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ROUND-TABLE DISCUSSION OF
REPORT ENTITLED "THE RELATION OF
LEAD-CONTAMINATED HOUSE DUST
AND BLOOD LEAD LEVELS
AMONG URBAN CHILDREN"

Columbia Inn
Columbia, Maryland
June 23, 1994

Reported by:
Rita M. Rosellini, RPR-CM

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2 1 WARREN GALKE: We're ready to begin. I
2 would like to say welcome. My name is Warren Galke. I'm
3 the National Center for Lead-Safe Housing's Director of
4 Research and Evaluation. And I would like to thank all of
5 you for taking your time to help us look at what I think
6 is a very provocative piece of research that has been
7 conducted for the Center by the University of Rochester
8 and was supported by funds from the Department of Housing
9 and Urban Development with technical assistance in the
10 design and implementation from the Centers for Disease
11 Control and the U.S. EPA.

12 What I would like to do first is introduce
13 our peer review panel members so that everybody sitting
14 around the table knows who everyone is. And what I would
15 like to do is start with Harriotte Hurley, and the reason
16 I'm starting with her is that she is the most easily
17 identifiable person on the peer review panel.

18 HARRIOTTE HURLEY: Wait a minute. You want
19 to explain that?

20 WARREN GALKE: I say nothing. Harriotte,
21 why don't you say where you're from and what your

2 1 background is.

2 HARRIOTTE HURLEY: I'm Director of
3 Laboratory Services.

4 WARREN GALKE: Would you speak up. We are
5 recording this session for posterity's sake, so what we're
6 going to ask is when you start to speak, every time use
7 your name, last name is sufficient, and speak loudly. And
8 if you can't hear us, somebody raise a hand and that will
9 be the signal for everybody to speak more forcefully.

10 HARRIOTTE HURLEY: Harriotte Hurley. I'm
11 Director of Laboratory Services for Clayton Environmental
12 Consultants. My background is all laboratory industrial
13 hygiene and environmental. I have about 17 years'
14 experience managing industrial environment in
15 laboratories. Also have worked with the American
16 Industrial Hygiene Association, which has recently
17 developed an accreditation program, and the accreditation
18 program is off and running. We have about five accredited
19 labs right now, and I was very involved in that effort.

20 WARREN GALKE: Steve Rust.

21 STEVEN RUST: My name is Steve Rust. I'm a

2 1 research leader with Battelle, and I'm trained as a
2 2 statistician, and for the past several years have been
3 3 working primarily for the EPA. I have been working on
4 4 modeling and statistical analysis of problems associated
5 5 with lead.

6 WARREN GALKE: Okay. Mike Rabinowitz.

7 MICHAEL RABINOWITZ: Well, my name is
8 Michael Rabinowitz. I'm a geochemist by training. I'm an
9 associate scientist at the Marine Biological Laboratory in
10 Woods Hole, Massachusetts, not to be confused with Woods
11 Hole Oceanographic Institution. Two separate
12 institutions. I've had an interest in lead for, I guess,
13 approximately 20 years. Environmental lead and movement
14 of lead into children and within the body.

15 WARREN GALKE: Routt Reigart.

16 ROUTT REIGART: My name is Routt Reigart.
17 I'm a pediatrician from Charleston, South Carolina. I've
18 been working in lead prevention activities since about
19 1972. Really not much else to say.

20 WARREN GALKE: Chuck Rohde.

21 CHARLES ROHDE: I'm Chuck Rohde. I'm

2 1 chairman of the Department of Biostatistics at Johns
2 Hopkins. I'm trained as a statistician. In the last half
3 dozen years or so, I've been working in environmental lead
4 problems with Mark Farfel and people at EPA and Battelle
5 and others.

6 WARREN GALKE: Okay. And one thing he
7 didn't say, when Michael Rabinowitz introduced himself, is
8 that he is the chairman of our peer review panel. The
9 natives are getting restless next door. I was joking.
10 Okay.

11 Formally I would like to go around the table
12 and have people just say your name and your affiliation,
13 but I will take a second to introduce the executive
14 director of the center, and that's Nick Farr, who is
15 sitting in the pink shirt and the bow tie. And that's
16 what I'll say.

17 We're keeping this real short so all of you
18 have all the time you need to comment about the study.
19 Bruce, oh, I apologize. One key thing to do is introduce
20 the University of Rochester staff who are here for the
21 presentation, and I'll introduce Dr. Bruce Lanphear, who

2 1 is the project leader principal investigator, and I'll let
3 2 him introduce the rest of his staff. Bruce is a pediatric
4 3 M.D. Right?

3 4 BRUCE LANPHEAR: I'm actually not a
5 5 pediatrician, but I am in the Department of Pediatrics.
6 6 my background is in public health and preventive medicine.
7 7 And with me today are a few of the members of the
8 8 Lead-In-Dust Group. Michael Weitzman, who is also within
9 9 the Department of Pediatrics. Mary Emond, who is within
10 10 the Department of Biostatistics. Shirley Eberly, who is
11 11 within the Department of Biostatistics. Nancy Winter, who
12 12 is the program or project director. I've never gotten
13 13 that right in the last year. And I think that's all of us
14 14 that are here today.

15 15 WARREN GALKE: Okay. And then what we'll do
16 16 is start with Ron Jones here and just circle around and
17 17 then we'll begin.

18 18 RON JONES: Hi. I'm Ron Jones from the
19 19 National Center for Lead-Safe Housing.

20 20 SCOTT CLARK: Scott Clark, University of
21 21 Cincinnati.

3 1 DAVID JACOBS: Dave Jacobs. I'm also with
2 Lead-Safe Housing.

3 MARK FARFEL: Mark Farfel.

4 STEVE WEITZ: Steve Weitz, Department of
5 Housing and Urban Development.

6 JANET REMMERS: Janet Remmers, EPA.

7 MARCUS PEACOCK: I'm Marcus Peacock. I'm
8 with the consulting firm of Jellinek, Schwartz and
9 Connelly. I'm here representing the Lead Industry
10 Association.

11 PAT McLAINE: I'm Pat McLaine for the
12 National Center for Lead-Safe Housing.

13 HEIDI MOST: Heidi Most with the National
14 Center for Lead-Safe Housing.

15 WHITNEY LONG: Whitney Long, National Paint
16 and Coatings Association.

17 NISHKAM ARGARWAL: Nishkam Agarwal, EPA.

18 KAREN HOGAN: Karen Hogan.

19 BRION COOK: Brion Cook, EPA.

20 ROB ELIAS: Rob Elias, EPA.

21 (Unable to hear individuals identify

3 1 themselves.)

2 ELLEN TOHN: Ellen Tohn, Alliance to Prevent
3 Childhood Lead Poisoning.

4 JOHN WILSON: John Wilson from the National
5 Center.

6 WARREN GALKE: Okay. Thank you all. And
7 what we'll do first is have a formal presentation by Bruce
8 regarding the study and then I will take five minutes
9 after that and lay out how the peer review process will
10 work, and then turn the session over to Mike Rabinowitz to
11 actually run the session during the day. Okay.

12 Bruce?

13 BRUCE LANPHEAR: Okay. Probably will not be
14 too formal, since I'm doing it. I played with the slide
15 just for a minute beforehand and there's this nice dull
16 clunk that happens when you change slides, but it seemed
17 to work, so we'll see how that happens. Make sure it
18 doesn't cause us problems.

19 Can everyone hear me pretty well? Please
20 remind me, stick your hand up in the air if I start to
21 mumble.

3 1 As all of you that are here today are aware,
2 childhood lead poisoning, which was once considered an
3 acute self-limiting disease, is emerging as an important
4 chronic health condition among children, and in some
5 extent in adults.

6 The recognition that low-level lead exposure
7 is a significant hazardous prompted the development of
8 standards and intervention aimed at preventing exposure
9 before it happens, which contrasts to the current standard
10 today, or the current practice today, of screening
11 children to identify those who have already been exposed.

12 Now, this study took place at the University
13 of Rochester in the City of Rochester, and as Warren
14 already pointed out, was funded by the U.S. Department of
15 Housing and Urban Development and was designed very much
16 as a collaborative effort, and that design was modified to
17 some degree at the University, but was largely designed in
18 collaboration with the National Center, EPA, CDC, HUD and
19 other expert reviewers around the country.

20 As I mentioned, there is an effort towards
21 trying to move towards primary prevention. A few years

3 1 ago, there were adopted by HUD and some states
2 postabatement clearance standards for lead-contaminated
3 dust, and these were set using the Wipe Method, which I'll
4 talk to you a little bit about today, and these were set
5 at for floors 200 micrograms per square foot, for window
6 sills, interior window sills, 500 micrograms per square
7 foot, and window wells at 800 micrograms per square foot.

8 We've looked at both carpeted and
9 noncarpeted floors, and the data I'll show you, I'll just
10 lump those two together in terms of comparing with this,
11 but there was not a standard specifically set for carpeted
12 floors as a part of the postabatement standard.

13 In 1992, the EPA was mandated to promulgate
14 a health-based dust lead standard for children primarily
15 in residential dwellings. However, the data necessary to
16 develop that type of a standard is currently limited.

17 Previous studies have clearly shown that
18 lead-contaminated dust is a significant contributor to
19 children's lead intake, but in terms of using that data to
20 develop the standard, there are some problems with simply
21 taking those studies and making some extrapolations. Some

3 1 of them were small sample sizes. Some of them included
4 2 children who only had what we now consider to be
3 moderately or more high blood lead levels. They may have
4 included children who had lead exposure elsewhere and as
5 you'll see in a little bit, we've tried to, as much as
6 possible, reduce children's exposure to other sites than
7 their primary residence.

8 And they typically only use either a Vacuum
9 Method or a Wipe Method or in some cases a dust pan, so it
10 was hard to compare different methods based upon published
11 literature. So the specific aims of this study were to
12 determine whether the relation of lead loading, that is,
13 micrograms per square foot, and lead concentration, that
14 is, micrograms per gram of dust, or parts per million, in
15 house dust and the blood lead levels among urban preschool
16 children controlling for other potential sources,
17 environmental exposure to lead, to determine a risk of a
18 child developing elevated blood lead levels on the basis
19 of a known level of lead in house dust. And to determine
20 whether a Vacuum Method or a Wipe Method of measuring
21 lead-contaminated house dust are better correlated with

4 1 children's blood lead levels.

2 The inclusion criteria were set up first to
3 identify those children who are in the age group at
4 highest risk, that is, children age 12 to 30 months of
5 age, and to try to minimize the exposure to lead from
6 other sites, again, away from their primary residence, so
7 that these children had to live in the same house since
8 six months of age. They had to spend a limited amount of
9 time away from the house, which we arbitrarily designated
10 as less than 20 hours per week. They could not have a
11 known history of a medical or environmental intervention
12 or an elevated blood lead. They could have a history of
13 an elevated blood lead, but not some medical or
14 environmental intervention for that, and that includes
15 iron therapy in the last two months, oral iron therapy.
16 There could not have been any major home renovation in the
17 past 12 months, which we took about two weeks to define
18 that. We essentially limited it to anything greater than
19 one wall or one wall of windows or one ceiling surface.
20 And there could not be any adults who were employed in an
21 industry that potentially involved exposure to lead or

4 1 worked in a hobby that involved lead exposure.

2 The study design was set up as using a
3 random sampling frame. That is, we took approximately
4 5,000 live births from three urban hospitals and randomly
5 permuted those to develop a list of all children born
6 between March 1st, 1990 and September 30, 1992. It was a
7 cross-sectional study design that ultimately involved 205
8 children living in 205 residences. We did a significant
9 sampling of siblings, but that's not going to be included
10 in any of the analysis today.

11 After families agreed to participate, and
12 were determined to be eligible, an environmental field
13 team visited their home to obtain multiple measures of
14 household dust, water, paint and soil lead and to
15 ascertain family characteristics and children's behaviors
16 and activities that we believed would have an effect on
17 their exposure to lead.

18 Blood sampling was done by venipuncture and
19 all samples were tested in triplicate for precision of
20 plus or minus one microgram per deciliter of lead, and we
21 also obtained ferritin levels at the same time.

4 1 One of the questions that we had to deal
2 with in the comments was what kind of quality assurance
3 did we have for the actual collection of blood. And what
4 we had done was make sure that every phlebotomist had gone
5 through the supervisor of the School for Phlebotomy
6 Technicians at Rochester General Hospital, which entailed
7 at least one full day of observation, and was emphasized
8 in meticulous collection. Beyond that, there was not any
9 specific QA/QC of the phlebotomists in the field.

10 One of the other questions that I just
11 wanted to make sure I identified too is that in the final
12 report we tentatively said there could be some problem
13 with ferritin, which I'm happy to say there is not any
14 problem with ferritin.

5 15 We used, in the first phase of this study, a
16 laboratory that allowed the blood samples for ferritin to
17 sit around for 24 hours or sometimes 48 hours in some
18 cases, which does not affect ferritin. A different
19 laboratory used a different protocol, but they were
20 concerned with transference saturation, which is
21 completely different. So I made that final comment in the

5 1 report. You can either ignore it or realize it. It has
2 been resolved.

3 Dust measurements. We obtained side-by-side
4 dust samples using three different methods. And I'm not
5 trying to highlight the Wipe Method for any particular
6 purpose. I just used that as one presentation a few
7 months ago.

8 We used the Wipe Method which was first used
9 for sampling lead in Rochester back in the early 1970s.
10 We used the Dust Vacuum Method, which we call DVM. I
11 understand it's also called the Microvac in Cincinnati.
12 That's probably the more appropriate term. We used the
13 Baltimore Repair and Maintenance method, which is a high
14 flow vacuum, and it during the study also changed
15 terminology. It used to be called the HVS in our study.
16 Now it's the BRM. I just couldn't make the changes again,
17 Scott, to update all the different terminology. But these
18 were the three methods that we used to collect dust in
19 each of the residences.

20 Most of you probably are aware, but with the
21 Wipe Method, you can only collect the density or loading

5 1 of lead-contaminated dust, and with the two vacuums, you
2 can measure both loading and concentration.

3 Eleven interior dust samples were collected
4 with each dust collection method for a total of 33
5 interior dust samples. In some cases it was a few more.
6 In some cases a few less. Often, for example, the child's
7 play area was the same as the living room, and you
8 obviously couldn't sample -- we could have. We chose not
9 to sample the same room twice.

10 Let me back up here. The locations where we
11 obtained the samples were from surfaces that we thought
12 were most accessible to children, that is, the floors and
13 the window sills, and surfaces that we thought were most
14 heavily contaminated with lead dust, and that was the
15 window well. Obviously the precedent that HUD had set
16 with their postabatement standard drove that largely.

17 The specific locations include the window
18 well, interior window sill and floor in the child's play
19 area, those same three surfaces in the child's bedroom,
20 the window well and the floor in the kitchen, the window
21 sill and the floor in the living room, if it was different

5 1 than the play area, and the floor in the entryway and the
2 porch, if there was a porch.

3 The midpoint of the room was selected for
4 sampling floors, unless the child had a specific play area
5 in that room. In that case, the play area designated was
6 sampled.

7 We defined the exact sampling area using a
8 one square foot disposal cardboard template that was laid
9 out on the floor and kept in place with masking tape. The
10 templates for window sills, interior window sills and
11 window wells, were constructed of masking tape and
12 measured after they were constructed to determine the area
13 of that surface.

14 The location of each sampling method with
15 respect to the other two methods was randomly assigned
16 using a sheet of adhesive labels that the technician would
17 take off and put on to the environmental collection form
18 so that each method had a similar chance of being measured
19 on an edge surface of a window sill or window well or the
20 center. Presumably, which our concern was, the edge might
21 be less dusty than -- I'm sorry. The edge might be more

5 1 dusty than the center, because things seem to gather in
2 cracks. We haven't actually looked at that yet, to look
3 at how the data differs by edge versus center measurement,
4 but we did it in a random fashion.

5 Paint lead measurements were done using a
6 portable X-ray fluorescence analyzer, and we used the
7 Microlead Warrington, Inc.

8 Each method was an average of three
9 measurements on each surface. These measurements were
10 taken in the three rooms at least and on any surface that
11 appeared to be damaged, any paint condition that was in
12 poor shape.

13 Soil sampling. There were two composite
14 core surface soil samples. One from the perimeter of the
15 foundation and one from any bare soil areas where a child
16 played, if there was, in fact, a bare soil area.

6 17 We also, halfway through the study, decided
18 to get both a fine and a coarse soil sample, because there
19 was some question that the core sample wouldn't be as well
20 correlated as the fine sample would be, because fine
21 particulates are going to stick to children's hands and

6 1 would give you a better indication of children's risk.
2 We'll talk a little bit more about what we found in a bit.

3 Two water samples were collected from the
4 kitchen faucet. First morning draw or flush, and a
5 one-minute flush by the parents. This was the only
6 environmental sample collected by the parents, but because
7 of the obvious concern of trying to leave the water
8 stagnant for eight hours, we didn't want to spend the
9 night with the families or overspend our welcome, either.

10 Statistical analyses included Pearson
11 correlation coefficients between the log of blood lead and
12 independent variables were calculated and all
13 environmental lead measurements were log transformed. We
14 log transformed the environmental lead measurements
15 because they were log normal in distribution and because
16 in every previous study, we noticed that that's what
17 researchers had done.

18 That was one of the comments that one of the
19 reviewers had brought up in the discussion, and we
20 certainly would like to have further discussion on that
21 today.

6 1 A multiple regression model was used to
2 identify variables independently associated with
3 children's blood lead, and logistic regression was used to
4 model blood lead for hypothetical dust lead standards, and
5 I'll describe that a little bit more when I get to it,
6 because, if not, we're probably going to forget anyway,
7 but we'll come back to that.

8 The results, this slide shows the
9 characteristics of the participating children. And maybe
10 before we do that, I can let you know, there were actually
11 215 children finally enrolled, ten of those, however, we
12 identified as not being eligible for several reasons. One
13 that actually lived right over the border of the city in
14 one case. We decided to exclude that child. A couple of
15 them were actually siblings, and to make sure that we
16 didn't have any problems with clustering, we removed two
17 siblings from that total of 215, and the siblings, if you
18 recall the sampling frame I talked about, you could have
19 two people from one house very easily on that sampling
20 frame, so in some case, we actually enrolled both kids.

21 In one case we only were allowed to sample

6 1 the kitchen, and the family tried to convince us that was
2 the only room they used, but we figured out Dad was
3 sleeping upstairs and we couldn't bother him, so that one
4 was also excluded from the analysis.

5 So of the 205, 44 percent of these children
6 were twelve to 18 months of age, and 28 percent were 18 to
7 24 months and 24 to 30 months of age. 42 percent of the
8 children were black and 42 percent were white. And eight
9 percent were Hispanic, and eight percent designated
10 themselves as other race or ethnic background.

11 The mean blood lead of participating
12 children was 7.7 micrograms per deciliter. 24 percent of
13 these children had a blood lead that was greater than or
14 equal to ten. Of the total, 7.8 percent had a blood lead
15 that was greater than or equal to 15 and three percent had
16 a blood lead that was greater than or equal to 20.

17 These were some of the mouthing behaviors
18 that were reported to us by the parents, or respondents.
19 In most cases, 95 percent or so that respondent was the
20 mother. 31 percent were reported to suck their thumb or
21 fingers. 27 percent were reported to put soil or dirt in

6 1 their mouths. 25 percent were reported to put their mouth
2 on the window sill. And 10 percent were reported to put
3 paint chips in their mouths.

4 Some of the family characteristics, 64
5 percent of the families reported that they lived in rental
6 housing. 55 percent had an household income of less than
7 \$15,500. 48 percent were single parent households. 17
8 percent reported that they stored food in cans after the
9 cans had been opened, and nine percent stated that they
10 ate or served using some form of pottery.

11 This slide shows the dust levels that are in
12 excess of the current HUD postabatement standard of the
13 205 residences. For the floors, two percent exceeded 200
14 micrograms per square foot. 17 percent exceeded the 500
15 micrograms per square foot for interior window sills, and
16 68 percent exceeded the standard for window wells.

7 17 DAVID JACOBS: Is that based on the Wipe
18 Method?

19 BRUCE LANPHEAR: Yes. Correct. This only
20 is looking at the Wipe Method.

21 These are correlations of blood lead with

7 1 environmental lead. Dust lead had a highly significant
2 correlation of .39 and these are all with the Pearson --
3 these are all Pearson correlation coefficients. Soil lead
4 .38 and .34 for the foundation and play area. Interior
5 paint lead was significantly correlated, but less so than
6 dust and soil. And water lead using the Pearson
7 correlation was not correlated with children's blood lead
8 levels, however, we found very low lead levels in the
9 water in this study. It may not be the same in Utica, New
10 York.

11 One of the specific aims that I mentioned
12 was to compare dust collection methods. And that probably
13 has been the most challenging from a statistical
14 standpoint. The first thing we did was -- well, the first
15 thing we did actually was to look at the Pearson
16 correlation coefficient for each of those -- the dust
17 collection methods. The order is very similar to this, so
18 I jumped ahead and wanted to report the adjusted slope,
19 that is, the percentage variation accounted for by each of
20 these dust collection methods for the BRM. The variation
21 accounted for using the average dust lead measure across

7 1 the house was 13.7 percent.

2 We determined the average by taking the sum
3 of each of the surfaces, so we took the sum of the window
4 wells, of the three window wells in each house, took the
5 average of that, and then averaged that with the other
6 three surfaces, so a total of four measurements that were
7 summed and averaged.

8 The wipe was next best in terms of the
9 percent variation explained, and that was at 10.1 percent.
10 The DVM loading was 5.9 percent. BRM concentration
11 actually explained a little more than the DVM, and then
12 the DVM in concentration was 3.2 percent of the variation
13 explained.

14 The one comment I want to make about this is
15 that in contrast to what we had expected, loading for both
16 of the vacuum methods was better than concentration. That
17 was one of the things that surprised us a bit.

18 UNIDENTIFIED VOICE: Better because the R
19 squared is higher?

20 BRUCE LANPHEAR: That's correct. Thank you.
21 And I should point out that this does not necessarily

7 1 suggest that each of these are statistically different
2 than one another, but that we put these in the order of
3 the R squared, the variation explained.

