think you'll hear a lot about here when the states speak  
2 in a few minutes.

3 We also wanted to build on existing  
4 infrastructure. We were aware that a lot of states had  
5 instrumentation and expertise that came as a result of the  
6 Public Health Emergency Preparedness Grant for the  
7 Laboratory Response Network. And we wanted to try to get  
8 a little bit away from providing laboratory infrastructure  
9 and to really support actual biomonitoring studies.

10 And so as a part of the funding process, we had  
11 20 applicants that actually represented a total of 27  
12 states that provided applications for this funding, and  
13 they were evaluated by a review panel.

14 --o0o--

15 DR. MOWBRAY: We were grateful to select six  
16 awardees to receive funding for five years at a total of  
17 \$5 million, and you can see those states here. And we are  
18 very excited. We've been working with the states for over  
19 a year now on their projects, and I am going to turn it  
20 over to them to talk more specifically about what their  
21 goals are for their individual projects.

22 So to kick that off, I'd like to introduce Dr.  
23 Michael DiBartolomeis. I'm sure you all know who he is.  
24 He is the Chief of the Exposure Assessment Section at the  
25 California Department of Public Health and the lead of

1 Biomonitoring California.

2 DR. DiBARTOLOMEIS: Thank you, Amy. And good  
3 morning, Panel, and everybody in the room. It's been a  
4 tough year. First, we lose George Alexeeff and now Julia  
5 Quint. I hope you all memorize that photograph of Julia  
6 that was so nicely done by Mary Deems in the Occupational  
7 Health Branch, because it's the smile that is so Julia.

8 It didn't matter whether we were at a birthday  
9 party, or she was fighting industry for something, or our  
10 own administrative people up through the Department of  
11 Public Health, she always had that smile. And I've known  
12 her for 27 years, and I never remember her ever not having  
13 that smile. So as others have said this morning, I think  
14 the best way to honor her memory is to keep fighting on,  
15 and so we shall do that.

16 (Thereupon an overhead presentation was  
17 presented as follows.)

18 DR. DiBARTOLOMEIS: I also wanted to -- we had a  
19 great meeting the past two days. And I just want to say,  
20 that was -- it was fantastic and thank you for those who  
21 participated. I failed to mention one person who helped  
22 put this together, Dennis Tavares, our IT person. All  
23 these microphones and everything, it's because of him. So  
24 thank you.

25 --o0o--

1 DR. DiBARTOLOMEIS: So this is going to be really  
2 quick in terms of the usual stuff we do I just have a  
3 quick personnel announcement, just some highlights of some  
4 ongoing studies, and then I'm going to introduce a new  
5 study that we haven't really talked much about over the  
6 past few meetings.

7 --o0o--

8 DR. DiBARTOLOMEIS: So basically, I just want to  
9 welcome two new staff. They're actually in the  
10 Environmental Health Laboratory as visiting scholars. Su  
11 Zhang from Shanghai who is working on non-targeted  
12 screening, and Heng Wang who is working on environmental  
13 phenol analyses.

14 --o0o--

15 DR. DiBARTOLOMEIS: And I'm not going through  
16 this slide in any detail. There's going to be more  
17 information about this in the next meeting about our  
18 regular study updates.

19 I just do want to highlight a couple of things.  
20 With regard to Pilot BEST, we have an analysis of the  
21 results return evaluation. And Duyen Kauffman will be  
22 presenting that this afternoon. So I wanted to call that  
23 to your attention. With respect to the Expanded BEST, we  
24 had a couple of major milestones. We returned many, many  
25 packets with the second round of chemicals in August. It

1 was a big process. And again, Duyen deserves a lot of  
2 credit, as well as the other folks in OEHHA and EHIB and  
3 the labs.

4 And also, we are following up with participants  
5 in the Expanded BEST with regard to those who had elevated  
6 arsenic levels. And we're going to be asking if they're  
7 interested in a retest as a clinical follow-up. So more  
8 on that some time in the future.

9 --o0o--

10 DR. DiBARTOLOMEIS: I have brought this up before  
11 in various different ways, but we have, as you know, over  
12 the past -- starting with the end of -- actually, it was  
13 about a year ago, we presented some initiatives that the  
14 Program -- after it evaluated itself, some initiatives  
15 that we wanted to push forward in the next five years.  
16 You know, again, here they are in a nutshell. We've  
17 talked about statewide monitoring surveillance. We talked  
18 about targeted community and targeted populations,  
19 including workers. And we're -- of course, the principle  
20 of environmental justice, we want to incorporate into our  
21 work, not just in name but in principle and in action.

22 The one I want to concentrate on for the next --  
23 for the rest of the talk is this consumer product chemical  
24 exposure concept. We've talked about this before. We've  
25 talked about policy over the past two days and how -- what



1 pushes policy and how biomonitoring can affect policy.  
2 It's my personal belief that working with consumer  
3 products and use -- doing shorter term exposure analyses  
4 and informing policymakers about chemicals in consumer  
5 products is one of the better ways we can push public  
6 health policy.

7 --o0o--

8 DR. DiBARTOLOMEIS: So with that highlighted, I  
9 want to introduce a new study, which we are calling FREES  
10 or Foam Replacement and Environmental Exposure Study. And  
11 this is a collaboration -- let me catch up to my notes  
12 here.

13 This is a collaboration with UC Davis, with the  
14 Green Science Policy Institute, the Environmental Working  
15 Group and Silent Spring with money from UC Davis being the  
16 EPA STAR grant, which I think many of you are aware of.  
17 And with Biomonitoring California, it is the CDC funds, as  
18 well as the State donate -- you know, State funding.

19 And we're asking the question, is there a benefit  
20 to replacing foam furniture? And I think by benefit, we  
21 mean is there a reduction in exposure to certain  
22 chemicals, and ultimately, the implication is a reduction  
23 or an improvement in health outcome over long-term  
24 exposures.

25 And we are concentrating on flame retardants.

1 There are, of course, other chemicals in furniture, but  
2 these are the chemicals we're biomonitoring.

3 --o0o--

4 DR. DiBARTOLOMEIS: So the study goals are  
5 displayed there. And I want to emphasize this is a pilot  
6 study. This is not meant to be the kind of beginning and  
7 end of all furniture replacement studies. We want to see  
8 if this is something that biomonitoring can participate in  
9 in terms of informing consumer product safety of  
10 regulations and those sort of things.

11 So ultimately, we're looking to assess, as a  
12 cooperative collaboration, changes in levels of flame  
13 retardants when furniture is removed -- or the foam is  
14 replaced, and that includes dust, as well as  
15 biomonitoring, you know, levels of chemicals in the blood  
16 and urine of people.

17 So it's -- we ultimately are after looking --  
18 evaluating whether this type of methodology of  
19 replacement, coupled with biomonitoring and environmental  
20 assessment, is an effective way to assess exposure and  
21 also to, I guess, inform reduction strategies.

22 --o0o--

23 DR. DiBARTOLOMEIS: Our analysis plan is actually  
24 also fairly simple in terms of just, you know, breaking it  
25 down. The UC Davis portion of this would be to model and

1 measures -- changes in the dust levels of flame retardants  
2 over time both, you know, at the time -- at the baseline  
3 and then over time as the foam has been replaced.

4           And the Biomonitoring California part of this is,  
5 of course, to biomonitor for PBDEs in serum, for  
6 organophosphate-containing flame retardants metabolites in  
7 urine. And I want to stop for just a second to say this  
8 study, along with -- we're moving ahead with reanalyzing  
9 some of the FOX urine samples for OPFRs. These are the  
10 first times we're implementing these new -- this  
11 methodology. So this is a big break-through for the  
12 Biomonitoring Program, and for biomonitoring in general.  
13 So just keep that in mind, you know, as you're thinking  
14 for your own state or at the federal level. This is  
15 groundbreaking in many different ways.

16           And we're also going to be looking at PBDEs and  
17 OPFRs in hand wipe samples from actual people's contact  
18 with the foam and the dust.

19                           --o0o--

20           DR. DiBARTOLOMEIS: So the timeline on this study  
21 is about a year and a half, and we're into it now. So  
22 we're -- time zero has already started clicking. And so  
23 zero is the baseline. We're looking for dust levels of  
24 PBDEs, and I presume OPFRs -- actually, I'm pretty sure of  
25 that. And serum, urine levels in people, so we're going

1 to get the baselines, the hand wipes, and then we'll have  
2 a baseline questionnaire to administer. And I think we're  
3 at various stages. I have -- let's see. Hold on. That's  
4 the next slide.

5 And then in six months, we will be doing a follow  
6 up with the dust in urine and exposure questionnaire.  
7 That is after the foams have been -- the foam has been  
8 replaced. And then after a year, we do the whole spectrum  
9 again. And then finally after a year and a half, we  
10 finish off with the three again.

11 So this is again a pilot, but the study design  
12 looks like it's -- it could be something that could be  
13 extended to a much larger kind of study design.

14 --o0o--

15 DR. DiBARTOLOMEIS: So where are we with this?  
16 We're calling phase one the actual dust and biomonitoring  
17 part of the pilot for the initial population that we want  
18 to study. It's a convenience sample of residents in San  
19 Francisco and the East Bay that are knowledgeable about  
20 chemical pollutants. So it's a fairly not random -- could  
21 be any sample, because these are very knowledgeable  
22 people. It's about two-thirds complete, the actual  
23 baseline biomonitoring, the collection of specimens, et  
24 cetera. The next collection for these would be due in  
25 June of 2016, if you looked at our schedule.

1           Phase two, I didn't mention yet, but phase two is  
2 where we want to bring the EJ concept in. We've learned  
3 that there is a proposed partnership with First Community  
4 Housing in San Jose for finding households that are of  
5 lower income and more vulnerable, you know, in terms of  
6 where they're -- in terms of other socioeconomic, you  
7 know, factors. And the recruitment for that study would  
8 begin in January 2016.

9           Overall, we're hoping to have 20 to 30 households  
10 with about -- you know, up to 50 participants.

11                           --o0o--

12           DR. DiBARTOLOMEIS: And with that, I'm just going  
13 to show you, you know, our ever-changing acknowledgments  
14 slide. I'm never on there. I don't know when I -- I  
15 guess when I'm on there, that means I'm not here anymore.

16                           (Laughter.)

17           DR. DiBARTOLOMEIS: So thank you very much.

18                           (Applause.)

19           CHAIRPERSON BRADMAN: I just want to comment that  
20 we're going to hold questions and Panel discussion until  
21 after the States presentations are complete.

22           DR. MOWBRAY: Okay. Just as a heads-up, the  
23 order of the states that -- it will be Massachusetts,  
24 followed by New Jersey, then the Four Corner State  
25 Biomonitoring Consortium, Virginia and New Hampshire.

1           So our next speaker is Dr. Marc Nascarella. He's  
2 the Chief Toxicologist at the Massachusetts Department of  
3 Public Health, and the Director of the MDPH Environmental  
4 Toxicology Program.

5           So here's Marc.

6           (Thereupon an overhead presentation was  
7 presented as follows.)

8           DR. NASCARELLA: Good morning, and thanks for  
9 hosting Massachusetts here. I'd like to take a minute to  
10 say that the State based biomonitoring program in  
11 Massachusetts are the efforts of two bureaus within the  
12 Department of Public Health, the Bureau of Laboratory  
13 Sciences, and the Bureau of Environmental Health.

14           So this presentation represents work by myself  
15 and my team, as well as the team that's led by Dr. Jamshid  
16 Eshraghi in the Division of Analytical Chemistry in the  
17 Bureau of Laboratory Sciences.

18                               --o0o--

19           DR. NASCARELLA: So the goals of our cooperative  
20 agreement with CDC are to enhance the capability,  
21 capacity, and readiness of the State Public Health  
22 Laboratory and the Bureau of Environmental Health to  
23 evaluate vulnerable populations in targeted high-risk  
24 communities - and in those communities, we're looking at  
25 metals - and to conduct a statewide surveillance and

1 collect samples from a representative portion of the  
2 population to determine baseline levels of both metals and  
3 PCBs and to also document our emergency response  
4 capability by providing biomonitoring for acute chemical  
5 exposures and that will be provided for the suite of  
6 metals that we're looking at, as well as acute exposure to  
7 PCBs.

8 --o0o--

9 DR. NASCARELLA: So a little more texture to  
10 those three goals. Within the vulnerable population,  
11 we'll be looking at children between the ages of five and  
12 12. And why five?

13 Well, that's where the Childhood Lead Poisoning  
14 Prevention Program leaves off, and that's where we're  
15 hoping to pick up. We'll be looking at blood and urine  
16 analyses for lead, mercury, cadmium, and manganese. From  
17 the statewide population, we'll be looking at adult  
18 residents, looking at both serum and blood analyses for  
19 PCBs and manganese, as well as a suite of metals for urine  
20 analyses.

21 And as part of acute and episodic events in  
22 Massachusetts, we'll be responding with our Hazmat and  
23 other State partners to conduct biomonitoring as part of  
24 accidental or intentional chemical releases. And we're  
25 also using it to augment existing, kind of risk assessment

1 approaches. Those of you familiar with the APPLETREE  
2 style health assessments through ATSDR, we'll be providing  
3 biomonitoring as a service to individuals that are  
4 concerned about exposures at National Priority List sites.

5 --o0o--

6 DR. NASCARELLA: So some highlights and  
7 accomplishments of what we've been able to do in this  
8 first approximately year and a half of funding. We've  
9 purchased and installed new instrumentation, a new ICP-MS  
10 in our laboratories, bringing that on-line through a  
11 completion of method development plans and experiments.  
12 Our metals will be analyzed via ICP-MS, and our PCBs via  
13 GC mass spec, mass spec. And we have an existing  
14 capability with PCBs. And we've been doing that for some  
15 time.

16 We've been able to hire five new staff. And I'm  
17 glad we put that up there in contrast to Michael's slide,  
18 where we see all of the Biomonitoring California staff.  
19 Hopefully, we're able to show you what we're able to do  
20 with these five FTEs. We have two staff that we've hired  
21 as junior toxicologists and two laboratorians and kind of  
22 a pivot person in the middle who has a background in both  
23 environmental health and laboratory sciences that serves  
24 as our coordinator.

25 We've established and convened an advisory panel.



1 And we've also partnered with our health survey team to  
2 implement a statewide sampling program that takes  
3 advantage of the behavioral risk factor surveillance  
4 survey, that's a CDC instrument in each state.

5 We've also developed outreach material for  
6 participants and collaborators, I'll go through that a  
7 little bit at the end. And we've developed technical  
8 resources for health based interpreting of biomonitoring  
9 results. And mainly, we've done that through responding  
10 to some episodic and acute chemical exposures in  
11 Massachusetts.

12 --o0o--

13 DR. NASCARELLA: Some of the challenges we face,  
14 and I think this is universal across all biomonitoring  
15 programs, is the recruitment and enrollment of  
16 participants. I think we know how to do it, but with five  
17 FTEs that are dedicated to biomonitoring and the  
18 programmatic responsibility to health department staff to  
19 do everything else, it becomes a real burden, the  
20 enrollment of participants. It's an iterative process,  
21 and it takes a lot of time to build these relationships  
22 with community organizations as well as contact the  
23 individual participants.

24 There are challenges with establishing  
25 health-based thresholds for these analytes of interest.

1 As part of the National Exposure Report, those of you that  
2 have become familiar with it, you'll see it's stated there  
3 implicitly many times that these are exposure levels and  
4 these are not health-based thresholds.

5           Unfortunately, that doesn't address the concerns  
6 of the individuals at the Massachusetts Department of  
7 Public Health that want information on is this a level of  
8 health concern, or participants that approach us and say  
9 should we be concerned, or interactions we have with  
10 clinicians that are looking for guidance from us on the  
11 health impacts of exposure to this level. So that  
12 continues to occupy a great deal of our time as well.

13           Developing results communication to participants  
14 is also a challenge. Absent of good health-based  
15 thresholds, it's difficult to interpret that and explain  
16 it in a manner that's coherent to someone that is not  
17 involved in the background of why these levels don't  
18 exist.

19           PCB congener analysis is a technical challenge  
20 for our laboratorians. Finding a serum matrix that's free  
21 of PCBs continues to be a challenge. And complete removal  
22 of PCBs during the clean-up is a challenge.

23                               --o0o--

24           DR. NASCARELLA: With respect to participant  
25 recruitment and enrollment and how we're accomplishing

1 that through our vulnerable populations sampling, where  
2 we're really hoping to leverage our community health  
3 networks and go into some of these communities with  
4 trusted partners and leverage those relationships to  
5 collect samples and address community needs.

6 As I mentioned previously, we're also leveraging  
7 existing health survey resources within Massachusetts,  
8 using random digit dial surveys, where we ask an  
9 individual question. Are you interested in having a  
10 call-back from a member of our biomonitoring team? And  
11 then we'll seek to enroll them.

12 And we're also leveraging our relationships with  
13 local health departments, as well as the hazardous  
14 materials response teams. We're leveraging relationships  
15 with our Massachusetts Emergency Management Agency, as  
16 well as the federally funded State Emergency Response  
17 Commission. And we're also leveraging our relationships  
18 through the Human Health Risk Assessment Network that's in  
19 our state, working with both ATSDR and EPA Region 1, as  
20 well as our local risk assessors.

21 --o0o--

22 DR. NASCARELLA: So a quick example of year one  
23 activity is we've been be able to respond to a number of  
24 mercury exposure events. Through this, we've been able to  
25 really streamline our coordination with local board of

1 health and state agencies. We've kind of greased the  
2 skids for our urine collection sample, collection analysis  
3 and interpretation, and our interaction between the Bureau  
4 of Environmental Health and the Bureau of Laboratory  
5 Sciences.

6 We've used it as an opportunity to develop  
7 outreach material and get feedback on that, and respond to  
8 some drinking water concerns, both respect -- with respect  
9 to developing reference levels for measurement of  
10 manganese and serum, as well as look at dermal exposures  
11 to arsenic.

12 --o0o--

13 DR. NASCARELLA: And with that, I'll wrap-up by  
14 saying a true thank you to CDC. This is a true  
15 cooperative agreement where CDC is able to provide us to  
16 the funding, but almost more importantly, we have almost  
17 unfettered access to expertise at CDC. And that has been  
18 invaluable in implementing this program, and kind of  
19 establishing best practices in the state that are  
20 consistent with some of the federal approaches.

21 (Applause.)

22 DR. MOWBRAY: Our next speaker is from New Jersey  
23 is Dr. Bahman Parsa. He is the director of the  
24 Environmental and Chemical Laboratory Services at the New  
25 Jersey Department of Health, and he is also the PI for the

1 New Jersey Biomonitoring Program.

2 (Thereupon an overhead presentation was  
3 presented as follows.)

4 DR. PARSA: Thank you very much.

5 --o0o--

6 DR. PARSA: Good morning.

7 Here at New Jersey our experience with the  
8 clinical sampling is limited just working as LRN-C  
9 laboratory. But once we got the grant, we established  
10 ourself with six goals.

11 The goal number one, which is the first and the  
12 most important goal in this program, is to have the  
13 laboratory capability and capacity in place, and  
14 specifically for analysis of PFC, PCB, metals and metals  
15 speciation. In that respect, we have developed three  
16 projects, which will encompass the goal two, three and  
17 four.

18 The goal number two is the PFC exposure in  
19 communities with contaminated drinking water. Goal three  
20 and four, the projects -- is the biomonitoring study using  
21 blood banks and clinical laboratory samples to determine  
22 the baseline levels for a number of analytes in blood and  
23 serum. And the third project is the expectant mother  
24 biomonitoring study.

25 The goal five is the increased collaboration and

1 communication within the Department, outside the  
2 Department agencies, as well as the scientific  
3 communities.

4 And goal six is the permanence and  
5 sustainability, once the -- this grant has been  
6 terminated.

7 --o0o--

8 DR. PARSA: The project one is the environmental  
9 contaminant levels in blood and urine specimens from New  
10 Jersey clinical laboratories and blood banks. The  
11 objective is to determine metals, PFCs, PCBs in blood and  
12 urine among the New Jersey residents 20 to 74 years old,  
13 using remnant clinical laboratory and blood bank  
14 specimens.

15 Establishing the biomonitoring data for target  
16 analytes based on the gender, age, geographic location,  
17 and race to screen for disparities across the study  
18 population in New Jersey.

19 And then third is demonstrate laboratory  
20 capability to capacity to conduct biomonitoring in New  
21 Jersey for environmental pollutants and to develop  
22 infrastructure to respond to actual exposure incidents.

23 --o0o--

24 DR. PARSA: Project two is assessing PFNA body  
25 burdens following drinking water intervention. The

1 objective is to determine if individual residents residing  
2 in communities with PFNA-contaminated drinking water have  
3 higher PFNA serum levels than the general population based  
4 on our baseline study in project one; evaluate the  
5 effectiveness of the interventions implemented to reduce  
6 exposure to PFNA in drinking water by monitoring serum  
7 concentrations of PFNA over time; estimate the half-life  
8 of PFNA in the body; estimate serum -- serum to drinking  
9 water ratios for PFNA and assess how they may inform the  
10 risk assessment of PFNA in drinking water; and, finally  
11 the PFOA -- we do analysis of other PFC compounds, PFOA,  
12 PFOS and the other things.

13 --o0o--

14 DR. PARSA: The project, three which is under  
15 development, we haven't done much about it, is the -- to  
16 do the analysis for the expectant mothers and target  
17 analytes, or metals and PCBs; and sample collection is  
18 recruitment from hospitals, OB/GYN offices, and insurance  
19 providers.

20 --o0o--

21 DR. PARSA: The progress that we have done for  
22 goal one, laboratory capability and capacity building in  
23 the PFC side, we have been fortunate to be able to get  
24 staff on board and also purchase an LC-MS/MS equipment.  
25 Method validation is under development. And also the

1 training of the individual at the CDC has been completed.  
2 For PCB, we have completed the purchase of the high  
3 resolution GC-MS/MS equipment. Unfortunately, not been  
4 able to recruit the person that we have, due to the  
5 procedure of problems that we have at New Jersey for  
6 getting new hires. Metals speciation, we are going to be  
7 purchasing the equipment and also the same issue of hiring  
8 person.

9 And the goal 2, investigational support, we have  
10 done the IRB application. Approval pending. Outreach for  
11 subject recruitment, sample collection is in progress, and  
12 the questionnaire we have also developed.

13 --o0o--

14 DR. PARSA: The project one study plan has been  
15 completed. Partnership with clinical labs and banks have  
16 been developed. Planning for sample collection is  
17 underway. IRB application has been approved.

18 Project three, assessment environmental exposure  
19 of pregnant women to toxic metals is under development.

20 --o0o--

21 DR. PARSA: The goal five we have already formed  
22 the state biomonitoring program, established a New Jersey  
23 State Biomonitoring Commission, and outreach and  
24 partnership with a different organization in New Jersey  
25 has been established.



1           Goal six, the permanence and sustainability is  
2 the -- first of all, the capabilities in goal one we have  
3 been in progress; foundation built, which is in goal five;  
4 and pursuing additional state funding as early as 2017.

5                           --o0o--

6           DR. PARSA: The challenges that we have is --  
7 currently is the hiring the staff, as I mentioned,  
8 obtaining IRB approvals for the remaining projects,  
9 managing large number of samples in the LIMS and the  
10 storage of the samples, and reporting the data are the  
11 issues that was discussed yesterday as well.

12           Under general challenges for us is building a  
13 coherent biomonitoring program, harmonizing the efforts of  
14 our laboratory with the priorities, which is of the other  
15 department, environmental or epidemiological sector; and  
16 also the transition from grant funding to state funding,  
17 which is going to be a challenge for us.

18           Thank you very much.

19           (Applause.)

20           DR. MOWBRAY: Our next speaker is representing  
21 the Four Corner States Biomonitoring Consortium, which  
22 consists of Utah, Arizona, Colorado, and -- did I say  
23 Arizona already? -- New Mexico. Okay. Sorry.

24           (Laughter.)

25           DR. MOWBRAY: Jason Mihalic is the Chemistry

1 Office Chief at the Arizona Department of Health Services  
2 and he is representing the four corner states.

3 So welcome.

4 (Thereupon an overhead presentation was  
5 Presented as follows.)

6 MR. MIHALIC: Thank you.

7 Hello. My name is Jason Mihalic again. And I'd  
8 like to also acknowledge that here are -- represent  
9 Arizona, but there's also -- oh, thanks -- New Mexico --  
10 representation from New Mexico, Colorado, and Utah in the  
11 room.

12 --o0o--

13 MR. MIHALIC: Our group has a history of  
14 biomonitoring, in that, as Amy mentioned, we are one of  
15 the grantees at the Rocky Mountain Biomonitoring  
16 Consortium, back in 2001 to 2010 -- or actually more 2005.

17 And so in addition, many of our states are  
18 Environmental Public Health Tracking Network grantees.  
19 Collectively our four states encompass an area of roughly  
20 two and a half times that of California, but with only 40  
21 percent of the population. In practical terms, that means  
22 that we're a land of notable population centers, such as  
23 Denver, Albuquerque, Salt Lake City, and Phoenix, but  
24 we're also combined with a lot of small communities, whose  
25 base economic structures are based on farming, ranching,

1 and mining.

2 --o0o--

3 MR. MIHALIC: Because of a similar geography, we  
4 share many of the same public health concerns, and these  
5 became the backbone of our work, and include metals  
6 exposure through private drinking water wells, phthalates  
7 from common household products, 2,4-D herbicides,  
8 para-dichlorobenzene again from common household products,  
9 and pyrethroids, which are used for mosquito and tick  
10 abatement efforts within our community.

11 On the laboratory end, the chemical and/or their  
12 metabolite shows we've adopted CDC methods to analyze all  
13 of these analytes of interest, and we've begun with metals  
14 and pyrethroid -- actually metals and phthalates.

15 --o0o--

16 MR. MIHALIC: We've incorporated these concerns  
17 into five projects to complete within the five-year grant  
18 period. And while this does come out to one project per  
19 year, we don't really look at it that way. Some of the  
20 projects are ongoing, such as the well water study, while  
21 other of the projects will be encompassed over a one-year  
22 period. And we really take in regional interest, geology,  
23 population risks, mining and agricultural exposures into  
24 account.

25 --o0o--

1 MR. MIHALIC: In terms of participant  
2 recruitment, there's really no one-size-fits-all approach  
3 when you have four states involved. So what we have  
4 instead is a tailored approach unique to each state.  
5 Colorado, for example, has a leg up on all of us, because  
6 they have merged this project into an ongoing assessment  
7 in the San Luis Valley, which is a predominantly low  
8 income agricultural area and already has a participant  
9 base to work with. And the rest of us have started from  
10 scratch.

11 In that end, we've used various techniques,  
12 including direct mailing, using well water registry  
13 databases for the well water study, working with school  
14 boards to get the word out, local health departments,  
15 health fairs, community liaisons, sign-up sheets in  
16 government buildings, health clinics, and doctors'  
17 offices. So it varies state to state, but so far they've  
18 been fairly successful.

19 --o0o--

20 MR. MIHALIC: One year in and we have experienced  
21 some successes. Each state has had their IRB approved.  
22 Assessment tools have been developed for the first two  
23 projects metas and phthalates. Sample collection  
24 protocols, which be uniform throughout the consortium,  
25 have been established, and communication, which is no

1 small feat when you're dealing with four states over a  
2 large area, we've tackled by having monthly phone calls  
3 for lab and epi, periodic phone calls for both, and then  
4 two face-to-face meetings during the year.

5 In addition on the laboratory side, method  
6 development for the metals in urine, creatinine, which, of  
7 course, in urine as well, and then the phthalate  
8 metabolite, which is also in urine are complete. And we  
9 currently have completed or are undergoing our  
10 validations.

11 --o0o--

12 MR. MIHALIC: Both New Mexico and Utah have  
13 developed -- have already begun their sample collection.  
14 Colorado and Arizona are -- will be collecting soon,  
15 hopefully by the end of this year. Of course, there's  
16 only one month left in this year.

17 One of the advantages collaboration is that we're  
18 able to use each state's experiences for the benefit of  
19 the consortium. For example, New Mexico took the lead on  
20 an exposure assessment, Colorado in providing results back  
21 to participants, Utah in analyzing data, and Arizona with  
22 the method development.

23 --o0o--

24 MR. MIHALIC: Lessons learned in terms of  
25 contracting complexities. You know, it's one thing to

1 have a CDC grant and it's another thing to work with State  
2 lawyers.

3 (Laughter.)

4 MR. MIHALIC: So while it just didn't go as  
5 smoothly as we had assumed it would - and it's just the  
6 nature of contracts. Issues such as a venue of dispute,  
7 indemnity, insurance all came to the fore, which are  
8 really boilerplate, and had to be dealt with. Using  
9 student interns it seemed like a great idea at first. But  
10 the reality is we train them and they leave. So that begs  
11 the question of whether or not that's worth it.

12 And in addition, also with student interns, some  
13 states have issues with non-state employees riding in  
14 state vehicles, which is another tactical issue.

15 --o0o--

16 MR. MIHALIC: The big takeaway I'm hoping to be  
17 able to impart is that the collaboration is achievable, as  
18 we've shown over the last year. As resources dwindle,  
19 affordable biomonitoring, that perhaps collaboration is  
20 inevitable, especially if regionalization becomes an  
21 economically viable alternative to single-state funding.