4 What I would like to do now is, for very
5 obvious reasons, we began to limit our analyses a bit, so
6 that instead of looking at all five dust collection method
7 measures, we chose two, and let me define dust collection
8 method measures. Even though it's a mouthful, we have
9 used it because it sometimes is helpful.

10 We had three dust collection methods. For
11 both vacuum methods, you could measure concentration as
12 well as loading. So, for example, on this slide, we have
13 three dust collection methods, but five dust collection
14 method measures.

15 The percent variation explained in the model
16 using the BRM found that dust lead loading explained most
17 of the variation or the highest amount of variation of the
18 variables that were included in the model followed by
19 black race, reported behavior of eating dirt, single
20 parent household, and ferritin levels.

21 The ferritin levels actually seemed to be in

7 1 the wrong direction, that is, we found higher ferritin
2 levels were associated with a higher blood lead, and that
3 contrasts with other studies which seem to suggest that
4 iron deficiency is associated with increased levels of
5 lead.

6 Some of that may be that this may be a
7 spurious finding, but most of the earlier studies also
8 included children who had very high blood lead levels, so
9 maybe there is a different pattern here. Anyway, not to
10 get too much involved in that.

11 The only thing I want to point out, however,
12 is that this and the next slide uses covariates that were
13 identified primarily for the purpose of setting up a
14 comparison of the dust collection methods, so that these
15 covariates were identified by forcing all five method
16 measures, dust collection method measures, into one model,
17 so that by comparing these different dust collection
18 methods, they all had an equal playing field in terms of
19 the covariates, if you will.

8 20 That was one approach that we took, and I
21 think if I were to be able to suggest another area that I

8 1 would like further discussion on, that would be another
2 one. Is this the best way? Is there a different way that
3 could augment the approach that we took?

4 UNIDENTIFIED VOICE: Bruce, let me ask the
5 definition of percent variation accounted for.

6 BRUCE LANPHEAR: Yeah.

7 UNIDENTIFIED VOICE: Is that when that
8 variable is added last to the model? Is that the
9 variation?

10 BRUCE LANPHEAR: This is -- Shirley, did you
11 look up -- you asked this in the comment, I believe,
12 whether -- it is a Type II rather than Type I.

13 UNIDENTIFIED VOICE: Okay.

14 BRUCE LANPHEAR: So it's not -- it's not
15 related to the order which it's put into the model. Does
16 that answer your question?

17 UNIDENTIFIED VOICE: Yes, it does. Thank
18 you.

19 BRUCE LANPHEAR: And this is the same kind
20 of model used in the Wipe Method. Dust lead loading 10.1
21 percent, black race 6.1 percent. Eating dirt 4.5 percent.

8 1 Single parenting, single parent household 2.4 percent and
2 ferritin 1.1 percent. Again, some of these covariates are
3 in this particular model not because they were chosen as a
4 part of a wipe regression model, but because of the
5 approach that we took.

6 Well, let me back up just a minute. We've
7 continued to do some additional analyses to try to answer
8 a few more questions. One of those questions is what
9 surfaces should be measured? Do we need to measure all
10 three surfaces? What do we gain by measuring all three
11 versus two? And we haven't done that by location yet, but
12 what we did was we created a model that was done for the
13 Wipe Method and another one that was done for the BRM
14 method, allowing each of them to identify covariates that
15 were also significantly associated with children's blood
16 levels for each of those specific dust collection methods,
17 so these are two different models, and we get different
18 results than the covariates I mentioned here.

19 And a couple things I would like to point
20 out about that. For both of those, the two surface types
21 that remained in the model that were significantly

8 1 associated with children's blood lead was noncarpeted
2 floors, hard floors, linoleum floors, and the second one
3 was window wells.

4 There was very little difference using the
5 Wipe Method between the window sill and the window well,
6 but that difference was greater when you compared the
7 window sill and the window well in the BRM model, so you
8 might be able to use -- based upon that type of analysis,
9 if you used the Wipe Method, it may be just as appropriate
10 to use the well and the floor or the sill and the floor.
11 There is not that much difference there, but essentially
12 for both of those two models separately they chose
13 essentially the same two surface types.

14 Then the next thing we did -- now, would
15 anybody like to hear the covariates that came out for each
16 of those two models? I'm sorry I don't have this on the
17 slide. We were just pulling this together. Would people
18 like to hear those?

19 All right. For the Wipe Method, in addition
20 to dust lead loading, black race remained in the model,
21 interior paint condition and lead content, eating soil,

8 1 soil lead levels, were the covariates that remained in the
2 model, and, again, noncarpeted floors and window wells.
3 It's interesting that we did not seem to pick up the
4 socioeconomic variables using that approach.

5 For the BRM, black race, eating paint chips,
6 eating soil, serum ferritin levels and washing hands more
7 frequently. That one's a little hard to explain. Again,
8 we expect to find the opposite. We're a little concerned
9 that that's a very subjective response on the part of the
10 respondents.

11 And the way we ask that question is how
12 frequently does Johnny wash his hands after he comes in
13 from out of doors? How frequently does he wash his hands
14 before he sits down to the dinner table? We haven't yet
15 done this, but we've also asked the question when we go in
16 and take a hand wipe sample for lead, when was the last
17 time Johnny washed their hands?

9 18 And if I were to suggest that one might give
19 us a better idea of frequency of hand washing, I might
20 rely on the other one, but in any case, we are going to be
21 comparing those two. I don't know if they are going to be

9 1 correlated. If they are, and they are correlated
2 positively, then I don't know quite how to explain why if
3 children wash their hands more frequently, they have a
4 higher blood lead level.

5 CHARLES ROHDE: You have to remember the
6 fact that you also have eating dirt in this model, and
7 it's quite possible that the two go hand in hand. If a
8 child eats dirt, parents see it and say wash their hands,
9 so, I mean, it's not inexplicable.

10 BRUCE LANPHEAR: It is a little different
11 than others have found. That's an interesting
12 explanation. I like it.

13 (Laughter.)

14 It's always nice if you find something that
15 doesn't make sense, that you have a way to make some sense
16 of it.

17 The other thing that if I'm helpful and I
18 suppose one can create a story for most anything you find,
19 but in terms of the two surfaces that remained in the
20 model, it appeared that dust on the floor seemed to be
21 most accessible to a child. That seems to make some

9 1 intuitive sense, and yet there is this large reservoir
2 2 over here in the window well, so at least in terms of my
3 3 understanding, I found that a helpful way to interpret
4 4 those findings.

5 Okay. Selection of a dust collection
6 6 method. This was very -- in response to another comment,
7 7 I put this together very much sort of sitting at my desk,
8 8 geez, which one costs more? Which one's better
9 9 correlated? Which one has less burden on the respondents?
10 10 Which one is easier to use in the field? These are not
11 11 quantified in any fashion, but the main thing I wanted to
12 12 do here, and I borrowed these criteria, if you will, from
13 13 Nexus, which is a -- let's see if I can get this right --
14 14 National Health Examination.

15 DAVID JACOBS: National Human Exposure.

16 BRUCE LANPHEAR: National Human Exposure.

17 17 Thank you, Dave. This is something that EPA is doing, and
18 18 I borrowed those from some of their criteria they
19 19 developed, and I thought it was helpful, because it's
20 20 not -- it's not an easy choice at this point. When we
21 21 begin to identify the BRM is statistically superior, we

9 1 haven't compared them to say they are significantly
2 2 different, and that's actually another point I think would
3 3 be very helpful to discuss today.

4 We have done some statistical comparisons of
5 5 the Pearson correlation of these different method measures
6 6 and shown that for the unadjusted correlation, BRM loading
7 7 and wipe loading are not significantly different, whereas
8 8 for BRM loading and BRM concentration, they are
9 9 significantly different, and if you remember, those are
10 10 the three that were most highly correlated of all five
11 11 method measures. But that has some problems too. That's
12 12 a comparison of unadjusted data.

13 Anyway, correlation of children's blood lead
14 14 with dust lead or with dust lead as measured by each of
15 15 these two methods, the BRM was superior. This doesn't
16 16 quantify how much, but it was based upon the criteria that
17 17 we set.

18 Field burden. There is no question that the
19 19 wipe takes less time to sample on each surface. We are
20 20 actually gathering some timed series data to quantify that
21 21 in minutes. For each sample that the environmental

9 1 technician obtains, we're asking them to put down in
2 2 actual minutes how long does it take for each type of dust
3 3 collection method. And we're doing that in a follow up,
4 4 which is more closely mimicking what we would expect to
5 5 happen in the field.

6 What we did in the first study there -- it
7 7 doesn't make any sense for anybody to try to duplicate
8 8 except from a research perspective, but not from a large
9 9 scale screening perspective. So we'll have a little bit
10 10 more information on that.

11 The respondent burden, we linked together
12 12 here, that is, how much time does it take in the field.
13 13 What's the noise factor? Or the wipes, they sound quieter
14 14 than the BRM. It doesn't take electricity, so there were
15 15 things like that that I somewhat subjectively designated
16 16 as being better for the wipe than the BRM.

17 The cost was also somewhat subjective. I
18 18 didn't quantify it. The start-up cost for the BRM is \$800
19 19 or more. And the wipes, a box of these things costs
20 20 two-fifty, \$2.50. So that one was relatively easy.

21 Susceptibility to operator bias. They both

10 1 seem to have some susceptibility and if we can talk about
2 that a little bit more later, but the other one I didn't
3 put on here was repeated measures and variation in
4 repeated measures, and for that the Wipe Method had less
5 variation in repeated measured on noncarpeted surfaces,
6 whereas the BRM had less variation for carpeted surfaces
7 compared to the other dust collection method measures.

8 Trying to find ways to quantify some of
9 these, I think, will also be a helpful exercise. I think,
10 however, with the kind of disparities we're finding that
11 we may need to determine through cost benefit analysis to
12 begin to suggest which of these to use.

13 With the next -- the next section, I would
14 like to show you -- I don't know if I can focus that or
15 not. Can most people see this okay? It's a little bit
16 light. I'll try it.

17 This pullout shows the estimated proportion
18 of children who have a blood lead greater than or equal to
19 ten micrograms per deciliter, so on this axis, this is the
20 percent of children to have a blood lead or estimated to
21 have a blood lead equal to or greater than ten. This is

10 1 the line you want to follow here. On the bottom axis is
2 the hypothetical dust lead standard.

3 So that if this hypothetical dust lead
4 standard or cutoff was, let's say, 20, then the way we
5 estimated this is that we assume that all dust lead levels
6 would be below that point. If that were the case, then we
7 would estimate, based upon the Rochester sample of
8 children, that about 15 percent of children would have a
9 blood lead equal to or greater than ten micrograms per
10 deciliter.

11 Several of your comments alluded to the way
12 we described this increase, and we responded a couple
13 different ways, because I wasn't sure what the comments
14 related to, except I think the way we stated it was a bit
15 vague, but it's somewhat based upon the belief that the
16 levels that we're finding of interest are low. We don't
17 know today what low dust lead loading is as measured with
18 the wipe. We've got some data here and there's some
19 additional data, but it's not quite clear what is a low
20 dust lead loading on a nationally representative sample of
21 houses, for example.

10 1 What we did find that's a bit concerning is
2 that the change in estimated proportion of children who
3 would have a blood lead greater than or equal to ten
4 micrograms per deciliter increases rapidly at relatively
5 small incremental changes in dust lead loading. Again
6 what we presume to be small incremental changes.

7 The two lines here represent the 95 percent
8 confidence spans, and it's important to point out that
9 most of our data falls certainly below 40 micrograms per
10 square foot, and in terms of the percent of children, we
11 don't have very many children who have blood lead levels
12 above 20, so we're somewhat limited in the precision of
13 our estimates beyond a certain point.

14 These are two tables just to show the same
15 kind of thing. The BRM method plateaus a little bit
16 earlier. Again, based upon our estimate in that curve
17 linear line. And the Wipe Method, again, showing the same
18 thing. So, for example, if a dust lead standard was ten,
19 and all children had a dust lead loading below that, we
20 would estimate that 10 percent of children would have a
21 blood lead greater than ten, greater than or equal to ten.

10 1 If that was 20, we would expect at 15 percent, or 14.9
2 percent of children would have a blood lead equal to or
3 greater than ten.

4 What are some of the limitations? First, as
5 I just mentioned, there was a limited range of dust lead
6 and blood lead levels in this population. They were
7 primarily including children who had blood leads below 15
8 and dust lead levels between 40 micrograms per square
9 foot.

10 All the data that we collected was done
11 between August 29 and November 20, so during essentially
12 one season, or the tail end of one season and the
13 beginning of another, and so we don't know that this kind
14 of a relationship is consistent throughout the year. We
15 do know there are seasonal variations in blood lead levels
16 and so we can't say this is a consistent relationship
17 during the 12 months.

11 18 We also can't say it's the same for Kuala
19 Lumpur as it is for Rochester. There are some differences
20 certainly in the climate, in how people keep their windows
21 open or closed during different times of the year. So

11 1 some concerns about how generalizable is this for the rest
2 of the United States, for example, is another concern I
3 think also would be of great interest for us to discuss.

4 Although we used randomized sampling frame,
5 it still may not be representative of children in the
6 United States or even in the City of Rochester.

7 To the extent that we were able to minimize
8 children's exposure elsewhere, we may have also measured a
9 population that's different than if we had measured the
10 whole City of Rochester or 200 children who didn't stay in
11 the same residence since six months of age.

12 And then finally the cross-sectional study
13 design used lessens our ability to draw causal inferences.

14 The conclusions, lead-contaminated house
15 dust is an important contributor to urban children's lead
16 intake, even at what appear to be very low dust lead
17 levels. The importance of lead-contaminated house dust
18 has been shown in several studies. Most of them, again,
19 however, looked at children who had higher blood lead
20 levels, were done during a time when there were
21 significant lead exposures from air, from gasoline, from

11 1 dietary intake, both of those which have been reduced
2 significantly, so that even after those kinds of changes
3 have been made, this holds -- and it holds for children
4 who have lower blood level levels.

5 Soil ingestion appears to be an important
6 risk factor for having low level blood lead elevation.
7 This was one of the covariates that no matter which of the
8 62 models, however many models we looked at, logistic
9 regression, using various dust collection methods, soil
10 ingestion was consistently significant.

11 Black race appears to be an independent
12 predictor of blood lead, even after controlling for all
13 the environmental measures that we attempted to measure.
14 And while we can't say much about why this is, it appears
15 to be important for some reason.

16 Some of the additional analyses I've just
17 begun to allude to today, everyone is looking at surface
18 types and the dust collection methods, but also suggest
19 that if we were to try to choose which surfaces should be
20 measured, this analysis suggests, and the way we
21 approached it, that it's noncarpeted floors and window

11 1 wells.

2 The determination of the best dust
3 collection method I think still is a little uncertain. I
4 think given the disparities in our statistical criteria,
5 and the ease of use and cost and training in the field, I
6 think we need to go beyond what we've presented today to
7 begin to say with certainty which is the dust collection
8 method that might be used on a large scale for sampling
9 residential dust.

10 Some implications. This also would be
11 another interesting topic for discussion. What are some
12 of the implications? Certainly the association that we
13 found at what appear to be low dust lead loading levels
14 has significant technological and enforcement
15 implications. We are beginning to approach some detection
16 limit levels for lead and dust for many labs in the United
17 States. And we used graphite furnace. In fact, that was
18 a modification we made about halfway through, to go back
19 and do all our undetectable lead samples using graphite
20 furnace, which can get down to quite low levels, even
21 lower levels of lead, whereas the flame atomic absorption

11 1 has a detection limit of about six micrograms, so that's
2 one potential implication.

3 Also, the current postabatement standards
4 may be too high in the face of current concerns for low
5 level blood lead in children. We found very few houses
6 that exceeded certainly the floor lead loading standard.
7 In contrast, quite a few exceeded the window well, even
8 though the window well we found to be important here, and
9 we haven't done some of this analysis, our -- our analysis
10 may suggest that even though the window well is important,
11 it may not need to be as low as 800. I'm saying that
12 without having looked at some of our data.

13 We found very few -- well, 68 percent of our
14 houses failed the current 800 micrograms per square foot.
15 So there is some indication that may be set too low, even
16 though window wells appear to be an important source for
17 children.

18 I think it's critical to determine dust lead
19 levels in a nationally representative sample of houses.
20 Even if one assumes that we found what we found is
21 scientifically true, and there should not be any problems

12 1 with generalizability, one should look at what is
2 feasible. If we set some standard that 50 percent of the
3 housing units in the United States fail, who are we doing
4 good for? And so we need to ask questions of whether it's
5 feasible, or how many housing units would actually fail a
6 specific standard that was set.

7 And then finally we need to do studies to
8 demonstrate that dust control measures are efficacious in
9 preventing or certainly at least reducing low level
10 exposure to lead in childhood.

11 UNIDENTIFIED VOICE: This is the national
12 survey data for your first next step there.

13 BRUCE LANPHEAR: You talking about with the
14 blue nozzle?

15 UNIDENTIFIED VOICE: Yes,

16 BRUCE LANPHEAR: Dave or Warren could
17 probably respond to that a little better, because they
18 have started to look into that.

19 UNIDENTIFIED VOICE: I'm looking for a yes
20 or no.

21 UNIDENTIFIED VOICE: Yes, we are doing

12 1 further work to look at adjusting those data for one of
2 those methods that is more likely to be a standard method.
3 That is a pilot study. The question is whether we want to
4 adjust the old data or actually launch a new national
5 surface.

6 UNIDENTIFIED VOICE: We have looked at
7 direct comparison of the blue nozzle with the wipe, and
8 there are substantial differences in terms of the dust.

9 UNIDENTIFIED VOICE: Yeah.

10 BRUCE LANPHEAR: The other issue is, I mean,
11 for every different dust collection method and surface
12 type, we found differences in the slope, too, so that's
13 important to consider.

14 MARK FARFEL: I have a question, that is,
15 can you give us some sense of the overall condition of the
16 205 houses?

17 THE REPORTER: Could you all speak up for
18 me, please?

19 MARK FARFEL: I had asked for some comment
20 or description of the overall condition of the houses and
21 were there variations across the rental versus the owner

12 1 occupant?

2 BRUCE LANPHEAR: Yeah. We will be able to,
3 Mark, but we have not yet done that as yet. We have
4 emphasized more the dust collection method comparisons and
5 the estimation. So we've not looked at that specifically.

6 MARK FARFEL: Can you give us some sense
7 today of what -- are we talking about housing with
8 substantially deferred maintenance with code violations,
9 or are we talking about a fairly well-maintained set of
10 units?

11 BRUCE LANPHEAR: I think it's fair to say
12 there is a pretty wide range. As you go into some houses,
13 that they certainly wouldn't be closed by the city, but
14 they were in bad repair. And then you go into others that
15 were immaculate, and inasmuch as it was an accident, I
16 think one of the strengths of this is that we did get a
17 wide range of people of low versus high income, and of
18 different racial and ethnic makeup. So I guess the only
19 way I could generally respond to that is to say there
20 seemed to be a range, but I can't speak to anything more
21 specific to that.

12 1 Warren, do you want to proceed or shall we
2 just continue?

3 WARREN GALKE: No. What I wanted to do --
4 okay, Rob, if you have one very quick technical-type
5 question, otherwise we'll get into the formal
6 deliberations of the committee.

7 ROB ELIAS: I'll pass. That's fine.

8 WARREN GALKE: You'll pass. That's fine.

9 What I would like to do is kind of lay out a
10 modus operandi for us to work under today, and what our
11 intent is is the following: We are seeking comment on the
12 quality of the work that was done. We are seeking input
13 into additional analyses that need to be undertaken of
14 this data set. We are looking for places where our
15 understanding of what the data are saying could stand
16 improvement, and what we hope to do is allow everybody who
17 is in attendance to have an opportunity to contribute
18 their thoughts on the subject.

19 In that regard, what we are going to do is
20 start the discussion with the members of our peer panel,
21 peer review panel, and then spread to the federal agencies

12 1 for their insights, and, in particular, comments from them
2 regarding additional questions that Bruce and his team
3 need to look at the data set with, and in both the morning
4 session and the afternoon session, there will be
5 opportunity for the rest of the attendees to make their
6 comments.

7 If during the course of discussion there are
8 points of clarity that anybody has, like a comment is
9 being made and an answer is being made, and there's a
10 major point of clarity, anybody can raise their hand and
11 be recognized so that we have the benefit of clearing up
12 any confusion that may exist. But I would like to follow
13 this kind of sequence of solicitation of information so
14 that we can move through the entire process.

13 15 And in the beginning, I would like to
16 suggest that the committee focus their attention to
17 general comments regarding the conduct, analysis and
18 report that you read from University of Rochester, and
19 with that, I would like to turn the meeting and the
20 running of it over to Mike Rabinowitz. He is our chairman
21 for the day. And he has volunteered to take on the task

13

1 of coordinating the drafting of a formal report of the
2 committee's deliberations regarding this study with, of
3 course, the able assistance of the other panel members, so
4 we're looking forward to having a product that will be
5 sharable to the general audience at the end of July, I
6 believe, is the contract date; right?

7 With that, Mike? If you have any other
8 suggestions as to how you want to run things -- oh, one
9 other thing. Remember every time you speak, please say
10 who you are. That's to help our reporter. Did I forget
11 anything else? Okay.

12 MICHAEL RABINOWITZ: Thank you very much. I
13 guess my task is just to make sure that the court reporter
14 is happy, make sure we all just speak one at a time. I
15 know that won't be hard with this group.

16 (Laughter)

17 And also to make sure everybody is heard.
18 And then later help coordinate writing assignments with
19 our small group, and, lastly, make sure everybody is able
20 to get to the airport when they want to, so perhaps we
21 could just go from left to right. Would that be all

13 1 right? And start with just perhaps general comments.

2 HARRIOTTE HURLEY: I thought the study was
3 excellent. I didn't really find any holes in it when I
4 reviewed it, as I mentioned in my comments. One of my
5 concerns when I read the study had to do with prior
6 cleaning of the house, and I think that was mentioned. I
7 would think it would be very useful to include some
8 information on when the house was cleaned previously, and
9 that's the one place in the study that I felt like it
10 would have been nice to have that information, and I
11 wondered what does that say about the study. Can we get
12 around missing that information?