22 --o0o--

23 MR. MIHALIC: And lastly, I'd like to thank the  
24 Consortium and then also the CDC.

25 (Applause.)

1 DR. MOWBRAY: Okay. The next speaker is Shane  
2 Wyatt from Virginia. He is the lead scientist for the  
3 Virginia Public Health Lab Emergency Response and  
4 Radiochemistry groups, and is the co-project lead for the  
5 biomonitoring program.

6 (Thereupon an overhead presentation was  
7 presented as follows.)

8 MR. WYATT: Thank you. Good morning. Can  
9 everybody hear me?

10 Hi. I'm Shane Wyatt. I'm one of the co-lead  
11 investigators for this grant in Virginia. My partner, the  
12 co-lead, Chris Retarides, was unable to make it this week,  
13 so hopefully we'll move forward, and then you're the  
14 timekeeper.

15 Okay.

16 --o0o--

17 MR. WYATT: I think before I get started real  
18 quick, it's important for me to point out that the  
19 Virginia Public Health Laboratory is structured a little  
20 bit differently from most other public health labs. We  
21 are part of a cabinet level department that is not  
22 associated with the Department of Forensics or the Public  
23 Health Department. So we are completely separate from the  
24 Virginia Public Health group.

25 And as part of that, for us to operate with them

1 and perform biomonitoring studies with them, we actually  
2 have to have a memorandum of understanding or an  
3 agreement -- operations agreement between us and them, so  
4 that we know who's responsible for what and how we move  
5 forward.

6 I'm not going to give a real in-depth overview of  
7 the program initially, due to time constraints. I'm  
8 hoping that that will come out as we go through and talk  
9 about some of the successes and challenges.

10 One of the biggest successes we've had so far has  
11 been with the other State agencies that we have targeted  
12 to work with. And probably they're not listed first, but  
13 probably the most important one out of that group is the  
14 Department of Health.

15 As I said, we're not part of that laboratory, so  
16 we do have to meet with them on a regular basis. They are  
17 providing access to -- for us to the local health  
18 departments. They are also helping us with access to  
19 toxicologists, as well as activities on the biomonitoring  
20 advisory committee that we have proposed. The Department  
21 of Environmental Quality, the Agricultural and Consumer  
22 Services and the Department of Fire Protections have also  
23 extended their willingness to help us with these different  
24 projects that we've proposed, and they're all involved in  
25 one way or another.



1           And they will all be involved in the advisory  
2 committee at least partially, depending on the projects  
3 that are going on. We had an opportunity earlier this  
4 year to present the biomonitoring grant.

5           And biomonitoring in Virginia is really a brand  
6 new project. It's a brand new activity for us. We did  
7 partake in the planning committee -- the planning grant  
8 initially. However, we never -- no real actual  
9 biomonitoring studies were conducted or have been  
10 conducted for -- essentially on an ongoing basis.

11           And so last fall, we were given the opportunity  
12 to present to the local health departments this grant that  
13 we've been awarded and discuss what we're -- you know, the  
14 projects that we have ongoing and some of the initial --  
15 and some of the future plans. We propose three propose  
16 three projects initially that -- our intent is not to  
17 maintain those projects or those would be the only  
18 projects that we approach through the advisory committee  
19 and/or through the health districts. We plan that other  
20 projects will come up as they're brought to our attention.

21           And they -- we received a lot of very positive  
22 responses from the local health districts. They're very,  
23 very excited about having this resource and being able to  
24 come forward and use it.

25                           --o0o--

1 MR. WYATT: Like I said, we propose three  
2 projects, two of them have been combined down into one  
3 project, so we had two IRB applications. We did the IRB  
4 application through our health department. It went fairly  
5 smoothly for us for toxic combustion to firefighters,  
6 which was one of the projects we proposed.

7 The other one we had initially proposed a  
8 detection of uranium in urine and perchlorates in urine,  
9 and the general population within Virginia. We expanded  
10 that out to toxic metals. And the toxic metals and the  
11 perchlorate were two separate proposals and we combined  
12 them down to one IRB application, because we're both --  
13 we're going to be analyzing urine for both of them and we  
14 just wanted to do one collection.

15 I'm not sure what happened. We had a delay on  
16 getting this one approved, mostly because the IRB board  
17 couldn't find the application, after we had submitted it.  
18 So we resubmitted it, and it went through relatively  
19 quickly.

20 --o0o--

21 MR. WYATT: And I think -- since this is a brand  
22 new program for us, and I think some of the other states  
23 have run into this as well, our biggest challenge for our  
24 opinion has been establishing the infrastructure. We are  
25 the public health laboratory. We are very good at the

1 analytical methods. We're very good at analytical method  
2 development. We're very good at handling samples and  
3 reporting out results.

4           What we're not good at is going out and getting  
5 them. Samples just -- generally come to us. If people  
6 want to give us samples, they're beating down our door  
7 saying we have stuff for you. Very few people are aware  
8 of the biomonitoring program since it's a new one. And us  
9 going out is a new function as a laboratory. Us going out  
10 and collecting samples and doing recruitment and informing  
11 the public of the ability and the things that we can do.

12           So establishing this infrastructure has been one  
13 of the bigger challenges we have. But to try to make that  
14 a little bit easier, one of the things we focused on were  
15 analytes we had experience with, and analytes we had  
16 methods for.

17           So we are leveraging some of our LRN-C  
18 capabilities. We are a Level 1 LRN-C laboratory, and we  
19 are using the cyanide method as well as the toxic elements  
20 green method from that program to do the analysis for the  
21 firefighters.

22           The perchlorate method is one that we developed  
23 in-house at the request of the LRN-C, so we had one ready  
24 to go for that as well.

25                           --o0o--

1           MR. WYATT: We're working with the fire  
2 protection services to collect samples at this time. The  
3 big issue is is that we're having issues scheduling times  
4 to go out and collect the samples. The fire protection  
5 programs is they do controlled burns to train firefighters  
6 on a regular basis throughout the year. It's a facility  
7 that's relatively close to our laboratory, but we're  
8 having some discussions on how to best get the samples,  
9 who to do the draws, because it's going to include a blood  
10 draw, and whether or not they can do that themselves or we  
11 have to provide somebody to do that.

12                       --o0o--

13           MR. WYATT: This one I wanted to spend just a  
14 second. I want to hit this real quick.

15           The toxic metals and perchlorates study is  
16 intended to be a statewide general population study.  
17 However, we wanted to narrow the focus of our recruitment  
18 activities to something that would seem to be a little bit  
19 more manageable initially. And so what we decided to  
20 focus on were community colleges.

21           There are a lot of community colleges in  
22 Virginia. And because -- they're part of the Virginia  
23 university system. All of the credits that you take at  
24 one college are completely transferable to another. So a  
25 lot of people take advantage of that, and a lot --

1 especially local community individuals. So we have a  
2 broad range of ages. We have a broad range of communities  
3 that participate in the community colleges, and we have  
4 several staff at DCLS that are adjunct professors at the  
5 different community colleges.

6 We have access to these campuses. We have ways  
7 to contact the administrations and ways to work with them.  
8 We can get in contact with them. We are fairly well along  
9 with one of the local community colleges, and we're in the  
10 final approval stages to be able to go in and start  
11 collecting samples. And this will strictly be a urine  
12 collection. And we'll be doing the toxic metal and the  
13 perchlorate study.

14 --o0o--

15 MR. WYATT: And perfect timing. As I said, Chris  
16 Retarides is the other principal investigator for this.

17 Thank you.

18 (Applause.)

19 DR. MOWBRAY: Okay. Our final speaker is Julie  
20 Nassif. She is the Chemistry Program Manager in the  
21 Division of Public Health Services, Public Health  
22 Laboratories for the State of New Hampshire.

23 MS. NASSIF: Thank you. I appreciate being here  
24 and giving you an overview of what we're doing in New  
25 Hampshire.

1           (Thereupon an overhead presentation was  
2           presented as follows.)

3           MS. NASSIF:   We have -- when we put together our  
4           proposal, we really thought it would be an opportunity to  
5           build on our existing biomonitoring capabilities, as well  
6           as an opportunity to leverage our emergency response  
7           capabilities through the LRN-C.

8                               --o0o--

9           MS. NASSIF:   So this is New Hampshire.   And what  
10          we've proposed as part of our efforts are really two  
11          studies.   The first is a targeted effort that -- I don't  
12          have a pointer, but is located in the southern part of New  
13          Hampshire.   It's our population center.   And the geology  
14          in that area is such that there's a lot of granite.   And  
15          the opportunity for leaching of toxic -- of elements to  
16          leach into the groundwater there.

17          So our first project is to look at total arsenic,  
18          uranium, and speciated arsenic in elevated individuals in  
19          the southern part of the state, and then in 2017, to  
20          launch a statewide surveillance study that would look at a  
21          much broader range of chemicals.

22          And in preparation for our proposal, we reached  
23          out to a lot of partners within the State, both our public  
24          health partners in the asthma control program, climate  
25          change, environmental public health tracking, our local

1 health officer -- some of the major cities have health  
2 departments. We spoke with them. We spoke with some  
3 community advocates, and we put together what we think is  
4 an interesting list of analytes that are relevant to our  
5 jurisdiction.

6 --o0o--

7 MS. NASSIF: So a little background on the  
8 arsenic and uranium study. A very high proportion of the  
9 population of New Hampshire is reliant on private bedrock  
10 wells for their drinking water. It's actually gone up,  
11 since about 50 percent of the population is reliant. The  
12 geologic formations coupled with past land-use practices  
13 related to apple farming provides a lot of opportunity for  
14 arsenic exposure and contamination of the groundwater.

15 Our previous data have shown that there is  
16 definitely groundwater contamination. And our data also  
17 show that there is a significant correlation between those  
18 that drink that water and having elevated arsenic.

19 I viewed this, and many others do, as the most  
20 significant environmental health problem in New Hampshire.  
21 We have the second highest rate of bladder cancer in the  
22 country, second only to our neighbor to the east in Maine.

23 --o0o--

24 MS. NASSIF: So recruitment from this high-risk  
25 area will be broad. We'll try to reach all age

1 populations with a special emphasis on reaching  
2 underserved and sensitive populations. There is a major  
3 city right in that area that's -- that has public water,  
4 and we hope to recruit participants from there as a  
5 control population.

6 We'll be collecting a significant amount of data  
7 from people regarding their recreational, residential, and  
8 occupational histories. Because of the association  
9 between organic arsenic, we'll be asking them to refrain  
10 from eating seafood, and we'll ask them to do a food  
11 diary. As an incentive for them to participate, we'll ask  
12 them -- we'll offer them free well water testing as well.

13 --o0o--

14 MS. NASSIF: The surveillance project is broader  
15 and potentially significantly more challenging to  
16 implement. We'll be looking at establishing some baseline  
17 ranges for New Hampshire. Much like our partners in  
18 Massachusetts, we'll be looking at BRFSS data to try and  
19 get a representative population. If that doesn't provide  
20 sufficient numbers, we will look towards this  
21 opportunistic recruitment. And these are some of the  
22 places that we'll be looking to that. Recruitment at  
23 blood donation centers, college campuses to reach a  
24 demographic that we might not otherwise be able to tap.

25 A state employee complex. Our laboratory is



1 located with a number of other state agencies. And we may  
2 be able to recruit some participants there. We've had  
3 discussions with some local hospitals and clinical  
4 partners that are interested in perhaps having us recruit  
5 participants from their offices and practices.

6 And we're working with both -- we hope to  
7 leverage the NP students at the University of New  
8 Hampshire to help us -- they'll be doing their capstone  
9 project, and we hope to work with them, perhaps in some  
10 discrete projects around survey development and other  
11 projects like that.

12 And we're in discussion with Dartmouth College,  
13 where they house an NIEHS superfund toxic metals core and  
14 about some specimen exchange with them.

15 --o0o--

16 MS. NASSIF: These are the analytes that we'll be  
17 looking at in our surveillance project, a whole suite of  
18 metals. Our city health officials were particularly  
19 concerned in pesticide application and misuse in indoor  
20 environments. So we'll be looking at metabolites of  
21 organophosphate and pesticide -- organophosphate and  
22 pyrethroid pesticides, cotinine, the marker for  
23 environmental tobacco smoke, perfluorinated chemicals,  
24 which I know you're going to be talking more about this  
25 afternoon. And we're hoping to get some good statewide

1 numbers for the perfluorinated chemicals as we have known  
2 sources of contamination in the state. And there's some  
3 interest in nutritional biomarkers, specifically iron and  
4 folate as well.

5 --o0o--

6 MS. NASSIF: Now, we have had successes. I  
7 didn't put the successes up. We've been able to hire one  
8 individual. My colleague, Amanda Cosser, is here today.  
9 And she's serving as our project manager. And we have  
10 purchased analytical equipment. We have an ICP-MS/MS  
11 which is the same instrument that Massachusetts has.

12 We have had a number of administrative challenges  
13 related to acceptance of the funding. Some policies that  
14 are apparently unique to New Hampshire and lack of a state  
15 budget that forced us into a continuing resolution for  
16 several months, which really exacerbated our ability to  
17 hire staff. So we are really at the inception of the  
18 program now. We're in the process of hiring. We have --  
19 we have three analytical chemists that we'll be hiring, as  
20 well as a project specialist.

21 Some challenges that are not unique to us,  
22 participant recruitment and developing an advisory  
23 committee that has a balance between technical expertise  
24 and community engagement. And I'd be happy to talk more  
25 about community engagement and what we've done initially,

1 which is reaching out through our Health Officers  
2 Association as well as our Healthy Homes group.

3 And thank you very much. That's what we're going  
4 to be doing in New Hampshire.

5 (Applause.)

6 MS. HOOVER: Thank you so much. That was a lot  
7 of information in a short time, so great job. And what  
8 I'd like to do is ask all of the people who just spoke to  
9 come and sit in the front row, and be available for  
10 questions, and then we'll pass mics around.

11 I also wanted to let Panel members know that a  
12 lot of that information that was just presented is  
13 available on the program profile forms. You have those in  
14 your packet and they're alphabetical. So if you have  
15 questions about some aspects of the program, take a look  
16 at those program profile forms. So we'll start with --  
17 Asa will be facilitating from now on.

18 CHAIRPERSON BRADMAN: Yeah. Okay. Thank you.

19 So just to clarify the next period of time, we  
20 have about 10 minutes for Panel discussion and questions,  
21 and then we'll have some time for public comment and then  
22 more opportunity for discussion.

23 So I guess to start right now is to ask are there  
24 any clarifying questions from the Panel to any of the  
25 speakers or related topics?

1 Tom.

2 PANEL MEMBER MCKONE: Tom McKone, University of  
3 California.

4 I guess it's probably a point for discussion  
5 later. But first of all, these are all really great  
6 programs. I mean, a lot is going on. It's fascinating to  
7 see it.

8 The one thing that didn't come through is how  
9 much integration and communication and sharing and whether  
10 there's ways to link the different state studies together.  
11 I know that goes on. Again, each talk was about what's  
12 going on in the state. And I think the next step is to  
13 figure out -- I'm assuming this goes on, but it would be  
14 nice to make sure we learn a little bit more about  
15 analytical methods.

16 CHAIRPERSON BRADMAN: Tom, a little closer to the  
17 mic.

18 PANEL MEMBER MCKONE: I've got remember to be on  
19 the mic.

20 Just more information about coordination and even  
21 some meta-studies maybe taking different data sets for the  
22 same agents and then combining them across states.

23 DR. MOWBRAY: So I'm going to take a starting  
24 stab. This is Amy Mowbray from CDC.

25 Part of CDC's role as a -- for the cooperative

1 agreement is substantial programmatic, you know,  
2 involvement in what the programs are doing. And one of  
3 our goals is to help keep communication between the funded  
4 states open. So what we've done historically, and are  
5 continuing to do, is provide opportunities for state  
6 conference calls, and then at least one in-person meeting  
7 of all the funded states each year, where we talk about  
8 analytical issues, programmatic issues, and we allow  
9 information sharing.

10 We are also -- and I would say this is a  
11 collaboration between CDC and the Association of Public  
12 Health Laboratories, as well as our state programs, we are  
13 working on the development of a National Biomonitoring  
14 Network that will really help us allow the laboratories to  
15 set -- to sort of harmonize approaches for lab and for  
16 sample design and sample collection and help us to really  
17 integrate across the state programs.

18 And if anyone else at the states wants to say  
19 more about that?

20 MS. HOOVER: This is Sara Hoover of OEHHA. I'll  
21 just add too that, you know, we also had two days of  
22 discussions with programs. And we actually made a lot of  
23 good connections and mentioning the network. So that's  
24 definitely a big thing we were working on over the last  
25 couple of days.

1           CHAIRPERSON BRADMAN: Are there any other  
2 questions from Panel members about this recent  
3 presentation?

4           Go ahead. Jenny.

5           PANEL MEMBER QUINTANA: Is this on?

6           Okay. Hi. I'm Jenny Quintana from San Diego  
7 State University. I had a question to do with how your  
8 consent forms ask the participants for their permission  
9 because I noticed that sometimes your list of chemicals is  
10 maybe shorter than you'd like to expand to in the future.  
11 And I'm wondering if there is a general approach of asking  
12 for permission to do further analyses than you're  
13 currently planning to do or even beyond environmental  
14 contaminants looking at other factors such as genetics or  
15 other markers and how you approached that by the different  
16 states?

17           MS. NASSIF: Our approach to the informed consent  
18 has been to consent individuals to this testing, but to  
19 have an optional consent for further environmental  
20 testing. Genetic testing would probably not be well  
21 received in New Hampshire.

22           MR. MIHALIC: From the Four Corners point of  
23 view, we initially thought that we would have one approach  
24 for all four states, but the IRB process pretty much  
25 eliminated that, because in some states it's more thorough

1 than others, some states -- for example, from Arizona, we  
2 were only able to be -- to involve people in one project  
3 that we were working on right now, whereas other states  
4 are able to sign up participants for all five projects.  
5 So it just varies state to state in our case.

6 MR. WYATT: Virginia has taken an approach very  
7 similar to New Hampshire. We are looking for permission  
8 to participate in the study that they're being recruited  
9 for, and then they have the option of allowing us to test  
10 their samples at a future date for environmental  
11 chemicals. We -- as she said, genetic testing probably  
12 would not go over very well, but we do intend to store our  
13 samples for future testing.

14 DR. DiBARTOLOMEIS: And I think, you know, that  
15 that's similar to what we do in California. I think the  
16 only thing that I haven't heard, when we do go in for --  
17 to do additional testing, I do believe we still have to go  
18 back to the IRB for -- we don't for an amendment?

19 I'm getting a shake of the head back there from  
20 my IRB.

21 MS. WU: We do tend to write our consent forms  
22 and the IRB protocol to be fairly expansive to include the  
23 option of coming back and doing other relevant  
24 environmental chemicals. We use language where we can  
25 expand on other panels. We do have the requirement of

1 returning results, which brings in an added complication  
2 if we are years down the road, and we want to -- we want  
3 to alert people that they might be getting that  
4 information long after their participation seems like it  
5 has ended.

6 CHAIRPERSON BRADMAN: Okay. I just wanted to  
7 mention this particular time period was budgeted for  
8 clarifying questions, and then we'll have the public  
9 comment period, and they'll we have time for more  
10 discussion. It's kind of hard to distinguish between  
11 those sometimes, but -- okay. Well, I have a clarifying  
12 question, and then a few discussion things I'll cover in a  
13 moment.

14 But in terms of the -- I think this is for New  
15 Jersey. There was talk about use of the remnant samples  
16 and from clinical labs and blood banks. And I'd be  
17 interested to hear more about that and, you know, what are  
18 the mechanics and how the material was collected. And I  
19 assume those are -- that's done anonymously, but I'd be  
20 interested in hearing more about that.

21 DR. PARSA: Yes, the subjects are de-identified,  
22 so we really do not have any idea what the names and so  
23 on. We just know the age. We know their, you know,  
24 gender, and so on. So what we have done is contacted the  
25 blood banks and to ask them to give us what is left from



1 their analysis.

2 Now, in the blood banks they have consent from  
3 the individuals to provide their samples for research and  
4 so on, so there is that part is covered. But for the  
5 clinical labs, we really do not have that consent and --  
6 but since it is the identified, we are not obliged to give  
7 anybody any results. We may -- we are considering --  
8 actually, it's not approved in our biomonitoring  
9 commission, to give the results to these participating  
10 labs just as a recognition of their collaboration with us.

11 CHAIRPERSON BRADMAN: Right. Okay.

12 MS. HOOVER: Another collaborator from New Jersey  
13 wants to add something.

14 DR. FAN: Tina Fan from New Jersey Public Health  
15 Laboratory. I'm the CT and the biomonitoring program  
16 manager.

17 I want to just answer -- add some information  
18 regarding your question. Yes, these are the remaining  
19 samples, but we are really talking very closely with the  
20 providers as was the clinical laboratory or the blood  
21 banks regarding the sample collection. And, for example,  
22 exact know what the tubes we want. And also many of them  
23 actually they have enough samples, we should be able to  
24 even know about when the sample collected. So we're going  
25 to document all those information regarding the sample

1 conditions. So we tried to try our best to get what  
2 integrity of the samples.

3 CHAIRPERSON BRADMAN: Thank you. I think given.

4 PANEL MEMBER BARTELL: Asa one more question.

5 CHAIRPERSON BRADMAN: I'm sorry one more comment.

6 PANEL MEMBER BARTELL: I don't think we have  
7 time.

8 MS. HOOVER: Actually, we're going to pause and  
9 just call for public comment now. Then we'll go to the  
10 full Panel discussion, so there will be plenty of time for  
11 questions and comment.

12 CHAIRPERSON BRADMAN: Okay. So just to  
13 reiterate, we do have time for public comment right now.  
14 I don't know if there are any questions that have been  
15 submitted, either on line or by email?

16 MS. DUNN: This is Amy Dunn. I just want to  
17 remind people before I read the public comment that we are  
18 not only broadcasting this, but also recording it, so I'd  
19 very much appreciate it if people can try to make sure to  
20 speak into the microphones, so that we can capture what  
21 you say.

22 We have a comment that came in from Courtney  
23 Carignan. And this is a question for the speaker from New  
24 Hampshire. "Why not measure arsenobetaine in urine rather  
25 than ask to avoid seafood"?

1 MS. NASSIF: This is Julie Nassif from the New  
2 Hampshire Public Health Laboratory. Thank you for that  
3 question, Courtney. We will be measuring arsenobetaine in  
4 the speciated arsenic method.

5 MS. HOOVER: And were there any public comments  
6 or questions from the audience now?

7 DR. PARK: June-Soo Park, Toxic Substances  
8 Control, CalEPA. My question for Shane from Virginia -- I  
9 believe Virginia biomonitoring group. I was just curious  
10 why perchlorate was chosen for monitoring? I wonder if  
11 there was any -- there has been any concern on exposure  
12 from drinking water or groundwater?

13 MR. WYATT: The perchlorate method was one we  
14 were actually asked to develop by the LRN-C program, so we  
15 had it. And we had done some initial screening of some  
16 basically the lab workers. And we found that everybody  
17 had some in their system. Virginia itself is very heavily  
18 involved in the aerospace industry, and there's a lot of  
19 rocket launches. It's also a very heavily agricultural  
20 state, and perchlorates are a natural part of certain  
21 fertilizers that are used.

22 And there was no concern, there has been no  
23 concern expressed about it in the environment or  
24 being in -- you know people being exposed to it. However,  
25 it was something that we'd some discussions with the CDC

1 about. And we decided to pursue this one just to see if  
2 we could establish a background or a baseline for what was  
3 in the population.

4 MS. HOOVER: Other questions from the audience,  
5 or comments?

6 Okay. Take it away.

7 CHAIRPERSON BRADMAN: All right. Thank you.

8 So now we can move into a more standard period  
9 for questions and also more discussion. And I'll have you  
10 take the lead. Thank you. Sorry for the interruption  
11 earlier.

12 PANEL MEMBER BARTELL: Thank you. Oh, that's all  
13 right. Scott Bartell, University of California.

14 I think it's very interesting what's going on in  
15 a variety of states. And you see I think though a tension  
16 sometimes between the designs in terms of where you're  
17 getting sample, either targeting high-risk populations or,  
18 you know, trying to work towards -- I don't think anybody  
19 is quite there yet, but trying to work towards a statewide  
20 representative sample.

21 And I guess one thing we've talked about a little  
22 bit in this Panel earlier this year is, you know, given  
23 the great expense and difficulty, although it's a laudable  
24 goal to do the statewide sampling in a representative  
25 sample, it's, I think, a lot more logistically complicated

1 and expensive than, you know, trying to actually go after  
2 high-risk populations.

3 And I think one can ask, you know, to what extent  
4 you actually gain information if you end up, you know,  
5 with contaminate levels that are similar to NHANES, which,  
6 you know, is a possibility once -- but you wouldn't learn  
7 that, of course, until you implement the statewide  
8 sampling.

9 So I guess the question I kind of have for CDC  
10 and/or the states is to what extent your cooperative  
11 agreements lock you into this goal of working towards  
12 statewide sampling? And if indeed you decide that your  
13 resources are better spent perhaps going after high risk  
14 populations, would you be able to shift those resources  
15 under the current cooperative agreements?

16 DR. MOWBRAY: This is Amy Mowbray from CDC again.  
17 We have built in a pretty good amount of  
18 flexibility within the cooperative agreement through the  
19 funding opportunity announcement to let states decide what  
20 are their priorities when doing biomonitoring. So we -- I  
21 think early on in the first five-year cooperative  
22 agreement, we put a heavier focus on a statewide  
23 surveillance study. In this new cooperative agreement,  
24 we've really left it a little bit more open for states to  
25 determine what are the exposures they're most concerned

1 about. And in the presentation I sort of hit on this. We  
2 really want to just get more high quality data that is not  
3 available that can help states make decisions in their own  
4 communities.

5 MR. MIHALIC: Well, we've talked about this a lot  
6 with the four corners, and we're using the well water  
7 study for our statewide outreach, because mostly in the  
8 rural communities are where you find people whose primary  
9 source of drinking water is well water. However, in terms  
10 of the phthalate, we can do that in our larger cities, as  
11 well as the pesticides. We may end up going to  
12 agricultural centers for some of the pesticides, but  
13 you're absolutely correct it is very expensive.

14 So of the five projects, we're really looking at  
15 the one for statewide and then the others, if we can.

16 PANEL MEMBER BARTELL: Thank you.

17 CHAIRPERSON BRADMAN: Dr. Schwarzman, I think you  
18 had a comment earlier that you were --

19 PANEL MEMBER SCHWARZMAN: I did. It mostly got  
20 answered.

21 CHAIRPERSON BRADMAN: Okay. Did you want to ask  
22 anything else?

23 PANEL MEMBER SCHWARZMAN: Maybe I will spend just  
24 another moment on this, because this partially addressed  
25 my question. I was just mulling a little bit this notion

1 of establishing a baseline. A couple states mentioned  
2 this work to establish baseline levels for the State. And  
3 mine was sort of less a thought about resources, although  
4 very -- that's very relevant, and more about what we're  
5 doing with that information.

6           How much you might expect that it would differ  
7 from national levels obtained by the CDC, and also what --  
8 how we're interpreting that kind of baseline information,  
9 because I think there's this human tendency to treat  
10 baseline as acceptable, and then to be looking for  
11 variations from that. And yet, if your entire population  
12 is actually exposed to a significant level of something,  
13 we wouldn't want to interpret, you know, that baseline  
14 measurement of time zero as equal to, like, well, this is  
15 just background levels or something like that.

16           So that's what I was mulling on, and I guess I  
17 would just be interested if any of you had reflections on  
18 why you're seeking that information or how you would like  
19 to use it?

20           MR. WYATT: This is Shane Wyatt from Virginia.  
21 Originally, the reason why we proposed the uranium study  
22 was Virginia has some very large uranium deposits. Most  
23 of the central and southwestern portion of the state is  
24 basically one big uranium mine. And a lot of the  
25 groundwater out there is contaminated with uranium. And

1 so what we specifically wanted to do was to move into  
2 those areas and target those populations, so that we could  
3 try and evaluate, like we said, a baseline.

4           However, our expectation is, is that we're  
5 probably going to see areas that are above the NHANES  
6 level. And we have intentions or our plans are to areas  
7 that we feel are elevated or of areas of concern to  
8 continue to do monitoring and/or do more focused  
9 monitoring in those areas. If we find areas that we're  
10 not seeing elevated levels, we may move on and go to  
11 another section of the state.

12           We have had this show up in the past with other  
13 communities, and we've been able to work with the health  
14 department to implement -- help the communities implement  
15 water filtration processes to help remove it from their  
16 drinking water systems. And then we've come back a year  
17 or so later and remonitored the community, and found that  
18 the levels have all decreased. So that's kind of where  
19 we're going with this, but we -- like I said, it's a very  
20 resource intensive sort of project to collect that many  
21 samples that recruit people.

22           DR. DiBARTOLOMEIS. I have a philosophical  
23 response as well as a more applied response.

24           Philosophically, you're right on target. There  
25 should be no chemicals that have no benefit or no



1 physiological purpose in your bodies if they're coming  
2 from a contaminated environment. I mean, you just  
3 basically have pollution in your body, and they don't  
4 belong there.

5 So if you can detect it, you probably want to get  
6 it even lower or completely eliminate it. So that's the  
7 philosophical sort of precautionary approach. It's  
8 certainly not a risk based approach, and we still have  
9 that tension between risk and precaution.

10 From an applied point of view, having a baseline  
11 established for the population will allow you to look at  
12 trends over time. So obviously, if we are doing the right  
13 things in terms of environmental protection and, you know,  
14 all the other types of regulations, we should see that  
15 baseline drop. If we see it go up, we're not doing the  
16 right thing. So there still is a reason to collect that  
17 baseline. We just have to frame it in probably a  
18 different way, in my opinion.

19 DR. NASCARELLA: Marc Nascarella, from the  
20 Massachusetts Department of Public Health. I think  
21 another aspect to look at is the high-risk communities  
22 that we're sampling are kind of a priori identified as  
23 these communities are ones that we'd like to sample,  
24 because we suspect that their levels are higher than other  
25 levels in the state, but I think there's also the

1 obligation of the health department to look at the entire  
2 community across the state, to the extent that you're not  
3 entirely sure what the vulnerabilities in that community  
4 may be. And they may not entirely fall into  
5 pre-established criterion, namely an environmental justice  
6 criteria or be inside of an inner-city area where most  
7 metrics would identify them at high risk.

8           To some extent, we don't know all the risks  
9 and -- of exposure to some of these analytes. And I think  
10 for that reason, it's important to establish a baseline  
11 level of exposure. And to some extent, if your levels do  
12 differ from national levels, then perhaps your entire  
13 state has had some level of increased risk. And that's an  
14 important piece of information to inform policy in your  
15 state.

16           MS. NASSIF: This is Julie Nassif from New  
17 Hampshire. The only thing I would add -- I was going to  
18 say much of what Marc said, but the only thing I would add  
19 to that is it's a very useful point of comparison when  
20 you're looking at a community with a known contamination  
21 issue to have a point of comparison to the state and not  
22 just the national averages, because at this point, we  
23 don't know if our individual states look very different  
24 than the national averages.

25           PANEL MEMBER SCHWARZMAN: Thank you all for that

1 reflection. That's exactly the kind of thinking I was  
2 hoping was going on. And I'll be curious to see the  
3 results of -- and whether there are these differences from  
4 the national data.

5 DR. PARSA: As far as New Jersey is concerned, we  
6 considered that this study that we are starting is going  
7 to be a pilot study. Definitely, we're not going to be  
8 covering all the state with this. Our sampling is  
9 limited, but we try to be as extensive as we can.

10 But really because New Jersey is well known for  
11 its Superfund -- it's the highest in the country, and  
12 maybe to fix the problem as well, we would like to get a  
13 catch on that and find out if there is indeed reality to a  
14 one to one ratio. And if it is, then this would beg to  
15 have a much more extensive study throughout. And then we  
16 will have to really control what samples we're getting and  
17 all that.

18 DR. FAN: I want to just add a little bit of  
19 comments about the New Jersey -- we talk baseline study.  
20 Using PFC as an example, you know, it's -- in New Jersey,  
21 there's a source of PFC. So from that -- you know, that's  
22 why we're doing both from the, you know, blood banks and  
23 the clinical laboratory. Give us some general ideas about  
24 the, I wouldn't say truly general population, but still  
25 can give us some ideas about the levels are, and then are

1 doing the targeted communities, you know, the PFC.

2           On the other hand, I think it's about PFC has the  
3 source, not just only from the water, it's in some other  
4 as well. So actually that would tell us, you know, if you  
5 really do an intervention in our targeted community, if  
6 that really -- if the PFC is going to reduce when you  
7 compare it to the -- like our project one, which we call  
8 general population exposure. So we think that's another  
9 thoughts we have there.

10           CHAIRPERSON BRADMAN: I have a question, a kind  
11 of derivative of the last discussion. I think of all the  
12 presentations, it was Massachusetts that talked about  
13 establishing health-based thresholds for analytes of  
14 interest. And I'm curious to hear more about that  
15 process, especially for things that don't have an  
16 established, you know, reference dose.

17           And then perhaps a larger discussion of how the  
18 states are dealing with issues of risk assessment and risk  
19 interpretation of the measurements. And if that's  
20 programmatic or -- programmatic within the biomonitoring  
21 programs or if that's handled in a different arena?

22           DR. NASCARELLA: Marc Nascarella from the  
23 Department of Public Health in Massachusetts again.  
24 Thanks for the question. That is a -- I think that's a  
25 problem that every state faces, and to some extent it also

1 exists with the -- at the federal level, certainly with  
2 interpreting the National Exposure Report data.

3 I think for some analytes, there's established  
4 levels at both clinical levels of concern, as well as  
5 levels of concern that indicate elevations in the general  
6 population. Much of our effort is mining the literature  
7 and mining different resources and pulling them together  
8 to understand where those levels -- what those levels  
9 might be and what the most appropriate level is for the  
10 given scenario, whether it be an acute exposure or a  
11 chronic exposure. So that's one approach.

12 The other approach is to begin to kind of -- I  
13 know years past, there was a discussion at this forum on  
14 BEI levels. And the approach we're taking is somewhat a  
15 hybrid of the two, where if we have an analyte, and there  
16 is no established clinical reference level, but there is  
17 an environmental exposure level that has been developed  
18 based on a critical effect in an organ system, whether it  
19 be in an epidemiological or an animal study, begin to  
20 really mine those toxicological data and understand what  
21 the critical effects are.

22 And then couple that qualitative or  
23 semi-quantitative information with the information that's  
24 quantitatively based on the biological monitoring to  
25 establish the level of exposure, and then begin to ask the

1 participants about once these levels are above an exposure  
2 level of concern, do they have health concerns,  
3 comorbidities that are consistent with the toxicological  
4 literature to prioritize? If you are above a median  
5 level, a 90th percentile, 95th percentile - and these are  
6 details we're working through now - what level of concern  
7 is a concern that's perhaps not a concern for the general  
8 population, but given your comorbidities, it might be a  
9 concern for you?

10           And these kind of considerations are really  
11 important at the participant level and become very  
12 important in the acute response. And when conducting  
13 statewide surveillance, perhaps less necessary, if it's  
14 from a normal healthy population, but information learned  
15 through the statewide sampling also informs that kind of  
16 approach.

17           Generally, that's kind of what we're working  
18 through. We're about a year and a half into our funding,  
19 so --

20           CHAIRPERSON BRADMAN: And it sounds like that  
21 investment of toxicological analysis and communication  
22 with the individual is really within the program. And I'm  
23 curious is that -- within Biomonitoring California, our  
24 Panel has generally suggested that the Program stay away  
25 from tox interpretation just because of the potential, you

1 know, gnashing of teeth between different stakeholders on  
2 how to interpret it. And incorporating that  
3 potentially -- those potentially fraught issues within the  
4 Program, you know, can create challenges that should be  
5 handled more in regulatory arena. And so I'm curious,  
6 does that come up in Massachusetts or in other settings?

7 DR. NASCARELLA: Well, I think, you know, one of  
8 the benefits of a Biomonitoring Program in the health  
9 department in Massachusetts was we are not the  
10 environmental regulator, and it's not a regulatory action.  
11 We are really focused on providing information to the  
12 participant that either informs a public health  
13 intervention or provides them with meaningful information  
14 to seek treatment, if necessary.

15 So it doesn't have to be a regulatorily -- a  
16 regulatory enforcement level. It doesn't have to go  
17 through that level of scrutiny. It simply has to provide  
18 meaningful information to the individual on this is  
19 information that we recommend you talk to your physician,  
20 or usually we recommend you take this information to your  
21 physician and call this number. And we'll refer them to  
22 the PEHSU or we'll refer them to a medical toxicologist,  
23 but it's really providing them with information.

24 And in the background, we use the research I  
25 mentioned to really underscore how hard we sell that

1 message. In other words, we recognize that you have  
2 impaired biliary excretion. You've been exposed to a  
3 chemical that this is a concern for you. We strongly  
4 recommend you speak with your physician about this, if you  
5 have any of these health effects that you see on this  
6 participant outreach information.

7           So we're not establishing levels that have to be  
8 technically right. We're establishing levels that are  
9 informed by the toxicological information to enable the  
10 participant to have a conversation with their physician.

11           CHAIRPERSON BRADMAN: Thank you. That's great.

12           DR. NASCARELLA: You're welcome.

13           CHAIRPERSON BRADMAN: I'm curious, do any other  
14 states or any comments from the Panel on this issue?

15           MR. MIHALIC: Just real quick. In our -- this is  
16 Jason Mihalic with the Four Corners. Our states take a  
17 very different look. Utah, for example, will use the  
18 information for policy purposes. Whereas, Arizona will  
19 use the information for recommendation -- public health  
20 recommendations. So it really depends on the politics of  
21 the state as to how this information will be used.

22           CHAIRPERSON BRADMAN: Dr. Schwarzman, was there  
23 another comment down here too or -- okay well, I guess  
24 you're up first.

25           PANEL MEMBER SCHWARZMAN: Thank you. I had



1 follow-on question to Dr. Bradman's line of inquiry, and  
2 hearing what Massachusetts is doing with the health  
3 effects level. It sounds like you're doing an amazing  
4 amount with very -- what can be very spotty data, and  
5 difficult to sort of draw conclusions from. And I wonder  
6 how you deal with exposures to pregnant women?

7 DR. NASCARELLA: So thank you for the question.  
8 Marc Nascarella, Department of Public Health in  
9 Massachusetts.

10 The exposures pregnant women we handle them, I  
11 guess, much in the same way. Many of these -- many of  
12 these chemicals, if they have toxicological information  
13 that indicates that they are a developmental toxicant, we  
14 convey this information to them as well. We provide them  
15 with information on our participant outreach material that  
16 indicates the risk to both the mother and the developing  
17 fetus, if the data from the toxic -- the review of the  
18 toxicological database indicates that it's warranted.

19 And, you know, for many of these chemicals,  
20 you're right, the critical effect is -- has been developed  
21 based on an understanding of an in utero exposure.

22 CHAIRPERSON BRADMAN: Dr. Quintana.

23 PANEL MEMBER QUINTANA: Hi. This is Jenny  
24 Quintana from San Diego State University. I was -- on a  
25 different topic, I was very pleased to see New

1 Hampshire -- representative from New Hampshire talk about  
2 measuring cotinine in the biological fluids, because of  
3 course exposure to secondhand smoke is truly a source of  
4 metals and PAHs, and some of the many contaminants that  
5 you mentioned measuring.

6           So I guess I'm curious as to people who are not  
7 measuring measures of tobacco smoke, how you approach this  
8 issue? And for New Hampshire, given the rising popularity  
9 of e-cigarettes, and the fact that cotinine may also  
10 reflect exposure to nicotine in e-cigarettes have you  
11 thought about moving to NNAL or other markers as well?

12           MS. NASSIF: That's -- that is the question,  
13 isn't it? So, at this point, we have not thought about  
14 moving to those others simply because of a capacity issue.  
15 I think we'll start with cotinine, and as we move forward,  
16 if it appears, and the data coming out of CDC, and other  
17 states that are looking at e-cigarette information, if it  
18 appears that we should move in that direction, then maybe  
19 in subsequent years we will.

20           PANEL MEMBER QUINTANA: So for other states, are  
21 you considering -- how do you handle exposure to  
22 secondhand smoke, which is truly a big population source  
23 of, and can help interpret, levels of these markers in  
24 biological fluids. For metals and PAHs how do you handle  
25 that exposure?

1 DR. NASCARELLA: In Massachusetts, we do  
2 administer an exposure questionnaire where individuals  
3 will identify if they are a cigarette smoker above a  
4 certain level. We quantify that level.

5 And I agree with you that cigarette smoke is a  
6 contributor to many of the analytes we're measuring. And  
7 that's essentially how we ascertain if they are a smoker  
8 or not a smoker.

9 MR. MIHALIC: From the Four Corners, we did  
10 consider cotinine in our application process, but opted  
11 for the actually six analytes of interest that we felt had  
12 a bit more bearing on the Four Corner states. Not to say  
13 that secondhand smoke is unimportant. It's just that  
14 we're really looking more from the sample collection and  
15 methods utilizing urine, rather than sputum. So when we  
16 sent in our application, we opted not to include cotinine.

17 MR. WYATT: Shane Wyatt with Virginia. We're  
18 taking the approach, as like Massachusetts, we're  
19 discriminating between smokers and non-smokers in the  
20 exposure questionnaire.

21 PANEL MEMBER QUINTANA: This is just an issue  
22 where I feel that it's helpful to measure secondhand smoke  
23 exposure, as well as firsthand smoke exposure - and I'm  
24 also speaking to the State of California here - not so  
25 much to measure that exposure per se, but to help

1 interpret variability in the results to the participants.

2 MS. TOTH: Barbara Toth, New Mexico Department of  
3 Health.

4 I would like to add to what Jason said about our  
5 attempt to measure cotinine, but what we are doing in --  
6 at the Four Corners Consortium states, we -- similar to  
7 Massachusetts, we are using exposure survey, which has  
8 several questions about past and current smoking exposure,  
9 and smoking habits as well as -- if the participant does  
10 not smoke or has never smoked before, if there is any  
11 other member of the family who smokes? So it would  
12 capture also second-hand smoke exposure.

13 CHAIRPERSON BRADMAN: Any other comments from the  
14 Panel?

15 Dr. Bartell.

16 PANEL MEMBER BARTELL: Just a brief comment. And  
17 I think you all are probably aware of this. But, you  
18 know, one concern about relying solely on the  
19 questionnaire data is particularly if you're going after  
20 high-risk populations like pregnant women, they're sort of  
21 notorious for underreporting smoking, and other things  
22 during pregnancy.

23 PANEL MEMBER MCKONE: I have another topic.

24 CHAIRPERSON BRADMAN: Sure.

25 PANEL MEMBER MCKONE: Have we finished

1 confounding or smoking?

2 CHAIRPERSON BRADMAN: I think we have. So,  
3 please.

4 PANEL MEMBER MCKONE: Okay. So I'd like to raise  
5 another issue, which is I sort of raise this wearing a hat  
6 of like a research -- what researchers can expect,  
7 particularly researchers working on research that supports  
8 regulation the decision-making on exposures.

9 And, you know, the NHANES data has, over the  
10 years, been remarkable for doing a lot. But the one thing  
11 that you can't do with it -- you can do a lot of  
12 population variability, but you can't do geographical  
13 variability. And there's a very good reason for that.  
14 It's not like CDC is being unfair. I mean, CDC had a  
15 choice, and you can't include the kind of representation  
16 and probabilistic sample needed. By trying to capture  
17 that other element, it would destroy the value of the  
18 data. So I understand why it's not done. I think we all  
19 do up here.

20 But the question is, as we move forward and the  
21 states start doing more of their own biomonitoring, there  
22 may be an opportunity -- and again, I'm looking at this  
23 for the future of our research -- to see more geographical  
24 variability and how that might play out.

25 I mean, it's a bit of a dream in some ways, but

1 maybe it's coming closer to something we can have, because  
2 there's been a lot of regulatory decision-making at places  
3 like EPA, but even CalEPA that require and understanding  
4 of hot spots or hot regions and you can't -- you can't use  
5 NHANES. It's a national sample. You really need  
6 something much more specific. So my question is like is  
7 that under consideration. And if so, what are the  
8 opportunities and maybe some of the timelines for bringing  
9 about the opportunity for geographical variability?

10 DR. MOWBRAY: So this is Amy Mowbray from CDC. I  
11 can't give you a timeline. I would say that, you know,  
12 over the course of the last several years, we've been very  
13 focused on building infrastructure for biomonitoring and  
14 the states to just establish capability.

15 And I mentioned earlier that we're working with  
16 the Association of Public Health Laboratories on a  
17 National Biomonitoring Network. And we had a meeting in  
18 June of stakeholders from various, you know, obviously the  
19 states, but EPA and our sister divisions within the  
20 National Center for Environmental Health that are involved  
21 in the Public Health Tracking Network as well.

22 And I think a lot of the discussion is focused on  
23 starting small and starting to look at harmonization at a  
24 very sort of small level, where we're talking about the  
25 laboratory functions. I think, you know, everyone sort of

1 felt that the comparability of laboratory data across  
2 states was going to be a very big bite for us, but we are  
3 trying to engage other partners. And I mentioned the  
4 Public Health Tracking Network about how we might be able  
5 to look at data comparability across studies that would  
6 eventually get us to that point.

7 So again, this is sort of a very non-committal  
8 answer, but I think we are exploring those relationships  
9 and exploring how we might be able to house some data in  
10 the future and get data that would be comparable across  
11 states, but it's very early for us in that regard.

12 CHAIRPERSON BRADMAN: Okay. Dr. Quintana. And  
13 when you're done, I have a question too on a new topic.

14 PANEL MEMBER QUINTANA: Oh, go ahead.

15 CHAIRPERSON BRADMAN: No, go ahead.

16 PANEL MEMBER QUINTANA: Actually this question is  
17 for the Four Corners representative. In your paper, you  
18 mention tribal involvement, but I don't remember you  
19 talking about that today. And, of course, when I think of  
20 the Four Corners, I think of a very large tribal  
21 population with interesting exposures to uranium and other  
22 things.

23 MR. MIHALIC: Absolutely. And pardon me for not  
24 mentioning that in the talk. It was rather time limited,  
25 and I beg your pardon. Tribal, it's -- we are very

1 interested in working with the tribes, not just the Navajo  
2 Nation, which is -- goes into three of the four states,  
3 but in Arizona there are 28 tribes. So we've actually  
4 begun outreach to that end. It's a bit more complicated,  
5 just because each tribe will have their own IRB process.  
6 And this may be a process that lasts beyond the five-year  
7 grant, quite frankly.

8 But one of the -- the pyrethroid project actually  
9 came about from a tribal exposure question. Indian Health  
10 Services was using -- or actually it might BIA, pardon me,  
11 is using a pyrethroid pesticide for tick abatement. And  
12 there have been complaints to our health department in  
13 Arizona with regards to the safety of that particular  
14 pesticide.

15 And so it's projects like that that originate in  
16 a community that we've then wrapped up into the grant,  
17 that will then allow us to go back into that community and  
18 work. And in addition, the well water study is also of  
19 huge interest with our tribes. And in addition, one of  
20 the advantages really of being a consortium in this case  
21 is to work with the Navajo Nation.

22 Since they do cross state borders, they tend  
23 to -- obviously, they see themselves as a whole, but the  
24 three states see the entities within their state, but we  
25 are approaching the Navajo Nation as a whole, because we



1 are all part of the same. And it's little factors like  
2 that that really allow us to at least gain entry. And so  
3 that's very much on our radar, absolutely.

4 CHAIRPERSON BRADMAN: I have a last question - we  
5 have a few more minutes - about children and sampling from  
6 children. I've noticed that both in Utah and in Colorado,  
7 there was talk about sampling down to kids as young as age  
8 three. I had a question for Michael of the FREES study.  
9 Is there any plan to look at exposures in young kids, in  
10 any of these, I think, households? It wasn't clear to me.

11 And then I'm curious across the board, have --  
12 has there been attention paid to getting samples from very  
13 young children and just curious about the success or  
14 challenges with that?

15 DR. DiBARTOLOMEIS: So this is Michael  
16 DiBartolomeis. Let me just get the specific question out  
17 of the way. The pilot study does not involve children.  
18 If this works we may, you know, in the future expand.  
19 We're actually going to talk about that a little this  
20 afternoon about what's on the 2016 kind of agenda items.  
21 And I think children is going to come up. So with that,  
22 I'll pass it on to whoever else wants to respond.

23 DR. NASCARELLA: I'll say that our study design  
24 does include obtaining samples from children. We have  
25 this year responded to several acute exposure events where

1 we've collected samples from children.

2 We do have IRB approval for surveillance of --  
3 public health surveillance. So our work is not research,  
4 so we kind of have IRB authorization to do this, clearly  
5 focused on a public health intervention or to inform our  
6 programmatic responsibilities to the state. When  
7 collecting the samples from the children, we have both a  
8 consent and an ascent procedure for children that are of a  
9 certain age. We have them go through an ascent booklet,  
10 which describes the process and what's going to happen, so  
11 they understand in an appropriate manner. It's a coloring  
12 book style what's about to happen. And we get their  
13 ascent as well as the parent's consent.

14 MS. NASSIF: In New Hampshire, we will collect  
15 urine specimens from children. We've decided not to  
16 collect blood specimens from children, unless it's a  
17 medically indicated test.

18 DR. PARSA: Currently, New Jersey don't have any  
19 plan for children's studies.

20 CHAIRPERSON BRADMAN: It's about 12:00 o'clock.  
21 We have two minutes. If there's any -- anyone dying to  
22 ask one more question?

23 Otherwise, we have statement now on the  
24 Bagley-Keene and the upcoming break.

25 MS. HOOVER: Yeah. Let me just -- I'm going to

1 hand you this little note. Two things before you do that.  
2 One is so I mentioned these program profiles, which some  
3 in the audience might not have. Those will all be posted  
4 on our website, so those will be available. And it's  
5 really fascinating to learn about what's going on across  
6 the states.

7 Asa is going to make a quick announcement about  
8 lunches, and then Carol will give the Bagley-Keene  
9 reminder before we break for one hour.

10 CHAIRPERSON BRADMAN: Thanks. So for those of  
11 you who purchased lunch boxes ahead of time, those will  
12 and be available shortly, and they're set up in Room C160.  
13 And for those of you who did not purchase lunch ahead of  
14 time, which is probably most of us, there's a cafeteria  
15 you probably saw right around the corner, and there's food  
16 available there.

17 We're going to take a break at 12:05. We're  
18 going to have a statement about the Bagley-Keene rules in  
19 terms of discussions while we're not in session. And  
20 importantly, we're going to start promptly at 1:05, at the  
21 end of the lunch hour. And we ask that people return here  
22 by 1:00 PM, so we can get settled in and really get  
23 started at 1:05.

24 CHIEF COUNSEL MONAHAN-CUMMINGS: Hi. This is  
25 Carol Monahan-Cummings. I'm sitting behind you. I'm the

1 Chief Counsel for the Office of Environmental Health  
2 Hazard Assessment. And I'm just here to remind you that  
3 the Panel does have some discussion items this afternoon,  
4 where you're going to be taking a vote. And so please  
5 don't discuss those with members of the public or among  
6 yourselves, unless you come back and explain what you  
7 talked about here on the record. So probably best to talk  
8 about something else. Sounds like there's plenty this  
9 morning to talk about.

10 So anyway. Thank you.

11 (Off record: 12:00 PM)

12 (Thereupon a lunch break was taken.)  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

1                   A F T E R N O O N   S E S S I O N

2                   (On record: 1:05 PM)

3                   CHAIRPERSON BRADMAN: We're going to get started  
4 now. I want to -- are we missing -- just one, okay.

5                   I want to welcome everyone back from lunch and  
6 officially call the meeting back to order. And I want to  
7 introduce Sara Hoover, who is the Chief of the Safer  
8 Alternatives Assessment and Biomonitoring Section and the  
9 OEHHA lead for Biomonitoring California.

10                  And she'll be introducing the afternoon session  
11 and the speakers, so take the floor.

12                  MS. HOOVER: Thank you, Asa. Yeah, welcome  
13 everyone back to our afternoon session. We're really  
14 pleased to have two speakers today. Dr. Rachel  
15 Morello-Frosch and Duyen Kauffman at CDPH. And Rachel is  
16 going to talk to us about the topic you see on the screen,  
17 educating biomonitoring participants about their exposure  
18 to environmental chemicals, what does the science say?

19                  And we've had a long-time collaboration with  
20 Rachel in these topics. We've worked for years together  
21 on this, so we're thrilled to have her come to talk to us  
22 about it.

23                  Rachel is a professor in the Department of  
24 Environmental Science, Policy Management, and the School  
25 of Public health at UC Berkeley. Her research examines

1 race and class determinants of environmental health among  
2 diverse communities, with a focus on social inequity,  
3 psychosocial stress, and how these factors interact with  
4 environmental chemical exposures, and she's looked at  
5 these kinds of questions in a variety of contexts,  
6 including, for example, her work on prenatal exposures to  
7 environmental chemicals.

8           She's also looking at applications of  
9 non-targeted approaches for biomonitoring, and she's also  
10 analyzing the bioethical challenges of exposure assessment  
11 and chemical biomonitoring in marginalized communities and  
12 how to communicate results in ways that inform study  
13 participants about exposure sources and potential health  
14 implications. Rachel.

15           (Thereupon an overhead presentation was  
16           presented as follows.)

17           DR. MORELLO-FROSCH: Hi, everyone. It's a  
18 pleasure to be here today. As Sara said, it's been great  
19 working with the California Biomonitoring Program both on  
20 a project, which I'm going to talk about today, the MIEEP  
21 project, and then also figuring out the ethics of results  
22 communication in studies, and the best way to sort of test  
23 our materials, which I want to talk about today as well.

24           --o0o--

25           DR. MORELLO-FROSCH: Okay. So today I want to

1 give you just a quick and dirty overview of some of the  
2 things that this Panel has talked about before in terms of  
3 scientific challenges and ethical frameworks for results  
4 communication, and then touch a little bit on some  
5 research that we've done in terms of lessons that we can  
6 learn from other fields, such as genetics research and  
7 brain neuroimaging research, and then segue into some work  
8 we have done where we have interviewed study participants  
9 in a variety of studies. I'm not going to talk about all  
10 the results here today, but just give you highlights of  
11 how participants reflect on getting their results back,  
12 and then what are some of the implications for ethical  
13 decision-making and results communication.

14 --o0o--

15 DR. MORELLO-FROSCH: So, you know, we're very  
16 lucky, in that technologies for biomonitoring just keep  
17 getting better and better. We can analyze more chemicals  
18 at lower and lower levels, and -- which is great, but our  
19 technology is definitely outpacing what we know about the  
20 implications of the exposures that we find for the  
21 communities that participate in our studies.

22 And so this is particularly true for emerging  
23 pollutants, novel chemicals that we discover. And  
24 sometimes we often can't say anything about what it means  
25 for health. And sometimes, we can't say very much even

1 about how people are getting exposed. And so as one of  
2 our study participants who we interviewed who participated  
3 in a biomonitoring study has eloquently said, you know,  
4 none of these chemicals that you've told me about, you  
5 know come with a return address. In other words, that  
6 sometimes it's difficult to figure out where this stuff is  
7 coming from and what I can do about it.

8 --o0o--

9 DR. MORELLO-FROSCH: But we have ethical issues  
10 in terms of reporting back. And for some chemicals it's a  
11 no-brainer for something like lead. We have guidelines  
12 and levels of concern that trigger reporting requirements.  
13 Most health departments have protocols for how to do that.  
14 And we do it because we want people to be able to take  
15 action to reduce their exposures, and so lead is a good  
16 example of that.

17 --o0o--

18 DR. MORELLO-FROSCH: But a harder example are  
19 some of the emerging contaminants for which we don't have  
20 benchmarks or levels of concern, or for compounds that  
21 have been banned, okay, and yet are still very persistent  
22 in the environment and which still show up in our bodies,  
23 and/or compounds where maybe at an individual level you  
24 can do something in terms of consumption behaviors, eating  
25 organic. But other participants, for example, farmworkers



1 who are exposed to pesticides, you tell them about their  
2 exposures, but their ability to control conditions in  
3 their workplace to reduce those exposures is quite  
4 limited.

5           So the tension between right to know, your  
6 information in terms of what you're exposed to and the  
7 realities of your ability to act upon that information.

8                   --o0o--

9           DR. MORELLO-FROSCH: The other issue I think that  
10 emerges is scientific uncertainty when you encounter  
11 incidental findings, which often happens in biomonitoring  
12 studies. And sometimes tensions that we have in terms of  
13 individual versus community right to know, individual  
14 participation in studies which can have implications for  
15 entire communities.

16                   --o0o--

17           DR. MORELLO-FROSCH: So probably the poster child  
18 for that kind of individual community tension was the  
19 first study that was done on the Inuit in the circumpolar  
20 north in Canada. And the idea was to test breast milk for  
21 certain industrial compounds. And originally people  
22 thought that this community would be an ideal quote  
23 unquote control community, and that levels would be --  
24 expected to be quite low, because they were not living in  
25 places near industrial production.

1           When those results came back, the levels in  
2 breast milk for things like PCBs were unbelievably high.  
3 And so initially what happened was when it came out that,  
4 you know, these surprising results, the impact on the  
5 community was problematic, because the initial community  
6 that was tested faced a fair amount of stigma. Because  
7 they were known as the PCB people, other Inuit communities  
8 didn't want to trade with them.

9           Eventually, it was revealed that this is -- was a  
10 ubiquitous problem within communities across the  
11 circumpolar north. But this is sort of a -- sort of  
12 cautionary tale in terms of really understanding those  
13 tensions and the broader community impacts when we're  
14 doing results communication.

15                               --o0o--

16           DR. MORELLO-FROSCH: So given some of the  
17 scientific challenges, as well as some of the ethical  
18 issues, our perennial challenge is what do we tell study  
19 participants about chemical exposures, both in terms of  
20 personal exposures in their homes, if we're not just  
21 biomonitoring. I know the focus here is on biomonitoring,  
22 but this can also be about personal exposure assessment,  
23 air and dust sampling in homes, for example, as well as  
24 biomonitoring.