13 BRUCE LANPHEAR: Would you like me to
14 respond to comments like this or no?

15 MICHAEL RABINOWITZ: Perhaps now a good
16 time, while it's fresh.

17 BRUCE LANPHEAR: We agree with you, that
18 that was an important omission. Early on we struggled
19 with how do we present ourselves? Do we call people when
20 we schedule the meeting and say, look, please don't clean.
21 And that became -- the question is how do we make sure

13 1 we're not making people suspect.

2 It was only after we had gotten through
3 maybe half of the course of the study we realized, even
4 though we don't want to allude to cleaning prior to going
5 to the house, we really needed to get a good indication of
6 when the last time they cleaned was, and we did not do
7 that. And it was an important omission potentially.
8 We're doing it for the follow up, but that's not going to
9 help us too much, because these now are quite different
10 people.

11 DAVID JACOBS: Just one thought on that may
12 be the question is why do we really need that data? Does
13 it bias our results, or can we assume that most of the
14 houses in fact have a random distribution with regard to
15 when they were last cleaned. If it is random, then you
16 wouldn't think there would be much difference in the
17 results. But if for some reason this population had all
18 cleaned their houses the week or the day before the
19 sampling was done, then you would see a difference. So I
20 guess the question for the panel would be how important is
21 the absence of this particular piece of data as a

13 1 potential bias.

2 STEVEN RUST: I have a comment. It may be
3 as important as eats dirt in the sense that maybe it's an
4 important covariate if we knew more about might affect our
5 thinking in the way that a standard might be set up.

6 BRUCE LANPHEAR: The only question that we
7 did ask that might attempt to get at when was the last
8 time you cleaned is the frequency of cleaning, and that
9 was in a univariate analysis a significant covariate, but
10 it was not in the final model. So there at least is some
11 indication there that we have obtained some measure of
12 that.

13 WARREN GALKE: Don't forget to speak your
14 name before you speak.

14 15 HARRIOTTE HURLEY: I'm Harriotte Hurley.
16 One additional comment that I have is I looked over a lot
17 of the work done by the laboratory that wasn't included in
18 the report, and I thought it was done very well.

19 MICHAEL RABINOWITZ: Steve, before you
20 start, could I just ask a procedural question? I know
21 each of us has read the review and we made some written

14 1 comments, and we've gotten written comments back. I
2 wonder if our comments and the responses have also been
3 circulated to the wider audience.

4 WARREN GALKE: Not universally. The agency
5 people have -- some of the agency people have seen them.
6 But we do have copies of both the reviewer comments and
7 the Rochester results here, and some extras, and anybody
8 who wants them can get them. We will send them when
9 people leave.

10 MICHAEL RABINOWITZ: I ask that because --
11 just because you put a comment in writing, we may still
12 want to bring it up.

13 STEVEN RUST: I also think the study was
14 well designed and well executed, and also in the materials
15 that I reviewed, I found you documented very well what you
16 have done, so it's very easy to review the material, and I
17 feel fortunate to be able to give a few comments or
18 improvements of what I think was some very good work.

19 In the way of something that wasn't
20 addressed in the report, you may have data to be able to
21 address, is the issue of measurement error. This is

14 1 something that has been coming up lately in terms of an
2 explanation for why do we see such low slopes between dust
3 lead measures and blood lead measures, and I think that
4 measurement error in the dust lead variable may be a
5 partial explanation for that. I think you have some
6 interesting data that may shed some light on that
7 particular question, so I would suggest some further work
8 in that area.

9 In terms of the material that you didn't
10 present, I think that it's possible that some very
11 important decisions will be made based on perhaps a
12 correlation coefficient here or a slope coefficient there
13 that's presented in this report, and so in those cases, I
14 would like to see some very careful documentation of what
15 were the statistical assumptions that underlie that
16 particular analysis, and here is how we went about
17 verifying those assumptions and making sure that this
18 particular number isn't dependent on a very small
19 percentage of the data points here, because of the way
20 they happened to distribute themselves, and so I'm not
21 suggesting that the numbers in the report are influenced

14 1 in any way, but I would just like to see some
2 documentation that you go down that pathway and make sure
3 that there aren't some funny things behind those numbers.

4 And then I guess finally, the thing I liked
5 about the report was that you took many different looks at
6 the data, you looked at things in different ways. When I
7 reached the end of the report, I felt like I had a hard
8 time sort of piecing them all together in one coherent
9 picture of the data, so it may be possible to tweak some
10 things here and there so the different analyses fall
11 together into one puzzle when we are done at the end.

12 Those are my general comments.

13 BRUCE LANPHEAR: Okay.

14 MICHAEL RABINOWITZ: Routt.

15 ROUTT REIGART: As a pediatrician, I need to
16 speak to the children. This is wonderful, wonderfully
17 done. I think my comments reflect having a little problem
18 with the sort of behavioral side of it, both on the part
19 of the behavior of the interviewers. It wasn't clear who
20 the interviewers were. How they were trained and how well
21 you knew the data, or how well you could ascertain how

14 1 reliable the data they were getting was. That's a bad
2 sentence. Maybe we should erase it. And, you know, in
3 that context, there are a couple of things that
4 specifically troubled me.

5 One is this unusual relationship of ferritin
6 to blood lead. That doesn't -- it's statistically sound
7 but doesn't make a lot of biologic sense from what we know
8 so far. I wouldn't go by that too quickly.

9 The other is looking at the age and behavior
10 relationships, which obviously are very important. It's
11 not just how much dust is in what part of the house,
12 whether it's floor or window sill or else, but children of
13 different ages have different behaviors relating to those
14 surfaces. And it was a little troubling, if you look at
15 the behavioral determinations about thumb sucking and
16 putting -- there was no difference across age, even though
17 behaviorally that's an enormous age range. You have got
18 kids from 12 months to 30 months, and children change a
19 great deal over that time, and yet none of the things you
20 did to assess behavior at all. How reliable do you think
21 your assessment of children's behavior is?

15 1 And sort of a secondary question, did you do
2 anything to try to independently assess the children's
3 behavioral state by observations of people going into the
4 household, which had been done, as you know, in other
5 studies of lead in children's environment.

6 BRUCE LANPHEAR: We were primarily
7 interested in the environmental relationship more than
8 specifically looking at behaviors and actually observing
9 the behaviors, which pushed us in one particular
10 direction.

11 If we were geared towards primarily
12 interested in behaviors as the focus of the study,
13 obviously we would want to spend several hours observing
14 these children, what the dust lead levels were, where the
15 kids played and actually directly observe them, so I think
16 certainly those kinds of studies would be very important,
17 but it wasn't the objective, primary objective, and
18 therefore we didn't emphasize it, and because of that I
19 have pointed out some of the concerns.

20 The behaviors not being different across
21 ages doesn't concern me too much. And I even checked that

15 1 with my expert developmentalist, and that wasn't a concern
2 at all with her. The one thing we did find is eating dirt
3 did seem to peak at 18 to 24 months of age, for whatever
4 reason. I believe there was -- well, certainly activities
5 out of doors increased with age. And that was --

6 ROUTT REIGART: That's good. That makes
7 sense. I'll give you that one.

8 BRUCE LANPHEAR: So overall I think while
9 certainly your concerns about reliability of interviewers
10 was an important comment that you brought up, and one that
11 we had anticipated to deal with, in the course of this
12 study was not able to be dealt with because the
13 accelerated course that we took.

14 ROUTT REIGART: Could you at least tell us
15 who they were, what their training was, which wasn't in
16 there at all.

17 BRUCE LANPHEAR: Nancy could probably tell
18 you who that was.

19 NANCY WINTER: We had 25 interviewers
20 working with us at any given time at peak. They received
21 in the very beginning an overview of the entire project.

15 1 ROUTT REIGART: What was their background?

2 NANCY WINTER: The majority are
3 baccalaureates. There are four Master-prepared
4 individuals on the staff. There is one who only had a
5 high school education. But they received an entire
6 one-day training, including the environmental. The
7 afternoon was broken out to discuss the nature of the
8 question, how to ask a question, how to probe for an
9 answer.

10 BRUCE LANPHEAR: What we also did was to use
11 one of the interviewers who has an about ten-year history
12 of working in environmental sciences, primarily providing
13 information to people as a part of the Environmental
14 Information Center in Rochester that's recently lost some
15 funding, but what we also did was that she would go in the
16 field for one, two, three, four days working with a
17 specific interviewer before they were allowed to work on
18 their own, so she acted as a training supervisor as well.

19 NANCY WINTER: One of the team field
20 leaders, one of the fellows from ATSDR, became an employee
21 of ours and started as an interviewer, so she was very

15 1 well versed.

2 BRUCE LANPHEAR: Michael, you wanted to say
3 something.

4 MICHAEL WEITZMAN: I'm Michael Weitzman.
5 Hi.

6 ROUTT REIGART: Hi.

7 MICHAEL WEITZMAN: A couple of comments.
8 One is that this questionnaire is a variation or a very
9 close approximation of the exact same question we used in
10 the Boston Lead-In-Soil Study, and as a result, the
11 results for the behavioral, they are quite similar.

12 ROUTT REIGART: Okay.

13 MICHAEL WEITZMAN: That's one point. The
14 second is that if you know a bit of the data set about the
15 national evolution of these behaviors, we would welcome
16 that, because I've not been able to find. I've had the
17 same sorts of problems starting five years ago when we
18 were looking at the Boston data. I've not seen a good
19 data set on these sorts of behaviors, and that relates to
20 a generic issue, if I may, to reviewers. And this, too,
21 grows out of the Boston Lead-In-Soil Study. It would be

16 1 more helpful to us rather than comments or criticisms if
2 you have overt suggestions, we would welcome them, or if
3 you see things in a data that we don't see, or if you
4 disagree with what we see, to explicitly let us know.

5 CHARLES ROHDE: I think that's right.
6 Again, I think your comments are fair to the extent you
7 outline how you came up with the questionnaire, how people
8 are trained. That gives you a lot more confidence in the
9 results. But I think, you know, sort of another step, I
10 know what you said is that not -- obviously not this
11 study, maybe one of the additional steps that need to be
12 taken in the future is to better assess behavioral
13 development with regard to these behaviors that seem to be
14 important, and because setting a standard doesn't just
15 relate to the dust, it relates to the children that are in
16 that household. And I think we need to -- I agree, your
17 study won't do it, but I think that it needs to be done.

18 I agree with the rest of the panel members.
19 This was a very well-managed study, clearly well done, so
20 I'm going to reserve my comments for some potential
21 suggestions that you might do.

16 1 First of all, I was intrigued by the measure
2 of exposure, that is, the combination of the measurements
3 across the house. I think this is an area that nobody has
4 had very much luck with. People have tried correlating
5 play area dust lead, bedroom dust lead and so forth, and
6 it seems to me that we really need a concerted effort to
7 select the measure of exposure in the house. You've got a
8 good data set to do that. You have one approach.

9 I might suggest that you might -- you think
10 about a latent variable model to try to combine these ten
11 or so measurements over the houses in some sort of
12 systematic way. It's an idea. It may not work, but it
13 would certainly have the payoff that if it gets down to a
14 nationwide screening of houses, and you can demonstrate
15 that some overall measure correlates best with blood lead,
16 then that can greatly reduce sampling and beginning to
17 screen hundreds of thousands of houses. That's one idea.

18 The second is don't discount the siblings.
19 I think there's probably a wealth of information in the
20 siblings, particularly as regards the exposure from a
21 particular house and its effect on the children's blood

16 1 lead.

2 Third, to follow up on Mark Farfel's
3 comments, it might be advantageous, if you can, to think
4 about clustering the houses as to the general condition,
5 bad, moderate, good, and stratifying on that variable and
6 see what kind of results you get. You may be able to
7 tease out a little extra variability if you do that.

8 And then finally, I think you've got a real
9 wealth of data in terms of looking at your in-house
10 variables as compared to between house variables that will
11 be extraordinarily important in dust lead measurements if
12 you begin to think of the nationwide screening, because if
13 it would be possible to just eyeball a house and say
14 chances are this is not a high lead house, then you can
15 concentrate on houses of other types, and you have some
16 information to get that.

17 And then finally, it's not for you all to
18 do, but I urge somebody to do something like
19 meta-analysis, which I prefer to call Combining
20 Information, to begin to look at the studies that we have
21 got to date and combine some of this information and come

16 1 up with some estimates that maybe EPA or some other groups
2 might be able to use effectively, so, again,
3 congratulations on a good study.

4 MICHAEL RABINOWITZ: Well, I guess it's in
5 the majority thinking that this is an important topic.
6 That this study was well designed to answer and well
7 executed to answer.

8 I guess another concern we would have as a
9 group is to what extent any conclusions drawn are really
10 supported by the data. Of course, and we'll have a chance
11 to look at that. But in terms of being designed and able
12 to look at the relationship between household dust and
13 blood lead, it's very well done. It was not, of course,
14 designed to look at the relationship between ferritin and
15 lead. And if you want to look at that question, you might
16 have designed the study a little bit differently. Maybe
17 for that reason I'm not too concerned about this apparent
18 paradox that may be in the study. Maybe we don't
19 understand the metabolism well enough or maybe this study,
20 there is something idiosyncratic about the study. I don't
21 feel I should worry so much about the relationship between

17 1 ferritin and lead in this population. But I just have
2 a -- but just a few other questions, though, I could just
3 raise now.

4 I wonder if instead of having -- taking
5 logarithm lead load variables instead if they were handled
6 just as a variable, would that have changed the
7 conclusion? Would that have changed the conclusion in
8 terms of R squared? So maybe I could leave that question
9 on the table for now and somebody may want to answer it
10 now or later.

11 MARY EMOND: I could address that partially
12 now. My name is Mary Emond. The relationship between the
13 dust lead variables by any measure and blood lead
14 variables is not linear. So the slope changes over the
15 range of the dust lead variable. It's much more steep at
16 lower levels and much less steep at higher levels, and to
17 capture it, a log transformation seemed appropriate.

18 There is a table in the report, I believe
19 it's Table 18, that shows that if you truncate just a few
20 of the higher values, for example, in BRM loading, the
21 slope changes from a magnitude of .11 to 45.1, which

17 1 indicates that that has to be taken into account in any
2 kind of analysis that we're doing.

3 STEVEN RUST: Those numbers are based on
4 nonlogged transformed.

5 MICHAEL RABINOWITZ: Yes. These numbers are
6 based on nonlogged transformed environmental data, so it
7 says the effect of not doing the transformation.

8 STEVEN RUST: You made an assertion in the
9 very first comment there that the slope of the
10 relationship changes as you move across that horizontal
11 variable. And I don't know if now is the time to get into
12 the details on that, but I would like to discuss that in
13 some detail some time today what the basis of that
14 assertion is.

15 And one of the plots that I believe you
16 included in your package, where you plot things on a log
17 basis, I don't know that I see the evidence for that
18 there. I'm not saying it's not true, but I don't know
19 there is specific evidence to say it's definitely there.

20 MARY EMOND: I believe this is strong
21 evidence, this table, as one piece of evidence, and we

17 1 could discuss some more evidence later.

2 MICHAEL WEITZMAN: Can we go through that?

3 WARREN GALKE: I would make a
4 recommendation, since we started this topic, let's -- and
5 I think we've gotten through most of the general comments,
6 let's finish this one question out so that the discussion
7 is packaged rather than stringing it out over several
8 points.

9 MICHAEL RABINOWITZ: This question of
10 linearity, nonlinearity, we'll talk a little more about it
11 now.

12 MARY EMOND: Can you say specifically which
13 plot you were referring to?

14 STEVEN RUST: First of all, in Table 18,
15 these numbers that are presented in terms of nonlog
16 transformed regressions, I guess I have a real question
17 about whether or not those numbers can be meaningful,
18 because for the most part, I agree with the necessity for
19 a log transformation of the data.

20 When you look at the blood lead data, it
21 does look more log normally distributed than normally

17 1 distributed, and so when I see a regression analysis,
2 where you have not in some way logged transformed the
3 blood lead variable, that immediately throws up a red flag
4 for me that the numbers may be suspect that come out of
5 that analysis.

6 And so making a comparison then of two
7 numbers done that way, I'm just not sure exactly what that
8 means, except that I suspect that this is an analysis that
9 can be easily affected by just a few data points, and
10 that, as you've shown, if you truncate a few data points
11 out, it changes the slope significantly, and so --

12 MARY EMOND: Well, even if both your
13 variables have a log normal distribution, the relationship
14 between them might still be linear, or it may be
15 nonlinear, so I think we have to distinguish between those
18 16 two different things. Nonlinear relationship versus
17 linear relationship and normal distributions versus
18 nonnormal distributions.

19 STEVEN RUST: In terms of a specific
20 comment, I'll try to be as specific as possible. I guess
21 in order to try to get a middle ground here, I agree with

18 1 your log transformation of the data in most cases. I also
2 agree with your need to look at a linear relationship
3 between those variables, and what I might suggest there is
4 that you look at a log-additive model that you can't fit
5 with just a standard statistical regression routine, but
6 if you have a nonlinear regression routine available to
7 you, like SAS PROC NLIN, you could fit log blood lead
8 versus log as an additive model on your independent
9 variables, and therefore you can still maintain that
10 additive model, but yet also log transform the blood lead
11 variable to maintain your assumption of normality or at
12 least symmetry on your dependent variable, and that might
13 be a middle ground that allows more of the assumptions to
14 be valid.

15 MARY EMOND: I think there is also some
16 interest in just knowing what is the general trend, the
17 general relationship, just look at a scatterplot and try
18 to estimate a slope, what is that slope. And that was one
19 point that was brought up in previous discussions with
20 members of the CDC, and so there are obviously many things
21 we need to do, but Table 18 is an attempt to try to

18 1 address a simple question.

2 MICHAEL RABINOWITZ: It might be helpful
3 just to show the raw data as it was before the scatterplot
4 form. I'm sorry.

5 BRUCE LANPHEAR: There's two things. One,
6 both of the comments that you had we took very seriously.
7 One was that we should preface any data from this simple
8 linear regression from Table 18 and say that people should
9 use this cautiously, and we tried to do that, and in fact
10 Shirley wouldn't allow anything out without carefully
11 stating that, so we tried to be cautious in how people
12 would interpret and read into that analysis, that simple
13 linear regression.

14 The second thing is that the log-additive
15 model, based upon your comments, we have already planned
16 to proceed with that. We don't have it today. But we do
17 plan to proceed with it.

18 MICHAEL RABINOWITZ: I'm greatly relieved to
19 know we have enough statistical resources at hand here to
20 address these things, but I'm just wondering whether or
21 not you find the conclusion you reach is dependent or not

18 1 dependent on some particular choice of how you
2 statistically approach the question. In other words, if
3 you chose this statistical model or that statistical
4 model, you wind up with quite different conclusions in
5 terms of using the Wipe Method or Vacuum Method. So
6 perhaps later you can tell us your thoughts about that, or
7 now.

8 MARY EMOND: Well, so far the indication is
9 that the order of the ability of the methods to correlate
10 blood lead is the same under any kind of analysis.

11 BRUCE LANPHEAR: That we have done so far.

12 MARY EMOND: That we've done so far. And
13 certainly the standard that is set would have to depend
14 upon the method used, since the slopes do vary in the
15 models, depending upon the method that is used for dust
16 collection, but the qualitative results tend not to vary
17 from model to model.

18 MICHAEL WEITZMAN: Is that a satisfying
19 answer? That's a crucial question that you've asked. The
20 two of you are shaking your head yes, and I can't read the
21 others. Are there other analyses? Do you not see the

18 1 same thing that we see in terms of that interpretation?
2 Or consistent.

3 STEVEN RUST: Well, I think that in the
4 report, you've done both types of analyses. You've done
5 the linear model and you've done the log linear model.
6 And so it doesn't seem that you have chosen one or the
7 other of the ways to look at this, and I think my comment
8 would be that we probably do need to look at this in
9 different ways and determine whether or not we would draw
10 different conclusions depending on exactly which way we
11 look at it.

12 If they all give the same conclusions,
13 that's wonderful, because then you don't have to sort out
14 among different ways of looking at the data, but if they
15 do give different answers, then that raises some serious
16 questions about those different models that you might use.

19 17 CHARLES ROHDE: Can I try to lay this
18 tentatively to bed? What you might think about doing,
19 remember that the assumptions of these models as you're
20 using them based essentially on something being normal
21 distribution, when you're all said and done just fit

19 1 whatever model you want. Look at the residuals. If they
2 are reasonably normal and well behaved, be done with it.

3 My guess is that in both these cases, they
4 are not perfectly normal after you look at them, but they
5 are adequate enough and we know the methods are robust
6 enough so you are probably pretty safe. You might want to
7 attenuate the confidence intervals just a bit to
8 compensate for the lack of exact normality, but that's
9 probably fine, so -- and you mentioned this earlier,
10 Steve, about look at the residuals, and I think that's the
11 key to the game, is to really look.

12 MARY EMOND: We have done some residual
13 examinations on the log log models, and they do look fine.

14 CHARLES ROHDE: That should be reported and
15 that would make, I think, everyone feel a little more
16 comfortable about what the differences are with respect to
17 the models.

18 I would like to get back while we're on this
19 interpreting coefficient --

20 STEVEN RUST: Can I comment on your comment
21 before you go on?

19 1 One -- if you're staying well within the
2 range of the data that you've collected, then I think I
3 agree with you that those different models probably will
4 be somewhat close to each other.

5 One caution is that if we're doing any
6 extrapolation beyond the range of the data that we're
7 using here, a log-additive model and a log-linear model
8 and a linear model can give very different answers in that
9 extrapolation, so it may be more than checking of the
10 assumptions of the analysis. It may also be looking at
11 where the different models go when they leave the scatter
12 of data that we have collected if they are going to be
13 used out there.

14 DAVID JACOBS: It's not clear to me how it
15 would be used, because most of our blood data levels are
16 above ten, presumably is what EPA will set its standard.
17 It doesn't seem it will be necessary to extrapolate too
18 far out of that range.

19 CHARLES ROHDE: I wouldn't extrapolate it at
20 all.

21 The other thing I would like to get back to,

19 1 there is a point I would also like to finish up, if we
2 could, this is about the hands always being washed being
3 significantly in the wrong direction.