25                               --o0o--

1 DR. MORELLO-FROSCH: So until recently, most  
2 people followed what we like to call a clinical ethics  
3 model, where individual level report back to participants  
4 was based on whether or not we had a clear sort of  
5 benchmark, and clear implications for health were -- could  
6 be conveyed. So this is very kind of biomedically  
7 focused, very expert driven, health professionals and  
8 scientists decide when and how to report back.

9 And so for -- that means that for a lot of  
10 chemicals for which we don't know the health implications,  
11 there wouldn't be any report back. And now I think more  
12 people are realizing that there are some drawbacks to this  
13 kind of clinical ethical framework for results  
14 communication.

15 One is that it somewhat contradicts the current  
16 trend in medicine where patients are increasingly being  
17 encouraged to be empowered and proactive in directing  
18 their health care, patients are getting the results of  
19 lots of tests in health care settings. Sometimes the  
20 implications are not always clear. The other thing is  
21 it -- by not reporting back, we're limiting participant's  
22 ability to learn from their participation in studies and  
23 also maybe depriving them of opportunities to reduce or  
24 prevent exposures.

25 And we also know that benchmarks change, and that

1 there are -- now we know that there are potential health  
2 effects below action levels. In the case of lead and  
3 mercury, we know that's definitely the case. Here's just  
4 sort of the evolving --

5 --o0o--

6 DR. MORELLO-FROSCH: -- benchmarks over time.  
7 Okay. So if we sort of use that as our strict threshold  
8 opportunities for prevention are far gone, which is  
9 ethically problematic.

10 --o0o--

11 DR. MORELLO-FROSCH: The other sort of project  
12 that we have written about in our work is -- and this  
13 aligns with this current trend in medicine to provide more  
14 information to patients is known as the Open Notes  
15 Project.

16 And this was developed by Delbanco and colleagues  
17 to really see whether or not patients could get access to  
18 doctor's notes during regular appointments and see them  
19 and what is their reaction to getting that kind of  
20 information, does it improve their understanding of those  
21 meetings, indicators of their health status, does it  
22 enhance decision-making -- shared decision-making, and  
23 empower them in terms of understanding what's going on?

24 There was some concern that maybe patients would  
25 be worried at seeing that kind of -- those notes. And, in

1 fact, the results have been that in terms of testing, that  
2 patients who had access to their doctor's notes were more  
3 likely to adhere to medical regimens. They reported  
4 feeling more informed, in control of their health care,  
5 and they didn't have a lot of privacy concerns or worry or  
6 confusion in terms of access to the notes.

7 --o0o--

8 DR. MORELLO-FROSCH: Other fields are the fields  
9 of genetic research. Genetics is kind of -- is someways  
10 similar in terms of trends, technological innovations,  
11 that's going on in chemical biomonitoring. We have a lot  
12 of technological change in genomics. It's catalyzed a lot  
13 of large scale projects, and increasingly people are  
14 wanting access to their genetic information when they  
15 enter these studies.

16 Similarly, neuroimaging research has expanded and  
17 has crossed a lot of fields. It's not just neuroscience  
18 anymore. It's economics, psychology. There's even a  
19 field called neurolaw. So a lot of these neuroimaging  
20 studies come across incidental findings. And again, this  
21 field has struggled with the extent to which they should  
22 be reporting back this type of information to study  
23 participants when the clinical significance may not be  
24 clear.

25 --o0o--

1 DR. MORELLO-FROSCH: So there's been some work  
2 done in the field of genetics research in particular, but  
3 also neuroimaging research, where they have interviewed  
4 patients who are participating in genomic studies. And  
5 there is lot of support among participants for wanting to  
6 get this information back, even if there is a pretty high  
7 level of uncertainty about the health implications.

8 In fact, learning their results in participating  
9 in these genetic studies is a huge motivator for them to  
10 participate in these studies in the first place and to  
11 keep them in. They want this information. It's something  
12 that keeps them connected.

13 The other thing is that the reporting of genetic  
14 results, contrary to what people initially thought, does  
15 not necessarily cause undue worry. So there's -- in one  
16 particular study they did a randomized psychological  
17 assessment on disclosure of a genetic allele associated  
18 with increased risks of Alzheimer's disease, and it did  
19 not increase reporting of -- that result to participants  
20 did not increase in terms -- did not lead to more anxiety  
21 and depression and worry among participants who got that  
22 information.

23 --o0o--

24 DR. MORELLO-FROSCH: So there has been a  
25 consensus workshop among genetics researchers as well as

1 neuroimaging researchers to kind of address this question.  
2 And how do we think about this a priori before we -- when  
3 we're developing our study protocols about when and how  
4 we're going to report incidental findings or genetic  
5 information whose clinical implications are not  
6 particularly clear.

7           And this schematic seeks to kind of put this in  
8 sort of -- create a visual. So here we look at sort of  
9 the potential health risk of the information from low to  
10 high. Is there a clinical utility of the information, so  
11 that a condition can't be treated, or what it means is  
12 really not known to very high -- has high clinical  
13 utility.

14           And then looking at sort of the net benefit to  
15 the participant from low to high. And so they tried to  
16 come to some kind of consensus about when they might  
17 report in terms of participant preference at when they are  
18 enrolled in studies.

19           So they have decided that when all of these  
20 things are low little clinical utility net benefit and  
21 health risks are low, they would not disclose. But as you  
22 go up this chain, you would disclose even in situations  
23 where you have participants when the health risk and net  
24 benefit and clinical utility are high, even where a  
25 participant has indicated at the beginning of the study

1 that they are not -- they want to support science, but  
2 they don't necessarily want this information that you  
3 might actually break that.

4           So this effort of them to kind of struggle with  
5 this question I think is interesting for those of us who  
6 are in the field of biomonitoring. I also -- I don't have  
7 time to talk about this today, but I also -- this is also  
8 becoming, I think, increasingly relevant, because genetics  
9 is also becoming more privatized. There's a lot of direct  
10 consumer marketing for genetics. Biomonitoring less so,  
11 but there could be a situation where there is more sort of  
12 privatization and direct marketing to people who are  
13 interested in being biomonitored and getting that  
14 information.

15                               --o0o--

16           DR. MORELLO-FROSCH: So in terms of our work, we  
17 have been interested in whether or not, you know, people  
18 who get their results experience undue worry and harm.  
19 And in our studies, and in studies that we have looked at  
20 that were not carried out by us, in general, people  
21 overwhelmingly want their biomonitoring results, if given  
22 an opportunity to get them.

23           And the other thing is knowledge of chemical  
24 exposures does not necessarily lead to counterproductive  
25 behavior. So a good example of that is breast milk



1 studies, does telling people that there are chemicals in  
2 their breast milk change breast feeding behavior?

3 So I think a lot of people have assumed that it  
4 very well could. There has been one study that has looked  
5 at this, and that found that, in fact, it did not appear  
6 to change the duration of breast feeding in that  
7 population. So I think that, right now, it doesn't appear  
8 to change these kinds of behaviors that we care about.

9 --o0o--

10 DR. MORELLO-FROSCH: So we are definitely in new  
11 a kind of era where before we had sort of been constrained  
12 by clinical ethics framework, and now I think a lot of  
13 biomonitoring programs and even academic studies that  
14 entail biomonitoring have moved towards right to know.  
15 California -- Biomonitoring California is clearly one of  
16 them as this is codified in the law itself.

17 --o0o--

18 DR. MORELLO-FROSCH: And so now our challenge is  
19 we have to tell participants what we find, and what do  
20 they want to know?

21 Our experience is these are sort of the basic  
22 questions that they are interested in having us answer.  
23 Very straightforward, and as we know not necessarily  
24 always the easiest to answer. What did you find, how  
25 much, is it high, is it safe, where does it come from, and

1 what the heck should I do about it?

2 --o0o--

3 DR. MORELLO-FROSCH: So we embarked on a study  
4 called the Personal Exposure Report-Back Ethics Study. We  
5 have been interviewing study participants from a variety  
6 of biomonitoring studies across the country. So these  
7 include more traditional academic studies, as well as,  
8 quote unquote, advocacy biomonitoring studies led by NGOs,  
9 where participants are more public about their  
10 participation in these studies.

11 We've also been interviewing, in addition to  
12 study participants, IRB members, and as well as  
13 researchers themselves to get their opinions on these.  
14 We've held workshops. We've done a lot of user testing of  
15 biomonitoring reports, and we're also in the process of  
16 developing a digital report-back interface known as DERBI.

17 And collaborators on this include Silent Spring  
18 Institute, Berkeley, Northeastern, Harvard, Commonweal,  
19 and we've gotten NIH funding to support this.

20 --o0o--

21 DR. MORELLO-FROSCH: So our interviews with study  
22 participants are about an hour to an hour and a half. We  
23 analyze them for different kinds of themes in an iterative  
24 process. And we're basically just trying to get a sense  
25 of what kind of meaning they find in their results and

1 what is their experience.

2 --o0o--

3 DR. MORELLO-FROSCH: So one of the studies where  
4 we have followed up is a collaborative biomonitoring  
5 project known as Maternal and Infant Environmental  
6 Exposure Project, which we undertook with the  
7 Biomonitoring Program as well as UCSF. It was also known  
8 as Chemicals in Our Bodies. It's a little more clearer  
9 for the study participants. We sort of changed the name  
10 when we were consenting them in the study.

11 So this was a project where we recruited around  
12 90 pregnant women who were getting prenatal care at San  
13 Francisco General. We measured chemicals in the mothers  
14 and their babies at delivery. And most of them are  
15 predominantly Spanish speaking. They were also English  
16 speaking.

17 --o0o--

18 DR. MORELLO-FROSCH: And we analyzed them for  
19 chemicals in maternal and cord blood. And we also --  
20 we -- they -- the participants got their results back.  
21 And I'll tell you the process by which we did that, but I  
22 want to give you a sense of sort of what they -- what  
23 their reactions were to getting the results.

24 We went back after participants got their  
25 results, and interviewed them. And these are the kinds of

1 things that people learned, and both in Chemicals in Our  
2 Bodies but also in the other studies in which we  
3 interviewed study participants.

4           People learned that there are a lot of chemicals  
5 in their bodies. And many of them -- actually, people,  
6 for example, who are very self-aware sometimes go into  
7 these studies assuming that you're not going to find much,  
8 and they're kind of shocked when you do, so people who eat  
9 organically, these kinds of things.

10           The other thing that's surprising to them is that  
11 we find chemicals that have been banned for decades that  
12 are still in their bodies. That the stuff comes from a  
13 variety of sources, and they're very -- they want to know  
14 where they stand. They want some kind of point of  
15 reference, like where did I come out compared to other  
16 study participants, where am I compared to the average,  
17 and even better, if there were a health guideline, but  
18 usually there isn't.

19           And the other thing that's a huge eye-opener for  
20 many participants is for them chemicals are something that  
21 you are exposed to from out there, a large facility, a  
22 roadway. And many of them realize that a lot of their  
23 exposures come from household products, things that they  
24 use every day, which is a huge eye-opener for them.

25                           --o0o--

1 DR. MORELLO-FROSCH: Participants go into these  
2 studies, in part because they are motivated to help the  
3 science, to advance scientific knowledge. That is a huge,  
4 huge motivator for them to get involved in these kinds of  
5 things in the first place, what we call research altruism.  
6 The other thing is upon getting these results, you know,  
7 pollution becomes personal. It makes them think, how am I  
8 getting exposed, how does this affect my health, how might  
9 this affect my family, what are the health implications?

10 And the other thing is how come there isn't more  
11 regulation and health information on these chemicals?  
12 That sparks that kind of conversation, and a sense of what  
13 we start to call toxic trespass. Despite some of their  
14 best efforts, you know, they're still exposed.

15 --o0o--

16 DR. MORELLO-FROSCH: So some of the reflections  
17 are frustration at information gaps, really trying to  
18 understand how they might reduce exposures. So here's a  
19 quote from a study participant. This is not in Chemicals  
20 in our Bodies, but in terms of what they want. And so  
21 what -- what I would want from this study is give me  
22 something I can do about it. Don't just give me  
23 information that tells me I have problems, because that's  
24 frustrating.

25 But I'm proactive enough to say, okay, I have

1 this information, and now it's up to me to do something.  
2 So a lot of motivation to try and reduce exposures.

3 --o0o--

4 DR. MORELLO-FROSCH: Different reactions to  
5 receiving results. Some people are really surprised,  
6 okay? So people say I don't have any strong chemicals in  
7 my home, I don't have anything out of the ordinary that  
8 some other person wouldn't have. So what did I do to get  
9 such harmful things in my body, and more than anything  
10 what can I do to eliminate them?

11 But then you have other participants, this one --  
12 these are from Chemicals in Our Bodies, who say, "I know  
13 the world we live in". In other words, they're not  
14 surprised. They fully expected us to find something.

15 And then others who expected it because of the  
16 nature of the work that they do, and they assume that  
17 they're probably going to have high levels or levels of  
18 something.

19 --o0o--

20 DR. MORELLO-FROSCH: The other issue is  
21 definitely trying to understand and distinguish between  
22 individual and community action, and sort of realizing  
23 that maybe government isn't doing as much for them as they  
24 could. So one participant says, "I'd like to see an  
25 increase in a factor of about 100 in the governance

1 interference in the manufacturing process. We are at an  
2 absolute low point in governmental regulation. We are so  
3 far from what the government should be doing".

4 "Well, it was useful that it doesn't matter how  
5 cautious you are, because you are always exposed to all  
6 kinds of chemicals, also, one is more aware of what one  
7 can do and the precautions one should take".

8 --o0o--

9 DR. MORELLO-FROSCH: So we interviewed  
10 researchers as well. And researchers are finding that  
11 this report-back process is useful to them. It's an  
12 opportunity to just -- for discovery. When you talk to  
13 participants about what you find, you start having  
14 conversations about potential sources. Some participants  
15 even say that you can actually learn a lot from an N of 1,  
16 when you have, for example, anomalous results. And you go  
17 back and you talk to that participant about what's going  
18 on, you might discover new sources of chemical exposure.

19 The other thing is there's always a temptation  
20 among researchers to reassure participants, you know, when  
21 you're reporting that you find chemicals in their bodies.  
22 So a lot of statements of, "...there's no evidence  
23 that...", outdated EPA guidelines. Sometimes they realize  
24 that when they say, "...there's no evidence that...", it  
25 doesn't mean that studies found negative results. It's

1 just that there isn't any data.

2           So -- and still some people struggle. It's like  
3 is reporting this information really helpful? Are we  
4 causing people undue worry? On the other hand, people  
5 have a right to know. That sort of tension, I think,  
6 researchers still struggle with that.

7           And then just help them rethink this -- the ideas  
8 about health literacy and giving participants agency, and  
9 sort of democratizing and helping them understand the  
10 scientific process and all of its challenges.

11           So one researcher participant said to us, "When  
12 science is uncertain, the goal is not a public health  
13 message to tell people what to do, but stimulate a  
14 conversation having. Heaven knows, we need to find a way  
15 to talk about health policy above the first grade level".

16           So sort of getting beyond sort of traditional  
17 public health messages and really just helping people  
18 understand the nature of environmental health and  
19 chemicals and what are some of the broader implications of  
20 these exposures.

21                               --o0o--

22           DR. MORELLO-FROSCH: So in terms of  
23 recommendations, in materials just really thinking about  
24 the cultural context in which you're doing report back,  
25 and really understanding the difference between cultural



1 competency versus literacy. We really promote engaging  
2 different learning styles and visual styles. Some people  
3 are text people, some people are graph people. And some  
4 of the challenges are just, you know, we don't have  
5 benchmarks, so how do we do our best job in terms of  
6 contextualizing these results. And then the challenge of,  
7 you know, the time gap between when we take samples and  
8 when we return results to participants is -- still can be  
9 really long. So when you come back to participants,  
10 they've almost forgotten about you --

11 --o0o--

12 DR. MORELLO-FROSCH: -- or sometimes they  
13 wondered where the heck you'd been for all that time.

14 And I think the other strong issue I want to  
15 emphasize is that we want to address opportunities for  
16 individual versus collective action. I think often we  
17 focus on individual action. And I think we want to lift  
18 up opportunities for participants to engage in collective  
19 action.

20 So, you know, participants says, "At first, I was  
21 thinking, 'God, I wish I didn't know all this', but the  
22 more I think about it, the more I understand it, the more  
23 I feel like it helps me to do whatever I can...if you know  
24 the information then you can't not participate in trying  
25 to make change".

--o0o--

DR. MORELLO-FROSCH: So really thinking about when we're reporting back helping participants distinguish between exposures which might be more conducive to individual action, like eating organic, or changing your purchasing behaviors. And then there's just some exposures that individuals can't -- don't have any control over. And I think it's important for us to be transparent about that. And that requires more fundamental policy change

--o0o--

DR. MORELLO-FROSCH: So here's an example. You know, pesticides -- you know, individual action can really go a long way. Organic, you know, the research really is pretty compelling on that, at least in terms on the consumer exposure side.

Flame retardants, less so, okay. People's ability to control their exposures to those things are much more limited.

So the last thing I want to cover here is that participants can really help us think about results communication protocols and how we can develop these in ways that are helpful to them. And so where -- you know, it was great when we did the MIEEP study with Biomonitoring California, because we had the opportunity

1 to actually trial run materials before we actually did  
2 report back, which was just phenomenal.

3 --o0o--

4 DR. MORELLO-FROSCH: So we did what's called  
5 usability testing in our Chemicals in Our Bodies  
6 participants, where we showed them prototype materials and  
7 before -- you know, before report back happened and asked  
8 them, you know, what do you think? We want you to pretend  
9 that these materials are your data go through this and  
10 tell us what you think, and what's good about it, and  
11 what's terrible, and how can we make it better?

12 --o0o--

13 DR. MORELLO-FROSCH: So just to give you an  
14 example of how participants can really help you make  
15 things better, this is the prototype that we started out  
16 with in terms of summary materials. And this is what we  
17 showed participants. So lots of texts going in all kinds  
18 of directions. And after usability testing, several  
19 iterations of usability testing, this is what the text  
20 ended up looking like, okay?

21 So it became -- it was initially crammed on --  
22 all on one page, and then we ended up with a lot more  
23 space and spread out over two pages.

24 --o0o--

25 DR. MORELLO-FROSCH: They also gave us feedback

1 on our graphs, and graphs are an interesting issue. Some  
2 people love them, some people don't. And here, it worked  
3 pretty well with this population, but they gave us some  
4 nice feedback on changing the legend. This blank, they  
5 didn't quite know what it mean. So other sort of tweaks  
6 to make that more understandable, helped us improve the  
7 legend, and make clear when levels were below the  
8 detection limit.

9 --o0o--

10 DR. MORELLO-FROSCH: So again, I think usability  
11 testing when you engage study participants before you  
12 report back, you can really sort of have a great  
13 opportunity to make sure your protocols are resonating  
14 with them. These are some of their reactions when we --  
15 when they were reviewing the prototypes, which I think was  
16 really helpful and made us feel like, okay, this -- we're  
17 doing the right thing here in terms of which messages are  
18 resonating. And then also getting feedback on which ones  
19 maybe not so much.

20 --o0o--

21 DR. MORELLO-FROSCH: So I just wanted to leave  
22 you with some materials. We -- as a result of a lot of  
23 our work, we have created a report-back handbook called,  
24 "When Pollution is Personal". It's available for free on  
25 Silent Spring Institute's website. We've also published a

1 lot on this topic.

2 --o0o--

3 DR. MORELLO-FROSCH: And we are developing a  
4 digital exposure report-back interface, which hopefully  
5 will make report back less cumbersome and more nimble  
6 depending on the study population that you're working  
7 with. The beauty of this is that it's geared towards  
8 people who are more digitally inclined, but you can also  
9 still continue to give people paper for those participants  
10 who are not, you know, computer savvy.

11 And this is now being used in several different  
12 studies currently. We're currently in the process of  
13 doing focus groups and testing it for a study that we're  
14 doing on -- with firefighters in the City of San  
15 Francisco.

16 And it has also a lot of really nice features for  
17 researchers themselves in terms of understanding what the  
18 data says in different kinds of groupings. And the other  
19 beauty of this is that you can collect analytics when  
20 people are opening up their results. You can get -- you  
21 can see what the mouse clicks are, where people -- which  
22 pages people are hanging out on, all kinds of things. So  
23 it can give you information that you might not otherwise  
24 be getting by just using paper.

25 --o0o--

1 DR. MORELLO-FROSCH: So I just want to conclude  
2 here by saying that -- make a real plug for, you know,  
3 these biomonitoring projects and engaging study  
4 participants in results communication itself in the  
5 development of protocols. I think it's a huge opportunity  
6 to promote the program, to enhance environmental health  
7 literacy and to make sure that results communication and  
8 report back is useful to participants and to help them  
9 distinguish between the things that they have control over  
10 as individuals and the things that they may not.

11 And when you can engage them in that process, you  
12 can take into account what their expectations are from  
13 studies before you, you know, report back to them.

14 And I think the other thing that I have learned  
15 in my work doing biomonitoring studies is that results  
16 communication protocols are always in beta mode. You're  
17 just always making them better. You're always tweaking  
18 them. And you're always going to be changing them,  
19 depending on the community or the types of participants  
20 that you are collaborating with or engaging and enrolling  
21 in your studies.

22 --o0o--

23 DR. MORELLO-FROSCH: So I just want to thank  
24 colleagues both here at Biomonitoring California that has  
25 enabled a lot of this work, as well as my other colleagues

1 and our funders.

2 --o0o--

3 DR. MORELLO-FROSCH: And we have a lot of papers.  
4 I'm happy to make them available to you electronically.

5 And thanks so much.

6 (Applause.)

7 CHAIRPERSON BRADMAN: Thank you. We have  
8 about -- a few minutes scheduled right -- yeah, 10 minutes  
9 scheduled right now for just clarifying questions and then  
10 we'll go into our next topic. I want to emphasize that we  
11 have after the next talk, we have a lot of time scheduled  
12 to discuss this issue in depth. So let's just limit  
13 questions right now to clarifying questions, but we'll  
14 have a lot more time for discussion.

15 Any questions -- and that includes the audience,  
16 not just the Panel?

17 It looks like we have one question. Dr.  
18 Quintana.

19 PANEL MEMBER QUINTANA: Hi. Jenny Quintana, San  
20 Diego State University. One of your slides you had  
21 divided environmental exposures into things that were  
22 under their personal control and things that weren't, such  
23 as flame retardants versus consumer products, but I was  
24 curious how you -- if you had thought about including diet  
25 more explicitly, not just organic versus non-organic, but

1 a lot of persistent pollutants are coming through the diet  
2 via magnification. And I'm just curious if you had  
3 thought about that as another category and how you felt  
4 about it?

5 DR. MORELLO-FROSCH: Oh, yeah. So again, I  
6 think, for example, for the persistent pollutants when  
7 we're reporting back, you know, in this sort of what you  
8 can do about it, we do lift up when there's opportunities  
9 for dietary changes. Those are individual actions. So  
10 I'm not saying there's like, you know, only one or the  
11 other for each chemical.

12 Oftentimes, it's a little bit of both, but I  
13 think the tendency, particularly those of us in public  
14 health, is we feel like we're not doing our job if we  
15 don't give things that individual people can do. And I  
16 think if we need -- in addition to giving people  
17 individual things they can do like dietary changes or  
18 changes in the products that you use and bring into your  
19 home. There is also -- I think we could do a better job  
20 at acknowledging that you can do all of that and you still  
21 will not eliminate all of your exposures. That there are  
22 kind of fundamental policy issues and regulatory issues  
23 that are -- need to change to really completely eliminate  
24 or really, really decrease. And for certain categories of  
25 chemicals, those are really -- there's just some that are



1 very hard to control your exposures as an individual.

2 DR. FAN: It's a very interesting talk.

3 Tina Fan from New Jersey Public Health  
4 Laboratory. I just have a question. It's very  
5 interesting. I just wonder whether you have done  
6 analysis, like you got a different response. You know,  
7 when you give the results to the participants, so you got  
8 different response from them. So have you tried to  
9 analyze that -- you know, the response based on what is  
10 their education level or different type of background what  
11 type of response you get?

12 DR. MORELLO-FROSCH: Yeah. So we are in the  
13 process of doing that. So we're fortunate in that the  
14 studies that we have looked at vary a lot in terms of the  
15 demographics and educational attainment level, race and  
16 ethnicities, and geography. And even within some studies,  
17 there's some variability in terms of educational  
18 attainment level and things like that. So we are trying  
19 to look at that more systematically, mostly within  
20 studies, because some of these studies, for example, have  
21 been motivated by very localized kind of concerns about  
22 certain types of pollution sources, while others are kind  
23 of more general like, you know, Chemicals in Our Bodies,  
24 which is -- could be from anything.

25 So it's interesting, I think the educational

1 differences -- it's not that they're not important, but  
2 they don't necessarily manifest themselves in ways that  
3 you would expect. Yeah, so some -- some people become  
4 very -- people, for example, with low levels of  
5 educational attainment who hadn't thought about  
6 environmental health before, they get their results back,  
7 and all of a sudden this becomes a really important issue  
8 to them, and they're very interested, because of the  
9 learning that goes on.

10 Others are like really happy to contribute to  
11 science. You give them their results, but there's a lot  
12 of other issues going on in their life, and this is not a  
13 big one for them, so...

14 CHAIRPERSON BRADMAN: Michael.

15 DR. DiBARTOLOMEIS: So thanks, Rachel. I thought  
16 I knew a lot about this subject, but now I've learned that  
17 I don't, so --

18 (Laughter.)

19 DR. DiBARTOLOMEIS: -- you had a slide where it  
20 was kind of hidden, and it said the community or people  
21 trust -- or distrust industry and government, I guess, in  
22 terms of giving information. So I was wondering in your  
23 research -- and if this is a discussion topic, then we  
24 defer, but in your research or in your surveys, who do  
25 people trust and, you know, if -- and then maybe in the

1 discussion piece, what do we do about incorporating the  
2 people that do -- that people do trust into our messaging  
3 and our return results?

4 DR. MORELLO-FROSCH: Yeah, I think the trust  
5 issue varies also by study. So I think the issue of trust  
6 emerges when people -- you're showing them that they have  
7 a lot of exposures, that these chemicals are of potential  
8 concern, that they come from products that they use all  
9 the time, and all of a sudden they realize that things  
10 that they thought were just assumed to be regulated by the  
11 government are not. So it's sort of like, well, so what  
12 is the government doing?

13 So, you know, I think that's -- but that opens up  
14 a conversation about why that -- why that happens. Other  
15 trust issues are very specific to their experiences. So  
16 some of these biomonitoring studies, as I've said, emerge  
17 because of community concern about a very specific source,  
18 and the community feels like the government has not done  
19 enough to protect them from particular -- from the  
20 industries that are responsible for those exposures.

21 So that sort of distrust of government comes from  
22 a very different place than, for example, someone who  
23 learns that consumer products aren't as regulated as they  
24 should be.

25 CHAIRPERSON BRADMAN: Why don't we just have one

1 last question and then we'll move on to the next  
2 presentation and more discussion.

3 DR. ESHRAGHI: This is Jamshid Eshraghi from  
4 Massachusetts Department of Public Health.

5 I was just curious when you did this study, did  
6 you notice any difference in responses based on their  
7 educational background?

8 DR. MORELLO-FROSCH: Yeah, so in answer to the  
9 previous question, you do notice some differences, but not  
10 necessarily as systematic as you might otherwise expect.  
11 I think some of the differences that you see is, you know,  
12 some people just have not thought about environmental  
13 chemicals before, so they were very happy to kind of  
14 participate in a study, and contribute to scientific  
15 knowledge, but they hadn't thought about chemicals before.  
16 You give them this information and all of a sudden this  
17 becomes a topic of interest to them, and they had never  
18 experienced it.

19 Other people you give them these results, they  
20 are of a lower socioeconomic status, it's interesting to  
21 them, but it's not -- compared to all the other issues  
22 they're dealing in their life, this issue of environmental  
23 chemicals is kind of low in the pecking order in terms of  
24 the things that they're concerned about in their life.

25 So you give them the results. You ask them if

1 they have questions, and then, you know, that's kind of  
2 it.

3 DR. ESHRAGHI: So the undue worry wouldn't make  
4 any difference on them -- people who are educated are less  
5 or more worried about this information?

6 DR. MORELLO-FROSCH: I would say that people --  
7 it's -- the -- some of the worry is more from like -- the  
8 people I think who are most surprised and potentially  
9 worried are people who actually know a lot of chemicals --  
10 know a lot about chemicals, and people who have done a lot  
11 in their life to try and avoid them, like who are  
12 knowledgeable and do all the quote unquote right things.

13 And then you come back and you say we still found  
14 stuff. And they're like, gosh, you know, I've done all  
15 the right things and I still have chemicals, what more can  
16 I do? Those -- I wouldn't say it's worry. It's just kind  
17 of more like frustration.

18 MS. HOOVER: Actually -- so, Sara Hoover, OEHHA.  
19 Rachel, I just had a couple questions, and sorry if I  
20 missed this. Have you actually used the electronic report  
21 back or you're still developing it?

22 DR. MORELLO-FROSCH: It has -- it has been used.  
23 Yeah, and it's also been used in paper format.

24 MS. HOOVER: And the next question is on the  
25 firefighters study in San Francisco --

1 DR. MORELLO-FROSCH: Yeah.

2 MS. HOOVER: -- are you doing any particular  
3 adjustments to the results return materials? Have you  
4 talked to that population up front or --

5 DR. MORELLO-FROSCH: Yes. So we're doing a  
6 series of focus studies. We just did one actually -- we  
7 biomonitored ourselves, the study team, and went through  
8 the experience of actually using that interface and  
9 getting our results, and then sort of did a debrief  
10 amongst ourselves. That has led to the first iteration of  
11 tweaks to the prototype that we will then test in focus  
12 groups with a subset of our participants.