4 If you look at Table 19, if you look at the
5 unadjusted coefficient, it is statistically significant
6 value of output, one. However, when you look at it
7 adjusted, it's down to about .02 and not significant.
8 What is probably being picked up there is something like
9 the eating dirt and so forth, so I wouldn't consider that
10 a real finding at all. That's just high correlation with
11 some of the other things that we've got in here.

12 MICHAEL RABINOWITZ: Warren, I'm looking at
13 my clock, too. I see we're scheduled for a 15-minute
14 break. Even though we haven't finished this portion of it
15 yet, I think we should take that break now.

16 WARREN GALKE: I think so.

17 MICHAEL RABINOWITZ: So a 12-minute break.

18 (A recess was taken.)

19 WARREN GALKE: It's time to reassemble.

20 MICHAEL RABINOWITZ: You'll let us know if
21 you're not hearing us, okay?

19 1 Why don't we reconvene then. We'll just
2 finish up with the other comments from the peer review
3 panel, and then turn it over to the government agency
4 people.

5 We just finished discussing the statistical
6 issues for now. And I just wanted to raise a few other
7 general comments. I suppose having learned so much from
8 this study, you could offer some advice perhaps in the
9 final report about how you might design a more perfect
10 wipe if it turns out you want to do wipe samples in the
11 future, if there's any way you could improve just the
12 technology of wipes.

13 Next topic. I'm still a little confused. I
14 hope we can try and explain it to me more. Maybe other
15 people are too. About one of the graphs you showed
16 earlier about the dust versus blood showing different
17 standards of dust. I think you know that graph I'm
18 talking about.

19 BRUCE LANPHEAR: Yes.

20 MICHAEL RABINOWITZ: Perhaps I could just
21 ask, when you talk about at or below a standard, dust

19 1 standard, does this mean you generated a distribution of
20 2 dust values and then truncated it at certain levels and
3 used that to generate -- calculate what blood levels might
4 be? I mean, is it model dependent? Is it empirical?
5 Could you tell us a little bit more about that graph.

6 MARY EMOND: I'll answer that question. My
7 name is Mary Emond. We -- the particular plot you showed,
8 was that the model plot?

9 BRUCE LANPHEAR: This is the empirical, I
10 believe.

11 MARY EMOND: Okay. We actually took two
12 approaches, and they yield extremely similar results. One
13 is we just use -- look at the purely empirical probability
14 that a child's blood lead is above ten, so we would look
15 at all children among those who, say, had BRM loading less
16 than 20 micrograms per square foot, so 20 would be the
17 hypothetical standard at that point, and then we would say
18 what percent of those children have blood leads of above
19 ten, and we use that as an estimate of the probability of
20 being above ten. So the -- totally specific to the
21 population we had, and we did that. That was our

20 1 model-independent method.

2 We also did a logistic regression, which if
3 you're familiar with that, is a type of model which
4 estimates the same thing. The probability of the child's
5 blood lead being above ten. And that was adjusted with
6 some covariates. And then we averaged that probability
7 over the values of the covariates in our sample. So,
8 again, it's a way of arriving at an estimate of the same
9 thing.

10 One is model dependent. One is model
11 independent. And the fact they are so very close is very
12 reassuring. It answers one of the questions of how
13 dependent are the results in the model, and this shows it
14 is not independent of the model.

15 ROUTT REIGART: Can I just follow up on that
16 one? Did you by any chance look at, say, the blood lead
17 of 15 as well as the blood lead of ten and see how that
18 would affect the lead standard, dust lead standard?

19 MARY EMOND: We did look at some models
20 where we used a cutoff 15 micrograms per deciliter for the
21 blood leads, and we felt that we did not have enough

20 1 children with blood leads in that range to get estimates
2 for small enough standard errors to really be meaningful
3 in any way.

4 SHIRLEY EBERLY: My name is Shirley Eberly.
5 Actually, if I might add, the logistic regression wouldn't
6 converge. There were so few data points above 15.

7 MICHAEL RABINOWITZ: So on another topic,
8 regarding the dust itself, I wish that somebody perhaps in
9 the future could really characterize better the chemical
10 form of the lead in the dust, what else is in the dust
11 besides lead, the general chemical physical nature of the
12 dust in this population. Not that it's all so uniform,
13 even within Rochester, and I think this will help later on
14 when people do compare studies and put other studies side
15 by side to know whether or not you're looking at more or
16 less industrial fallout or more or less old paint chips or
17 whatever. They may be different from place to place, and
18 I'm sure the technology exists, even within the State of
19 New York. You may have to go as far as Syracuse, and most
20 people like Andrew Hunt and others, to perhaps
21 characterize better the dust.

20 1 BRUCE LANPHEAR: We are. In fact, we did
2 propose a collaborative study with some people in Syracuse
3 to look at that.

4 MICHAEL RABINOWITZ: Just two other points,
5 if I could, one is race as an independent variable. And I
6 guess that was one of your conclusions, secondary
7 conclusions, perhaps.

8 BRUCE LANPHEAR: (Nods head up and down.)

9 MICHAEL RABINOWITZ: And I just remain
10 unconvinced of that for now and just await you trying to
11 convince us it is race rather than race as a marker as
12 perhaps some other sociodemographic features. I would
13 look forward to some information you can shed on that.

14 BRUCE LANPHEAR: I would like to be
15 skeptical of that finding as well and at the same time not
16 simply ignore it. What we did was go back and try to get
17 some information of whether there is a difference in
18 calcium intake among the children who have a high versus
19 low blood lead level, because there is some data to
20 suggest black children ingest less calcium. There is a
21 high prevalence of lactose deficiency. And while these

1 children may be too young to actually have that
2 deficiency, if others in the household already have
3 lactose deficiency, there may be less milk available, for
4 example. Regardless, there is certainly some evidence
5 that the dietary intake of calcium and dairy products is
6 lower among black children in some parts of the United
7 States anyway, and there is also some evidence to show if
8 you have calcium and lead in the gut at the same time,
9 there is competition for absorption, so I think whether
10 that is a partial or even an explanation of the finding
11 that black children seem to be at increased risk, I'm not
12 certain, but we have attempted, given the confines of the
13 study as it is in terms of product particularly, to begin
14 to take that to the next step.

15 MICHAEL WEITZMAN: That's a real important
16 question, and we have spent a lot of time within the group
17 discussing it. It would help, I think, again, if I'm
18 not -- it's not inappropriate to ask, how you see -- I
19 think as much of the analyses as we're capable of, given
20 the limitations of the data, and you see the findings, so
21 the question is how does one frame that finding? It's

1 there in a potent way. We remain skeptical. We remain
2 worried about the implications if you overstate it. I do
3 think that it's quite possible it's confounded with other
4 socioeconomic variables, even the geography within the
5 City of Rochester. But what you see is what we found, so
6 the question is how would you state it?

7 BRUCE LANPHEAR: Or what else would you do?

8 MICHAEL WEITZMAN: I don't know if there is
9 much else to do with the data.

10 MICHAEL RABINOWITZ: I'm sure you tried such
11 things as putting in the other variables you measured and
12 see to what extent coefficient with race. If it's there
13 in your data, you just have to report it, I suppose.

14 Lastly, I just want to talk about window
15 wells. And I guess this is that groove the window goes
16 into below the window sill, and I guess it takes a very
17 energetic child to actually get the lead right out of the
18 window sill, or perhaps not. Window well or perhaps not.
19 I'm wondering if this isn't a marker that gets at dust
20 lead levels unaffected by household cleaning, because
21 although people may clean the floor, and clean other parts

1 of the house, probably less people would clean the window
2 well than other parts of the house. I guess. I'm just
3 speculating. I really don't know.

4 SHIRLEY EBERLY: That's true.

5 MICHAEL RABINOWITZ: I wonder.

6 BRUCE LANPHEAR: We were surprised as many
7 as seven percent of people clean their window well every
8 two weeks. We were surprised it was that high.

9 MICHAEL RABINOWITZ: Good. I just wonder if
10 the window well itself isn't a good marker for other less
11 well cleaned parts of the house. And that if they know
12 you're coming to visit the house, well, they will clean
13 the house, but that's an area perhaps that isn't cleaned
14 and you're able to get perhaps beyond the effect of the
15 observer coming, the technicians coming to the house by
16 looking at the windows wells, so -- it could be a good
17 predictor that way.

18 BRUCE LANPHEAR: I think in both cases, in
19 one, to respond to the comment you made earlier, at least
20 in the written comment, we measured approximately half,
21 and this is really rough, of the children during times

1 when the windows might be open, and the other half during
2 the times when the windows were probably closed. October,
3 November. So there are going to be issues like that.
4 Even if they are dirty in October, November, is it
5 important, or how important is it, and it probably is
6 quite different than if they are open and dirty in August.

7 And I guess we would expect people in
8 November, regardless of how meticulous they are cleaning,
9 probably not to open their window wells and clean them at
10 that time of the season. I see there is one other point.
11 I guess the other thing just to mention, at least in, I
12 believe, the modeling, where we looked at different
13 surfaces, that noncarpeted floors were the first to enter
14 into the model.

15 SHIRLEY EBERLEY: Generally.

16 BRUCE LANPHEAR: In both cases, for whatever
17 that is worth.

18 MICHAEL RABINOWITZ: Okay.

19 MICHAEL WEITZMAN: But as a pediatrician,
20 there's a very practical implication, because not only is
21 it very high lead levels in window wells, window wells

1 1 disrepair at quicker rates, I believe, than other portions
2 2 of the window, and I don't know they are explicitly
3 3 counseling the public about cleanliness activity directed
4 4 toward window wells, so I think that we tripped upon
5 5 something that may have practical import.

6 MICHAEL RABINOWITZ: Well, if there are no
7 7 other general comments from this group, perhaps we
8 8 should --

9 PAT McLAINE: Pat McLaine. I have a
10 10 question about condition of the building. You have
11 11 interior and exterior visual conditions noted here, and
12 12 age of dwelling, and I wondered when you were doing the
13 13 analysis of that data, I think you might find that some of
14 14 this, especially the relationship between drapes, may be
15 15 somewhat dependent, as Dr. Farfel suggested, the condition
16 16 of the house and the age.

17 BRUCE LANPHEAR: One of the things that we
18 18 do intend to do is to look at condition of housing as it
19 19 relates each to lead loading, lead concentration of
20 20 interior dust, but also to begin to look at biracial
21 21 distribution, what it might be, some of the differences,

2 1 some of the differences in environmental exposures, and
2 we -- Shirley has done some of that, but it was more to
3 make sure nothing was grossly apparent, and we probably
4 need to be a little bit more formal about that approach.

5 PAT McLAINE: Have you scored that
6 information in terms of coming up with a variable based
7 only either the interior or the exterior visual
8 determinations?

9 BRUCE LANPHEAR: The condition was included
10 in the modeling.

11 PAT McLAINE: Okay.

12 BRUCE LANPHEAR: But we haven't done
13 anything more extensive, and we would like to do more than
14 that. I am not sure which month in the next six we are
15 going to do it, but we do think that's important.

16 MARK FARFEL: There are a couple of ways
17 that the housing conditions are important. One is your
18 overall description, but then also in the sample
19 collection form, I noticed there is some type of rating of
20 the particular surface with substrate that was actually
21 sampled.

2 1 BRUCE LANPHEAR: Yes.

2 MARK FARFEL: I suggest you look at the
3 comparison by that surface condition variable. I'm sure
4 the condition within a house is variable within room to
5 room. Goes with your sample site.

6 BRUCE LANPHEAR: Yes.

7 ROUTT REIGART: I have one just very small
8 question. I didn't understand the comment from all the
9 other reviewers. The blood sampling and analysis, there
10 is something about triplicate. Is that triplicate
11 analysis of the same sample, or three samples?

12 BRUCE LANPHEAR: It's the same sample. The
13 sample was sent to Wadsworth Clinic, and I believe you
14 received all that information of their QA/QC. The same
15 blood sample was analyzed on the first day that they
16 received it, the second day they received it, and the
17 third day, and so that allows them to increase the
18 precision of the estimate.

19 ROUTT REIGART: One of the comments the
20 other reviewers raised some question in my mind, it looked
21 like you were talking about three separate samples. I

2 1 just wanted to make sure about that.

2 MICHAEL RABINOWITZ: Three assays on the
3 same blood sample.

4 BRUCE LANPHEAR: That's correct.

5 MICHAEL RABINOWITZ: Okay. Then maybe it's
6 time now to hear from representatives of the EPA.

7 ROB ELIAS: Rob Elias, EPA. One of the
8 questions I have about, mostly about the presentation,
9 I'll bring it up now, you used the term low in reference
10 to 40 micrograms per square foot. If you draw a
11 comparison to the other sources of lead, that being food
12 or water, low for food is about eight to 15 micrograms of
13 lead per day. At 40 micrograms per square foot, we're
14 looking at 400 micrograms of lead from dust per day. So
15 that's the relative standard. I don't think it should be
16 referred to as low.

17 I know that it's going to be difficult to
18 achieve a low level of dust loading in homes, but a low
19 level of dust loading in homes should be characterized as
20 one or two micrograms per square foot, and you can see
21 that very well from your data. That's the point at which

2 1 you get below five percent above ten micrograms per
2 deciliter, so I think that language should be changed.
3 And so that we're not forced into some preconceived notion
4 about what is acceptable versus what's not acceptable.

5 The other point, I would like to reinforce
6 what Mark was just talking about here, in some of the
7 analyses that you've done, the multiple regression
8 analysis, some things didn't quite make sense, at least as
9 they were presented. One of these that stuck out for me
10 was the apparent relationship between paint loading on the
11 wall, measured XRF loading and blood lead, it's -- it
12 doesn't necessarily follow that intact paint on the wall
13 will cause elevated blood levels. But what will impact
14 that is that subset of those high measurements that are in
15 poor repair.

3 16 And so if you match that up, which I
17 couldn't see where you had that, if you match that up in
18 the regression analysis, then you may find a greater
19 relationship to that form of loading. Those are two --
20 and by the way, I should have said this at the outset,
21 that it is a rare opportunity that we have to register

3 1 these comments against such a well designed and a well
2 carried out study. So if it seems like we dig in here and
3 make a lot of criticisms, it's only because the
4 opportunity is there --

5 (Laughter)

6 -- for really getting some information. If
7 this were a badly conducted study, most of us wouldn't
8 even bother to show up here. So everything that I say,
9 and I'm sure my colleagues say, is let's see what more we
10 can get out of it.

11 BRUCE LANPHEAR: Okay.

12 ROB ELIAS: I think what I would like to do
13 is kind of let those comments ride at this point, and
14 perhaps just back in later on with some other things as a
15 topic.

16 BRUCE LANPHEAR: Except maybe simply could I
17 respond to the comment about XRF. There is a perception
18 of low, and there may be another way of describing low.
19 It's not clear based on this one study what really is low,
20 although we can define it in the limits of the study. I'm
21 not sure whether it is or is not appropriate.

3 1 SHIRLEY EBERLY: We did include in the
2 model -- I'm Shirley Eberly. We did include in the model
3 the maximum interior paint value, the condition of the
4 paint at that place, and the interaction between the two.

5 ROB ELIAS: And what did you find in the
6 interaction value?

7 SHIRLEY EBERLY: Sometimes this group of
8 three variables did enter models, but more frequently they
9 simply did not enter the models.

10 ROB ELIAS: And what did you find in terms
11 of dust lead loading? With that interaction you were
12 comparing that to blood lead; is that right?

13 SHIRLEY EBERLY: Right.

14 ROB ELIAS: Did you look at dust lead
15 loading as it related to condition?

16 BRUCE LANPHEAR: Not yet, but that is one of
17 the things we want to do fairly soon.

18 ROB ELIAS: And this is the topic that I am
19 going to bring up later, and that is, structural equation
20 modeling.

21 BRUCE LANPHEAR: And we also have plans to

3 1 do that as well, Rob. Lots of plans.

2 BRION COOK: Brion Cook. I'm going to wear
3 my regulator hat when I give some comments, and also ask
4 some questions that EPA has to get answered in order for
5 us to really use these data as much as it can be used.

6 Under Title X, Section 403, EPA has to
7 promulgate standards, health-based standards, for exposure
8 to lead-based paint, contaminated dust and contaminated
9 soil. We have to actually set numerical standards that
10 are health based, and they really have to be national in
11 scope. We are in some way applying to the whole United
12 States. This study was done to help answer some things
13 that we don't know about dust. And it's great to look at
14 kids whose primary exposure to lead has been through dust,
15 and I think that that really affords us a good look at the
16 dust exposure for kids to help us in the standards. So my
17 questions, I guess, are in two areas.

18 First is really how useful are these data to
19 set these national standards? Can this study by itself be
20 used to set standards? Should it be used in conjunction
21 with other data that Mark and Scott have, or other data

3 1 sets that are out there? It's gratifying to hear all the
2 panelists say the study was well conducted and well
3 designed and well executed, but I guess I haven't heard
4 explicitly did the study meet the aims that Bruce put up
5 in his first slide? Did we really establish a
6 relationship on what is it, how useful is it, and also
7 about sampling. What have we learned about sampling to
8 help set the standards? How useful are the data to set
9 these standards? If they are not useful, what else do we
10 need to do? How useful is the national look at dust lead
11 that Bruce referred to in helping us set standards under
12 Title X.

13 So I think there are some questions there
14 about the usefulness in setting national standards, and
15 then also part of what we have to do is once we have those
16 standards, we have to tell people how to collect the
17 physical samples. And five different methods were looked
4 18 at here. What have we learned from this study that will
19 help us pick out a method or a group of methods or not
20 pick out a method now on how people will take dust samples
21 in order to comply with the Section 403 standards?

4 1 Those two areas are the questions that we
2 really need to have answered in order for us to make the
3 most use of these data.

4 MICHAEL RABINOWITZ: Any other comments from
5 other government representatives?

6 STEVE WEITZ: Yes. I'm Steve Weitz. I'm
7 with HUD, and as the agency that paid for this study using
8 the taxpayers money, I'm naturally very pleased to hear
9 generally favorable comments of the overall comments, and
10 I want to thank you, Bruce, and the other Rochester people
11 and the National Center for doing a good job. And then I
12 would also kind of want to associate myself with the
13 questions that Brion just put, because naturally the
14 policy that EPA sets is the policy that HUD has to set in
15 all of the housing that it's associated with, and it has
16 major financial implications from the agency. Thanks.

17 STEVEN RUST: I guess I have a comment in
18 response to Brion's questions. I think one of the main
19 questions we were asked was the quality of the data. And
20 I think that many of the comments you're hearing say that
21 the data is of high quality, the study was well designed,

4 1 well conducted, and there is a data set here now that can
2 be used to answer many questions.

3 I think also a lot of comments would point
4 to they have had limited time to do analysis on this data
5 and the limited analyses they have done have raised a lot
6 of issues. They have answered some questions. They have
7 raised some other questions, and that I think in order to
8 get at some of your questions, more analysis of the data
9 is going to need to be done, but I very much want to say I
10 think the data is of high quality and will be amenable to
11 these analyses and may very well answer those questions,
12 but it may be impossible at this point to say whether or
13 not it will ultimately answer those questions.

14 ROB ELIAS: I would like to expand on
15 Brion's comments. I think what Steve was saying is a very
16 good idea, but Brion has raised a question how can we
17 extrapolate to a national standard. And the first thing
18 to ask, we can't get from your report is how well does
19 this population of children represent just the City of
20 Rochester, and then how representative is the City of
21 Rochester to similar municipal areas across the United

4 1 States? That's a step in the direction we want to go.

2 The first question you may have an answer
3 to. Do you? You talked a little bit about. Can you talk
4 some more about it?

5 BRUCE LANPHEAR: Yeah. If you just compare
6 the demographics of children based on the 1990 census, we
7 have tended to oversample by maybe 10, 15 percent children
8 that live in low-income housing and children that are
9 black. And the reason for that probably is not because of
10 issues related to the criteria, but that because we used
11 three urban hospitals that tend to provide care to the
12 majority of families of lower income and/or minority.
13 There's not a major difference, but there is some
14 difference.

15 ROB ELIAS: You said now that you've found
16 an impact on race, so I think that point is a good one,
17 but did you find any impact of low-income housing relative
18 to -- is that a factor that we should be concerned with?

19 BRUCE LANPHEAR: It is significantly
20 associated, but not after adjusting for these other
21 variables that we measured, so I guess the question is if

4 1 you had to go into a town and say can you identify houses
2 that are more likely to be at risk, I think you could do
3 that to some degree with either a lower income or rental
4 property, but I don't know -- that obviously is not as
5 precise as some of these other measures that we could use.

6 ROB ELIAS: That's one way of looking at it.

7 DAVID JACOBS: I think this study was
8 specifically not designed to be representative of either
9 Rochester or the United States. We designed the cohort so
10 this exposure was due hopefully largely to dust in the
11 house in which they lived. That's why we designed it so
12 it's biased, and that has importance implications on how
13 the agency decides to use it.

14 This was intended to be a high-risk
15 low-income urban population, and therefore it's not going
5 16 to be representative, so, for example, we talked about
17 this chart at the end here, 10 percent being above a blood
18 lead level at a certain dust lead level. That's going to
19 be -- those data are only good for high-risk urban
20 populations. And so therefore, to argue that we should
21 allow 10 percent of the children to have blood leads above

5 1 ten micrograms per deciliter using this cohort would
2 perhaps be overly conservative in terms of the general
3 population.

4 In other words, if you were to extrapolate
5 this to the general population, it would be much more
6 protective. So I think it -- you know, it's a question, I
7 suppose, as to whether the agency feels it needs a
8 representative study instead of a high-risk urban
9 population whose exposure was largely due to dust. We
10 didn't decide to go that way in this study.

11 NICK FARR: I'm Nick Farr, but for what it's
12 worth, we thought about two other populations, which we --
13 which this isn't. One would be population in what you
14 might characterize, no offense, a dirty city, which at
15 least we think Baltimore and some other places are. The
16 ambient level of lead in the street and so on are probably
17 greater.

18 And another is a suburb. Some places which
19 is a super-clean city, high-income people, it just depends
20 upon -- all these things take time and cost money. But we
21 didn't do either -- this is not either of those things.

5 1 MARK FARFEL: Mark Farfel. I was just going
2 to illustrate there may be differences across the study,
3 populations, ongoing studies. The Repair and Maintenance
4 Study in Baltimore has a group of children living in older
5 lead-painted housing in the central areas. And we had a
6 geometric mean also, studying geometric mean blood level
7 in the children living in older houses. We have other
8 categories in urban areas much lower than that you're
9 seeing in this Rochester study.

10 ROB ELIAS: Now that you've brought that
11 up -- Rob Elias. Now that you've brought that up, the
12 question of dirty versus clean, there's a big -- you don't
13 discuss dust loading. It's dust lead loading. We need to
14 know that information. Obviously we need to know low lead
15 information is how much dust is in the home. And by way
16 of example, if we use the recommendation here that a wipe
17 sampling taken and that being shown to, say, a
18 pediatrician as a measure of risk, and some way predicting
19 the blood lead, the pediatrician or anybody, the public
20 health official, is going to look at that number of dust
21 lead loading, dust lead loading of 40 micrograms per

5 1 square foot and say, well, I don't know whether you've got
2 a dirty house or whether you've got a high lead-based
3 paint, so you're going to have to go back and look at the
4 situation in the home. We need to have tables of
5 information here showing the dust loading in Rochester.

6 STEVEN RUST: By implication, Rob, it would
7 also seem that you're implying that wipe sampling could
8 not be the method used to compare to a standard.

9 ROB ELIAS: I think that's one factor that
10 should be considered in determining which is the best
11 method.

12 MICHAEL RABINOWITZ: So just to underline
13 this a little bit, I know one of my comments was, and I'm
14 sure you will do the statistics, just try to do blood lead
15 levels from bulk dust in the house, it might convey a lot
16 of information. How you use that to set standards, I
17 leave to other people.

18 MARY EMOND: One finding -- my name is Mary
19 Emond -- that might partially address this question was
20 that concentration was less associated with blood leads,
21 so it seems to imply when we have high lead loadings,

5 1 we're talking about dirtier homes.

2 ROB ELIAS: That's not surprising. There
3 are circumstances where the concentration is important.
4 If the dust load -- dust load is low, then concentration
5 wouldn't be as important as dust level. It would be as
6 easily identifiable as relating to blood levels, and that
7 tells us a lot about what we would advise that family to
8 do to resolve the situation. Whether they should keep the
9 home cleaner or whether they need to get rid of some
10 source of lead.

11 MICHAEL RABINOWITZ: Excuse me, Michael.
12 You had your hand up.

13 MICHAEL WEITZMAN: Michael Weitzman. This
14 discussion does raise another limitation of the study that
6 I don't know that we've explicitly stated before. And
15 that is that if you look at national data, it is true that
16 children in urban settings are more likely to be poor than
17 children elsewhere, but you're still talking about 40 to
18 45 percent of children in cities across the United States,
19 and Rochester, I don't know that it's any cleaner or
20 dirtier than Baltimore, to be quite honest with you. It
21

6 1 is an old city. It does have an inner city. We
2 oversampled inner city kids. There are in Rochester, as
3 in virtually every other city, more affluent, more
4 privileged families who also live in older houses that may
5 be in better repair, or irrespective of the repair, may or
6 may not be cleaner.

7 So that setting a standard, one has to say
8 whether or not we want to come up with some figure that
9 protects all children, that puts some children at greater
10 risk than others, or whether we're going to say for the
11 group that's at highest risk, namely, the group that we
12 believe is at highest risk, kids who live in poverty, in
13 lead-infested homes that are in bad repair, that that's
14 the group that we're going to try and set a limit at, even
15 though that may be more intrusive and may overdo things
16 for other kids.

17 Am I making sense in what I'm saying to you,
18 Robert?

19 ROB ELIAS: Yeah.

20 MICHAEL WEITZMAN: I live in the City of
21 Rochester. I live in a very old house, a very large house

6 1 that probably has tons of leaded paint in it, but my kids
2 are more privileged, who live in a more affluent family
3 than many of the kids in the study. I don't know that the
4 dust lead blood lead or the household lead blood lead
5 relationship would be the same for kids from a different
6 social strata study than the kids in this study.

7 ROUTT REIGART: Reigart again. To just sort
8 of expand on that discussion, you did not find the
9 relationship between socioeconomic status? Did I
10 understand that to be correct?

11 BRUCE LANPHEAR: We did find it in a
12 univariate analysis, but after controlling for dust lead
13 loading and some of these other covariates, it did not
14 remain significant.

15 SHIRLEY EBERLEY: Except single parent
16 households.

17 BRUCE LANPHEAR: Yes. Excuse me. Single
18 parent households in the Wipe Model, using the covariates
19 identified with all five method measures forced into a
20 model was significant.

21 SHIRLEY EBERLY: It's also in our overall

6 1 Wipe Model for all the methods, the first model.

2 BRUCE LANPHEAR: For the one which included
3 all the models, yes.

4 ROUTT REIGART: I sort of wonder if this
5 would be a time for Rob Elias to introduce structural
6 modeling. I'm just wondering whether that kind of
7 modeling wouldn't help you. I mean, you have
8 socioeconomic status related to condition of housing,
9 cleanliness of housing, related to blood lead. Is this --
10 I'm asking.

11 ROB ELIAS: Yes. That's one piece of
12 information that would come out of it, but the main reason
13 goes a step beyond that. And, that is, that when we do
14 structural equation modeling, when anybody does that for a
15 number of different studies, and this is not a
16 meta-analysis like Chuck was talking about, but if we look
17 at the patterns that are established by pathways or
18 association here in the relative strengths of those
19 association, then we can get a better picture of what at
20 least some group of studies would tell us toward a, say,
21 boundaries for a national standard.

6 1 For example, if we were to see that there is
2 no relationship between soil and house dust in one study,
3 we would look for an explanation for that. And that
4 explanation might be, as in Cincinnati, where the soil was
5 quite separated from the house. Maybe down in a park or
6 vacant lot or something like that, but more important,
7 there are pathways that are sometimes not known to us, are
8 not obvious, and that can emerge in the structural
9 equation modeling, but I don't want to dwell on it because
10 I think the general consensus is that analysis should be
11 done. I don't think we need to take a lot of time here to
12 discuss that.

13 MICHAEL RABINOWITZ: We'll make sure before
14 the day's over that they have some sense of what sort of
15 structural equation models you might have in mind. What
16 pathways you might want to explore.

7 17 BRUCE LANPHEAR: We have talked about this.
18 It is similar to what has already been done in Cincinnati.
19 Is that the kind of model you're talking about or quite
20 different?

21 ROB ELIAS: It depends on what you're

7 1 talking about from Cincinnati. It has evolved quite a
2 bit.

3 MICHAEL RABINOWITZ: Are there any other
4 comments from the panel or other government
5 representatives? Maybe we should turn it over to public
6 comments then at this time. And perhaps there are some
7 comments from -- excuse my back. Sorry.

8 ALAN WHITTINGHAM: Alan Whittingham. You
9 got down to Page 14, you said exterior dust and exterior
10 paint variables were excluded from consideration due to
11 the large number of missing values. Could you explain.

12 MICHAEL RABINOWITZ: Page what?

13 ALAN WHITTINGHAM: Page 14. I always
14 thought that exterior paint and exterior dust was quite
15 important. Really, just why was this?

16 MICHAEL RABINOWITZ: I'm sorry. Can you
17 just --

18 ALAN WHITTINGHAM: Page 14. Four lines up
19 from the bottom.

20 MICHAEL RABINOWITZ: Under Multivariate
21 Analysis.

7 1 ALAN WHITTINGHAM: Exterior dust and
2 exterior paint were excluded.

3 SHIRLEY EBERLY: I'm Shirley Eberly.
4 Sometimes those exterior dust samples were not taken
5 because it was raining or there was snow on the ground, so
6 that severely limited the exterior sampling that was done.

7 BRUCE LANPHEAR: The type of surface the
8 exterior house was made of may have also impacted on that.
9 And apparently I think where we also lost some additional
10 measurements was when we looked at the entryway which may
11 have been where they did impart some of the exterior
12 measurements they were included than say on a porch and so
13 that was another reason for that.

14 ALAN WHITTINGHAM: I mean, I find it a very
15 surprising omission. I thought it was a pretty important
16 aspect of the study. And I see it as a major deficiency
17 if you don't get the source of the lead, which I think we
18 think would be important.

19 BRUCE LANPHEAR: We do want to go back and
20 actually do a frequency table to understand why that
21 happened, and so we are concerned about that without

7 1 having a better explanation and knowing some of the
2 reasons without being able to quantify that.

3 STEVEN RUST: Bruce, is there enough data to
4 do an analysis, including these variables, on a
5 substantial subset of your data?

6 BRUCE LANPHEAR: Yes.

7 STEVEN RUST: Just to see whether or not
8 further investigation is warranted?

9 BRUCE LANPHEAR: Yes.

10 ROB ELIAS: I had two comments on that.
11 One, in addition to that subsetting, is it possible, first
12 of all, to simply go back and make those measurements?
13 That's one thing that's not likely to change. I realize
14 you're all the way through with your environmental
15 sampling. He's all ready to hand out the bucks here.
16 That's probably one solution, because this can be a
17 critical point. The other one is quite a bit more risky,
18 and is it possible to develop some missing value procedure
19 as a last resort?

20 BRUCE LANPHEAR: I don't want to speak to
21 the second thing, although I'm sure it's possible, but

7 1 other people can say that better than I. I think the
2 first thing I would like to do is understand and put
3 together a frequency table of why those values are
4 missing, and if it then appears that -- I don't believe
5 they weren't done. Unless there was a valid reason for
6 that. We didn't just have technicians who said, geez, I
7 don't want to do the outside of the house, so once we have
8 done that, then the first step that you mentioned may be
9 appropriate.

10 ROB ELIAS: But if there is no lead-based
11 paint there, it should be zero, not missing.

12 WARREN GALKE: That's right.

13 ROB ELIAS: But if it's only lead-based
14 paint around, say, the trim of a brick veneer building,
15 that can still be very important.

16 BRUCE LANPHEAR: That's right. And so once
17 we understand why those values appear to be missing, then
18 we would have that explanation, and actually a
19 quantification of how many were not done because of that
20 or because they appear to actually be missing, so that
21 would be accounted for.

7 1 ALAN WHITTINGHAM: No --

2 MARY EMOND: We have one more.

3 SHIRLEY EBERLY: Yeah. One more comment
4 here about exterior paint. For the samples that we do
5 have, the correlation is extremely low. It's only .09 and
6 with log of blood lead. So that's extremely low.

7 MICHAEL RABINOWITZ: Lead and exterior paint
8 and blood lead.

9 SHIRLEY EBERLY: Um-hum. Um-hum.

10 ROB ELIAS: Once again, you really want to
11 look at exterior paint and exterior dust. That's where
12 the correlation should show up first.

13 MICHAEL RABINOWITZ: Yeah.

14 SCOTT CLARK: I have several comments. One,
15 this is a very fine study, well done, under tremendous
16 time pressures, and you did a fine job on that. I have
17 some questions on Table 7, which shows the concentrations
18 by the different dust lead collection methods, which is
19 central to the whole process.

20 MICHAEL RABINOWITZ: Hold it, Scott.

21 SCOTT CLARK: I will. Table 7. And a

8 1 couple things, one, we've done -- well, one thing.
2 Looking at the concentrations by the two vacuum methods,
3 it appears to be quite higher with the BRM than the Dust
4 Vacuum Method several fold, which means, except for the
5 carpeted floors, that it's getting different dust. It's
6 getting a different -- there's different components in
7 there, whether it's picking up bigger particles. It could
8 be picking up paint chips with a larger vacuum, which you
9 expect, but it isn't measuring the same dust, so it's not
10 surprising you get different conclusions from that.

11 The other -- we have done some side-by-side
12 and same surface comparisons of the Dust Vacuum Method and
13 the wipe, as I recall from my head, and we generally find
14 on uncarpeted floors about a 30 percent. About 30 percent
15 comes up with the vacuum. So the value you have here
16 appears to be lower than I'd expect. I would expect more
17 for the noncarpeted floors about four or five based upon
18 our experience in several hundred samples.

19 Window sill we find about a 50 percent
20 difference, where the vacuum would get about half what the
21 wipe gets. So I'm not sure, you know, these are people

8 1 who, I'm sure, are well trained and so forth, but this was
2 a new method to determine them, so there could be
3 something in the method's use where you're picking up less
4 dust than we do in a couple of areas.

5 One very intriguing thing about your results
6 was on -- I forgot. I think it doesn't have a number on
7 it, but where you had the predicted percent above ten at
8 various dust levels, I think we found the answer here to
9 lead poisoning, Steve, is actually sell houses to people.
10 I think if you give them all houses, you own their home,
11 you can have dust up in the hundreds. It's very flat.
12 There a big difference between those who rent the home and
13 own the home. And this factor I wonder if this showed up
14 in your modeling at all, because this is a very key
15 difference. This is remarkable, the difference in the
16 particular levels for those who rent the home and those
17 who own the home. That's very intriguing.

18 BRUCE LANPHEAR: (Nods head up and down.)

19 SCOTT CLARK: Also you mentioned I guess you
20 had four environmental samplers; right?

21 BRUCE LANPHEAR: Three.

8 1 SCOTT CLARK: One person had four times the
2 levels of some other people. There was one person who had
3 much more variability. You did some in-lab comparison
4 repeatability which was excellent and also some in the
5 field. And the in-lab one, on Page 28, I want to comment
6 on briefly. Because we have some relevant data on this.

7 Table 28 is the in-lab reliability results,
8 where you had three technicians. I was intrigued where
9 there were four whether the fourth person was left out. I
10 don't know. I thought I saw four someplace.

11 NANCY WINTER: He was the supervisor in the
12 field.

13 SCOTT CLARK: Maybe he was the one that
14 didn't do so well.

15 BRUCE LANPHEAR: He wasn't included in the
16 reliability.

17 SCOTT CLARK: Now, one of the things that
18 actually surprised me was the recovery of the Dust Vacuum
19 Method, and the higher Vacuum Method on linoleum was also
20 the same in spite of having a much bigger pump. If I read
21 this correctly, we even get slightly higher recovery with

8 1 a smaller vacuum pump than we do, which I don't -- it's
2 hard for me to understand why that would happen. Because
3 one is much more powerful, and the results elsewhere, so
4 you got a hundred times more with the higher vacuum,
5 although this is a different dust.

6 The other thing is on the carpeted floors,
7 how did you embed the dust on the carpet? Is it just --
8 we did some embedding using ASTM methods on new carpets.
9 It took us about ten minutes a square foot to get up to 60
10 percent. This was a surprisingly high number to get up
11 presumably just on a one-type pass thing.

12 BRUCE LANPHEAR: But not using the method
13 that you described also.

14 SCOTT CLARK: Right. You didn't embed it.
15 I think the most difficult thing for me to understand is
16 why the recoveries are the same for the two vacuums on
17 this. Maybe Mark might have some suggestions, since he
18 has used the BRM quite a bit.

19 MARK FARFEL: What struck me about the
20 percent recovery is that it was as low as 64, 60 percent
21 based on some of our in-laboratory samples vacuuming from

9 1 smooth tile vinyl surfaces, so that was one of the things
2 that struck me. And I also -- I wanted to know what
3 weight of material, what weight of --

4 BRUCE LANPHEAR: How much?

5 MARK FARFEL: -- material was placed on the
6 surface. What was the dust loading?

7 BRUCE LANPHEAR: I believe it was .5 grams,
8 but I really am pulling to get that out. This is the
9 first number that comes to mind, Mark. I'll have to
10 double check that. Total dust weight, correct. This was
11 a particular urban particulate matter. And I don't know
12 what the size particles of lead in that particular matter
13 are, Scott. I wonder if that is partly what explains what
14 we found in terms of the percent recovery with the DVM
15 compared to the BRM, but I can't answer it.

16 SCOTT CLARK: I'm surprised it was higher on
17 the carpet than on the bare floor. You would think it
18 would be easier off of carpet, off of bare floor.

19 MICHAEL RABINOWITZ: Can I ask a question
20 about that, since we seem to be on the topic of recovery
21 of dust sample. I guess you used as a sample this SRM

9 1 standard reference material that I guess was prepared from
2 St. Louis, where they burn a lot of coal. Historically I
3 think that's where the sample came from. As I recall, the
4 sample is kind of sooty. It has a certain adhesiveness to
5 it, and it may be different in bulk characteristics than
6 household dust, which may be a little more granular, sandy
7 or hairy or whatever. Do you think that's the best
8 material to use to test recoveries? Are there some
9 recommendations people might have about better materials
10 to use as a standard dust?

11 SCOTT CLARK: ASTM has a standard dust they
12 lift off of carpet. It's a sand and talc, I believe, but
13 it's in the ASTM standards. That's what we tried to use
14 for our carpet.

15 MICHAEL RABINOWITZ: It's different than the
16 one you used?

17 BRUCE LANPHEAR: We used 1649. I would have
18 a couple comments. I'm not sure there is a good standard
19 material to use. I don't know that we know how to mimic
20 household dust in terms of in-lab reliability results, and
21 I think one thing to be aware of is that this included

9 1 three people with one dust measurement for each of
2 2 those -- three dust measurements for each of those surface
3 3 types.

4 One dust collection using each dust
5 4 collection method by surface type. Extremely limited.
6 5 This was something we did as a very small part. So I
7 6 don't think we should put too much weight on this. If we
8 7 wanted to do an in-lab reliability analysis, I think we
9 8 could do much better than what we've done here. This was
10 9 a beginning and just a small attempt. But I am not sure
11 10 that there is a good standard material to use.

12 I think the idea of collecting, this is what
13 11 John Roberts from Seattle suggests, is we collect lots of
14 12 household dust using vacuum cleaners, homogenize it, and
15 13 apparently he has done that test and shown that the lead
16 14 content is similar with repeated samplings of that. That
17 15 would make much more sense than what we relied on. We did
18 16 not have that available to us at the time.

19 MARK FARFEL: When we reevaluated the
20 17 performance in-lab, we were faced with the same problem.
21 18 We wanted to include materials that reflected the range of

9 1 particle sizes that we would anticipate being in house
2 dust, and that range for us was less than one micron to
3 two thousand. We used talc as a surrogate. We used SRM
4 204 as this middle range of dust. 38 to 150 microns, and
5 then we used a composite that we got from Midwest Research
6 Institute reflecting a range of 250 to three thousand, and
7 we had ten replicates of each type of dust, and we also
8 varied the loading. And the discrepancy with this result
9 is that the BRM had recoveries all above 84.9 percent
10 across that whole range of particle sizes, and we had
11 never observed it as low as 54 percent.

12 SCOTT CLARK: On what surfaces?

13 MARK FARFEL: This is on a smooth tile
14 surface in the lab.

15 MICHAEL RABINOWITZ: That's recovery of bulk
16 mass material?

10 17 MARK FARFEL: That's right. So it ranged
18 from -- the very smallest diameter dust that we used on
19 the performance evaluation we had a geometric mean
20 recovery of 87 percent. And on the mid-range material,
21 depending on the dust loading, it was 85 to 89 percent of

10 1 the material recovered. And on the large diameter dust
2 250 to two thousand, it was 97 percent, so we tried to
3 select materials that would reflect that range of particle
4 sizes.

5 BRUCE LANPHEAR: One other comment I would
6 make just to follow up is that the reliability, the
7 in-field reliability, I feel more comfortable with. It
8 has other kinds of limitations in terms of we really don't
9 know how much dust was there to begin with, whereas we
10 have a little better idea with the in-lab. There are
11 certainly more samples included there. It is more what I
12 would expect to see in the real world, and so although it
13 has limitations, I didn't want to discount the in-field
14 reliability, although I was saying let's look at the
15 in-lab reliability with some caution.

16 STEVEN RUST: Just exactly how many data
17 points go into this table? Are there three data points
18 going into each one?

19 BRUCE LANPHEAR: I didn't say it clearly.
20 Mary, can you give him just a quick overview?

21 MARY EMOND: It's three from that table.

1 STEVEN RUST: Thank you.

2 MICHAEL RABINOWITZ: Okay. Any other
3 comments?

4 ELLEN TOHN: I have a comment. Ellen Tohn.
5 First, I guess I'm a little intrigued by the window well
6 numbers. I would like to pursue that a little from an
7 implementation point of view. Everyone has said that this
8 study raises a lot of questions. In the meantime, we all
9 know Brion is trying to write something and come up with
10 some numbers that will be used even in the interim. And
11 the reality about what people are talking about is using
12 some of the numbers that have been out in the field for
13 some period of time, and window wells, that number is 800.

14 The data that you presented suggests --
15 indicated I think loadings with wipes, 68 percentage of
16 the homes that you sampled had numbers that exceeded 800
17 in window wells, and this is a high-risk urban population.
18 So my question is what would be the implication of coming
19 up with an 800 number for window wells as a number that
20 the agency might come out with in the interim for
21 suggesting lead hazards, and is it really meaningful of

10 1 the risks that children are exposed to for lead?

2 BRUCE LANPHEAR: I'm not sure I can respond
3 any more except to repeat the inferences I made earlier.
4 And that is, we began to look at a similar kind of
5 estimate using logistic regression with the window wells.
6 But we didn't take it very far, and one of the problems
7 was that it plateaued so quickly that I'm not sure I could
8 say too much more about it than I've already inferred. I
9 think we need to look at that a little more closely,
10 because it appears that 800 may be too low based upon what
11 we're seeing. And yet I say that, and I'm not going to be
12 able to provide you with any specific level or a graph
13 that says this might be where that level is. So I think
14 you're right, but I don't know that I can say anything
15 more about it.

16 MICHAEL WEITZMAN: I don't know that we can
17 say whether it's too low or right or too high until
18 somebody shows whether or not you can get it down below
19 800 by reasonable effort. I would imagine that that's the
20 case. The fact that 68 percent of the families have
21 substantially higher levels doesn't mean that you couldn't

10 1 obtain 800 or something less than 800.

2 I think what you need to do is convince
3 yourself and have data that will show that there are
4 practical ways to get below 800 on a regular basis.
5 Disagree with me if you see it differently. That's how I
6 would interpret that.

7 NICK FARR: That's not the only issue,
8 though. I mean, the technical ability five minutes after
9 you've cleaned the window well, get it down to something
10 is interesting, but the likely reaccumulation rate the
11 next day or six months later or a year later is also
12 important. It's what you do when it reaccumulates. I
13 mean, that's where I think it's going to be a problem.