13 Again, they will get kind of fake results, but  
14 they will be asked to log on and pretend that it's theirs  
15 and go through that process. And they'll we'll have a  
16 focus group and get their reactions to what they thought  
17 about the interface, things we should be thinking about.  
18 And then after the series of focus groups, we will do  
19 one -- you know, the final round of tweaks before we  
20 actually roll-out the actual results when all the analysis  
21 is done.

22 So basically, two sets of focus groups, one on  
23 ourselves and then one on both our -- we have firefighter  
24 participants and office worker participants, so we'll do  
25 it on those groups.

1 CHAIRPERSON BRADMAN: So again, we'll have time  
2 for more discussion on this subject following the next  
3 talk. And, Rachel, were you going to introduce -- you  
4 were going to introduce Duyen.

5 MS. HOOVER: I am. Sara.

6 CHAIRPERSON BRADMAN: Sara.

7 (Laughter.)

8 MS. HOOVER: Yeah. I am really happy to  
9 introduce Duyen Kauffman. She's a Health Program  
10 Specialist at the California Department of Public Health.  
11 And she has been our results return coordinator since  
12 2011. And she has overseen the return of individual  
13 biomonitoring results to more than 600 English and Spanish  
14 speaking participants in three of our major studies. And  
15 that count, I'll point out, is the number of people, not  
16 the number of packets. So she has done an enormous amount  
17 of work in producing really high quality packets for our  
18 studies.

19 Before she joined the Department of Public  
20 Health, she worked as a trilingual case manager for low  
21 income Latino and Vietnamese immigrants at the Public  
22 Health Clinics in Marin County. She has nearly 20 years  
23 of experience working in public health in the U.S. and  
24 abroad, including over three years as Vietnam country  
25 director for World ORT, which is the Organization for

1 Educational Resources and Technological Training.

2 Duyen.

3 (Thereupon an overhead presentation was  
4 presented as follows.)

5 MS. KAUFFMAN: Sorry.

6 Hi. Thank you, Sara, for that introduction, and  
7 I think I've just skipped ahead.

8 --o0o--

9 MS. KAUFFMAN: Okay. And how is that?

10 Okay. Good afternoon. Okay. So today, I'd like  
11 to start with an overview of my presentation. I'm going  
12 to give a little background on the Pilot Biomonitoring  
13 Exposure Study, or BEST. I will briefly show you the  
14 Pilot BEST round 2 results return packets, so you will  
15 have an idea of what it is that we were asking  
16 participants to evaluate. And then I'll present some  
17 results of our participant evaluation.

18 --o0o--

19 MS. KAUFFMAN: So Pilot BEST was a collaboration  
20 with the Division of Research, Kaiser Permanente Northern  
21 California. This was a stratified random sample of  
22 English speaking adult Kaiser members from the Central  
23 Valley. We recruited 112 participants who were evenly  
24 distributed across race/ethnicity. And the median age was  
25 in their fifties.



1           And for our study design, participants were  
2 enrolled by mail, and we were able to send staff to  
3 participant's homes to collect exposure questionnaire and  
4 blood and urine samples. And that took place between May  
5 2011 and July 2012.

6                               --o0o--

7           MS. KAUFFMAN: So for Pilot BEST, we returned  
8 results in two rounds, the first in December 2012, and  
9 then the second and final in July 2014.

10           The evaluation was mailed to 92 participants in  
11 January 2015. And we only sent out 92 surveys instead of  
12 the full 112, because the first 14 participants enrolled  
13 hadn't -- they had signed an earlier form of the consent  
14 form, which didn't allow for contact for evaluation, so we  
15 had to exclude them, as well as the six remaining people  
16 who either didn't want their results or didn't have any  
17 results to report.

18           So even though this was -- we weren't sure what  
19 to expect with a mail-in survey, but we did have a higher  
20 response than we did with a previous survey we'd done  
21 electronically, and 36 participants responded. So that's  
22 about 39 percent. And of those, 22 agreed to a 20-minute  
23 follow-up interview. And I was ultimately able to reach  
24 19 of those participants for the phone interview, and that  
25 was through April of this year.

1                               --o0o--

2               MS. KAUFFMAN:  So today I'll be presenting the  
3 results of both the survey and then the follow-up  
4 interviews.  And those sought to answer the following  
5 questions -- research questions:

6               Did participants read their packets?

7               How useful was the information?

8               Did participants seek additional information or  
9 assistance to interpret their results, and if so, where or  
10 from whom?

11              Was there other information that they would have  
12 liked to receive in the packets?

13              Did they take any actions to reduce their  
14 chemical exposures?

15              And how did participation and/or their results  
16 impact them?

17              And then I also had the participants' individual  
18 results in front of me in case they wanted to review any  
19 specific information or the results while we were on the  
20 phone, and some of them actually did.

21                               --o0o--

22              MS. KAUFFMAN:  So I wanted to talk a little bit  
23 there, but I wanted to show you what the packet actually  
24 looked like.  This is a bound packet.  This is the round 2  
25 -- this is the actual packet that people received.  It's

1 got eight sections. So they're marked by colored tabs.  
2 So this was a 46 page packet, and it included metals,  
3 pesticides, PBDEs, PCBs, PAHs, phenols, phthalates, and  
4 perchlorates, so a lot of information.

5 One impression, people thought it looked very  
6 professional and well presented. So I think that -- it  
7 made a good initial impression on people. And if you  
8 wanted to have a closer look at our sample packets, you  
9 can do so on our website there.

10 --o0o--

11 MS. KAUFFMAN: So inside the packet we've got --  
12 we always include a cover letter with our packets. And  
13 that would include logos, so of our -- any collaborators  
14 in here. We put Kaiser first, since they were more likely  
15 to be recognized than Biomonitoring California. We also  
16 provide basic study information, so the name, year, and  
17 purpose of the study, basic information about the results  
18 included in the packet, so the year of the study, and how  
19 many study -- chemicals were measured in the study and  
20 which matrices, a table of contents to help orient the  
21 participant, explanation of the comparison information  
22 that we include, a reminder of the usefulness of their  
23 participation in the studies and thanking them for  
24 participating, and then we always include names and  
25 contact information for both -- for all PIs, because we

1 feel it's important to have a named study -- a named --  
2 sorry, oh, boy -- a named project staff, so people know  
3 there's a person with a phone number that they can  
4 contact, if they have any questions. And I'll try not to  
5 do that again.

6 --o0o--

7 MS. KAUFFMAN: Sorry. You don't want to hear  
8 this twice. Okay. So the next element that we include in  
9 our packet was what we call the project description, or  
10 the FAQs about the study.

11 So this provides a brief description of the kinds  
12 of information that participants can and cannot learn from  
13 this study. It also has an explanation of the comparison  
14 information that we present in the packet and discusses  
15 briefly the limitations of those comparisons. We also  
16 talk about whether chemical levels can -- in the body can  
17 change and briefly describe some factors affecting  
18 chemical levels in the body, including the level and  
19 extent of exposure that a person has had to that chemical.

20 --o0o--

21 MS. KAUFFMAN: And I don't touch anything.  
22 Okay. Let's see. There we go.  
23 Thanks. Okay. I'll try not to touch that  
24 anymore. Grab the pointer.  
25 Okay. So let's see, where was I?

1 Oh, and in the side bar we also have some  
2 information about the study, so criteria for selecting the  
3 chemicals for the study, study design, and then geographic  
4 location.

5 --o0o--

6 MS. KAUFFMAN: Okay. This is an example of a  
7 chemical results page. We have one page like this for  
8 every chemical or chemical group that we present, and we  
9 have the participants' results in a table, along with some  
10 comparison information, so the study range, the detection  
11 frequency, the median, and the 95th from NHANES and then  
12 the level of concern, if we have one. And then all of  
13 this information is repeated in text below.

14 --o0o--

15 MS. KAUFFMAN: This is an example of a chemical  
16 fact sheet. We also have one of these for each chemical  
17 or chemical group that's being returned. It follows  
18 directly after the results page, so people can see  
19 immediately what it is that was measured in their bodies.  
20 And this is divided into three parts, where is the  
21 chemical found, what are possible health concerns, and  
22 then what are possible ways to reduce exposure?

23 --o0o--

24 MS. KAUFFMAN: So given that this is a 46-page  
25 packet, the first thing we want to know is did

1 participants read their packets?

2           So the 36 respondents to the survey, 22, or 61  
3 percent, read the entire packet, five read some sections  
4 thoroughly, eight skimmed the packet, and then one  
5 preferred not to answer.

6           And reasons given for not reading the entire  
7 packet were time constraints, so work, or family  
8 obligations, including deaths in the family. One person  
9 said he focused only on his individual results, but not  
10 the rest of the packet. And then someone found the level  
11 of information a little too technical.

12                           --o0o--

13           MS. KAUFFMAN: So then how useful was the  
14 information in the packet?

15           For the cover letter that I just showed you, many  
16 people, 89 percent, remarked this was a useful reminder of  
17 the study, so the when, and the where, and the what, since  
18 it had been two to three years since they had enrolled and  
19 donated their samples. So 89 percent found this at least  
20 somewhat useful. And the other choices were not very  
21 useful, not useful at all, or prefer not to answer.

22           So this is a typical comment, you know, "It  
23 explained exactly what the packet was and what it was  
24 about".

25           The FAQs, that project description, fewer people

1 found this at least somewhat useful, about 79 percent.

2 --o0o--

3 MS. KAUFFMAN: And then moving on to the chemical  
4 results pages, that's a total of 94 percent found this  
5 somewhat use -- at least somewhat useful. And so seven of  
6 the 19 people I interviewed also said that they really  
7 appreciated the comparison information that was in this  
8 packet. So this a -- typical of a response. "It gave me  
9 a threshold, how do I compare to others in the study and  
10 across the board".

11 Another person remarked, "These were my results,  
12 which is more interesting than a general report, and  
13 that's why I participated".

14 --o0o--

15 MS. KAUFFMAN: So moving on to the chemical fact  
16 sheets. We asked participants to evaluate each section.  
17 So 85 percent of the respondents found this -- where the  
18 chemical is found section, at least somewhat useful.  
19 Eighty-five percent found the health -- possible health  
20 effects section useful, and then possible ways to reduce  
21 exposure are also -- that was 88 and then 85 for the  
22 reducing exposure.

23 And I particularly like this quote, because it's  
24 essentially stating the purpose of our fact sheets. "If  
25 you know where chemicals are found, you might want to

1 avoid or cut back on consumption of that, depending on  
2 what the chemical was and how harmful it is". And then  
3 there's this sort of interesting harm reduction stance,  
4 "If it's something bad, then try to avoid it or just cut  
5 back if you really like it".

6 (Laughter.)

7 --o0o--

8 MS. KAUFFMAN: Okay. So they found it very  
9 useful, but then did they seek additional information or  
10 assistance to interpret their results? So eight  
11 participants did say that they sought additional  
12 information from various sources, including the Internet  
13 four people. And two of them -- two of these participants  
14 had elevated levels of chemicals in personal care  
15 products, and they said that they did more research on the  
16 products that they use specifically. Three people  
17 consulted their personal doctor at Kaiser, and then one  
18 person consulted a family, friend, neighbor, or co-worker.

19 And then three participants also just unprompted  
20 brought up their intention to keep the packet as a  
21 reference, as a buying guide, or one person said in the  
22 case of future health problems.

23 --o0o--

24 MS. KAUFFMAN: So was there other information  
25 that participants would have liked to receive in the



1 packets? And the overall response was that the packet was  
2 thorough and well designed, but it may be that having an  
3 even longer packet wasn't an appealing thought, so --

4 (Laughter.)

5 MS. KAUFFMAN: But, yeah -- so one person said,  
6 "I think you guys covered it all". And then someone else  
7 pointed out some of the -- you know, the tabs and how that  
8 made it easy to navigate. A second language learner  
9 pointed out how we presented results on the chemical  
10 results pages, both in the table and in words, and that  
11 that was helpful.

12 --o0o--

13 MS. KAUFFMAN: Then we wanted to quantify some  
14 behavior changes. And this -- the full question was, "As  
15 a result of your participation in BEST, did you try to  
16 take any actions -- did you take any actions to reduce  
17 your exposure to chemicals?" And please mark all that  
18 apply.

19 So 66 percent said, yes, they did. And for  
20 specific actions that they could mark, it was  
21 multiple -- it was choices offered. They -- forty-nine  
22 percent, this is the top answer, said they clean their  
23 fruits and vegetables more carefully before eating them,  
24 46 percent wash their hands more frequently.

25 --o0o--

1 MS. KAUFFMAN: And then there was a tie, 26  
2 percent said they choose different types of personal care  
3 or household products. And when doing home improvement  
4 projects, they take more precautions to protect themselves  
5 or their families. And then the last two choices, 23  
6 percent said they cleaned more frequently using a wet mop  
7 or damp cloth, or that they eat different kinds of food.

8 --o0o--

9 MS. KAUFFMAN: Some people also offered specific  
10 actions that they took to reduce their exposure. So we  
11 had one person who replaced a disintegrating foam  
12 mattress, citing elevated PBDE levels from the study as  
13 their motivation. Another person said he use protective  
14 clothing and more ventilation and washes work clothes  
15 regularly to reduce lead exposure specifically. Someone  
16 mentioned wearing gloves and several people mentioned  
17 organic gardening.

18 --o0o--

19 MS. KAUFFMAN: So then we wanted to know how they  
20 felt about participating in this study. So  
21 overwhelmingly, that's 97 percent for both of those two  
22 questions, at least agreed that they were glad that they  
23 participated in the study, and were satisfied with the  
24 information they've received about their results.

25 --o0o--

1 MS. KAUFFMAN: And then they were asked to --  
2 about this -- whether they agreed with this statement, "I  
3 was well informed about this study and what my involvement  
4 would be when I agreed to participate". And several  
5 people commented on what a positive experience it was  
6 having someone come to their home and collect the  
7 questionnaires and their samples. So this person said, "I  
8 was more comfortable asking questions in my own home with  
9 the person there rather than being in a lab or somewhere  
10 else".

11 --o0o--

12 MS. KAUFFMAN: Then we wanted to know, 46 pages,  
13 was the results packet too long? And about 29 percent  
14 agreed. So I can't really blame them for that, but 61  
15 percent disagreed with that statement. We wanted to know  
16 if it was confusing, and 23 percent of the respondents did  
17 find something in the packet confusing, but then 65  
18 percent disagree with that statement. So that's one end  
19 of the spectrum. "Great questions. Why aren't there  
20 regulations"?

21 And then someone else said, "It was down to earth  
22 language. I didn't have to put my thinking cap on".

23 --o0o--

24 MS. KAUFFMAN: So do people agree with the  
25 statement, "I'm more interested in learning about

1 chemicals that I might be exposed to based on my  
2 participation in this study"? So that's 84 percent  
3 agreed, and nine percent disagreed to some extent with  
4 that statement.

5           Several people did wonder about connections  
6 between chemical exposures and health issues that they or  
7 family members had experienced, so things ranging from  
8 allergy, to diabetes, MS, Parkinson's. And as the  
9 interviewer, I had to be careful to resist the natural  
10 urge to reassure participants about their levels or imply  
11 anything about the health implications of their results,  
12 since we just don't know.

13           So other participants speculated about diseases  
14 like cancer and Alzheimer's in general and wondered  
15 whether there might be a connection to environmental  
16 chemicals that we're all exposed to in modern life.

17           So the next question was whether or not people  
18 had talked to others about how to reduce exposures to  
19 chemicals in the environment?

20           And 60 percent agreed with this statement, so a  
21 little less. Several people mentioned concerns about  
22 their children and grandchildren or even their future  
23 grandchildren, and what their exposures might be with one  
24 participant stating specifically she would talk to her  
25 daughter about lead paint in her house, since she had a

1 younger child.

2           And then I love this quote here, "I'd like to see  
3 more information out to public. You raise awareness, and  
4 then people can make their own choices. Some people could  
5 eat rice seven times a week and have no problems, but  
6 other people might have problems". So that just -- it  
7 shows a very sophisticated understanding of individual  
8 variability and sensitive subpopulations, so that was  
9 great.

10                   --o0o--

11           MS. KAUFFMAN: So we wanted to know how else  
12 their participation or results impacted them. Surprise  
13 was a pretty common reaction. And these are typical  
14 surprised responses. "Surprise I'm so exposed. Also,  
15 surprised you can find out so much from one little  
16 sample". So that's appreciation for the lab analyses that  
17 we do. Surprise. "I had no idea there were so many  
18 chemicals in everybody products...is this really hazardous  
19 or something that everybody lives with"?

20                   --o0o--

21           MS. KAUFFMAN: And then other reactions. We had  
22 some overwhelmed. So I thought -- you know, first, "I  
23 thought, 'Oh, my gosh, I want to read all of this'. And  
24 then I started looking at the elevations in the graphs and  
25 then I got overwhelmed". So overwhelmed by the sheer

1 volume of information or the technical level. And then  
2 there were some neutral or indifferent. "I didn't have a  
3 big reaction".

4 --o0o--

5 MS. KAUFFMAN: So this is the research altruism  
6 that Rachel was -- had mentioned earlier. There was a --  
7 there were quite a few reactions or feeling of  
8 contributing to science and the greater good. So people  
9 were aware that, you know, even if they didn't get any  
10 personal benefit from knowing these results, they  
11 understood that they were making a contribution to others.  
12 And this may be a reflection of this older population, but  
13 there was also sort of, "It's too late for me", kind of  
14 attitude, but, you know, maybe it will help someone else.

15 (Laughter.)

16 MS. KAUFFMAN: So, "I hope you guys gain some  
17 knowledge from this study and apply it to future  
18 generations to help the planet".

19 --o0o--

20 MS. KAUFFMAN: So what did we learn?

21 Participants had positive reactions overall. And  
22 I should acknowledge that the response rate to the survey  
23 was 40 percent. So it's possible that people with neutral  
24 or negative responses to their packets just didn't want to  
25 talk to us or didn't want to respond to the survey.

1 But that said, the 36 respondents to the survey  
2 and the 19 people I interviewed generally did find the  
3 information interesting and useful. They felt empowered  
4 by their results. They took some actions to reduce  
5 chemical exposures. They were motivated to learn and to  
6 stay informed, and they enjoyed making a contribution to  
7 research. Some people said, "Will you put me on the top  
8 of the list for the next study?" That's sort of a typical  
9 quote of someone with that attitude who just wants to do  
10 more.

11 --o0o--

12 MS. KAUFFMAN: And then, you know, what are we  
13 going to do next then?

14 Rachel had mentioned too, we do also feel that  
15 it's important to continue to evaluate our materials on an  
16 ongoing basis starting during recruitment preferably to  
17 ensure that our materials are meeting our participants'  
18 needs. We'd like to explore options for producing  
19 graphics, if there's a demand, and we have the resources.  
20 And the Silent Spring's DERBI on-line interface might be  
21 an exciting possibility for us in the future.

22 We'd like to develop new elements and approaches  
23 for upcoming studies. And that could include community  
24 meetings for input on materials and presentation of study  
25 results. Several participants in the interview -- in the

1 survey and the interview did specifically ask about this.  
2 And it is something that we are considering in the next  
3 round of smaller studies that our program is planning.

4         So for these smaller studies we'll be in the  
5 field beginning at study initiation, at community meetings  
6 and other events. We'd like to cultivate closer  
7 relationships and gather information and then we can  
8 elicit feedback for tailoring our materials to different  
9 study populations, which will include materials and  
10 languages in other than English and Spanish, which is our  
11 current capacity.

12         These smaller studies will also make it easier  
13 for us to offer one-on-one meetings with participants, so  
14 they can have their questions and answers -- questions and  
15 concerns addressed by our study staff or maybe trained  
16 community members. And this did come up during the  
17 interviews with people expressing appreciation for the  
18 survey and the chance to have a dialogue with somebody,  
19 and to go over their results with a person.

20         And in the near future we'll continue to produce  
21 our printed packets, but we'd like to complement those  
22 hard copies with electronic results, possibly through a  
23 secure log-in on our website. And we've had some requests  
24 in the past for electronic copies or for reprints. And so  
25 if people misplace their packets, this would be a way for



1    them to access them afterwards.

2                   And then we're also hoping to borrow from or to  
3    be able to use the digital -- the DERBI program that  
4    Rachel had mentioned earlier as a good option.

5                               --o0o--

6                   MS. KAUFFMAN:   So I'd like to end by  
7    acknowledging my colleagues at Biomonitoring California,  
8    Kaiser Permanente Division of Research, Pilot BEST  
9    participants and our funders.

10                   And I'd like to leave you with one more quote.

11                               --o0o--

12                   MS. KAUFFMAN:   And I'm happy to answer any  
13    questions, or I can answer clarifying questions or -- is  
14    that okay?

15                   CHAIRPERSON BRADMAN:   Right now.   We have 10  
16    minutes of clarifying questions, but then that actually  
17    morphs into a more general discussion with both the Panel  
18    and the audience.   So I think you can really engage on  
19    anything right now.

20                   MS. KAUFFMAN:   Great.

21                               (Applause.)

22                   DR. ESHRAGHI:   Again, this is Jamshid Eshraghi,  
23    from Massachusetts Department of Health.

24                   Two -- one comment and -- actually two comments I  
25    want to make here.   One is that I think your response was

1 very good 30 percent or so getting response. And it seems  
2 like if people read the whole packet, then they  
3 participate. It's a matter of getting them to read. So  
4 maybe if you put something like a free T-shirt somewhere  
5 as a question somewhere --

6 (Laughter.)

7 DR. ESHRAGHI: -- you get more response, and it's  
8 very effective, or a doughnut or something like that.

9 (Laughter.)

10 DR. ESHRAGHI: But the other thing I want to say,  
11 I noticed all day today and yesterday, I think being a  
12 chemist, the word, "chemicals", it has a negative  
13 connotation. I feel people -- general population when  
14 they say chemicals, oh, I have all these chemicals. Well  
15 matter is chemicals. I think we should also be careful  
16 telling people, you know, that -- define what chemicals.  
17 Not every chemical -- what is chemical? If you're  
18 drinking Coke, Pepsi, it is all chemicals in your body.

19 So what is it that say I have so many chemicals.  
20 You see, I think it's misinterpreted. People get these  
21 things and you can scare them by just saying there are  
22 chemicals in their bodies. So I just want to make that  
23 comment.

24 MS. KAUFFMAN: And some people get it, they say I  
25 know I'm a big bag of chemicals. I mean, that's what

1 we're all made of. But, no, you make a good point. And  
2 we are working on sort of fine-tuning our messages through  
3 a messaging platform. And this is something we've talked  
4 about how to distinguish all chemicals from the chemicals  
5 that we're concerned about here.

6 MS. HOOVER: Yeah, this is Sara Hoover.  
7 Actually, we had many conversations about this. And in  
8 some of our materials, I mean, we do try to make that  
9 distinction in some of our educational materials. We  
10 talked a little bit about that. So we're totally aware of  
11 it. But in the end, sometimes you just have to go with  
12 the simpler knowledge, because that's actually how people  
13 understand the word, you know, in the general population,  
14 so -- but acknowledged, yeah.

15 CHAIRPERSON BRADMAN: Any comments from the  
16 Panel?

17 Questions?

18 Anyone -- if I wait long enough, somebody will  
19 raise their hand.

20 (Laughter.)

21 CHAIRPERSON BRADMAN: So let's think about this.  
22 I had a question actually though about returning results.  
23 I mean, this maybe more general, because it hasn't been  
24 for Biomonitoring California, but Rachel or -- I'm sorry.  
25 I'm not good with pronouncing your name Duyen?

1 MS. KAUFFMAN: If you think of the D as a Z, then  
2 you've got it. Duyen.

3 CHAIRPERSON BRADMAN: Okay. About returning  
4 results to children or -- have you had any experience  
5 doing that? I know right now it's not true for  
6 Biomonitoring California, but we can anticipate in the  
7 future there will be. And I don't know, Rachel, if you've  
8 had returning results where there were actually  
9 measurements from a child, but you were engaging with the  
10 parent or maybe the parent and the child. I know in our  
11 experience, we've only dealt with the parents at this  
12 point.

13 DR. MORELLO-FROSCH: Yeah, we have -- we have  
14 dealt with one study where the results are shared with the  
15 parent, and then the parent decides if they want to have  
16 the scientists talk to the child.

17 CHAIRPERSON BRADMAN: And did -- did involving  
18 the children change the -- kind of the process or the  
19 implications of returning results to the parent? I mean,  
20 just the fact that you were taking measurement from a  
21 child, did that change how you interacted with the parent?

22 And then did it also have any impacts on worry or  
23 concern, that sort of thing?

24 DR. MORELLO-FROSCH: Well, so this was a study  
25 where the results return had already happened, so we

1 weren't involved in that process. We were just more  
2 interviewing people about how they -- how they navigated  
3 that process after the fact. So there were some studies  
4 where we were able to do pre-interviews before they got  
5 their results back and then interview them after, other  
6 studies that we were actually conducting and did the  
7 report back ourselves and then studies where the report  
8 back happened and we recruited them later.

9           So I don't -- I can't answer your question as  
10 well as I'd like, because that particular study, the  
11 report back had happened, and then we asked them if we  
12 could talk to the participants to get a sense of their  
13 experience.

14           CHAIRPERSON BRADMAN: Okay. And that wasn't our  
15 study.

16           DR. MORELLO-FROSCH: No.

17           CHAIRPERSON BRADMAN: I should say -- we're just  
18 evaluating how we'll we've done in some of our studies.  
19 Well, I shouldn't say how well we've done, but rather, you  
20 know, how it's gone in returning results in some of our  
21 studies.

22           MS. KAUFFMAN: And, Rachel, I'm curious how old  
23 the kids were in that study?

24           DR. MORELLO-FROSCH: So they were adolescents.

25           CHAIRPERSON BRADMAN: Okay. Questions back

1 there, comment.

2 DR. DiBARTOLOMEIS: Michael DiBartolomeis. I'm  
3 now assuming you -- because that was sort of a discussion  
4 kind of question, we're sort of moving into that, so --

5 CHAIRPERSON BRADMAN: Exactly.

6 DR. DiBARTOLOMEIS: So this is not clarification.  
7 This is more of a question -- discussion. Neither Rachel  
8 nor Duyen mentioned anything about actually evaluating  
9 whether people were upset by delays in getting their  
10 results back. I know that we've had issues in California  
11 about having immediate response back in terms of getting  
12 results back.

13 So I don't know if there's research out there  
14 already, or if you have information about that, but I'm  
15 nervous about that aspect about biomonitoring, is it does  
16 take a while especially for labs that are, you know,  
17 somewhat overwhelmed to get the results back. So  
18 apparently there's some answers for me.

19 Thank you.

20 MS. KAUFFMAN: Unfortunately, I don't have the  
21 numbers here, but we did ask that, whether or not people  
22 thought that the results were timely. And a lot of people  
23 said yes to our surprise. So we thought, well, we don't  
24 think it was timely, so I didn't present that today.

25 DR. MORELLO-FROSCH: Yeah, so it's been mixed. I

1 mean, we interviewed people in studies who, for example,  
2 had lost funding in between, so there were significant  
3 delays before they got their results. And so, yeah, some  
4 people are annoyed at how long it takes.

5 And, you know, I think the best prescription for  
6 that is to try and really set expectations and really tell  
7 people we really appreciate you're going to be here and  
8 it's going to take a year or two before we get back to  
9 you.

10 Other PIs have really tried to kind of  
11 communicate in the interim with participants to kind of  
12 let them know so we're doing this category of chemicals.  
13 And remember, we're going to get back to you in six months  
14 or a year, but just to let them know like things are  
15 progressing, analysis is happening, we haven't forgotten  
16 about you.

17 MS. KAUFFMAN: Yeah, I also have read a bunch of  
18 the -- you know, with chemicals -- with studies that have  
19 many chemicals, we've also considered returning results as  
20 they're produced by the lab, and just -- it will make  
21 shorter packets, and just sort of keep people hopefully  
22 more engaged, because yeah, some people did say who are  
23 you guys again? Which study is this? So yeah, just sort  
24 of keep the lines of communication open.

25 DR. MORELLO-FROSCH: Just to make a plug for

1 digital interface, that's why -- like that gives you the  
2 flexibility to kind of upload results as they come in.  
3 And then, you know, each time the person gets a  
4 notification, they can log on and look.

5 DR. DiBARTOLOMEIS: So that was good. Thank you  
6 for that response. Now, I want to just kind of go to the  
7 next step. If results aren't being returned for let's say  
8 two years, doesn't that then mean our -- we have to  
9 consider that their levels could have changed dramatically  
10 in the past two years and do our results return material  
11 need to address that in some way.

12 DR. MORELLO-FROSCH: Yes.

13 (Laughter.)

14 DR. MORELLO-FROSCH: Yeah, absolutely. I mean, I  
15 think you have to be really clear that -- you know, I  
16 mean, a lot of studies show actually how dramatically  
17 results can change and trends in population can change.  
18 Particularly when you have a big policy shift or something  
19 is getting phased out, you can start to see immediate  
20 decreases. So I think it's important when you have that  
21 information to convey that to study participants.