14 Or, conversely, when assuming that people
15 look at houses and decide whether that you do something,
16 which we would like to have happen, then at what point do
11 17 you say this is a house we need to spend a thousand
18 dollars on or \$10,000 on or something, so it's not just
19 the technical ability of getting it down, but it's these
20 other issues what is a house in which we need to do
21 something or six or 12 months later, where the dust on the

11 1 window wells is reaccumulated, which is pretty likely to
2 happen. At what point do you feel that you have to do
3 something to that window well again? It may be a little
4 expense or may be a large expense.

5 STEVEN RUST: Well, I guess what I was going
6 to say, there's also a big difference between showing a
7 relationship between house dust and blood lead and showing
8 that if you somehow do abatement or remediation of some
9 type to bring those levels down, that the blood lead
10 levels will also drop accordingly. And I think we have to
11 keep that in mind as we're discussing it, that the second
12 simply has not been done at this level of blood lead.

13 BRUCE LANPHEAR: Correct.

14 MICHAEL RABINOWITZ: That's some of my
15 concern about window well lead, I guess, is are you sure
16 it's really a vector? Perhaps that your pathway analysis
17 could help us understand that. Is it a vector on its way
18 to the child, or is it just a marker, a place where
19 certain types of suspended material accumulates? Things
20 that aren't tracked in on the bottom of the feet but
21 perhaps windblown. It's that type of dust.

11 1 And also the other thing that I'm a little
2 concerned about, I just don't understand about window well
3 dust as a standard is do you just clean out your window
4 wells and you would pass the test? You could have a lot
5 of lead in other parts of the house, so I guess the
6 standards would be written with that in mind in some way.

7 SCOTT CLARK: We have to know what a window
8 well is. We don't yet. Structural equation modeling
9 would help that, tell us where it does add to the floor
10 dust. Maybe it's just an artifact. We don't know.

11 STEVEN RUST: Structural equation modeling
12 still is only going to be able to cull out the
13 correlations between the data, and an important other
14 variable that is a connector has been observed.
15 Structural equation modeling isn't going to do everything.

16 MICHAEL WEITZMAN: So would I be correct in
17 taking away from this that aside from doing a trial of
18 window well cleaning, that one couldn't reach an answer
19 that would be needed to address these particular issues?

20 SCOTT CLARK: Modeling would help.
21 Structural equation modeling would help. I wouldn't

11 1 ignore that and go to the field.

2 DAVID JACOBS: It seems to me if the window
3 wells did not matter, you would see no correlation. The
4 fact is we did see a correlation of window wells
5 independent of other sources, so therefore just on a
6 rudimentary basis, we don't understand where it comes from
7 and how it may be related to other things in the lead, the
8 window wells do appear to matter. I think we can at least
9 take that away.

10 BRUCE LANPHEAR: Whether you can do --

11 DAVID JACOBS: How much and so forth remains
12 to be seen.

13 BRUCE LANPHEAR: Can I get a clarification
14 of what you mean that window wells do matter? Do you mean
15 that specifically the lead in the dust in the window sill
16 gets to the child, or that window wells are a predictor of
17 blood lead levels?

18 DAVID JACOBS: I mean that in one of those
19 tables we saw a significant correlation between window
20 well dust lead and blood lead levels.

21 STEVEN RUST: I think the important question

11 1 is is there any real connection between the lead in the
2 window well and the child, and that one I think is wide
3 open.

4 MARK FARFEL: Didn't you point out that may
5 have a behavioral component to it? As the children get
6 older and are able to access those areas and play in these
7 areas may be changing --

8 STEVEN RUST: Or it may simply be a
9 surrogate for lots of other things that are not being
10 measured.

11 MICHAEL RABINOWITZ: That's like people who
12 carry matches are more likely to get lung cancer.

13 PAT McLAINE: I think -- I mean, along the
14 lines of this, do we see more of a relationship between
15 dust lead levels in the children's bedrooms or their play
16 areas as opposed to the house dust generally? I mean,
17 again, I think the child is somehow missing in this
18 equation and where the child actually is in the vector.

19 You know, young children and the windows are
20 low can pull themselves up and put their little cars and
21 people in the window well, so a window that is very low is

12 1 really accessible to a child, and I think there's a
2 difference between windows that are four feet high versus
3 a window that is a foot and a half or two feet off the
4 ground. I think this is something real important,
5 especially from the perspective of protecting an
6 individual child in a home.

7 We're looking not only at standards, but
8 what can we advise parents to do to protect their children
9 from all the lead that we know is out there?

10 BRUCE LANPHEAR: If you look at some of the
11 correlation of lead loading or lead levels and children's
12 blood lead, certainly for the BRM, the child's bedroom is
13 more highly correlated, just if you look at the
14 correlation coefficient. For example, for the child's
15 bedroom the correlation is .41 compared to the play area,
16 which is .28. Now, I don't know if the play area versus
17 the bedroom is a big difference there, but we have to
18 consider a couple different things.

19 One, are we going into houses where people
20 actually live and we know where their bedroom is, or are
21 we going into houses where people may not be living, so it

12 1 is important if you're going to a house where there is
2 already people living. It may be less important if you're
3 doing this after somebody's left after renting a place for
4 two years and you want to measure it before it gets rented
5 again, and so we're interested in both.

6 We primarily emphasize more of a generic
7 living space at this point. That's for the seventh month.
8 We do want to do that. That is also very interesting too,
9 looking at specific locations. How much it's involved in
10 the policy setting, I'm not sure except it might be for
11 what EPA calls Phase II Risk Assessment. That is when you
12 know a child has an elevated blood lead. What kind of
13 sampling do you do?

14 On the other hand, you could argue that a
15 separate study should be done to look at those children
16 who might be quite different than what we found, both in
17 terms of which -- presumably, which dust collection method
18 and what other measures do you need.

19 PAT McLAINE: As a follow up, have you
20 separated out the lead dust levels by surface? In other
21 words, floor, well and sill versus -- within the room to

12 1 see if any one of those are highly correlated, or just
2 have the measurements of all three of those combined?

3 BRUCE LANPHEAR: Just the average of each
4 surface type or the average across a room. We didn't look
5 at the child's bedroom, four.

6 SHIRLEY EBERLY: We have the raw data to do
7 that.

8 BRUCE LANPHEAR: Yeah. We have not yet done
9 that, if I understood your question right.

10 PAT McLAINE: Right, right. I have one
11 other question on the data. Did you ascertain whether
12 these were single or multi-family, and -- because I didn't
13 see anything in the forms that indicated that, and did you
14 try to determine what kind of houses they were, if they
15 were frame, if they were brick? I mean, there's, again, a
16 big variation between the different types of housing
17 across the country.

18 BRUCE LANPHEAR: That is all available in
19 our data set.

20 ROUTT REIGART: Again, just to expand a
21 little bit on some of what Pat is saying, I still get

12 1 struck by the wide age range. If you have a 12 or 14
2 month old that is just beginning to walk and spends most
3 of their time on the floor, their pattern of exposure has
4 to be different than a 30 month old who is climbing and he
5 responds in a lot of different ways to his or her
6 environment.

7 Do you have enough numbers to break down
8 these any more by age group than you've done and look at
9 window sills at 24 to 30 months versus window sills at 12
10 to 18 months? You may not have enough data, but it would
11 be very interesting.

12 BRUCE LANPHEAR: I think we have done it,
13 but I don't think it's answering the question. I don't
14 think it's giving you the answer you're looking for. We
15 didn't find a difference by the behaviors we've measured.
16 We may not have measured certain behaviors that may
17 differ.

18 ROUTT REIGART: Maybe I missed it. I didn't
19 see analysis of relationship between window sill to age to
20 blood lead. You looked at the behaviors by age group, but
21 you didn't look at the predictors of blood lead of various

12 1 surfaces by age. It may be that floor is more important
2 at age 12 to 18 months. Window sill at 24 to 30 months.

13 3 BRUCE LANPHEAR: Shirley just mentioned we
4 did look at age as an interaction, but only as it related
5 to the average dust measure across the whole house not by
6 specific sites, and that also would be very interesting to
7 look at.

8 ROUTT REIGART: You may not have enough
9 data. I mean, clearly a 30 month old is different from a
10 12 month old in what they can reach.

11 STEVEN RUST: Once you reach a point where
12 you have a fairly standard modeling protocol, you've gone
13 through to do this whole thing, you might consider doing
14 that by the three age groups. I realize maybe even at
15 this point you don't quite have that streamlined to make
16 it easy enough to do by all three age groups.

17 BRUCE LANPHEAR: (Nods head up and down.)

18 MICHAEL RABINOWITZ: Any other comments at
19 this point?

20 MARCUS PEACOCK: Marcus Peacock. You
21 mentioned before that you at some point halfway through

13 1 the study, I guess enhanced is the right word, enhanced
2 the analysis you did, the dust samples in terms of the
3 content of the lead, which I guess implied to me that, you
4 can tell me whether this is correct, did you expect to get
5 higher levels of lead in dust than you actually got?

6 BRUCE LANPHEAR: Yes.

7 MARCUS PEACOCK: Perhaps even more
8 variability in the levels? I guess that raises a -- why
9 do you think that the levels you got were so low? And do
10 you think that has any implication for how representative
11 this sample may be in terms of extrapolating it to other
12 parts of the country?

13 BRUCE LANPHEAR: Yes. I'll try to answer
14 that without falling into any traps. Yes, we did expect
15 to find higher lead levels based upon previous studies.
16 Most of those studies, however, typically looked at
17 children who had higher blood lead levels. They were done
18 during a time when there was more ambient air lead levels.
19 Lead paint was being used. It had higher concentrations
20 of lead, which might have had some role to play.

21 So based upon those earlier studies, most of

13 1 which found much higher levels than we did, we did expect
2 to find higher dust lead loading. The only study that
3 didn't actually was the study out of Boston, where it was
4 a lower middle class population of families. And their
5 levels looked relatively similar to ours, but with that
6 exception most of them were higher. And we were looking
7 at an inner city, we thought much higher risk population.

8 It may be that we're seeing some shifts over
9 time in lead loading and that ours may be representative.
10 That's why I pointed to the fact I think we need some
11 additional sampling of some kind of representative units
12 across the United States, or at least beyond Rochester,
13 because it's very difficult for me to say whether our
14 findings are, in fact, low compared to some other housing
15 units in other cities, or whether there has just been a
16 trend in randomly sample population, not of housing units
17 but of children this is what we've found. So we did
18 expect to find higher lead levels. Is it all that
19 different than other houses in the United States right
20 now? I'm not sure.

21 MARCUS PEACOCK: It could be temporal or

13 1 geography.

2 BRUCE LANPHEAR: Yes, or some of both.

3 MICHAEL RABINOWITZ: My current inclination,
4 subject to change, is not to go through the document page
5 by page and ask for comments page by page, but I could be
6 dissuaded from that, but rather after we've really had a
7 chance for everybody to make any other comments they want,
8 perhaps it's worthwhile to revisit some of these issues on
9 a topic-by-topic basis. Topics such as adequacy of the
10 statistical approach, or how generalizable the results
11 are. Or what might be done by some other group in the
12 future. What more needs to be done here. And I welcome
13 other ideas for those points to focus our discussion on.
14 So maybe that would be the next order of business.

15 Since it's not lunch yet, maybe we could get
16 started on that list of topics. And without any ranking
17 by importance, let me just throw out the first one. And
18 that might be how generalizable these results are, the
19 results of this study, to the rest of the United States.
20 And I guess we'll leave Kuala Lumpur out of it for now. I
21 just threw it in really just because other countries -- as

13 1 I'm sure most of us know, lead pollution is a worldwide
2 problem and other countries without our resources really
3 do look to the United States to get some guidance. And
4 standards setters really do look towards us, so it would
5 be good to give them some information and take our
14 6 information and apply it to their home situation or not.
7 So if we could maybe talk about that first topic of
8 generalizability of the results. That's one, and then I
9 propose the topic after that to be what would be the
10 sources of error, sources of noise or errors and sources
11 of bias in your soil estimates. Maybe we could keep them
12 as separate topics, so could I throw out that first, first
13 of generalizability.

14 Does anyone want to make comments on how
15 generalizable or not these are to other populations?

16 KAREN HOGAN: This is Karen Hogan from EPA.
17 I would like to suggest the standards that might be
18 developed from this study to other populations wouldn't
19 necessarily be overconservative. We're only considering
20 dust, and other populations would be more likely to have
21 other sources, simultaneous sources than lead exposure.

14 1 Sources of lead exposure.

2 MICHAEL RABINOWITZ: You're saying people
3 are exposed to lead from many other sources than --

4 KAREN HOGAN: The factors that might
5 contribute to making the Rochester-based standard seem
6 conservative because they are high-risk populations, inner
7 city children, might be offset by availability of other
8 sources, other locations.

9 MICHAEL RABINOWITZ: Okay.

10 BRION COOK: Does that mean these data are
11 more generalizable than otherwise would be? Than what
12 Dave said earlier about this being a high-risk group and
13 that really -- if you're looking at high risk groups in
14 urban areas, this might be representative of that
15 population, but you're saying maybe it is not. It can be
16 more generalized because of that?

17 KAREN HOGAN: In a qualitative sense. I
18 don't know how to quantify it.

19 PAT McLAINE: One issue in my mind, and I
20 think we can't fault this to the study, because it's due
21 to the design of the study, is how do these results

14 1 characterize where children in America spend time? And I
2 think if you look at the number of women that are working,
3 the number of children that are cared for out of the home,
4 this data represents those children perhaps at highest
5 risk, because they are in their home maybe without
6 adequate supervision, who knows what goes on. It is not
7 representative of the children that are in care of various
8 types, and I think, you know, it has been discussed for
9 some time that perhaps children in day care are protected
10 because the hours that they are awake, they are in
11 environments that are generally cleaned more or monitored
12 and maintained more, if they are licensed care, so I think
13 this is a drawback, again, because of the study design.

14 You had to look at what the risk is at home
15 and said this is the only population you can look at in
16 terms of applying it broadly across the population.
17 That's where I see that it doesn't get to it, although it
18 certainly should be the basis for a standard in all types
19 of care arrangements for children. I mean, that was the
20 other issue, but we don't know the answers to these types
21 of situations.

14 1 MICHAEL WEITZMAN: I would choose to
2 paraphrase or modify that. The majority of kids are
3 spending more time out of the home than kids in this
4 particular study. The majority of the children in day
5 care in the United States are not in licensed day care, so
6 that most of them are in home, in other people's homes.
7 We don't know about the exposure, so what you could say is
8 that this particular sample spends more time in the
9 environment that we have tested than most children in
10 America spend in their homes, we would assume.

11 But I don't know -- I also would like to go
12 back to the earlier comment about conservative, that other
13 kids are more likely to have other sources of exposure. I
14 don't know that we know that. I don't know how many
15 communities have smelters or industrial sources of
16 exposure.

17 I think one way in which Rochester's does
18 differ from lots of other communities where other people
19 live is that it's a fairly inclement environment where
20 people spend a lot of time indoors, where winter comes
21 early and leaves late, and so windows are closed. And

14 1 kids spend less time outdoors, I would imagine. Although
2 other studies have shown that in the aggregate children
3 spend about 70 percent of their time indoors in their own
4 home, and that comes from the extensive literature on
5 passive exposure to cigarette smoking. People have
6 explicitly looked at that.

7 ROB ELIAS: Yeah. Rob Elias. I think
8 that's an important focus on the issue. We're not looking
9 at the sources. We're accepting the sources what are
10 general household or neighborhood sources, but the
11 differences that we're looking for in terms of
12 extrapolating to a national standard or a national
13 situation have to do with the rate of movement within the
14 child's environment, and the total child's environment.
15 As to whether it includes day care or parks, playgrounds
16 and everything. Those are the issues that go outside of
17 this study that Brion is going to have to consider and
18 seek advice from other studies to get the result.

19 The real issue you have here, which we seem
20 to have reached, is does this study adequately
21 characterize that segment of subpopulation of Rochester.

15 1 And given that information, it gives us some confidence in
2 that I think we can move carefully toward extrapolating to
3 a national standard by comparing this study to other
4 studies and by using other statistical and scientific
5 techniques.

6 MICHAEL RABINOWITZ: Let me see if I can
7 just understand. You're saying there is nothing really
8 peculiar about Rochester, so it can be used to generalize
9 to other places, and we characterize it enough so you
10 could make the adjustments.

11 ROB ELIAS: Let me put it in different
12 terms. Suppose on the basis of this study we were to say
13 that an acceptable dust lead loading for a home is a
14 hundred. That's a national level. If we base it only on
15 this study then you can realistically say that this
16 regulation is designed to protect the children of
17 Rochester. Okay. I mean that's really what we're saying.
18 That's all we can say. But in doing that, we feel that we
19 will also protect a large population of the rest of the
20 United States. We need then to look at what part of that
21 population we would not protect by setting this

15 1 regulation. And that can be done through other
2 deliberations, mostly scientific. Eventually we're going
3 to have to come to a -- you know, typical type of
4 decisions regarding how do we match up these studies, as
5 Chuck will say -- ducked out when we needed him most --
6 meta-analysis can be a tool that may be possible here.

7 MICHAEL WEITZMAN: I need to say something
8 provocative and go back to the match in the pocket. I'm
9 not sure no matter how generalizable this is that one can
10 draw causal inferences from cross-sectional data from a
11 particular study or even from a large series of studies,
12 but in particular, one study. I mean, sure, if it were
13 robust and over and over again, you still could have
14 confounding, so I --

15 MICHAEL RABINOWITZ: I'm sorry.

16 MICHAEL WEITZMAN: Pardon me?

17 MICHAEL RABINOWITZ: You want a longitudinal
18 study?

19 MICHAEL WEITZMAN: I would like to
20 ameliorate or eradicate lead poisoning. I don't know that
21 we have the data to know the causal chain, nor the

15 1 practical issues that were raised earlier. I'm trying to
2 think -- if you set it at a hundred, Rob, I'm trying to
3 think of all the poor families in Rochester that I know.
4 I'm trying to figure out how we in the pediatric and
5 public health community would actually go about helping
6 those families. I think there are a lot of unanswered
7 questions.

8 STEVEN RUST: In terms of generalizability,
9 too, I think we should perhaps look at what kinds of
10 conclusions would be more generalizable to the general
11 population than others, and I suspect that conclusions
12 that have to do with the percentage of kids above a
13 particular blood lead level will be less generalizable
14 than, say, a slope factor between blood lead levels and
15 dust lead, and you might want to think about that when we
16 determine which aspects of this are more helpful in
17 setting up this.

18 BRUCE LANPHEAR: Would that be where the
19 log-additive model is more useful than what we have done
20 so far? I mean would that help?

21 STEVEN RUST: Oh, I think that would help

15 1 firm up the basis for that slope factor, but I guess what
2 I'm saying is, I think I'm coming back to Karen's comment
3 earlier, in that if you establish a slope between dust
4 lead and blood lead that may be applicable in another city
5 where they have a significant other source of lead
6 exposure, the blood lead levels of those two populations
7 will be quite different. But yet that slope factor may
8 very well extrapolate to that other city.

9 As well as Mark was saying earlier, in his
10 study, he's got kids with higher dust and higher blood
11 leads. So your populations are different in terms of
12 blood leads, but it may perhaps turn out that slope
13 factors are the same, so when you look at slope factors, I
14 think you're in a realm that may perhaps be more
15 generalizable and give Brion better data for setting the
16 standards.

17 BRUCE LANPHEAR: Those would be unadjusted
18 slope.

19 STEVEN RUST: I guess they can only be
20 adjusted for what you can work into a sampling scheme for
21 enforcing the standards.

16 1 BRUCE LANPHEAR: So only maybe environmental
2 measurements or, for example, if you go into a house and
3 there are no kids there, you can't measure behaviors.

4 STEVEN RUST: Right. Well, the standards
5 they are looking for would preclude using that information
6 anyway, so yes.

7 WARREN GALKE: Please speak up.

8 MARCUS PEACOCK: We're not looking for
9 behavioral standards. We are looking for environmental
10 standards.

11 BRION COOK: Health-based environmental
12 standards.

13 MARCUS PEACOCK: Health-based environmental
14 standards.

15 MICHAEL RABINOWITZ: There were some other
16 hands up over there before.

17 MARY EMOND: I'm Mary Emond, and I just
18 wanted to make one comment about generalizability to kids
19 who spend time away from home. It's possible to define
20 the problem so that you only want to look at the average
21 kid who is at home, since it's a standard for the home.

16 1 I'm not sure if this is what is going to be done or not,
2 but you may not want to look at the average over all kinds
3 of kids but say what's the potential for the kid who's in
4 the home most of the time, so what's the potential hazard
5 for that child, especially if, as Bruce pointed out,
6 you're going to be enforcing the standard for empty homes
7 or empty apartments and you don't know what kind of child
8 might occupy -- that's just another question actually to
9 be answered.

10 NICK FARR: Twenty hours is a lot of hours.
11 I mean, for example, the new Maryland statute defines as a
12 house that has a child in it a house in which a child
13 spends 20 hours a week, like grandma or something like
14 that. Do you have any idea whether limiting -- the 20 was
15 limiting, was really only five or three, or was it 19?
16 Were these kids really at home most of the time? Because
17 20 hours, you can get a lot of lead.

18 BRUCE LANPHEAR: The average was 5.5 hours a
19 week. And, again, I mean that may not be generalizable,
20 but that's why we wanted these kids, is because they did
21 spend so much time there.

16 1 Does that answer your question?

2 STEVEN RUST: I think in terms of
3 extrapolation, too, you have to think, take this
4 population of kids who spend a significant amount of time
5 at home, now, perhaps you have a more general population
6 in which they don't spend as much time at home, but of the
7 time they spend away from the home, how much of that time
8 did they spend in another environment which is really
9 subject to the standard? And if that's the case, then
10 it's really -- you're back in the same situation again,
11 and it's okay to extrapolate to that population.

12 MICHAEL RABINOWITZ: Anything else on that
13 topic then?

14 Let me just ask, is there anything -- maybe
15 we touched on this before a little bit. Is there anything
16 about Rochester's dust that's different than dust in other
17 places?