22 MS. KAUFFMAN: And people realize this and some  
23 people say, so you're calling me back, are you going to  
24 re-measure me now? Let's see, you know, how I've done in  
25 the last couple of years. So it is something that we're



1 considering as a program, you know, intervention studies,  
2 and giving people multiple results over time.

3 MS. HOOVER: Hi, this is Sara.

4 CHAIRPERSON BRADMAN: Sara, we had question back  
5 here too.

6 MS. HOOVER: I'm sorry. Let me just address this  
7 though.

8 CHAIRPERSON BRADMAN: Sure.

9 MS. HOOVER: We actually have a paragraph about  
10 can my chemical levels change over time? So we explain  
11 some of the factors involved in changing chemical levels.

12 MR. HOEPKER: Alex Hoepker from UC Berkeley.

13 I had a question about collective action, what  
14 kinds of possibilities exist for a State program like  
15 Biomonitoring California OEHHA to recommendations -- so to  
16 go beyond individual action, which in many cases is  
17 obviously not enough, what can be done?

18 MS. HOOVER: Well, I mean, Rachel brought up  
19 collective action, so I thought you could comment on  
20 collective action. I'm not passing the mic off, so I  
21 won't say anything.

22 DR. MORELLO-FROSCH: Yeah. So we've had an  
23 interesting conversation about that, because, you know, I  
24 think agencies have to -- have to proceed with more  
25 caution for obvious reasons. But I do think that there

1 are opportunities, I think, to at least help again  
2 participants distinguish when maybe individual level  
3 action is insufficient to reduce exposures or there needs  
4 to be more than.

5           Also, you -- I think there's now opportunities to  
6 point to different kinds, for example, of medical  
7 societies that have taken positions on certain kinds of  
8 environmental policies and chemical regulation that can  
9 give participants more information about sort of what's  
10 going on and the positions that different kinds of  
11 professional societies are taking that have been published  
12 and peer-reviewed.

13           So I think we could think creatively about  
14 opportunities that agencies could take to point to more  
15 opportunities for collective action while still, you know,  
16 being understanding of the restrictions that government  
17 agencies tend to operate under.

18           MS. HOOVER: Yeah, we just had a conversation  
19 about this. And a couple of things, one is we actually  
20 do -- we're aware of the distinction that Rachel was  
21 alluding to about some places you have more ability to  
22 change your levels and others it's really very difficult.  
23 And on some of our fact sheets, we've acknowledged that.  
24 We actually note that it's difficult to reduce your  
25 exposure to wide-spread ubiquitous contaminants like flame

1   retardants.

2               So we will note things like that. We also will  
3 point to external links. So we point to external links to  
4 others like in a pediatric association giving advice. So  
5 yeah, I mean, we're definitely open to pointing to that  
6 when we can. The other thing I want to emphasize though  
7 is that it's -- you know, there's our role. And OEHHA in  
8 particular, we have a really strong commitment to  
9 producing good science. So our job, as we often talked  
10 about, is we produce really high quality biomonitoring  
11 results, scientifically accurate and understandable  
12 descriptions of those results, but we also have community  
13 partners.

14              You know, we have people who are interested in  
15 the biomonitoring results who can then take them and do  
16 more with them. So that's kind of the construct we're  
17 working under, and we certainly have really excellent  
18 community partners involved in the program as well.

19              DR. SINGLA: Hi. Veena Singla, staff scientist  
20 with the Natural Resources Defense Council. Thank you  
21 both for very excellent and informative presentations.

22              And I had a comment and a question. My comment  
23 is just that I'm so happy to see these presentations and  
24 this discussion happening today, and I'm channeling my  
25 colleague Nancy Buermeyer of the Breast Cancer Fund who

1 wasn't able to be here today to say that the results  
2 return we do feel is a very critical and important part of  
3 the biomonitoring process. And I think from both the  
4 presentations we can see how much it empowers people to  
5 understand their own exposures, and to potentially take  
6 collective action as well.

7           And my question was about if you could maybe  
8 speak a little bit more to the kind of challenge or  
9 tension of communicating to people about kind of their  
10 individual results and connections, or lack thereof, to  
11 their health versus what we know about environmental  
12 exposures and population health on a larger scale to say  
13 that. You know, one of the quotes that stood out to me  
14 was, you know, why are we looking at these particular  
15 chemicals? Is this a bad thing?

16           And there's a reason we're looking at those  
17 particular chemicals, because we're concerned about them.  
18 Research is showing there's associations with adverse  
19 health effects, but we know we can't say your exposure  
20 caused your health effect. So is there a way to be able  
21 to communicate that nuance to say that, you know, yes,  
22 these chemicals and environmental exposures are connected  
23 to people's health, but without that certainty that it's  
24 causing your particular health effect, I know it's a  
25 challenge, but I think it's an important nuance for

1 participants to be able to understand the connection to  
2 health.

3 DR. MORELLO-FROSCH: So I can talk about the  
4 studies that we've done. So we spent a lot of time in the  
5 consent process talking -- you know, when we're enrolling  
6 participants in biomonitoring studies, so these are not  
7 health studies, making clear kind of the distinction that  
8 you describe, which I think is a really important one,  
9 that we're studying these chemicals because evidence  
10 suggests that they are problematic for health. These are  
11 the kinds of health outcomes that are associated with the  
12 chemicals that we're looking at.

13 We also tell people that a lot of the evidence is  
14 actually not in humans, but a lot of it can be in animals.  
15 And so we're -- one part of trying to understand what the  
16 impacts are in humans is to even get a sense of what  
17 exposures are, and which is why we're doing an exposure  
18 study and not a health study.

19 And we make clear that this is not a health  
20 study. We also make clear that we're going to tell you  
21 what the levels of chemicals are, if you want that  
22 information, but we can't tell you if any of the exposures  
23 that you had are associated with any kinds of illnesses or  
24 health issues that you're currently dealing with.

25 That said, you know, people -- it's a natural

1 thing to have -- reflect on that one. I mean, you know,  
2 we biomonitoring ourselves in the firefighter study. And,  
3 you know, I mean, I'm a Ph.D. in environmental health  
4 science, and, you know, you get your results back, it does  
5 get you thinking. You know, you can't help yourself. So  
6 I think it's important to kind of acknowledge that and  
7 allow people to have those conversations. And, you  
8 know -- but yeah, it's a fine line. And I think the time  
9 to really start having that conversation is actually right  
10 when people are enrolling in the study, and then you keep  
11 having it throughout.

12 MS. KAUFFMAN: I agree with that approach. And  
13 also any contact that I have with participants, so for  
14 these interviews or any community meetings or anything,  
15 after people get their results, I also -- you know, people  
16 say they're frustrated, what's going to be done, when are  
17 we going to know? I say, well, you are a part of how we  
18 will find out. This is why we do these studies. I mean,  
19 you -- the information we learn from this study could help  
20 contribute to that body of knowledge.

21 So, you know, it's kind of a "stay tuned" sort of  
22 thing. But I think just to emphasize the importance of,  
23 you know, people in biomonitoring, we need them to  
24 participate to learn more.

25 MS. HOOVER: And I'll just add one last thing.

1 We actually spent a lot of time crafting language in our  
2 packet to try to explain exactly that. So we put a big  
3 effort on what do we say on the results pages, what do we  
4 say on the study page, and what do we say on the fact  
5 sheet page. And we really developed our template with the  
6 idea of conveying that kind of information. So I think --  
7 I mean, from the reactions we got of the people we talked  
8 to, I think we actually did a pretty good job. They got  
9 the idea that there was this uncertainty, and that we were  
10 doing the best we could in terms of conveying the  
11 information. In general, is that a fair -- yeah, fair  
12 statement?

13 DR. PLUMMER: Hi. This is Laurel Plummer from  
14 OEHHA. I just wanted to ask you, Rachel, if you could  
15 comment on, you know, the one-on-one participant  
16 discussions or the community meetings kind of to larger  
17 groups of participants and what kind of questions, you  
18 know, they ask in those types of environments, and if they  
19 kind of go beyond things that people respond to in surveys  
20 or just maybe you could comment on your experience in  
21 that, like, kind of a different environment, which is --  
22 our Program recently participated in a collaboration where  
23 we had an experience like that, and it was my personal  
24 first time in that environment. And I -- it was different  
25 than I expected.

1           Good, but, you know, there were different things,  
2 you know, thinking about how to phrase your answer on the  
3 spot or things like that. So I just thought -- wondered  
4 if you could comment on that.

5           DR. MORELLO-FROSCH: Yeah. So the studies that  
6 we have done are -- you know, tend to be community-engaged  
7 participatory exposure studies, either, you know,  
8 household exposure studies where you're monitoring air and  
9 dust in people's homes or biomonitoring studies. So, you  
10 know, that's a big caveat.

11           And so it sort of goes without saying that part  
12 of the report-back process is individual level report  
13 back, like along the lines of what we've been talking  
14 about, but then also providing opportunities for  
15 participants to -- and actually not just participants, but  
16 representatives of the communities that are being studied,  
17 so people who didn't participate in the study, but who  
18 are, you know, from that particular community of interest,  
19 whether it's geographically defined, occupationally  
20 defined, to look at aggregate results.

21           And one, I think, it's best to make sure that you  
22 have given everyone their individual level results before  
23 you have those group meetings, because people have a  
24 chance to digest the information, and ask their questions,  
25 and there's no surprises when everyone gets together.



1 Plus, if the media happens to show up when everyone gets  
2 together, you know, and it gets covered, a participant  
3 doesn't find out that the study has results without having  
4 gotten their individual level results.

5 And I do think that providing opportunities for  
6 participants and participant communities to  
7 collaboratively process and understand and interpret the  
8 information can highlight certain interesting things that  
9 you might not see on -- with one-on-one conversations.  
10 And then it also highlights opportunities for how they  
11 want to disseminate and share their results who they want  
12 to talk to, and also potential opportunities for  
13 collective action for reducing exposures.

14 Again, whether that's occupational or whether  
15 it's getting involved in policy campaigns or influencing  
16 land-use decision-making, all kinds of things. So I think  
17 those are opportunities to have meetings with participants  
18 in participant communities can help elucidate sort of more  
19 collective paths of action, too.

20 PANEL MEMBER QUINTANA: I have -- sorry, two of  
21 the Panel.

22 MR. HOEPKER: Please, go ahead.

23 PANEL MEMBER QUINTANA: I just had a question  
24 about results return, given you showed that binder with  
25 all those different classes of chemicals. And within each

1 tab, there's multiple different chemicals within that  
2 class. And I was just thinking for me, I would like to  
3 have -- I want to know what I'm high at first, and then I  
4 would want to know what I was low. And I was curious if  
5 you ever thought about ordering a results return, which  
6 you could do electronically from high to low, or if you're  
7 higher than the median, print it on pink paper. And if  
8 it's lower, it's not pink or something, where people could  
9 easily find the ones -- because that's what I would like  
10 to know, first, if I was looking at the packet. And I was  
11 just curious if you discussed this?

12 MS. KAUFFMAN: So for the metal -- for the  
13 chemicals that do have levels of concern, we do have  
14 language crafted around that. And we have a specific  
15 protocol that we follow. We call people --

16 PANEL MEMBER QUINTANA: Yeah, I didn't mean of  
17 concern. I just meant you're higher than the median,  
18 let's say, and we have no idea what that means.

19 MS. KAUFFMAN: Right, right. So, no, we have not  
20 fine-tuned our materials to that extent, but it's a good  
21 suggestion.

22 MS. HOOVER: I think programming would be  
23 potentially challenging in putting things together. And I  
24 would just say too that we had a pilot study in -- with  
25 just a convenience sample of like lab staff and Program

1 staff. And the results came back and there was some color  
2 coding. And we had a big discussion about color coding,  
3 you know, like if you're above.

4 And one concern we had is that we kind of didn't  
5 want to imply that there is an interpretation necessarily,  
6 if you're above the median, because we don't know what  
7 that mean -- you know, is -- maybe everybody -- maybe it's  
8 bad for everybody, like regardless of what your level is,  
9 or maybe it's like, no, the concern is a much higher  
10 level.

11 So we were concerned about making that  
12 implication just based on statistically, you know, where  
13 it was. Now, that being said, we also -- like, I really  
14 have always appreciated -- I think this was a study that  
15 Rachel was involved in, the idea that, you know, if one  
16 person is high, you can go and find out -- like the PCB  
17 example, where you find a new source of exposure.

18 So we always have that in mind, too, that, you  
19 know, just one high level. I'm always interested in  
20 looking at are there outliers? Who are those people? Is  
21 there some specific thing we should be aware of?

22 And we have done -- I want to do more of that  
23 going forward, but we have done some of that. So we  
24 are -- even if there isn't a level of concern, we are  
25 conscious of, you know, people with high levels. But no,

1 we have not redesigned our packet with that in mind.

2           Yeah, we've kept it more as an index, and also  
3 just going forward for people to be able to easily find  
4 the different categories of chemicals and stuff. So,  
5 yeah, lots of different options.

6           CHAIRPERSON BRADMAN: Yeah, question?

7           PANEL MEMBER KAVANAUGH-LYNCH: Yes, probably to  
8 Rachel. I was curious how IRB panels have responded to  
9 even requests to do studies on returning results and  
10 especially since so many IRBs are so focused on the  
11 clinical model, which, as you pointed out, is kind of --  
12 it does not ascribe to this theory of giving people  
13 information, even if we don't know what to do with it.  
14 Can you talk a little bit about how you -- how you've  
15 handled IRBs?

16           DR. MORELLO-FROSCH: Yeah. So the short answer  
17 is that the IRB situation is evolving. So when we first  
18 started doing this and when the -- in one of our studies  
19 where we decided to report back results to participants in  
20 air and dust monitoring, the IRB was very -- was not very  
21 excited about that idea, because, you know, for them we  
22 were -- what we were suggesting seemed ludicrous. We were  
23 going to tell people that we found chemicals in their  
24 homes, and we didn't know what it meant for their health.  
25 And so they just thought it would stress everybody out.

1           So, you know, we had to have a lot of back and  
2 forth. We had some meetings. They were kind enough to  
3 actually to allow us to do kind of an in-service education  
4 to kind of make the case for why, from an ethical point of  
5 view, this is actually a really good thing to do, and  
6 allow -- sort of give them some parallels about, you know,  
7 that there is some precedent, maybe not in chemical  
8 biomonitoring, to provide this information.

9           And I think a lot of IRBs are getting a lot more  
10 educated on this issue. I think it's changed a lot. It's  
11 gotten much better. It's not quite so controversial. And  
12 now, the more studies that do this -- you know, the fact  
13 that the California Biomonitoring Program has it codified  
14 that you have to provide those results, it's like -- it's  
15 not unusual anymore.

16           So we're fortunate -- and I think that even IRBs  
17 who have not confronted this, if you can point to  
18 precedent now, and there's now much more of it, it becomes  
19 easier to educate them. But in the early days, you know,  
20 it's been hard, and there's been a lot of back and forth.  
21 I have colleagues who have had trouble and had to do a lot  
22 of education and back and forth and convince the IRB to  
23 allow them to do this. But I think it's getting much  
24 easier.

25           MR. HOEPKER: I was actually wanting to pick up

1 on the question by Veena earlier about the connection  
2 between health and biomonitoring. I'm taking it back a  
3 little bit simply because it's almost implicit in the name  
4 of OEHHA, you know, assessing health. And I'm wondering  
5 what the road blocks are of not communicating health  
6 impacts as many of us might want to or what are those road  
7 blocks, and how could we make inroads and communicating  
8 about health impacts?

9 MS. HOOVER: Yeah.

10 MR. HOEPKER: I'm sorry. Alex Hoepker, UC  
11 Berkeley.

12 MS. HOOVER: Actually, hang on to the mic,  
13 because I have a follow-up -- I have question about --  
14 maybe -- so what do you mean by road blocks for  
15 communicating health impacts?

16 MR. HOEPKER: Well, it seemed to be, the way it  
17 came across to me is that we can't communicate health  
18 impacts. So say somebody has two percent mercury in their  
19 blood or PBDE, we can't really speak to longer term health  
20 impacts that that chemical might have, right? Is that  
21 communicated in the package or --

22 MS. HOOVER: No, I -- yeah. So actually, we can  
23 send you the link of the packets and our fact sheets are  
24 on our website. We definitely flag a whole section of  
25 each fact sheet as possible as health concerns, including

1 long-term health impacts. And then specifically, the  
2 example you raised of mercury. I mean, we have done  
3 extensive, you know, follow up in like one case in the  
4 MIEEP study, there was someone who has highly elevated in  
5 mercury. And actually, there was a big effort to track  
6 down why were they highly elevated, to talk to them about  
7 it, them and their baby. That turned out to be the  
8 whitening cream incident.

9 So I -- maybe I'm not understanding your  
10 question. Yeah, he needs the mic back.

11 MR. HOEPKER: I think that the case of mercury is  
12 very clear, right? The health implications are very  
13 obvious, but there's so many emerging chemicals that we're  
14 monitoring currently. I mean, tons of endocrine  
15 disruptors that -- where health impacts are maybe not as  
16 clear, but there's a lot of evidence. Are those  
17 communicated in a package like that?

18 MS. HOOVER: Yes, they are. In fact, that's one  
19 thing that we're really fortunate, in Biomonitoring  
20 California, we're not a regulatory program. We're an  
21 exposure assessment program, so we actually make a very  
22 big effort to focus on researching relevant health effects  
23 at low doses.

24 So we specifically look into what could happen at  
25 environmentally relevant levels of exposure, and we do

1 communicate that. We talk about possible effects on the  
2 body's hormones. We talk about, you know, any -- you  
3 know, immuno effects. We actually have spent a lot of  
4 time -- we do all the scientific research and then we  
5 spend a lot of time, how do we translate this into an  
6 understandable message for individuals? And we actually  
7 tend to focus much more on those kind of facts rather than  
8 any high dose maybe more commonly understood effects of  
9 some chemicals.

10 MR. HOEPKER: Thanks.

11 DR. SANDY: Martha Sandy from OEHHA. Just to add  
12 to that. We aren't telling people their individual risks  
13 though. We're discussing population risk, what we know.  
14 We can't make any statements about an individual and their  
15 level, unless it's --

16 MS. HOOVER: Yeah, I mean, that's -- I understood  
17 the question to mean the general health impacts of those  
18 chemicals, as opposed to -- yeah, we weren't -- I mean, we  
19 actually were advised by our Panel on the number of  
20 occasions, as Dr. Bradman alluded to, that there was --  
21 actually, earlier in the Program, I -- we had developed a  
22 proposal for hiring somebody to develop specific  
23 biomonitoring reference levels based on health effects in  
24 order to do more of that individual level interpretation  
25 of results. And we had many consultations to this on our



1 website. And I can point you. They're all on our  
2 website.

3 And the Panel -- you know, in the end, it was  
4 thought that really our -- the mandate of the Program is  
5 exposure assessment, and our job is to generate high  
6 quality biomonitoring data. And the whole idea of  
7 developing risk-based levels is fraught with a lot of  
8 issues. And so we were directed to, you know, just focus  
9 on exposure and focus on, you know, interpreting and  
10 explaining the results to the extent possible with  
11 information. And we use already established levels of --  
12 by State and federal agencies for known hazards. And like  
13 I said, we do the additional thing of looking at very  
14 highly elevated individuals as well and see if there's  
15 something we can say about that.

16 DR. SANDY: So I had a question for Rachel. I  
17 believe I heard you -- in discussing the question posed by  
18 Laurel about community meetings and giving results back, I  
19 believe I heard you say you should return the individual  
20 results before you have the meeting -- community meeting  
21 to discuss that.

22 DR. MORELLO-FROSCH: (Nods head.)

23 DR. SANDY: And I wondered if you wanted to  
24 expand on that. I'm thinking about discussions -- a  
25 presentation we heard yesterday from New Hampshire where,

1 in giving some results back, they gave individual results  
2 and that got people very upset or nervous before the  
3 community meetings. So I wanted to see if I could get a  
4 dialogue going on that.

5 DR. MORELLO-FROSCH: Well, so I think if  
6 people -- if you have a community meeting and people have  
7 an opportunity to get their results at that community  
8 meeting, it works great, because then actually people have  
9 the opportunity to get the results, or if after the  
10 community meeting, they're like ignorance is bliss, I  
11 don't really want my results, they have that option.

12 And then also, you tend to have researchers right  
13 there on the spot, so they can look at their stuff. And  
14 if they have questions, they can literally sit down and  
15 talk to you. And that's been done quite successfully.  
16 I've seen that happen.

17 I just think what I -- what doesn't work very  
18 well and what -- at least the communities I've worked with  
19 who have had bad experiences with other researchers in the  
20 past is there's a meeting to discuss aggregate results.  
21 It gets covered in the press. Those people don't attend  
22 the meeting. They were participants in the study, and  
23 they're like, you said you were going to return your  
24 individual results to me, and now I'm hearing reading in  
25 the newspaper that you found, you know, what happened.

1 You know, so that's the kind of thing you want to -- I'm  
2 saying it's probably good to avoid, if you can.

3 DR. DiBARTOLOMEIS: I think better when I stand  
4 up. Michael DiBartolomeis.

5 So I want to go back to what Dr. Schwarzman and I  
6 kind of went back and forth on a little bit this morning.  
7 And then, Dr. Quintana, when you mentioned circling  
8 results or having them highlighted or whatever as higher  
9 than, I guess, the background of the general population,  
10 it triggered this back -- it triggered that conversation  
11 we had just briefly this morning. We -- I think we have  
12 to be really careful again not to say that, well, you're  
13 okay, because all your levels are basically what we have  
14 in NHANES across the country.

15 I mean, because those levels shouldn't be there  
16 anyway for most of these. We don't know if they're going  
17 to lead to cancer down the road or whatever, but we have a  
18 pretty good idea that there are -- it's a significant  
19 contribution from chemicals in the environment to the  
20 outcome later in life, or even early.

21 So I -- this results return problem is still --  
22 in my mind, I can't resolve this. You know, how do we get  
23 away from -- we talked about individual risk. We talked  
24 about, you know, kind of thinking about sort of a  
25 population health outcome whatever, but we still haven't

1 really addressed what background means. And I don't know  
2 how to do that in a way that will make sense. I mean, I  
3 think we all probably, in this room, can come up with our  
4 own way if we were asked that question by our, you know,  
5 Aunt Betty or something like that.

6 But the truth is, is that how do you communicate  
7 that your -- even though your results -- okay -- you know,  
8 your results are not circled, your -- and you're closer to  
9 what everybody else has, that doesn't necessarily give you  
10 a clean bill of health either. And it doesn't necessarily  
11 mean you should go off and jump off a cliff, but, you  
12 know -- so I just -- I throw this out for furthering this  
13 discussion.

14 DR. MORELLO-FROSCH: Yeah. So we struggle with  
15 this, because, you know, in reality, when you're trying to  
16 contextualize results, you don't have an absolute  
17 benchmark really to say whether it's high in terms of like  
18 concern for health. In most cases, we don't have that,  
19 and so we're stuck with these relative measures like where  
20 are you in the distribution with other participants or how  
21 do you compare with a representative sample of the U.S.  
22 population from NHANES.

23 And you want to make sure that people aren't  
24 interpreting that in absolute terms, like because I'm  
25 below the median it's safe, or below the 95th percentile.

1 And so we have asked people some specific -- in usability  
2 testing, we have asked people questions to see if they can  
3 distinguish between an absolute value and a relative one,  
4 and to make that distinction.

5 And some people -- and surprisingly actually,  
6 people can, but you have to really kind of provide the  
7 context and the information to make sure that people  
8 understand that. That just because you're low compared to  
9 everybody else in the study doesn't necessarily mean that  
10 you're low in absolute terms.

11 MS. HOOVER: Yeah, I think -- this is Sara again.  
12 I agree it's an issue, and I think it's a natural tendency  
13 if you say, oh, I'm below the median. That's pretty good.  
14 I got some results and that's -- that's what you look at,  
15 you know, am I relatively low? So I think you're right  
16 about that. And I think that is kind of a typical  
17 reaction of participants as well.

18 And I do know that in usability testing with the  
19 firefighters, they actually did have an understanding of  
20 we tried -- I think it was with manganese, we tried to not  
21 give them a reference level, and say there is no reference  
22 level. And they said, there must be a reference level.  
23 I'm going to look on the internet. There has to be a  
24 reference level. So we actually worked really hard to  
25 come up with a reference level for manganese. We started

1 with Canada. They're like, no, I don't want Canada. I  
2 want the U.S.

3 So we found a reference level that ATSDR I think  
4 indicated was considered to be a normal -- you know, a  
5 normal range for manganese. So there was an  
6 understanding. That just understanding where they were in  
7 the study population wasn't enough. They actually wanted  
8 a reference value. So that's the preference, I would say.

9 PANEL MEMBER SCHWARZMAN: Can I chime in on this  
10 point also? This is Meg Schwarzman.

11 Just because I pulled up the sample results from  
12 the BEST study that are on the Biomonitoring website. And  
13 I'm looking at the lead one, particularly because this  
14 issue was raised earlier about -- I think it was in  
15 Rachel's talk about the -- how acceptable levels change  
16 dramatically over time. And I noticed that the level of  
17 concern provided for lead is 10 and above. And it  
18 specifically has an asterisk that says it's for men age 18  
19 and older and women age 50 and older. And, of course,  
20 those -- except for occupational exposures, which tend to  
21 be much higher, you know, the population we're concerned  
22 about lead exposure in is much younger than that and a  
23 much lower level than that.

24 So I only raise it not to criticize these  
25 materials, which are obviously excellent, but just because

1 there is so much complexity to it and it's a hard thing to  
2 do well.

3 MS. HOOVER: Yeah. Okay. You want to address  
4 that?

5 MS. KAUFFMAN: Sure. Yeah, that's -- right,  
6 that's a sample of a page that a man would get. There's a  
7 different level of concern for a woman of reproductive  
8 age. And, you know, we have -- the State has a whole lead  
9 program. And any levels above levels that they've set, it  
10 triggers a whole other notification process through the  
11 lead program.

12 PANEL MEMBER SCHWARZMAN: So but that -- so this  
13 level of concern is for the particular participant. It's  
14 not just --

15 MS. KAUFFMAN: Right.

16 PANEL MEMBER SCHWARZMAN: -- the information  
17 that's provided by the asterisk?

18 MS. HOOVER: Yeah. No, we target it, you know,  
19 to the particular individual. And we -- I think we've  
20 even -- in some packets, we note, yes, this is the level,  
21 you know, for a man. But, by the way, you know, for women  
22 of child-bearing age, it's lower, because we're aware that  
23 these packets might be shared. So we include, even if  
24 we're -- even though we do some tailoring of packets like  
25 to firefighters or you're an adult male, so maybe we

1 change the order of health effects, but we leave in the  
2 information specific to children and women, because we  
3 know -- we don't want to mislead. You know, even if we're  
4 communicating with one male participant, he has a family,  
5 so we try to include all that information.

6 PANEL MEMBER SCHWARZMAN: Presumably share some  
7 of the exposures.

8 DR. PLUMMER: Hi. This is Laurel Plummer again  
9 from OEHHA. I was just wondering if you had thought --  
10 have put any thought into including language about how  
11 some of the chemicals obviously have similar health  
12 outcomes and how maybe like the cumulative, you know,  
13 exposure that people receive -- you know, is that a  
14 concept that has been considered and results returned,  
15 because, you know, I could give several examples. You  
16 know, phthalates is, you know, the entire class or PFCs is  
17 the entire class, or any -- you know, any number of groups  
18 that have similar potential effects.

19 DR. MORELLO-FROSCH: Yeah. We have put that in  
20 kind of general information, that, you know, one of the  
21 reasons why we're analyzing so many chemicals at a time,  
22 you know, because the -- you know, as the BEST study  
23 showed it's quite voluminous. And so people often say why  
24 are you looking at all these chemicals? And we say we're  
25 interested in also understanding the level of multiple



1 exposures people have, because we know that these can  
2 have, you know, cumulative and potentially synergistic  
3 effects. And they can have similar outcomes, even though  
4 the mechanisms might be different.

5 MS. HOOVER: This is Sara again. And I would  
6 say, well, as you know, we do fact sheets by groups of  
7 chemicals. So we do allude to that. Also, we had a  
8 conversation in MIEEP with Rachel about thinking about  
9 possibly giving them totals -- you know, actually  
10 reporting totals of PBDEs and talking about that more  
11 specifically. In the end, we decided given our mandate to  
12 return every result, we didn't end up doing that, but  
13 we've definitely thought about those issues.

14 MS. DUNN: This is Amy Dunn from OEHHA. I was  
15 wondering since we're having this conversation about  
16 tailoring -- a little bit of tailoring of results, and the  
17 idea of the possibility of posting on-line results, I  
18 guess I would be interested to hear if members of the  
19 Panel have thoughts about -- or concerns or  
20 considerations? I mean, I'm not really sure the timeline  
21 where that might become available to us, but it would be,  
22 I think, useful for us to hear from you if you have  
23 thoughts about pros and cons.

24 MS. HOOVER: Pros and cons of electronic return,  
25 is that --

1 MS. DUNN: Of electronic return.

2 CHAIRPERSON BRADMAN: Anyone want to respond?

3 Well, I have some comments on that, and then  
4 perhaps some more comments.

5 But specifically, you're talking about the  
6 digital interface?

7 MS. DUNN: (Nods head.)

8 CHAIRPERSON BRADMAN: I mean, when I heard  
9 that -- about that earlier, I was kind of intrigued by  
10 that. You know, in the context of the work that I've  
11 done, you know, I don't see how that would be feasible at  
12 all, just because we've, you know, mostly interacted with  
13 a relatively low literacy population. And I think that  
14 would be a challenge with this interface.

15 When we talk about though with larger studies, I  
16 mean, the thoughts that were going through my mind was,  
17 huh, you know, there's a big touch factor with returning  
18 results. And would this be a way to expedite contact in  
19 returning results in a way that is useful for  
20 participants, and also potentially have a method or venue  
21 to more personal contact, if needed.

22 I'm not sure I have an opinion about it, rather  
23 more I'm intrigued by the idea, and I'll be curious to see  
24 how, you know, it plays out in terms of evaluation.

25 And I'm curious, did anyone else on the Panel

1 have thoughts on that?

2 Dr. Quintana.

3 PANEL MEMBER QUINTANA: I remember in the  
4 National Children's Study that they had a lot of video  
5 consent as part of the consent process. And I'm just  
6 curious if your electronic record would allow personalized  
7 videos to the participants or some kind of video return as  
8 well as reading it on the screen?

9 DR. MORELLO-FROSCH: Right now we don't have  
10 that, but conceivably that could be something -- a feature  
11 that could be added to an electronic interface. The other  
12 advantage of the electronic interface it sort of connects  
13 with your earlier question of can you -- it would enable  
14 you to lift up some of the take-home messages. So, for  
15 example, if participants want the immediate list of the  
16 compounds where they are above the 50th percentile of the  
17 study group, a digital interface like DERBI allows --  
18 makes it very easy to provide that information and that  
19 format for people, if they sort of want to get the  
20 take-home messages. It gives them a lot of opportunities  
21 to sort of decide what they want to focus on without going  
22 through a lot of paper.

23 And then the other thing is in terms of the work  
24 that -- the ways in which Silent Spring has deployed  
25 DERBI, they've always reserved the ability to have a paper

1 option to address Asa's concern that just some people are  
2 not going to access that information through a computer or  
3 digital interface.

4 CHAIRPERSON BRADMAN: Obviously, too, there would  
5 be some security issues. Given the level of breach we've  
6 seen in this country, I'd be, you know, concerned  
7 obviously that is be secure.

8 When I think of studies like NHANES, which does  
9 not return results, you know, I see a digital interface as  
10 something that would be able to work on a larger scale  
11 that would be impossible to achieve otherwise. And, you  
12 know, given the long-term goal of California's Program, at  
13 least to have a representative sample, I mean, there is  
14 kind of an underlying, you know, goal to have a much  
15 larger information base, to me, it's really interesting.

16 I don't know if we, at this point, even, you  
17 know, need like a recommendation from the Panel. It seems  
18 like we're not -- you know, nothing like that here.

19 Are there any other comments?

20 MS. HOOVER: I just have a question, because I  
21 didn't see -- I haven't seen much about DERBI, and I know  
22 you said it has been used. And I'm just wondering what --  
23 have you heard, you know, the reaction so far, and the  
24 success with participants, and that kind of thing with  
25 using the electronic interface?

1 DR. MORELLO-FROSCH: I think in terms of its  
2 deployment in studies, I think you want to talk to Julia,  
3 who spear-headed -- who has spear-headed that process. I  
4 can talk about how it's worked so far in firefighters,  
5 which is -- the reception has been quite good. I think  
6 just -- you know, people's ability -- it just made it kind  
7 of easy for them to -- you know, they get an email.  
8 There's a secure link with a password. They can poke  
9 around and focus on what they want. And they -- you know,  
10 people, I thought -- you know, we still -- there's many  
11 ways to make it better, and so -- but people who used  
12 digital -- who are kind of digitally-oriented already, I  
13 think really -- it really resonates for them.

14 I think another interesting frontier, which we  
15 haven't tackled yet is to maybe -- more people use  
16 smartphones for these kinds of things than computers. So  
17 if we can get the kind of computer thing going and we  
18 could actually make it so that people who might not  
19 interact with something like this on a computer might be  
20 more open to doing it on the smartphone. But that's a  
21 sort of new frontier. We still need to work out the kinks  
22 in this one.

23 MS. HOOVER: Yeah, I wanted to allude to  
24 something you said in your talk about medical results,  
25 because I have now had the experience with Sutter where

1 they provide, you know, your test results virtually  
2 instantly electronically. And it was awesome. I mean,  
3 took care of my mom for a few years. And let me tell you,  
4 being able to just log on and look at the results and act  
5 on it, it's huge.

6 So I think people actually -- they're going to  
7 get more and more used to that idea. And I think it's  
8 definitely a really good direction.

9 DR. SINGLA: Hi. Veena Singla with NRDC. And I  
10 wanted to speak to Laurel's earlier comment about the --  
11 thinking about cumulative exposures. I thought those are  
12 a really great point. And I wondered if there was -- in  
13 thinking about not necessarily the results return to an  
14 individual participant, but how results are reported out  
15 to the larger community and public at large, whether there  
16 was any thought of bringing in some of that information to  
17 the way those results are reported out? Right now,  
18 typically, the results are reported just by specific  
19 chemical or chemical class. And I think it would be -- as  
20 people are starting to think about cumulative exposures  
21 and common co-exposures to report out some of that  
22 aggregate information from the various study populations  
23 as well.

24 DR. MORELLO-FROSCH: I'm trying to make sure I  
25 just understand your question. But, yeah, I mean, as Sara

1 mentioned, we do -- we've had -- in some of our studies,  
2 we've had some flexibility to report out results by  
3 accumulating certain chemical classes. And then I think  
4 there's some interesting options. You know, I don't think  
5 an exposure assessment program that's strictly focused on  
6 exposure, but, you know, if you're doing a scientific  
7 study, you could also, for example, do some forms of  
8 toxicity weighting when you're looking at certain chemical  
9 compounds, for example.

10           And I think there's some interesting  
11 recommendations in some of the National Academy reports  
12 around cumulative risk, cumulative exposure where you  
13 could sort of do more to report in an aggregate way  
14 compounds that make sense to aggregate together,  
15 particularly in similar classes.

16           MS. HOOVER: I just have two more small thoughts  
17 on that. One is one thing we have done, and this is, you  
18 know, not a really great way to convey that. But one  
19 thing we did in writing fact sheets we tried to use very  
20 consistent language when we were describing a particular  
21 health effect.

22           So as people read, they see, oh, this chemical,  
23 this chemical, this chemical all affect the body's natural  
24 hormones. So we started adjusting our language and making  
25 sure that we didn't describe it in multiple different

1 ways.

2           So, yeah, then you have to read your packet, you  
3 know, to see that. So it's not a handy way to deliver  
4 that information, but it's one way.

5           And the other thought I have is, you know, we  
6 always have the goal of developing more information on our  
7 website, so we might be able to do more of that kind of  
8 communication about that issue via materials on our  
9 website.

10           CHAIRPERSON BRADMAN: We had a comment from Dr.  
11 Schwarzman, and then I wanted to ask if there's -- I guess  
12 additional public comments or anything that's come in by  
13 email that we should consider?

14           MS. DUNN: No.

15           CHAIRPERSON BRADMAN: No. Okay.

16           PANEL MEMBER SCHWARZMAN: I just wanted to  
17 continue on this topic for a minute, because it's such a  
18 rich one with the need for study. And it makes me think  
19 about whether over the next year or two, as a Panel and as  
20 a program, we could think a little bit about prioritizing  
21 or structuring studies looking at chemicals with shared  
22 health effects that are thought to work either  
23 synergistically or additively or, you know, contribute  
24 because of similar mechanisms of action that is coming --  
25 biomonitoring has so frequently started just with the



1 chemicals. We need to see what chemicals are out there,  
2 but -- and as a program, we're starting to think about how  
3 to group them more efficiently and in ways that make  
4 sense, like we think including classes of chemicals the  
5 way we've been doing over the last while.

6 And I think it would be interesting to explore --  
7 you may already be thinking a little bit about this --  
8 whether there are some other kinds of groupings like  
9 outcome based groupings that would be interesting to  
10 prioritize as a program.

11 I'm seeing furrowed brows, at least from some. I  
12 don't know if that's clear.

13 MS. HOOVER: I think I understand what you mean.  
14 So let me repeat back to you. So I think what you were  
15 referencing is the fact that we do chemical-based  
16 groupings, functional-based groupings. And so you're  
17 proposing the possibility of looking at health-based  
18 groupings?

19 PANEL MEMBER SCHWARZMAN: (Nods head.)

20 MS. HOOVER: Yeah, interesting. Yeah. And  
21 you're talking about for chemical selection, actually  
22 identifying --

23 PANEL MEMBER SCHWARZMAN: (Nods head.)

24 MS. HOOVER: Yeah. Yeah. We have not explored  
25 that. It's an interesting idea.

1           PANEL MEMBER SCHWARZMAN: Look at some things  
2 that are acknowledged to have multiple modes of action.  
3 Like I think about some reproductive outcomes that --  
4 where there are many paths to a final common pathway. And  
5 we know that chemicals acting on multiple parts of that  
6 pathway can have more than additive effects.

7           DR. MORELLO-FROSCH: Yeah, I mean, for example in  
8 the firefighters studies, we're focusing on compounds that  
9 have been shown to be mammary carcinogens in animals.  
10 That's our focus. So I think there's some interesting,  
11 you know, reviews. And there's potentially some good  
12 places to start in the literature to experiment with that  
13 kind of approach to see how much it makes sense, and --  
14 yeah.

15           MS. HOOVER: This is Sara again. I have another  
16 thought about it, which is again going back to the website  
17 idea. So it would be maybe a way to add a layer of  
18 information like that, so we have our regular groupings,  
19 but then have layers of information. Like in our  
20 designated list, how many of these are carcinogens, how  
21 many of these are known to affect hormones? So that might  
22 be another way to show that. You know, add like layers of  
23 health information that we have confidence in.

24           PANEL MEMBER SCHWARZMAN: Yeah, I think that's an  
25 interesting idea. And I just want to acknowledge that

1 it's a little bit different than what we're talking about,  
2 because of just thinking of carcinogenicity as such a  
3 product category, and --

4 MS. HOOVER: Yeah, I wasn't being really  
5 specific, but I just mean -- yeah, mammary carcinogen. I  
6 mean you could make it more specific, but I'm just saying  
7 that would be a way to, you know, add richness to the list  
8 to provide that information, as opposed to necessarily  
9 considering it, you know, as a class, you could add that  
10 information on the chemicals that are there, and actually  
11 link to other chemicals maybe as well. So just a thought.

12 CHAIRPERSON BRADMAN: So I think we're going to  
13 take a 15-minute break right now. That is scheduled -- so  
14 it's about 3:12 now. Why don't we reconvene here at 3:30.  
15 But if you could get here two minutes earlier, so you'll  
16 have a 15-minute break and then we'll actually start on  
17 time.

18 Thanks.

19 (Off record: 3:12 PM)

20 (Thereupon a recess was taken.)

21 (On record: 3:30 PM)

22 CHAIRPERSON BRADMAN: Is the microphone on?

23 MS. CHRISTENSEN: Yes.

24 CHAIRPERSON BRADMAN: It looks like everyone is  
25 on their way to sit down or we're close. So I want to

1 welcome everyone back and call the meeting back to order.  
2 For the next agenda item, we're going to consider two  
3 chemical classes as potential priority chemicals. We've  
4 talked about this before, but I want to introduce Dr.  
5 Laurel Plummer, who's a staff toxicologist in the Safer  
6 Alternatives Assessment and Biomonitoring Section of  
7 OEHHA, who will present a brief summary of information on  
8 ortho-phthalates and PFOS-related compounds relevant to  
9 the criteria for priority chemicals.

10 If you recall, we have identified chemicals on  
11 our kind of base list, and then the question is whether we  
12 want to elevate these as priority chemicals?

13 (Thereupon an overhead presentation was  
14 presented as follows.)

15 DR. PLUMMER: All right. As the second to last  
16 talk of the day -- we'll hear one more after me, so -- all  
17 right. So today, I'm going to present on potential  
18 priority chemicals, two classes.

19 --o0o--

20 DR. PLUMMER: The purpose of this agenda item is  
21 so the Panel can consider ortho-phthalates as a class and  
22 perfluoroalkyl and polyfluoroalkyl substances, or PFASs,  
23 as potential or priority chemicals.

24 --o0o--

25 DR. PLUMMER: So I'll just review the criteria

1 for recommending priority chemicals. We've recently gone  
2 through the designation this year of two. So these  
3 priority criteria are slightly different. The degree of a  
4 potential exposure to the public or specific subgroups.  
5 The second one is the likelihood of a chemical being a  
6 carcinogen or toxicant. And then the third one is the  
7 limits of laboratory detection for the chemical. And then  
8 lastly, other criteria the Panel may agree to.

9 And I'll just remind you that these criteria are  
10 not joined by and.

11 --o0o--

12 DR. PLUMMER: Okay. So I'll start with some  
13 background on the class ortho-phthalates. Some of  
14 these -- some phthalates were added as designated  
15 chemicals via inclusion in CDC's National Biomonitoring  
16 Program, which lists several phthalate metabolites.

17 In March 2009, the SGP recommended that the  
18 already designated phthalates be added as priority  
19 chemicals. And then just at our last meeting in July  
20 2015, the Panel recommended adding the class  
21 ortho-phthalates to the designated -- to the list of  
22 designated chemicals. So though this, in essence,  
23 expanded the list that was already there.

24 --o0o--

25 DR. PLUMMER: And switching to PFASs. 12 PFCs,

1 perfluorochemicals, were added as designated chemicals,  
2 also for the same reason as several phthalates, via  
3 inclusion in CDC's National Biomonitoring Program.

4 In July 2009, all 12 were added as priority  
5 chemicals, based on the SGP's recommendation. And then in  
6 March, 2015, Dr. Gail Krowech presented on this class for  
7 consideration as potential designated chemicals. And at  
8 that meeting, the Panel recommended to add this class  
9 PFASs, perfluoroalkyl and polyfluoroalkyl substances to  
10 the list of designated chemicals.

11 --o0o--

12 DR. PLUMMER: Okay. So switching back to  
13 ortho-phthalates. This table shows some example  
14 ortho-phthalates listed in the first column there. That  
15 would be included as priority chemicals if the class is  
16 listed -- recommended for listing by the Panel.

17 The second column identifies some selected  
18 metabolites that have been identified in human urine. And  
19 then the third column shows the detections of the parent  
20 compound -- the parent ortho-phthalate that had been  
21 detected in dust in the studies.

22 --o0o--

23 DR. PLUMMER: So I'll just give some highlights  
24 on ortho-phthalates just sort of an update on recent --  
25 some recent developments. Ortho-phthalates continue to be

1 the most widely used plasticizers worldwide. And in 2014,  
2 they represented 70 percent of the global market. And  
3 publicly available market research indicates that China is  
4 actually projected to be the top consumer of plastic  
5 additives, which includes ortho-phthalates obviously, by  
6 the year 2019.

7 The dioctyl sub-type of phthalates, which  
8 includes DEHP as one example, is still -- still dominates  
9 the global phthalate plasticizer market. And as we talked  
10 about quite a bit at the July meeting, increasing  
11 regulation of DEHP and other phthalates have -- are  
12 contributing to market shifts in the U.S., Europe, and are  
13 also expected to occur in Asia.

14 And then we've also highlighted here a few  
15 phthalates that have been recent -- mentioned in recent  
16 patents that are not currently on our list of priority  
17 chemicals.

18 --o0o--

19 DR. PLUMMER: So switching back to PFASs, this  
20 table lists examples of PFASs that would be included as  
21 priority chemicals. And this would be in addition to the  
22 PFCs that are already listed. And you can see the table  
23 shows some example classes and some example compounds  
24 within those subclasses or subtypes, and then also shows  
25 detections of PFASs in human serum and urine and breast

1 milk where they've been identified.

2 --o0o--

3 DR. PLUMMER: Okay. And this slide shows some  
4 highlights from recent studies on the class PFASs. One  
5 recent study looked at perfluoroalkyl ether carboxylic and  
6 sulfonic acids, which are replacing PFOA as processing  
7 aids in fluoropolymer manufacturing. And this study  
8 identified 12 previously undiscovered PFECAs and ESAs in  
9 surface water from northern -- or from North Carolina.

10 And then another recent study looked at levels of  
11 PFASs in effluent from wastewater treatment plants in the  
12 San Francisco Bay that were collected in 2014. And this  
13 study found significant increases in levels of short-chain  
14 PFASs in the 2014 samples as compared to 2009 samples that  
15 were reported in a separate study of San Francisco Bay  
16 wastewater effluent. And this was concluded -- or this  
17 suggests a reflection of changes in the manufacturing  
18 process.

19 And then that study also found the highest levels  
20 of PFASs, including 6,2-fluorotelomer sulfate, or FTS, as  
21 well as PFOS, in two treatment plants receiving wastewater  
22 from areas where firefighting foam was used.

23 --o0o--

24 DR. PLUMMER: So I'll just talk a little bit  
25 about analytical methods. So PFASs are measured by



1 Department of Substances Control Environmental Chemistry  
2 Lab. And the existing method measures 12 PFASs and can be  
3 expanded to include additional ones, additional analytes.  
4 There is a second method that's being finalized for  
5 analysis of a wide range of PFASs, including  
6 polyfluorinated and short-chain compounds.

7 And then ortho-phthalates are measured by the  
8 other State lab for Biomonitoring California, the  
9 Environmental Health Lab at the California Department of  
10 Public Health. This phthalate method includes 10  
11 phthalate metabolites, as being expanded to include two  
12 additional ones. And there's some more details about this  
13 in the potential priority document that you received, and  
14 it's on the web as well.

15 And then this method can be further expanded to  
16 target additional phthalates or phthalate metabolites,  
17 and -- you know, pending identification of appropriate  
18 biomarkers for these.

19 --o0o--

20 DR. PLUMMER: And so that brings us to setting  
21 forth the options for the Panel today with regard to these  
22 two classes of chemicals. The Panel can recommend the  
23 class ortho-phthalates be added to the list of priority  
24 chemicals, recommend the class perfluoroalkyl and  
25 polyfluoroalkyl substances, or PFASs, be added to the list

1 of priority chemicals.

2 The Panel can defer consideration of one or both  
3 classes, or decide against adding one or both classes as  
4 priority chemicals.

5 And so with that, I'll take any questions.

6 CHAIRPERSON BRADMAN: So we have 10 minutes now  
7 for Panel questions about the presentation. And then  
8 we'll have an opportunity for public comment.

9 Dr. McKone.

10 PANEL MEMBER MCKONE: Yeah. Just a  
11 clarification, do -- I know it's in the write-up, but I  
12 can't -- what's the number -- roughly, the number of  
13 compounds in each class that we might be considering. I  
14 mean, there's the number that are commonly in use and then  
15 there's probably a greater number that could be in use.  
16 And most of these classes of chemicals, there are  
17 a smaller -- there -- a small set that are used in  
18 industry. I mean, I'm thinking like phthalates -- the  
19 regular phthalates. There's hundreds, but there's only a  
20 few that are really heavily used. Do we have a sense of  
21 that?

22 DR. PLUMMER: Yeah, I mean -- so I -- you know,  
23 in the slides today, you know, we've provided some  
24 examples. And, you know, for ortho-phthalates these were  
25 chosen, you know, for various reasons, you know, largely

1 for, you know, it's been found in the environment is one  
2 major reason.

3           The di-2-propyl heptyl phthalate has very high  
4 production volume. So these are definitely the ones that  
5 rose to the surface. And when I first started  
6 researching, you know, I had a very long list of  
7 phthalates that exist. And we don't really know --  
8 there's really -- it's kind of a, I wouldn't say infinite,  
9 list, but it's a pretty long list that we don't -- because  
10 our last production volume information is from 2012, which  
11 represents even earlier than that, it's hard to even say  
12 if there are more that are emerging. So this is sort of  
13 an example of ones that really rose to the surface -- so  
14 one, two -- like eight or so.

15           PANEL MEMBER MCKONE: But we're -- just to  
16 clarify, we're going to, if we vote to set these as  
17 priority, it will be the whole class --

18           DR. PLUMMER: Correct, Yeah, and that's the case  
19 for both.

20           PANEL MEMBER MCKONE: So that as the industry  
21 evolves and changes, you know, I'm assuming there will be  
22 some non-targeted assessment across the class to kind of  
23 watch what's showing up, because you may see -- you may  
24 see some, you know, really commonly showing up. And then  
25 those might disappear, because the industry switches over

1 for technical reasons or some other reason to another  
2 chemical in the exact same class, but with a little bit  
3 different structure, so --

4 DR. PLUMMER: Yeah, that's exactly correct.

5 PANEL MEMBER MCKONE: So we're covered if we  
6 do -- that's why we do classes, right? Just confirm that  
7 we're not picking out a handful but a full class so we can  
8 see or have the opportunity to monitor that whole class.

9 DR. PLUMMER: Yeah, exactly.

10 PANEL MEMBER MCKONE: Thank you.

11 CHAIRPERSON BRADMAN: Anymore Panel questions or  
12 discussion?

13 Dr. Bartlett[sic].

14 PANEL MEMBER BARTELL: I have a couple issues. I  
15 don't know if now is the best time or the longer  
16 discussion. It kind of gets into the details of, you  
17 know, maybe some reasons to consider prioritization, but I  
18 don't know if it's a question, per se.

19 DR. PLUMMER: I'll take whatever you want.

20 PANEL MEMBER BARTELL: Okay. Well, let me throw  
21 this out here then. So it strikes me in thinking about  
22 this decision, at least for PFASs that there are kind of  
23 two pretty relevant issues for considering whether or not  
24 to list these -- this broader group as priority chemicals.  
25 And I'd just be curious about, you know, your thoughts on

1 this.

2 One is metabolism. So a number of these  
3 chemicals that are not currently part of the priority list  
4 are actually potentially metabolized directly into  
5 chemicals that are on the priority list. So that's  
6 certainly true of the fluorotelomer alcohols, and Scott  
7 Mayberry has published some other work recently on how --  
8 it's probably true for diPAPs as well and PAPs.

9 And so, you know, that strikes me as one  
10 potential argument. It turns out metabolism can be pretty  
11 complicated. It's not entirely clear to the extent to  
12 which occurs in humans. But certainly in rodent studies  
13 there's some evidence that the diPAPs, for example, can be  
14 actually metabolized into PFOA and PFOS and things that  
15 are already listed as priority chemicals.

16 And that strikes me as maybe an important  
17 argument, so I'd like to hear any thoughts you have on  
18 that, and then I'll ask the second question after that.

19 DR. KROWECH: Okay. I think it's true -- this is  
20 Gail Krowech, OEHHA. So diPAPs -- certain diPAPs can be  
21 metabolized to PFOA, but they also can be measured, and,  
22 you know, by themselves. And it depends on the diPAP  
23 whether or not we actually measure that particular  
24 degradation product. Some of the newer compounds -- the  
25 newer PFASs that are based on the shorter chain, we

1 wouldn't be able to capture those, because for instance,  
2 the perfluorohexanoic acid is not currently a priority  
3 chemical. So that was one question -- was that the basis  
4 of your question?

5 PANEL MEMBER BARTELL: Yeah, I guess you can sort  
6 of think of this in terms of pros and cons. Number one is  
7 that you do actually directly measure the metabolites to  
8 the extent that that occurs.

9 DR. KROWECH: True.

10 PANEL MEMBER BARTELL: On the other hand, if  
11 you're thinking about sort of how we're decreasing use of  
12 PFOA and PFOS, but not necessarily the diPAPs, then you  
13 know it might point to, okay, well, maybe these are very  
14 important to measure because they could remain higher for  
15 longer.

16 DR. KROWECH: And there are also very many, other  
17 than what we measure right now. There are just many, many  
18 PFASs that we don't really even know -- you know, we don't  
19 even know what those subclasses are or the individual  
20 compounds.

21 So, yeah, I think that we -- it's true, a certain  
22 segment will go -- will be degraded or metabolized to our  
23 known priority compounds, but we'd be missing a lot.

24 PANEL MEMBER BARTELL: Sure. Yeah. Okay. Thank  
25 you.

1           Second question I wanted to ask is I know --

2           MS. HOOVER: Talk into the mic.

3           PANEL MEMBER BARTELL: Oh, sorry.

4           Yeah, the second questions I'd like to ask is I  
5 know in the last year or so, I think EPA came out with a  
6 report with some evidence -- new evidence that --  
7 suggesting or implicating PPAR-alpha is a sort of common  
8 mechanism for a variety of PFASs. I don't -- I'm not a  
9 toxicologist. I don't follow that literature too closely,  
10 but I was wondering if that also potentially plays a role  
11 or has implications in thinking about sort of listing  
12 PFASs as a class for priority.

13           DR. KROWECH: Yeah, I think we were looking in --  
14 you know, at the whole class. There are many, many  
15 mechanisms that could be involved, but we were really  
16 looking at exposure to the entire class, most of which  
17 hasn't been studied.

18           DR. SANDY: Sure. And this is Martha Sandy,  
19 OEHHA. I think several of the other health effects  
20 observed with members of this class. Right now, we don't  
21 have any indication that PPAR-alpha is involved in that,  
22 but -- yeah.

23           PANEL MEMBER BARTELL: Just to clarify, you know,  
24 one of the reasons I'm asking this, and I'm sure there may  
25 be a lot of just independent considerations about exposure

1 that should come into play when proposing this, but, you  
2 know, as I see on the, I think, third slide here, the  
3 second bullet point, you know, on criteria for  
4 recommending priority chemicals. One of them is the  
5 likelihood of a chemical being carcinogenic -- a toxicant  
6 based on peer-reviewed health data, of which there's not  
7 very much for most of these PFASs.

8 But then it goes on to say also, or potentially  
9 based on chemical structure or the toxicology of  
10 chemically related compounds. And that's what sort of  
11 gets me thinking along this track, and, you know,  
12 wondering what the evidence is that might lead us on the  
13 second two points?

14 DR. KROWECH: We discussed -- most -- you know,  
15 the research that we were able to locate on the newer --  
16 new to us PFASs in the potential designated document, and  
17 so we're referring to that. And there -- you know, there  
18 was indication in that document of, for instance, covalent  
19 binding and, you know, various indications of potential  
20 toxicity.

21 CHAIRPERSON BRADMAN: I'll speak up. I just have  
22 a question too. It seems from the presentations that from  
23 a laboratory point of view expanding the methods to  
24 include both the phthalates or the PFOS, but, you know,  
25 depending on the respective laboratory that that is



1 feasible, and not, I guess, unduly burdensome or expensive  
2 or -- is that a yes?

3 MS. HOOVER: This is Sara. I'm just -- you know,  
4 to speak for the lab, and the lab can certainly pipe up.  
5 I mean, the idea -- and I want to make really clear that  
6 the examples we're listing -- we're not necessarily saying  
7 we're going to run out and try to measure those. So the  
8 idea is by listing as a class the benefit, as everyone  
9 knows and Tom eloquently put, is it allows us, if a new  
10 member -- if a new PFAS is cropping up, it's like, oh,  
11 this is really important, or there's new toxicity  
12 information we want to target a particular one, this  
13 allows us to do that, you know, going forward. Like,  
14 that's -- and that's already -- we're actually already  
15 captured in the designated list that's true. By elevating  
16 it to priority, you're saying, yes, we want you to -- you  
17 know, we want you to focus on that going forward. We  
18 could already chose to do it as a program, but this is the  
19 Panel's opportunity to elevate it and say we think these  
20 classes are important for you to track going forward and  
21 keep an eye on emerging chemicals.

22 DR. KROWECH: I could say a little bit more about  
23 the toxicology -- sort of interesting that there was one  
24 study on diPAPs that we were able to locate. And that  
25 study showed that several of them affected

1 steroidogenesis. So I think there is information -- the  
2 problem is we have this whole group that has been so  
3 poorly studied.

4 MS. HOOVER: Did you have a follow up or did we  
5 answer your question well enough?

6 Talk into the mic, please.

7 PANEL MEMBER BARTELL: No, on both counts.

8 (Laughter.)

9 PANEL MEMBER BARTELL: I think the discussion was  
10 somewhat helpful, but I guess I still have lingering  
11 questions about what the toxicity data are really, as a --  
12 you know, which is a hard question to even formulate when  
13 you have such a broad mix of chemicals, I guess. But  
14 maybe we should move on.

15 CHAIRPERSON BRADMAN: No more questions then from  
16 the Panel right now, so why don't we have an opportunity  
17 for public comment. And we have two comments from people  
18 in the audience. And then after that, if there's anyone  
19 who sent in email, we can hear from that.

20 So first, Veena Singla from Natural Resources  
21 Defense Council.

22 DR. SINGLA: Hi. Veena Singla with NRDC. And I  
23 wanted to speak in support of recommending both these  
24 classes as priority chemicals. On the -- I wanted to talk  
25 a little bit more about the first criteria, which was the

1 degree of potential exposure. And what we've seen with  
2 both phthalates and PFASs, because they have such  
3 widespread use in applications and numerous consumer  
4 products, are kind of every day products, as well as food  
5 packaging, that there really is a high likelihood of  
6 widespread exposure to these classes of chemicals, as  
7 certain phthalates, or PFASs, are phased out and new ones  
8 come in. So I think it really does make sense to think  
9 about the class and the likelihood of widespread exposure  
10 as different chemicals in these classes are used in  
11 various applications and consumer products.