18 STEVEN RUST: Their lead.

19 CHARLES ROHDE: I have somewhat of a concern
20 about the advice that we're going to give Brion, because
21 the issues of adjustment for or against in which estimate

16 1 Brion uses, I think is important, because if he gets an
2 adjusted estimate, then all sorts of assumptions are being
3 made about similar behaviors in children living in
4 Rochester and in Atlanta and in El Paso, Texas and
5 wherever. And if that really is -- certain variables are
6 really site specific, then they need to be taken into
7 account and you can't have a nationwide study.

8 On the other hand, if you want to say, well,
9 we want a nationwide standard, then it seems to me that
10 the slope estimates that Brion gives can't be adjusted for
11 any of these other variables, because they are misleading
12 and are very specific to the Rochester study, so I think
13 that's an issue I think for EPA, but it's also a reporting
14 issue for you, because I think you have to report all of
15 these, all of these estimates, and probably even better,
16 not only the estimates, but sensible confidence intervals
17 around them.

17 18 ROB ELIAS: I think perhaps one example of
19 what you're saying is a community education program that
20 encourages personal hygiene training for parents and
21 children. That will reduce lead exposure. We already

17 1 know that. We've seen it happen time and time again. But
2 our standard is not going to be based on that kind of a
3 universal educational program. I don't think so. And
4 whereas we would certainly encourage every public health
5 agency to do that. We have to base the standard on the
6 assumption we're not doing it, so if there is some kind of
7 training present in this study that has impacted this
8 study, or any study we analyze, we would have to correct
9 for that.

10 DAVID JACOBS: Are you saying that,
11 therefore, the estimates of slope should not be adjusted?

12 CHARLES ROHDE: I'm saying you may want to
13 adjust if they are going to be used for one purpose, and
14 not adjust it if they are not going to be used for another
15 purpose.

16 DAVID JACOBS: There is going to be a
17 national standard. The Congress has already said.
18 Therefore, does it imply, if these adjustments are site
19 specific, that we should not provide them. If that's the
20 position, I don't really understand why we took all the
21 extra measurements that we did if we're not going to use

17 1 them to adjust the results so that we have some kind of
2 basis for comparability.

3 CHARLES ROHDE: You may make the
4 adjustments, but you have to realize then that you may be
5 making an incorrect adjustment.

6 DAVID JACOBS: For another city.

7 CHARLES ROHDE: For other cities. It may
8 well be you could set a standard for Anchorage, Alaska in
9 which the children are not playing outside very much, and
10 you make the same estimates for a city like Atlanta where
11 kids may be playing outside, and in reality, the exposure
12 patterns are entirely different. And the standard in the
13 one case may be too low, and in the other case too high.

14 STEVEN RUST: Having collected the data, I
15 think you're in a position -- you can define Rochester
16 population in terms of these variables. And I think in
17 terms of setting a national standard, at some point, a
18 national population is going to have to be defined in
19 terms of these variables, and I think you have the data to
20 make the adjustment from one population to the other, and
21 I think that's going to be important.

17 1 BRION COOK: I think what Steve is saying is
2 a good point, that probably you'll have to come up with a
3 national population of some sort, and maybe that we have
4 this data set plus other ones, that from each one we come
5 up with a description of a population that those data
6 represent, and then take a look at all of those different
7 populations and see how well they can represent a national
8 population, or some way take a look at how those groups of
9 populations don't represent something that we think we
10 have to represent or something. I guess we're not sure
11 where -- what kind of populations we will come up with
12 right now, because I'm not sure we know for sure all of
13 those variables for all of the different data sets that
14 are out there.

15 CHARLES ROHDE: I really don't envy your
16 position, because it's very much like --

17 BRION COOK: Get that in writing.

18 (Laughter)

19 CHARLES ROHDE: It's very much like
20 suggesting a drug for the entire U.S. population which may
21 be gender specific in its action. What do you do then?

17 1 It helps males, but it's harmful to females. Do you still
2 use it?

3 ROUTT REIGART: Just to expand on all that,
4 it really has nothing to do with the studies. It seems to
5 me what Dr. Weitzman was saying is until you have done
6 either longitudinal study or intervention study, you don't
7 know whether your standard is going to help the children
8 or not. Whether lowering -- in fact, even though there is
9 a relationship to the study, will lower their blood leads
10 over time.

11 And two, I think Baltimore has some
12 experience with whether you actually can lower it to
13 whatever standard seems safe on a health base -- whether
14 it's a possible and reasonable cost to lower it low enough
15 to meet a health-based standard, but it seems to me those
16 are your problems rather than the study's problems.
17 Either of those can be answered with the database
18 available.

19 BRION COOK: That's right.

20 BRUCE LANPHEAR: Yes. We would like to make
21 them our problems, but EPA still has been mandated to come

17
18
1 up with a standard, probably before these longitudinal
2 studies will be done, and so there really are two
3 different issues. Yes, they must be done, and ideally
4 they would have been done four years ago so that EPA and
5 some of them would have only cleaned the window well and
6 some of them not, or just cleaned the floor, so I guess
7 it's -- even though I agree with that, at the same time I
8 empathize with EPA and Brion. What can we do to help
9 them? If anything.

10 STEVEN RUST: I've heard two approaches
11 today in terms of one is looking at the entire U.S.
12 population of children and somehow trying to deal with
13 that and extrapolate to it. I've heard another suggestion
14 if we define a specific population and say that we are
15 protecting -- subpopulation -- and we are protecting that
16 subpopulation, then by inference we are also protecting
17 the rest of the population in some manner.

18 That second scenario is just a whole lot
19 easier to deal with, and I suggested that's probably the
20 first pathway to go down, having gone down that pathway,
21 you can always revisit the first one and do perhaps a

18 1 better job, but I think to define a specific population
2 that you want to protect, and then juxtapose that
3 population versus Rochester, see if there are real
4 problems, if there are any problems with the extrapolation
5 between the two is probably an important step.

6 MICHAEL RABINOWITZ: Okay. Well, now that
7 we've had a better idea how Rochester fits into the
8 national picture, I guess the next topic to revisit
9 briefly is how accurately the slope that you report
10 represents the picture in Rochester in your population or
11 the sources of noise and bias, but I guess that's going to
12 have to wait until after lunch, so -- or we can do it --
13 well, we only have 30 seconds. We can do it after lunch.
14 So why don't we adjourn for lunch. I thank you all very
15 much. When do you want us back? Let's talk about that.

16 WARREN GALKE: 12:45.

17 MICHAEL RABINOWITZ: And where is lunch?

18 EVELYN BLOOMER: Lunch is to the left as you
19 come out of the room here, for those who have been invited
20 to lunch.

21 (A lunch recess was taken.)

18 1 MICHAEL RABINOWITZ: By the clock, it seems
2 it's time to reconvene. Just looking ahead a little bit
3 into this afternoon, while we're all assembled, I know
4 later on we'll be talking about sources of bias and
5 experimental error. Maybe later we'll have a chance to
6 speak as a group about where to go from here. What sort
7 of policy issues this study may present, but before
8 launching into this, maybe we could take advantage of an
9 offer made by Brion Cook to address us and explain to us a
10 little more about the context of this.

11 BRION COOK: Okay. It was actually Rob's
12 idea. When we stopped for lunch, Rob thought it might be
13 a good idea to kind of give everybody here a perspective
14 on where we are with the health-based standard. I thought
15 about doing this this morning, but I didn't want to get
16 that whole process confused with the reason why we're here
17 today. And I still don't want to. But I think it might
18 be good just to kind of give everybody a perspective on
19 where we are and why this is important.

20 Title X requires EPA to develop health-based
21 standards for exposure to paint, dust and soil. The

18 1 statute gave us an 18-month time frame to generate final
2 regulations. That 18-month time frame ended this past
3 April, and we don't -- do we not have a final regulation,
4 we do not even have a draft of a regulation ready.

5 And the reason for that is the technical
6 bases which will form the crux of the standards are really
7 complex, as one reason why we're here. Over the last year
8 and a half, what we have been doing is trying to look at a
9 variety of ways to try to establish a technical basis to
10 the rule and have come up to the conclusion that we still
11 need to do a lot of work.

12 In fact, what happened this past spring,
13 Lynn Goldman, who is the assistant administrator of EPA
14 responsible for this, asked us to generate a small federal
15 group of scientists, which Rob Elias and Kate Mahaffey
16 co-chaired, to get together to recommend what we should do
17 to establish a technical basis, and that group was about
18 eight people. Rob and Karen were both on the group, and
19 Tom Matte from CDC, Buck Grissom from ATSDR, and I think
20 the rest were all EPA scientists.

19 21 What that group has come up with, we should

19 1 go down two broad paths. One, we should take a look at
2 the agency's IEUBK model and undergo a validation of that
3 model for its use to set standards, and the other path is
4 to take a more detailed look at the available epidemiology
5 data and do some more sophisticated analyses than just
6 looking at slope factors and see how that data can be used
7 to generate standards.

8 We estimate that is going to take nine to
9 twelve months. We really haven't gotten that far started
10 along the way other than to write up a strategy or a plan
11 for how these two things will be done.

12 Another thing that has been assigned is in
13 the meantime we will generate guidance for people to use
14 until the standards are out in a final rule. And for the
15 last three months, we have been working on that guidance.
16 And now I think we're pretty close to having guidance out
17 in the next couple weeks. And I'm not going to talk about
18 the paint and soil numbers, but where we are on dust in
19 the guidance is we're going to base whatever we say on the
20 HUD clearance levels in some way.

21 If we start with the 200, 500 and 800

19 1 numbers, we're really right now looking at two different
2 options, two broad options, for setting dust standards in
3 guidance. We are going to lower the 200 number to 100 in
4 both options. So we'll start out with really one, five
5 and eight hundred.

6 One option is to leave those -- just to have
7 those -- that set of numbers for the three surfaces, call
8 them in a sense clearance and action levels, however you
9 define an action level. It's not a health-based number,
10 because we're saying we don't know enough right now to set
11 a health-based number. What we are setting is guidance
12 that is not health based, it is technology based, and
13 maybe some other things that we know about dust.

14 So one option is 100, 500, 800 as both
15 clearance and action levels, with the goal of just getting
16 below those numbers on the surfaces. The other option is
17 to use those three numbers as clearance levels and then
18 have some other action level above that. Action again is
19 not a health-based number, but is where a risk assessor
20 would start his or her work, so that if you were above the
21 action level, you would do something to reduce dust and

19 1 get down to below the clearance level, but allow some
2 margin in there of not safety but maybe reaccumulation of
3 dust on those surfaces.

4 And for lack of any other reason, we might
5 just double those three numbers to get 200, 1,000 and
6 1,600 as the action level. But, again, none of this is
7 really based on health-based principles. It's just
8 numbers that are there. We know we can get down to below
9 a hundred, so I think we're okay on floors with the
10 hundred, and justify the doubling of those just based on
11 allowing for some reaccumulation over time so you have
12 some margin of something in there above the clearance
13 level.

14 So one of the ways that this study will
15 really help us is how well do those numbers work. So
16 that's kind of the context of where we are right now. One
17 of those two options I think will be decided on in the
18 next few days.

19 And then the agency will now assess guidance
20 to be used until the 403 ruling comes out, which is
21 probably, (puts hand over face and mumbles).

19 1 (Laughter)

2 I guess that's kind of the perspective I
3 wanted to leave you with. We know there is a lot of do in
4 a health-based sense. We are going to work down that
5 path. I think for the UBK validation as the epidemiology
6 analysis, this study is critical to be available for both
7 those procedures and both of those processes, so it's
8 important that these data are available and accessible for
9 us to use them to factor them into both of these
10 approaches.

11 Do you have anything, Rob?

12 ROB ELIAS: That's fine.

13 BRION COOK: That's kind of a perspective of
14 where we are.

15 MICHAEL RABINOWITZ: I'm just curious, after
16 you made these pronouncements, is this then reviewed by
17 the Science Advisory Board of EPA, or do they --

20 18 BRION COOK: No. This will be agency
19 guidance until a rule making comes out, and the guidance
20 itself will not be reviewed by the SAB, no, and maybe --
21 maybe not at all. That's just -- it hasn't been made.

20 1 Any questions or -- I don't want to get into
2 that really, because I think that that takes away from our
3 purpose here, but I think as much as the data we're
4 talking about today fits into this, I think it's important
5 to discuss.

6 DAVID JACOBS: I guess one comment would be
7 is that in neither one of those scenarios have you both
8 lowered the floor number and increased the window number,
9 which is what we seem to have suggested here.

10 BRION COOK: That's right. Because I think
11 to do both, we would have to argue that there is
12 health-based information to allow us to do that. We're
13 going down to 100 plus, we say it's achievable, and people
14 can get to 100. And that's the only reason.

15 It may be some point in the future before
16 the rule making comes out, we will be able to give a more
17 health-based approach to those and change those around
18 somewhere, and maybe then go up on the wells, but for now,
19 the guidance as it is currently being developed is staying
20 away from including anything about the health impacts on
21 those numbers.

20 1 MICHAEL RABINOWITZ: Thanks for that.

2 BRION COOK: Thanks.

3 MICHAEL RABINOWITZ: Well, perhaps the next
4 thing on our menu then is to discuss in more detail any
5 points to be made on factors which may have affected the
6 reported slopes. It may have deflected them away from
7 their, let's call it true, in quotes, true yearly average
8 value so far as there is one for Rochester. Is there
9 sources of measurement noise, sources of bias, those sort
10 of issues. Does anybody have any points to raise on that
11 topic? Anything about the enrollment of the subjects that
12 produce bias?

13 STEVEN RUST: I guess maybe a clarifying
14 question, what information do we have on measurement
15 error? And if you do have information, do you feel that
16 that is a significant issue, that the slopes are probably
17 biased by the error in measuring dust in lead?

18 MARY EMOND: We have -- it's Mary Emond. We
19 have some side-by-side measurements, repeated measurements
20 within particular surfaces in the house that are described
21 in the report as in-field reliability data, and we plan to

20 1 use those to try and assess what kind of variability we
2 have in the dust lead measurements, and perhaps use that
3 to get an adjusted slope figure. We believe that the
4 figures we have presented as they are probably biased
5 downward by the measurement error in the dust lead
6 measurements. And that's an analysis that we haven't
7 embarked on yet, but it's in the planning stages.

8 STEVEN RUST: What about, is there -- can we
9 take a ratio of any two numbers in the report to kind of
10 get a feeling for what is the ratio of what you think is
11 measurement error in a dust lead variable versus the
12 spread of that across the study subjects? I don't know if
13 there are numbers in the report right now where we can get
14 a feeling for whether or not that is a --

15 MARY EMOND: Well, we do have the range of
16 the dust lead measurements.

17 STEVEN RUST: I guess we would do that on a
18 log basis probably.

19 MARY EMOND: Yes. We have geometric means
20 of the dust lead variables which -- are they in the
21 report?

20 1 SHIRLEY EBERLY: Yeah. Like Table 8 and
2 Table 7.

3 MARY EMOND: So Table 8 and Table 7 show the
4 variation in these composite measures across the houses.

5 STEVEN RUST: So if we take the range
6 divided by two, that would -- oh, you can't do it, because
7 it's extrapolated back up then. It's probably not an easy
8 thing to do. I would be real interested in the answer to
9 that question at some point. What is that ratio, and is
10 it really worth pursuing in the sense of the bias that it
11 may cause or is it small and therefore probably isn't
12 causing much bias.

13 MARY EMOND: I believe it's practically
14 significant, but I can't pull a figure out for you at the
15 moment, but I might in ten minutes.

16 STEVEN RUST: Yeah, right. I didn't want to
17 put you on the spot.

18 MICHAEL RABINOWITZ: Rob?

19 ROB ELIAS: I have a question here that I
20 don't know the answer to, and I don't even know how to get
21 to it, so this is just information, but what happens when

1 1 you do a linear regression when both variables have a
2 2 significant amount of measurement error? And that appears
3 3 to be the case here, and I would like to see that
4 4 discussed.

5 STEVEN RUST: Well, I think what we're
6 6 saying is that does appear to be the case here. The
7 7 conjecture was that the measurement error in the X
8 8 variable is practically significant, and has probably
9 9 biased the slope factor downward so that the number
10 10 reported is lower than the adjusted number would be after
11 11 measurement error was taken into account, so --

12 ROB ELIAS: Okay.

13 STEVEN RUST: Am I paraphrasing that
14 14 correctly?

15 MARY EMOND: Yes.

16 MICHAEL RABINOWITZ: Just so I understand
17 17 when you say measurement error, I get the impression that
18 18 in this particular study it's not mostly laboratory error
19 19 for measuring how much lead is in the sample but rather
20 20 talking about how well the sample represents the
21 21 environment. What the sample, sample variabilities, what

1 1 variability would be within a home. If you revisit a
2 home, that's the source of the noise, not the chemical
3 laboratory analysis.

4 MARY EMOND: There's much more noise from
5 things like variation in dust from within locations two
6 feet apart in the house, the technician, how vigorous he
7 happened to be one moment compared to the next moment,
8 whether or not the person was careful when they cleaned
9 and cleaned uniformly and things like that, so in terms of
10 what the child's actual exposure is, there's a lot of
11 variation of our number around that actual exposure.

12 STEVEN RUST: You mentioned side-by-sides,
13 and I assume these side-by-sides were taken at the same
14 time.

15 MARY EMOND: Yes.

16 STEVEN RUST: Did you also get temporal
17 replicates? Did you revisit a house and get dust
18 measurements at all?

19 MARY EMOND: No.

20 MICHAEL RABINOWITZ: I'm just wondering if
21 this bears on standard setting. I hate to get involved

1 with that because I don't know too much about it. But I
2 know it's been our practice so far to take samples of
3 just, oh, one square foot, that sort of size sample, which
4 is a good practical size to get enough lead to measure,
5 but is that a realistic size for standards? What sort of
6 variability is there if you micromapped a room to know
7 what the optimal sample is? Maybe there is a strategy
8 worked out for this kind of problem.

9 STEVEN RUST: Well, I guess to follow up on
10 that a little bit, Title X asks for a definition of
11 hazardous levels of lead in dust. Now, it's one thing to
12 define that, and then it's another thing to define a
13 sampling protocol and a decision process which for you to
14 decide which side of that hazardous level you're on. And
15 in terms of deciding what hazardous level of dust lead is,
16 I think you have to take the measurement error into
17 account and correct for that bias in those slope factors
18 and send them up in the right direction.

19 When it comes to implementing it, though,
20 then you've got the issue you can only afford to take so
21 many samples and there is sampling error in those samples

1 and how you deal with that in terms of a practical
2 enforcement of the standard. That's a whole other issue.

3 BRION COOK: Is the first part you're asking
4 related to what Chuck was saying this morning about
5 representativeness of unadjusted slope?

6 STEVEN RUST: No. It's really more
7 representativeness of the sample for what's actually --
8 the dust that's in the house, so it's another
9 representativeness issue.

10 MARY EMOND: I'm not quite sure, maybe you
11 could explain a little further, how the measurement error
12 would necessarily have to have an impact on the standard.
13 It seems that you could get a predictive model if you used
14 the same procedure over and over again that takes the bias
15 into account, but as long as it's taken into account in
16 the way the standard is set, that might be a possibility.

17 STEVEN RUST: I'm not sure what you're
18 asking me, so --

19 MARY EMOND: Well, suppose our slopes are
20 attenuated in terms of the real biological relationship so
21 that the real biological relationship is more steep, but

2 1 we have a slope which is less steep, but we can still use
2 that to predict blood leads.

3 STEVEN RUST: Yes, you could, but what I
4 think it does is it mixes up two things. I think if the
5 slopes are biased downward by a factor of two, I think
6 it's important for us to know that, because how much
7 sampling we do to enforce the standard ought to be a
8 separate issue from what is the relationship between lead
9 in the home and the child's blood lead, and I'm afraid in
10 what we have got right now it's a little bit mixed up. If
11 you don't correct for a measurement error, what you're
12 almost implying, whatever protocol you would use here
13 would be the same protocol you would use in the field and
14 that probably won't be the case.

15 MARY EMOND: Well, that's an important
16 issue, because, as we have demonstrated, there's a big
17 difference in the outcome in terms of slope, depending on
18 what sampling scheme you use, and so there certainly would
19 have to be some standard protocol used.

20 STEVEN RUST: I guess I reacted to the 7.9
21 number in that it's just -- you've got a lot of data there

2 1 and so I suspect the numbers to come out of there would be
2 somewhat precise, and so it was large, and I suspect it's
3 somewhat precise, and so it jumped right out at me, and
4 so --

5 MARY EMOND: What numbers?

6 STEVEN RUST: The 7.9 micrograms per
7 deciliter per one thousand.

8 ROB ELIAS: Per 100.

9 STEVEN RUST: I'm sorry. Per 100. It just
10 jumped right out at me as a huge number that I think we
11 just have to be really careful to document that, and I
12 think quickly, because this number has now been seen by a
13 lot of people, and, I mean, you talk about the fact that
14 you intended to do the log-additive model, modeling and
15 whatnot, and I would be really interested to see if you
16 get a comparable number out of that, and also, even if you
17 get comparable numbers, what you may find is that one
18 analysis says that it's a very precise number, and the
19 other analysis says that it's a less precise number that
20 when you do an analysis where the assumptions are valid,
21 you now might say it's 7.9, but confidence interval

2 1 reaches down to two and up to 12, whereas I think your
2 analysis indicated that it was a pretty precise number, so
3 I am a little concerned about anybody running off with
4 that number at this point until you do more analyses to
5 either validate or make that number more precise.

6 BRUCE LANPHEAR: Just to make sure
7 everybody's following, that's dealing back with the simple
8 linear regression results again.

9 STEVEN RUST: Now, in your final
10 conclusions, you drew the conclusion that blood lead
11 levels rise sharply at low levels of dust. Now, I assumed
12 it was coming from this number and the 4.5 number. You
13 then pointed to the logistic regression or the empirical
14 curves up there and said it was coming from there as well.

15 BRUCE LANPHEAR: That's really what I was
16 basing it on, but it was more accurate to say that the
17 proportion of children estimated to have a blood level
18 over ten rises either sharply or steeply, and what appear
19 to be small incremental changes of dust lead, and some of
20 that was based on a perception of what is a low level, but
21 it really was based more upon the logistic regression

2 1 model, not the simple linear regression.

2 STEVEN RUST: Will you be putting more
3 details about that particular analysis in the report? The
4 one you pointed to for the sharply rising? There weren't
5 a lot of details in here about that, were there?