12 CHAIRPERSON BRADMAN: Then we had another comment  
13 from Erika Houtz from DTSC.

14 MS. HOUTZ: Yes. Hi. So I'm one of the people  
15 involved in doing some of the PFC, PFAS analysis. And I  
16 just wanted to make a few comments on the list of  
17 chemicals.

18 I definitely think it's -- yeah, it's an  
19 ever-evolving problem with kind of a moving target. But  
20 one of the things we were thinking about emphasizing  
21 within that list was the processing aids, which are used  
22 in a lot of different kinds of products and are something  
23 that you can potentially see at the same kinds of levels  
24 as PFOS and PFOA.

25 I also think firefighting foam can result in some

1 types of acute exposures, like the one -- well, I know the  
2 biomonitoring data was not particularly elevated in New  
3 Hampshire and the people who were drinking the  
4 foam-contaminated well. But I could see some compounds  
5 that are not in our current list that are really important  
6 as reflective of that type of acute exposure.

7 Another thing I wanted to point out is that some  
8 of these chemicals are relatively easy to add from sort of  
9 sample preparation, analytical point of view. There  
10 are -- I mean, they may be more challenging to QA/QC and  
11 they're just adding another chemical to go through and to  
12 report. But in a way, it's like you can kind of collect  
13 the data easily enough to decide if you want to use it or  
14 not. I know sometimes there's an obligation to report  
15 everything that you potentially measure.

16 And one other comment I wanted to make is that  
17 there are alternative methods that could get around the  
18 analyte by analyte analysis. That doesn't seem to be  
19 something that we're pursuing in this arena, but there are  
20 sort of like total fluorine methods or total  
21 polyfluorinated chemical methods that we could potentially  
22 apply to get around sort of the numerous number of  
23 analytes issue.

24 So that's just the comments I wanted to make.

25 CHAIRPERSON BRADMAN: No, not here. Were there

1 any emails that were sent in?

2 MS. DUNN: No.

3 CHAIRPERSON BRADMAN: Okay.

4 DR. KROWECH: I just -- I wanted to follow up a  
5 little bit more on the tox, in that some of the  
6 fluorotelomer alcohols showed estrogenic activity. So  
7 some of them would have -- would be degraded to PFOA, but  
8 others -- they also showed it with 6,2-fluorotelomer  
9 alcohol, which would be degraded to the hexanoic --  
10 perfluorohexanoic acid, which is not on our priority list.  
11 And, again --

12 Okay. They also looked at bioactivation of some  
13 fluorotelomer alcohols as well as 6,2-diPAP, which was  
14 shown to covalently bind to glutathione, as well as --  
15 not as -- as well as proteins in plasma, liver, and  
16 kidney. So from what we -- we have been able to find  
17 several studies that suggest there's reason for concern  
18 there.

19 PANEL MEMBER BARTELL: So if I can ask a  
20 question. I guess --

21 MS. HOOVER: Use the mic, please, Scott.

22 PANEL MEMBER BARTELL: Oh, yeah. So if I'm  
23 hearing them, it sounds like they're -- you all may not be  
24 convinced there's a shared mechanism across -- of toxicity  
25 across this family of compounds that, you know, may

1 actually differ depending on, you know, which chemical  
2 you're looking at and --

3 DR. KROWECH: We don't know. There's a body of  
4 literature that showed bioaccumulation and toxicity were  
5 related to chain length, so we know that. But that the  
6 lower chain length PFASs haven't been well studied. And I  
7 just gave you a couple of examples from that where there  
8 were different toxicities that we're seeing.

9 PANEL MEMBER BARTELL: Okay. Thank you.

10 MS. HOOVER: This is Sara.

11 I just want to add one thing. And so I think  
12 it's important to remember again what Laurel said, which  
13 they're not joined by "and", so you don't have to meet  
14 each of those criteria. And that's important, and that's  
15 actually one of the reasons why we focus on exposure, and  
16 where we think there's a likelihood of exposure, partly  
17 because of a dictate that the Panel has given to us, which  
18 is we want to catch things on the upswing, and we want to  
19 look at emerging chemicals and potentially less well  
20 studied chemicals.

21 So that's -- you could tell the angle of our  
22 presentation was more on exposure, so -- and, you know,  
23 the criterion is the likelihood of and, you know, based on  
24 structurally similar chemicals. But again, you don't have  
25 to think that you have to meet -- there's not like a

1 burden to meet each criterion.

2 PANEL MEMBER BARTELL: That is very helpful. I  
3 mean, I'm very convinced on the first and third bullet  
4 points. I mean, there's no doubt that these compounds are  
5 still around, and, you know, the industry is just shifting  
6 to different versions than the ones that were phased out.  
7 And, you know, I think you all but said that you have the  
8 ability to measure them, so I'm not worried about the  
9 third point.

10 I'm just scratching my head over the second  
11 bullet point, and how to interpret that, you know, partly  
12 as being a new Panel member and trying to figure out the  
13 difference between the designated and priority chemicals.

14 CHAIRPERSON BRADMAN: Is there anymore  
15 discussion, Panel members?

16 I know -- I'll chime in if there's not. I mean,  
17 one point I would make is that in -- I think these  
18 particular groups of compounds are analogous to previous  
19 cases where we've elevated a class of compounds to a  
20 priority chemical group. And one example might be  
21 brominated flame retardants, where we, you know, knew from  
22 historical reasons that there's a lot of exposure to  
23 compounds that had similar chemical structures, and new  
24 forms were coming onto the market, but they're all within  
25 a general class of concern in terms of exposure, and

1 potentially health.

2           And I know, at least on my individual basis that  
3 it seems to me we have an analogous situation, where we  
4 have a group of phthalates and PFAS compounds that are  
5 similar to prior analytes that we've identified as  
6 designated -- priority chemicals, in that it -- you know,  
7 I think it makes sense from a Program point of view to  
8 group these as a class, so that way we have the freedom to  
9 investigate any individual compounds that, you know, raise  
10 kind of longer term exposure and health concerns.

11           PANEL MEMBER SCHWARZMAN: Can I just echo --

12           CHAIRPERSON BRADMAN: Sure.

13           PANEL MEMBER SCHWARZMAN: I just wanted to echo a  
14 piece of that, which is I think something that comes out  
15 very clearly in the material that you've provided to us is  
16 the dynamic nature of the industries that are producing  
17 both of these classes of compounds. And I think it  
18 requires a parallel dynamic capacity in the program, and  
19 that we have the chance to give that -- or to help you  
20 have that dynamism by prioritizing this -- both of these  
21 classes.

22           MS. HOOVER: And, Asa, can I just add? I just  
23 wanted to clarify, because -- to make it really clear.  
24 These -- both of these classes are on our list of  
25 designated chemicals, which means we could choose to



1 measure them. So today, it's true. Actually, Meg said it  
2 well. We also have to prioritize -- you know we have to  
3 prioritize what we're doing. So by the Panel saying, yes,  
4 these classes are priorities, then that says yes you  
5 should go, you know, work on the method for these. You  
6 should track these. So it gives the Panel's guidance to  
7 the Program that you think these classes are worth, you  
8 know, prioritizing in our many duties.

9 CHAIRPERSON BRADMAN: Right, as -- they warrant  
10 that level of attention.

11 MS. HOOVER: Exactly.

12 PANEL MEMBER SCHWARZMAN: And if I could add one  
13 other thing actually. To me, partly, it's the absence of  
14 some toxicological information that is particularly of  
15 interest here. And because we have the opportunity to  
16 prioritize chemicals because of their likelihood of  
17 exposure, it gives us the opportunity to gather a lot of  
18 information that might help us later on elucidate some of  
19 the toxicological properties also that are missing.

20 And so I'm glad that we have that flexibility,  
21 and that you have that flexibility and I guess I would  
22 support taking advantage of it.

23 CHAIRPERSON BRADMAN: Anymore discussion by the  
24 Panel or would somebody like to make a motion to raise --  
25 well, why don't we deal with first the ortho-phthalates to

1 identify them as a priority chemical. You want to make  
2 that motion?

3 PANEL MEMBER MCKONE: Can we do both at once  
4 or --

5 CHAIRPERSON BRADMAN: What was that?

6 MS. HOOVER: One at a time.

7 PANEL MEMBER MCKONE: One at a time.

8 CHAIRPERSON BRADMAN: Do you want to make motion?

9 PANEL MEMBER MCKONE: So I would make a motion  
10 that we recommend the class ortho-phthalates --

11 MS. HOOVER: Can you speak into the microphone?

12 PANEL MEMBER MCKONE: Hmm?

13 CHAIRPERSON BRADMAN: I have some language here.  
14 If you want, I can --

15 PANEL MEMBER MCKONE: Well, I have to read it,  
16 that's why -- I put my face down to read it. I don't want  
17 to make a mistake.

18 (Laughter.)

19 PANEL MEMBER MCKONE: All right. There we go.  
20 Okay. So again, I move that we recommend the class of  
21 ortho-phthalates be added to the list of priority  
22 chemicals.

23 PANEL MEMBER SCHWARZMAN: Second.

24 CHAIRPERSON BRADMAN: Okay. We have a vote. Why  
25 don't we start with Dr. Bartell.

1 PANEL MEMBER BARTELL: Yes.

2 PANEL MEMBER QUINTANA: Yes.

3 CHAIRPERSON BRADMAN: Yes.

4 PANEL MEMBER SCHWARZMAN: Yes.

5 PANEL MEMBER KAVANAUGH-LYNCH: Yes.

6 PANEL MEMBER MCKONE: Yes.

7 CHAIRPERSON BRADMAN: Okay. So I think we've  
8 completed that motion. And clearly, there's a unanimous  
9 recommendation here.

10 Does anyone -- would anyone like to make a motion  
11 that we include the perfluoroalkyl and polyfluoroalkyl  
12 substances, abbreviated PFAS, to be included as priority  
13 chemicals in the California Environmental Contaminant  
14 Biomonitoring Program?

15 Would someone else like to make that motion?

16 PANEL MEMBER SCHWARZMAN: I would make that  
17 motion, sure.

18 CHAIRPERSON BRADMAN: Okay. Well, here, I'll  
19 read this language here.

20 Dr. Schwarzman motions that the chemical class  
21 perfluoroalkyl and polyfluoroalkyl substances be included  
22 as priority chemicals in the California Environmental  
23 Contaminant Biomonitoring Program.

24 So why don't we start from the left, if we --

25 MS. HOOVER: Second.

1 PANEL MEMBER MCKONE: Do we have to second the  
2 motion.

3 CHAIRPERSON BRADMAN: Oh, that's true. Does  
4 anyone second the motion.

5 PANEL MEMBER MCKONE: Second.

6 CHAIRPERSON BRADMAN: Okay.

7 PANEL MEMBER MCKONE: Aye, yes.

8 PANEL MEMBER KAVANAUGH-LYNCH: Yes.

9 PANEL MEMBER SCHWARZMAN: Yes.

10 CHAIRPERSON BRADMAN: Yes.

11 PANEL MEMBER QUINTANA: Yes.

12 PANEL MEMBER BARTELL: Yes.

13 CHAIRPERSON BRADMAN: Okay. So we have two  
14 unanimous recommendations to elevate these designated  
15 chemicals as a class to be priority chemicals for the  
16 Biomonitoring Program.

17 And this point then, I think we want to introduce  
18 Sara again who will be making a brief announcement about  
19 possible agenda items for 2016 for the Panel.

20 (Thereupon an overhead presentation was  
21 presented as follows.)

22 MS. HOOVER: Okay. Thank you so much. And  
23 thanks for a great meeting today.

24 So what we wanted to do with this item is  
25 basically just announce some ideas and themes we've come

1 up for 2016. We actually originally scheduled it just for  
2 questions only, because we didn't have time, but now we do  
3 have a little time. So if the Panel wants to talk about  
4 it or discuss it a little, we actually would have time for  
5 that.

6 So some possible themes. And I want to say at  
7 the outset that a number of the slides are interlinked, so  
8 you'll see common themes. So -- and this relates back to  
9 some of the priorities that Michael DiBartolomeis was  
10 alluding to in his update talk and that we've talked to  
11 you about.

12 So one theme is just consumer product chemicals,  
13 in general, and we've had that recurring theme really  
14 since the beginning of the Program; discussing an  
15 intervention study, for example, our FREES study or  
16 studies like that; chemical selection activities related  
17 to consumer product chemicals. We've also had discussions  
18 about collaboration with the Safer Consumer Products  
19 program and Safe Cosmetics Program and we want to continue  
20 that going forward.

21 We're also very interested in continuing to talk  
22 about environmental justice as a focus for the Program.  
23 It's in our enabling legislation, and we're just sort of  
24 highlighting that as a key component of our future  
25 studies. An example would be further discussion of diesel

1 exhaust and further discussion of our collaboration with  
2 the CalEnviroScreen program in OEHHA.

3           And then a really important point that's been  
4 brought up actually a number of times by the Panel over  
5 the years and within OEHHA is the topic of biomonitoring  
6 children. For example, we might consider biomonitoring  
7 children in the context of pesticides. And I'll say more  
8 about that in a bit. Or maybe I would say more right now.  
9 Let me say a little bit more right now what I mean.

10           The reason why we're highlighting pesticides for  
11 children is, for example, with pet pesticides and the  
12 possibility of high levels of exposure for children, so  
13 that's the link there. And then collaborations with the  
14 Environmental Health Tracking Program in that regard.

15                           --o0o--

16           MS. HOOVER: Back to chemical selection  
17 activities here. So pesticides. You may recall that the  
18 Panel already previously screened some pesticides. So we  
19 would go back and follow up on some of those. We also  
20 have the desire to research other high use, high exposure  
21 pesticides.

22           With regard to some components of consumer  
23 products, we've had on our list to go back and do a  
24 preliminary screen of UV stabilizers. And this is, for  
25 example, chemicals related to BP-3. So we found in

1 California, you know, in firefighters we found high levels  
2 of BP-3.

3 And I'm pleased to announce that actually today  
4 this morning we found out that our paper has been finally  
5 accepted into Environment International. It's going to go  
6 into the proof stage. So we wanted to follow up on  
7 related compounds and conduct a preliminary screen with  
8 the Panel.

9 And then we want to continue scoping research on  
10 other consumer product chemicals, for example, fragrance  
11 chemicals. And then we have this -- we do have this  
12 effort that we're very interested in as a Program of  
13 non-targeted or semi-targeted screening where you do a  
14 more broad analysis of samples for similar types  
15 chemicals. And we'd be interested in looking at those in  
16 terms of chemical selection activities.

17 --o0o--

18 MS. HOOVER: So again interlocking themes here,  
19 the environmental justice theme. With regard to diesel  
20 exhaust, we talked about this with the Panel. And  
21 1-nitropyrene was highlighted as important, and the only  
22 really known biomarker at this point. It's non-specific,  
23 but it's been shown to be useful.

24 And Dr. Bradman has conducted a pilot study with  
25 Dr. Chris Simpson of University of Washington and found

1 some very interesting results in children.

2 And then possibly discussing a follow-up  
3 collaboration, a larger collaboration, on measuring  
4 1-nitropyrene in Biomonitoring California.

5 As another environmental justice theme, again,  
6 we're continuing to work with CalEnviroScreen. For  
7 example, we've been using data in a pilot study to look at  
8 arsenic levels in drinking water from CalEnviroScreen to  
9 try to help us evaluate elevated levels of arsenic in the  
10 BEST study. So this is something we could bring to the  
11 Panel and discuss. Just as a reminder, I'm referencing  
12 all of these topics as just discussion topics with the  
13 SGP.

14 And, you know, we hope to, going forward -- and  
15 this has been brought up before, but we hope to go forward  
16 with CalEnviroScreen and explore possible options to  
17 identify impacted communities for future biomonitoring  
18 studies using the information from CalEnviroScreen.

19 --o0o--

20 MS. HOOVER: And now here we're back to  
21 biomonitoring children. Okay. So this is -- like I said,  
22 we've got these echoed themes. So again, pesticides,  
23 we're highlighting school site pesticides of potential  
24 interest with regard to biomonitoring children and pet  
25 pesticides. And we've talked about pet pesticides for a



1 number of years with the Panel.

2           And this is one we've done -- as I mentioned  
3 earlier, we've done chemical structure-based categories  
4 and we've done like a mix with functional-based, like  
5 brominated flame retardants. This would be a  
6 function-based category purely, pet pesticides. So that  
7 could be a potentially interesting thing to follow up on.

8           There's so many chemical exposures to consider in  
9 children. Again, the diesel exhaust pilot I alluded to.  
10 Other -- and just looking at other exposures of potential  
11 importance specific to children.

12           And then discussion of challenges and  
13 opportunities in biomonitoring children. We were talking  
14 about some of the challenges in results return with  
15 children, including children in studies. And we had a  
16 discussion of that with CDC in one of our meetings  
17 previously, at an SGP meeting.

18                               --o0o--

19           MS. HOOVER: So we also always want to bring to  
20 the Panel an in-depth discussion of our ongoing work. And  
21 here's some examples that we're considering for an  
22 in-depth discussion in 2016.

23           One is the FREES study that Michael talked about,  
24 which is looking at flame retardants, which is of  
25 particular interest to the Panel, as well as an EJ

1 component. There's the Asian-Pacific Islander Community  
2 Exposure Project. And this is of great interest also for  
3 EJ component reasons.

4 Measuring Analytes in Maternal Archived samples,  
5 will continue to revisit that as hopefully an  
6 approximation of a statewide sample.

7 And then we have been expanding our work on  
8 measuring organophosphate flame retardants and new  
9 bisphenols, and we'd want to come and talk to you about  
10 what we found there.

11 --o0o--

12 MS. HOOVER: And then what we'd like to try to  
13 do, and the reason why I was trying to group those as  
14 themes, is we like to make meetings that have a certain  
15 theme, or the morning session, the afternoon session has  
16 particular themes.

17 So with those topics in mind, we would identify  
18 possible guest speakers. In this case, we also have the  
19 opportunity -- so we've been very fortunate that CDC has  
20 come out for visits at the same time as the SGP meetings  
21 and brought CDC scientists to speak to us.

22 So some ideas, and this is more of an opportunity  
23 of which scientists might be able to come. For example,  
24 an inorganic expert to talk more about metal speciation,  
25 and then CDC's expert that is an expert both in tobacco

1 biomarkers and perchlorate. So these are very tentative,  
2 and it's just I want to gauge interest in these topics as  
3 guest speakers.

4 And then we would also hope to invite, for  
5 example, if we have an in-depth discussion of FREES, we'd  
6 want to bring a FREES collaborator as a guest speaker to  
7 talk more about that.

8 And then just in general, other experts on any  
9 topics of interest to the Panel.

10 --o0o--

11 MS. HOOVER: And I think that's it.

12 And as I mentioned, we do have a little time to  
13 talk about this publicly. We haven't firmed up our  
14 topics. And so I invite the Panel and the public to send  
15 any input that you have to the biomonitoring email.

16 So now I'll take questions and we have a bit of  
17 time to brainstorm ideas.

18 I think Jenny has a question.

19 CHAIRPERSON BRADMAN: Dr. Quintana.

20 PANEL MEMBER QUINTANA: I just had in terms of  
21 brainstorming, all those are great ideas. And I'd be  
22 happy with any of those, just to be clear. But I just had  
23 a couple things that came up after today's very  
24 interesting presentation from the states, and that I'm a  
25 relatively new member of the Panel and I know this was

1 discussed in the past, but not since I've been here, which  
2 is what makes California special? We just haven't had an  
3 explicit discussion about California. And we've had some  
4 discussion about what exposures might be unique here, like  
5 the flame retardants, but not so much about what  
6 populations are quite unique.

7 And so I was just thinking it might be  
8 interesting to revisit what is particularly of interest to  
9 us as Californians from the Guidance Panel perspective.

10 And the other thing is, following up on an email  
11 that I've been bothering Sara with off and on, which is an  
12 article came out in 2014, "New Exposure Biomarkers as  
13 Tools for Breast Cancer, Epidemiology, Biomonitoring, and  
14 Prevention:", by Rudel, 2014. And they have a specific  
15 list of biomarkers from animal studies which they felt  
16 were chemical biomarkers of chemical exposure, which they  
17 thought would be of interest in pursuing breast cancer.

18 And my understanding with -- from the history of  
19 this Program that breast cancer risk was one of the  
20 founding reasons for this Program. And so I thought maybe  
21 we could revisit that focus again too.

22 MS. HOOVER: Yeah, I think that's a great  
23 proposal. And I have looked at that paper, and it's  
24 definitely on our radar in our tracking. But I think, you  
25 know, kind of the idea, and also it was raised -- you

1 know, Meg raised that idea, the idea of looking at  
2 chemicals shown to cause breast cancer. That could be a  
3 potential interesting discussion topic.

4 CHAIRPERSON BRADMAN: Dr. Schwarzman.

5 MS. HOOVER: Go ahead, Lauren.

6 ACTING DIRECTOR ZEISE: I just wanted to let the  
7 Panel know that we are doing -- OEHHA is doing a health,  
8 and mostly, an exposure study of synthetic turf fields.  
9 And as part of that study, we are doing an Institutional  
10 Review Board report on potential biomonitoring and  
11 personal monitoring.

12 And we'd actually like to get some very early  
13 input on what a study might look like. We aren't funded  
14 to do the biomonitoring study yet, but we are funded to  
15 put together a protocol. So we're also hoping that we  
16 could get your wisdom on that. It does involve -- we  
17 think it probably should involve monitoring children. So  
18 just to put that out there for a comment as well.

19 CHAIRPERSON BRADMAN: When you say as a comment,  
20 for a comment now or for an agenda item for next March?

21 ACTING DIRECTOR ZEISE: Well, for an agenda  
22 item -- for an agenda item for a future meeting.

23 PANEL MEMBER SCHWARZMAN: I appreciate this  
24 presentation of possible topics. And I agree it all  
25 sounds rich and interesting. And I just wanted to pick up

1 on the idea that we had started exploring a little bit  
2 earlier about potentially grouping chemicals of interest  
3 by health outcome or by mechanism of action. And you  
4 mentioned a potential to collaborate with the folks in  
5 CalEnviroScreen and target potentially highly affected  
6 communities.

7 And I just started sort of thinking about how you  
8 might take that along kind of prevalent disease theme.  
9 So, for example, you could think of, you know,  
10 neurodevelopmental compounds that are suspected to affect  
11 neurodevelopment. And that's something that's seen a lot  
12 in the overburdened communities or zip codes is multiple  
13 chemical exposures that are out of proportion, or you  
14 could think of asthmagens similarly.

15 And I guess I would just propose that as a  
16 potential theme at some point is to explore what some of  
17 those disease outcome or pathway-oriented groupings might  
18 be, and particularly thinking of it in collaboration with  
19 CalEnviroScreen and targeting particular communities.

20 MS. HOOVER: Other questions or comments about  
21 this?

22 CHAIRPERSON BRADMAN: I just wanted to respond to  
23 Dr. Zeise's comments about the turf. You know, I think  
24 that's something that I would definitely be interested in  
25 talking about any topics within the Panel that are

1 relevant to biomonitoring.

2 I know it's a huge issue. I've gotten probably  
3 10 or 15 calls or contacts from people concerned about  
4 this at -- in Las Vegas at the International Society for  
5 Exposure Science. You know, there was probably a  
6 discussion with 15 people. I've had neighbors call me  
7 because of a new playground in our neighborhood. So I  
8 think there's a lot of interest in that. There's even an  
9 association of soccer moms that has --

10 (Laughter.)

11 CHAIRPERSON BRADMAN: -- Healthy Soccer, that's  
12 raising these issues. So to the extent that it's related  
13 to biomonitoring, I think that would be an interesting  
14 discussion.

15 MS. HOOVER: I mean, I'm just thinking of linking  
16 it to one of the themes we talked about, because we've  
17 also had a lot of inquiry -- we actually have had a fair  
18 number of inquiries about pesticides and school site  
19 pesticides. So, you know, school site exposures might be  
20 an interesting broader theme that would also capture turf  
21 and other exposures to children at school sites.

22 CHAIRPERSON BRADMAN: In terms of looking at  
23 school site pesticides, the DPR PUR database right now for  
24 school- and child-care related pesticide use is becoming  
25 much fuller and more complete. I interact with them on a

1 regular basis. And because of revisions to the Healthy  
2 Schools Act, there's much better reporting really starting  
3 this year, and fully implemented next year, on pesticide  
4 use in schools and child care settings.

5 And they're actually planning to publish some  
6 reports based on the PUR data. Again, this is not ag use.  
7 This is actually school site or child care site use. And  
8 that could be interesting to inform decisions here about  
9 what compounds to look for.

10 MS. HOOVER: I was kind of curious -- and, you  
11 know, like I said in the past, we talked a lot about pet  
12 pesticides. Is there interest in us looking more into  
13 that as a category?

14 CHAIRPERSON BRADMAN: I don't want to sound like  
15 a broken record here, but yes, capital letters. You know,  
16 I mean, I think that's a big issue. And some of the, you  
17 know, more concerning, you know, neonicotinoids,  
18 imidacloprids, and, you know, many of these things are  
19 used, right, in the environment, and on animals where  
20 little kids spend time, so I think that's kind of a  
21 natural.

22 MS. HOOVER: Okay. Well, like I said, you know,  
23 so it sounds like our concepts of themes are people  
24 generally like them and I like the additions that people  
25 have proposed. If people -- panel members and the public



1 have other concepts, I'd love to hear them.

2 And any public comment, at this point, any emails  
3 or any audience comments on any of these themes?

4 Okay.

5 CHAIRPERSON BRADMAN: One more comment from the  
6 Panel.

7 PANEL MEMBER SCHWARZMAN: I just wanted to pick  
8 up on Dr. Quintana's point about what is specific to  
9 California, but look at it through an occupational lens.  
10 And I don't, off the top of my head, apart from  
11 agriculture and pesticide exposures, know what is  
12 particular about California occupationally, but I think it  
13 would be -- it would be great to address that topic.

14 MS. HOOVER: Actually, I was thinking -- I was  
15 thinking the same thing at certain moments like workers.  
16 I was having an interesting conversation about turf with  
17 Dr. Melanie Marty, who's the Deputy under Lauren, and, you  
18 know, for synthetic turf workers as a potential concern.  
19 So -- and I -- you know, like farmworkers was raised too.

20 So I think that's a great idea. I think looking  
21 at worker -- other worker populations, you know, looking  
22 back at that in California is a really good idea. I mean,  
23 there's lots and lots of good ideas. So at some point,  
24 we'll have to narrow it down into three meetings.

25 So, yeah, if you also have your favorite ideas or

1 your, you know, particularly high priority ideas,  
2 definitely let us know about that.

3 Okay.

4 CHAIRPERSON BRADMAN: I'm sorry?

5 MS. HOOVER: Open public comment.

6 CHAIRPERSON BRADMAN: Right. So at this point  
7 then, we have an open public comment period for -- on --  
8 this can be on any topic related to the Program or  
9 biomonitoring, if there's any additional comments from  
10 anyone listening on-line or in the audience here.

11 DR. SINGLA: Just one comment on the last topic  
12 that was discussed in terms of kind of unique worker  
13 populations in California. And one thought I had was the  
14 Asian population and workers in nail salons and beauty  
15 salons might be another interesting worker population to  
16 look at.

17 CHAIRPERSON BRADMAN: It looks like we don't have  
18 any more comments.

19 So at this point, I guess we can formally adjourn  
20 the meeting. But before we do that, I just want to  
21 actually note that perhaps unconsciously we came back to  
22 the issue of worker exposures and health. And maybe  
23 that's an example of Julia Quint's presence that is still  
24 here.

25 So with that --

1 MS. HOOVER: There's a few announcements. Check  
2 your agenda.

3 CHAIRPERSON BRADMAN: Oh, there's another page.  
4 (Laughter.)

5 CHAIRPERSON BRADMAN: So I want to announce a  
6 couple things, that the transcript of this meeting will be  
7 posted on the Biomonitoring California website when it's  
8 available. And all the presentations that were presented  
9 today will be available in a few days. They're not there  
10 yet, but they will be very shortly. And then the next  
11 Scientific Guidance Panel meeting will be March 3rd, 2016,  
12 and that will be in Sacramento.

13 So with that, I think we can adjourn this  
14 meeting. Thanks.

15 (Applause.)

16 (Thereupon the California Environmental  
17 Contaminant Biomonitoring Program, Scientific  
18 Guidance Panel meeting adjourned at 4:25 p.m.)  
19  
20  
21  
22  
23  
24  
25

## C E R T I F I C A T E O F R E P O R T E R

I, JAMES F. PETERS, a Certified Shorthand Reporter of the State of California, do hereby certify:

That I am a disinterested person herein; that the foregoing California Environmental Contamination Biomonitoring Program Scientific Guidance Panel meeting was reported in shorthand by me, James F. Peters, a Certified Shorthand Reporter of the State of California, and thereafter transcribed under my direction, by computer-assisted transcription.

I further certify that I am not of counsel or attorney for any of the parties to said meeting nor in any way interested in the outcome of said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand this 3rd day of December, 2015.



JAMES F. PETERS, CSR  
Certified Shorthand Reporter  
License No. 10063