6 BRUCE LANPHEAR: In terms of how it was
7 calculated or --

8 STEVEN RUST: I guess I wasn't sure. Maybe
9 I'll just read over it.

10 BRUCE LANPHEAR: I think there's a couple
11 pages on it. It may not be quite that much. There
12 certainly, I'm sure, could be more, but I think there was
13 reasonably detail.

14 STEVEN RUST: Where is it? I'll reread it
15 so that I can -- we're talking about this curve; right?

16 BRUCE LANPHEAR: Page 15. It looks like
17 just about a page.

18 STEVEN RUST: Now, the logistic regression
19 part, I thought I understood. It's the empirical version
20 of that that I --

21 BRUCE LANPHEAR: Okay. Wait. And the

3 1 comparison with what Mary had mentioned earlier about the
2 empiric versus the nonempiric being very close.

3 STEVEN RUST: Right.

4 BRUCE LANPHEAR: I don't think that did make
5 it in here. That's what you're asking for.

6 STEVEN RUST: Yeah. When someone says
7 logistic regression, I think I know what that is. When
8 you say the empirical method, I can guess as to what that
9 is, but if you could describe that in a little bit of
10 detail, I would appreciate that.

11 Let me ask a simple question.

12 MARY EMOND: There's only about two
13 sentences on Page 16 describing this model independent
14 procedure. We could provide technical opinions for you
15 with the --

16 STEVEN RUST: Let me ask a simple-minded
17 question. Did you basically just say okay, here is a dust
18 level. Let me take all the people in the study who have
19 dust levels below that and use a very simple binomial?

20 MARY EMOND: Exactly. That is exactly what
21 was done.

3 1 DAVID JACOBS: If I could follow through
2 that. Are you suggesting that we need to have additional
3 analyses done to back up the slope estimate?

4 STEVEN RUST: Yes.

5 DAVID JACOBS: What exactly would those
6 additional analyses be?

7 STEVEN RUST: The log-additive modeling. If
8 you want to fit an additive model, I think you need to fit
9 it in log space, and also verify the assumptions behind
10 that analysis that they are valid. I suspect that if you
11 did that for this additive regression model that was
12 fitted in here, you would find, well, the data really
13 looks more log normal than normal, and so you question any
14 inference that you would make from regression analysis,
15 because you would have validated it based on a check of
16 normality for the residuals.

17 MARY EMOND: I think that we've probably
18 excluded a number of the points that would be outliers in
19 the residual analysis by truncating data. One thing we
20 did not do is do the residual analysis, but that would
21 certainly go a long way to, I think, perhaps giving us

3 1 more assurances in the confidence levels. If we do the
2 residual analysis on that simple linear model, that
3 excludes extreme points.

4 STEVEN RUST: Then I think if you want to
5 stick with the simple additive model, then the other thing
6 you have to look at is the influence of individual data
7 points, and what you might find is that you're a little
8 bit uncomfortable with the fact that there are just a few
9 of the data points out on this end of the curve that are
10 really driving things very much so. And then I think when
11 you go into the log-additive frame, I think you'll find
12 that that kind of washes away. That all the data points
13 get more equal weighting and your normality assumption is
14 closer to being met and therefore you might feel more
15 comfortable with the slope that comes out of that, that
16 analysis.

17 ROB ELIAS: Along the line of sources of
18 error and so forth, on the tables beginning with 20, but
19 going to 21 and 22, the calculation of the percent
20 variation that is accounted for by the different
21 covariates there, I have two questions that -- really

3 1 basically what I'm saying is you need more discussion on
2 this perhaps.

3 Looking at Table 21, for example. Are these
4 independent, these numbers here, independent? For example
5 the BRM lead is independent of -- I assume that to be the
6 case.

7 BRUCE LANPHEAR: That is correct.

8 ROB ELIAS: I think you need to explain it.
9 But now there is a substantial amount of variation that's
10 not identified; is that right?

11 BRUCE LANPHEAR: That's correct.

12 ROB ELIAS: And is it then possible that a
13 substantial amount of that variation that's not identified
14 could actually be, for example, BRM lead? I mean, that's
15 not identified as that?

16 Are we talking about just strictly
17 measurement error there, or what is that unidentified --
18 how would you characterize it?

19 MARY EMOND: That's an open question and an
20 interesting question. Certainly some of it is due to
21 measurement error, and some of it is due to sources which

3 1 we can't get our hands on. Just natural variation between
2 several children that have the exact same exposure.
3 There's that variation which you'll never be able to get
4 rid of in any model.

5 ROB ELIAS: But it's still attributable to
4 something. I mean technically it's there.

7 MARY EMOND: Genetics or something, yeah.

8 ROB ELIAS: Now, let's take, for example,
9 black race. Now, you've identified in that particular
10 table 6.5 percent to black race. And then let's suppose
11 that there's 40 percent or 60 percent of the variation
12 that's not identified. My question is what part of that
13 60 percent might also be attributable to black race?

14 Is there any at all? This is a question
15 that keeps coming up whenever these data are put in tables
16 right there, and we have never really gotten an answer,
17 and because you're placing a high amount of significance
18 to this ranking of these procedures, these methods, on
19 this percent variation accounted for, the question then
20 becomes is there some fraction of the unaccounted for
21 variation that could be attributed to one or all of the

4 1 methods, and therefore make your statement invalid in
2 terms of the ranking that you've shown here. And I don't
3 know the answer to that question.

4 MARY EMOND: In terms of the ranking of the
5 variables shown in Table 21? Is that the question?

6 ROB ELIAS: If you go back to Table 20,
7 which shows that the BRM loading method has the highest
8 percent of variation accounted for, 13.7, and therefore
9 might be considered to be the method of choice, you've
10 done this because 13.7 as compared to, well, let's say 7.5
11 for the BRM concentration method. That's all perfectly
12 straightforward. I have no doubt about your statistical
13 approach, but what I'm saying is that if you look at the
14 variation that is not accounted for, and you say, well,
15 maybe the 20 percent or 20 percent could be really BRM
16 concentration, but it doesn't show up as that, and three
17 percent could be BRM loading and it doesn't show up as
18 that, now you've got 27 for concentration and 16 for
19 loading and the whole thing flip-flops.

20 MARY EMOND: Well, I think concentration of
21 lead is concentration of lead no matter how you measure

4 1 it. Certainly this ordering reflects the ability of a
2 particular method to reflect some of the variability of a
3 particular method. A method with a lot of variability is
4 probably going to rank lower in this sort of analysis
5 because of this attenuation factor that we're talking
6 about, and that's a practical characteristic of that
7 method. It's not as good a predictor because it has more
8 variability.

9 ROB ELIAS: Does your method of statistical
10 analysis say that 13.7 represents all of the variation
11 that can be attributed to BRM loading? If not, then if
12 there is some other variation there that because it cannot
13 be identified, then I don't think this is a valid way to
14 rank these methods. I don't think --

15 MARY EMOND: It doesn't represent all of the
16 variation due to lead loading, that I'm fairly sure in
17 saying, but whether the BRM could ever be the tool to
18 measure that variation exactly is not clear to me.

19 ROB ELIAS: Yeah. I think if you look at
20 what I'm trying to understand, then maybe you can see what
21 needs to be explained in here. Just how valid this

4 1 ranking procedure is for making a decision for which
2 method is best.

3 BRUCE LANPHEAR: I think the real question
4 is how does one rank, and one could do it and
5 statistically compare correlation coefficient, but those
6 are unadjusted and they have limitations. How else could
7 one do it -- and this is something we have struggled with
8 quite a bit. How would you compare these dust collection
9 methods other than how we have done it so far? And I
10 would like to hear comments. If anybody's got comments
11 about that, I would love to hear them.

12 CHARLES ROHDE: You get an absolutely
13 pristinely clean surface and you put some lead on it, make
14 sure it's equally distributed, and you put each -- use
15 each for the methods and you do that about 50 times and
16 you see which one comes closest to what you put down.

17 BRUCE LANPHEAR: That would give you some
18 sense of recovery, but not necessarily how well that would
19 relate to a child's blood lead.

20 CHARLES ROHDE: That's not the issue. Your
21 first issue is what are you collecting -- which one

4 1 collects the lead. Right. And if you get closest to the
2 true amount of lead there by one method, then if what's on
3 the surface is what's really correlating the blood lead,
5 4 you've got the best method for collecting, but that's not
5 the issue here.

6 The issue here is how can we predict blood
7 lead given the variables that we've measured and those
8 that we haven't measured, and that 60 percent variability
9 is represented by linear terms and nonlinear terms and
10 covariates that we didn't measure and nonlinear terms and
11 the covariates we did measure. There's just a lot of
12 things going on in terms of a child's exposure to lead
13 that we don't know about. And you haven't collected it
14 and that's that 60 percent.

15 STEVEN RUST: So what are we asking them to
16 do that they haven't done, I guess? Is there some
17 analysis that they should do?

18 CHARLES ROHDE: I would like to know what
19 the attenuation factor was, and I think they can get an
20 estimate.

21 STEVEN RUST: I think they plan on.

5 1 CHARLES ROHDE: We can look at what that
2 attenuation factor is, and if it's not very big, then --

3 STEVEN RUST: It may be -- along the lines
4 of what you're saying, Rob, maybe some of this ordering
5 could change. If the measurement error at concentration
6 is a lot more than it is in loading, I don't know, that
7 maybe could make the rank ordering change in some way.
8 Could make the slopes a little stronger in one way than
9 another. I don't know. It's possible.

10 ROB ELIAS: Basically I'm asking for more
11 explanation of this table, because it appears to me that
12 this is just a simple rank ordering of these methods. And
13 it says BRM loading method is the best, because it's 3.6
14 percent better than the Wipe Method, which is second best,
15 but when you look at it a lot longer, it appears to me --
16 maybe I'm looking at it too long. That might be my
17 problem. But I see now it appears that there were five
18 separate statistical analyses done here, because there
19 were five -- you know, in other words, they were sort of
20 done independently. When I looked at Table 21 and see
21 that's where that 13.7 was derived against all of these

5 1 other covariates and then a separate analysis and on down
2 the line.

3 Now I have to ask the question, the 13.7,
4 how does that relate to the 10.1? There could have been a
5 whole lot of variation for the BRM loading and not much
6 variation for the Wipe Method, and so 13 percent of a
7 whole lot is different from 10.1 percent of a little bit.

8 STEVEN RUST: The percent of the variation
9 is the percent of the blood lead levels, though, which
10 stays constant from model to model. And if I understood
11 what I read correctly, these four covariates also stay the
12 same from model to model, and so it's basically you take
13 this page and you just replace the top line and refit the
14 model and so --

15 BRUCE LANPHEAR: That's actually the area
16 that I was a little concerned in our approach to comparing
17 the different dust collection methods, because rather than
18 let each dust collection method measure pick out its own
19 covariates that were most significantly associated with
20 that method, we created an even playing field, which has
21 some impact on the R squared for the dust collection

5 1 method measure. I don't know that that would change the
2 order, but it does to some extent, maybe rather small,
3 change the R squared for that dust collection method
4 measure.

5 STEVEN RUST: I don't know that I have a
6 good reason for it, but I like your level playing field.
7 That seems to me to be the way to look at it.

8 ROB ELIAS: Yeah. Now, Steve, I understand
9 what you've said, and I kind of felt that was the case.
10 And many I should stop talking here, because -- but the
11 point is that if what you say, if the playing field is
12 level, then why does the method that you used to sample
13 seem to have an impact on these other parameters, even
14 those very small?

15 Why is it that, for example, the fact that a
16 child eats dirt and soil that the variation would be
17 different if you used the BRM loading method than it is if
18 you use the Wipe Method? I mean it's 3.4 versus 4.5. Is
19 that just a numerical difference or what? Because all the
20 other variations held constant.

21 Let's let that ride. That's what is not

5 1 explained here, and to be honest with you, somebody in a
6 2 management position who does not have time to go into this
3 is going to say that's what I need to know right there.
4 It's going to be the BRM loading method because that
5 scores the top of that column.

6 CHARLES ROHDE: You've raised a very good
7 point. It's not clear to me if you perform the test that
8 the quality of those two partial regression or correlation
9 coefficients that they would be significantly different.
10 You're talking about a very small, very small difference.
11 My guess is they wouldn't be, but I know it's a nontrivial
12 calculation, because they are both calculated from the
13 same live variables, so they are correlated, so the
14 variance and the difference are going to involve, but I
15 think you could do it. The odds are it might not be --

16 MARY EMOND: We did a calculation similar to
17 that just for the simple correlations, which is equivalent
18 to a regression, including only one variable. And there
19 was no significant difference between wipe loading and BRM
20 loading, as you've predicted. There was a significant
21 difference between BRM loading and BRM concentration. The

6 1 correlation between blood lead and BRM loading was
2 significantly higher.

3 MICHAEL RABINOWITZ: Am I correct in
4 understanding we do agree on the criteria of how to select
5 which is the best method, which is not which has the
6 highest slope, but which has the highest explained
7 variance?

8 ROB ELIAS: I'm sorry. Did you say we
9 agreed on that?

10 MICHAEL RABINOWITZ: I gather there is
11 consensus on that. People agree if you --

12 NICK FARR: For research purposes.

13 MICHAEL RABINOWITZ: Right, for research
14 purposes.

15 ROB ELIAS: I'm saying that's acceptable to
16 me as long as I'm sure that it can be understood, but I'm
17 not sure it can be understood with the level of
18 explanation we've gotten.

19 MICHAEL RABINOWITZ: But we're not aiming
20 for the highest slope. We're aiming for the highest
21 explained variance, highest R squared.

6 1 CHARLES ROHDE: Provided there is a test
2 that accompanies that that gives you some confidence that
3 this really is significantly higher. And that test isn't
4 here and probably ought to be here.

5 MICHAEL RABINOWITZ: What's the name of that
6 test?

7 STEVEN RUST: He'll introduce it. It sounds
8 like what they do on correlations. Full and reduce.

9 MICHAEL RABINOWITZ: I have my homework to
10 do.

11 Well, can I ask it a little differently?
12 I'm sorry.

13 STEVE WEITZ: Steve Weitz. Earlier this
14 morning Harriotte Hurley asked the question about the
15 confounding, possible confounding factor of recency of
16 cleaning. And I wanted to ask, Dave suggested that
17 perhaps if it was random, it didn't matter. I'm curious
18 as to whether you could use the total dust variable
19 creatively somehow to determine whether it was random or
20 not. Total dust seemed to indicate something to do with
21 cleaning. Does anyone have any suggestions on that?

6 1 STEVEN RUST: Isn't that confounded with
2 cleaning habits?

3 DAVID JACOBS: It would be confounded with
4 surface type. Some surfaces would retain more dust
5 regardless of how well it is kept clean. It is possible
6 perhaps, though, to correlate the measure of cleanliness,
7 the observed cleanliness in the house with the total of
8 dust level. You could do that correlation; right? And
9 make some judgment about whether total dust loading is in
10 fact a good measure of cleanliness, or whether it was
11 related more to visual assessment of cleanliness. Didn't
12 we assess cleanliness in here?

13 BRUCE LANPHEAR: Nancy, didn't we do that in
14 the first phase?

15 DAVID JACOBS: Frequency of cleaning.

16 BRUCE LANPHEAR: Frequency of cleaning. I
17 don't think we did observe by the interviews. In this
18 second go round, we actually have two of the field team
19 visually inspect and grade the quality of cleaning based
20 upon their observations. We'll be able to compare two
21 different people's observations. I don't think we did

6 1 anything more than that question.

2 NICK FARR: Could you explain the second
3 round? I don't know what you're talking about.

4 BRUCE LANPHEAR: Second round is rather than
5 lose an opportunity with HUD's money, we asked families if
6 they would be willing to participate in a six, seven month
7 follow up, and to those families that said yes, we
8 randomly assigned them either to receive a demonstration
9 of how we would suggest they clean, some cleaning
10 supplies, and a recommended schedule of cleaning, and we
11 just got back -- we've just completed all the field work
12 for 98 of the 99 children. One kid had chicken pox and we
13 couldn't go back in yet. That's the second phase.

14 NICK FARR: And as part of the data you're
15 collecting, you did something about cleanliness?

16 NANCY WINTER: Yeah. We went much more into
17 depth with the frequency, the time, the thoroughness of
18 the cleaning.

19 NICK FARR: Could you -- is there any basis
20 for relating that back, I mean, to the same house, or is
21 that such pure guesswork?

7 1 STEVE WEITZ: You're having an intervention.

2 NICK FARR: You tested the cleanliness
3 before they started to do the new thing, so it was a -- it
4 was a -- it was a data collection from the same houses
5 before you told them how to clean. Is that true? But it
6 also is some months later, so -- and they'd already been
7 through something, so you don't know --

8 BRUCE LANPHEAR: And it's a different
9 season.

10 NICK FARR: -- the previous conversations
11 and work it had on their practices.

12 BRUCE LANPHEAR: I think it would be
13 dangerous to try.

14 STEVEN RUST: Under the subject of other
15 data, I might have hoped you would have collected but
16 didn't, because of this attenuation of slopes relative to
17 measurement variability, I think one of the things that
18 become more and more important is also temporal
19 variability not in soil levels, because I think they stay
20 pretty constant; I think that's been demonstrated, but in
21 the dust levels. And in other studies it may be wise to

7 1 consider revisiting at least a portion of the homes in the
2 same time frame of the study to get a handle on that
3 temporal variability as well and how it might attenuate
4 the relationship.

5 BRUCE LANPHEAR: Yes.

6 MICHAEL RABINOWITZ: Just see if I
7 understand that more fully. I guess a lot of us think
8 that blood leads go up and down seasonally and just taking
9 dust leads as an example, it goes up and down seasonally.
10 You're saying it could be the slope between the two may
11 vary or may not vary, and that the --

12 STEVEN RUST: I guess I'm not saying that
13 the slope varies with time. It's really just another
14 measurement error issue, that if you got it at that point
15 in time, it means you didn't get it at all these other
16 points in time when it was at a different level.
17 Therefore, you're not only getting a snapshot of just the
18 middle of the room in that particular spot, but it's
19 Tuesday, you know, August 29, and not all the other days
20 you could have sampled. And therefore it's an even --
21 when you look at temporal variability now, it's even a

7 1 smaller snapshot that you were going to sample, and that
2 is the dust over time.

3 We don't have even an estimate of that
4 change, and these issues that have been raised about
5 cleaning, that certainly one of the big things that might
6 affect how dust levels change over time, that you catch
7 some of the top and some of the bottom of the cleaning
8 cycle and you like to have some estimate of how big is
9 that variation due to cleaning and other temporal issues.

10 MICHAEL RABINOWITZ: I guess I was thinking
11 more of a longer term cycle rather than cleaning and not
12 cleaning, but rather a seasonal cycle perhaps. It may be
13 this slope that -- even though we think that the R squared
14 is very important, just to look at that slope for a second
15 also, that slope itself may or may not change with the
16 seasons. And that as comparisons are made perhaps across
17 studies in the future, you would want to know when that
18 slope was measured.

19 BRUCE LANPHEAR: One other question that I
20 think is a little bit -- it's certainly similar, and that
21 has to deal with the half-life of blood leads or lead once

7 1 exposed, and I think it's been estimated to be about 29,
2 30 days, and I guess if that's true, or even if it's not
3 29 or 30 days, what does that imply with the time you
4 would want to take an environmental sample and a blood
5 lead ideally. We tried to do it at the same time, and
6 that seemed to make some sense. Just practically, if one
7 were to --

8 STEVEN RUST: The 29 or 30 days that you
9 mentioned, that's just in the blood, and unfortunately, if
10 the child is towards the upper end of your age range, bone
11 lead probably plays a significant role, remobilization of
12 lead from the bone, which will take that 30 days up to who
13 knows what at this point in time, so -- but the issue you
14 raise is an important one. The history, lead exposure
15 history, and its effect on blood lead levels.

8 16 MICHAEL RABINOWITZ: You said 28 or 29 days,
17 whatever it was. I think that is for adults.

18 BRUCE LANPHEAR: That is correct, yes.

19 MICHAEL RABINOWITZ: It may be quite
20 different --

21 BRUCE LANPHEAR: I think only adults and

8 1 baboons have been studied, as far as I can tell.

2 MICHAEL RABINOWITZ: Beagles also.

3 BRUCE LANPHEAR: Beagles.

4 MICHAEL RABINOWITZ: Anything else on that
5 very broad topic of measurement error or bias or slopes or
6 R squared?

7 KAREN HOGAN: There was a comment in one of
8 the interviewer's comments. I don't remember who it was.
9 About some of the environmental measurements being made
10 three months before the blood lead measurements.

11 BRUCE LANPHEAR: There were several
12 comments. About 83 percent of children had a blood sample
13 obtained the same day of the environmental visit. 17
14 children had it a median of eight days after the
15 environmental visit. With three children having a blood
16 lead obtained 30 days after the visit. One at 45. One at
17 75 and one at 95 days. These were for various reasons
18 blood clotted. We had to go back, et cetera, but what we
19 did was in the -- you must have the comments, the response
20 to comments?

21 KAREN HOGAN: I can't find it right now.

8 1 BRUCE LANPHEAR: What we did is we provided
2 a scatterplot of children's blood lead by dust lead and
3 circled the three children who had blood samples obtained
4 45, 75 and 95 days after, and they all fell very close to
5 the center of the scatter. So rather than simply exclude
6 them because they were different in that regard, that was
7 the way we approached it and left them in the analysis.

8 STEVEN RUST: You just mentioned in response
9 to comments. I realize my response to comments is sitting
10 in Columbus. I had no idea you had responded to the
11 comments. I've been in Alaska, so if any of my comments
12 seemed weird because you responded to them, I apologize.

13 BRUCE LANPHEAR: They were verbalized for
14 other people as well.

15 STEVEN RUST: I'm sure it's sitting back in
16 my office.

17 MICHAEL RABINOWITZ: I'm happy to talk about
18 these again, just so that it's not lost in transmission.

19 BRION COOK: I think the dust collection
20 method issue that Rob brought up about percent variation
21 explained and also just the variability that the different

8 1 methods exhibited in some of the data, that's an important
2 one for us, because with whatever standard we come up
3 with, we will be recommending a data collection method or
4 methods that go along with it, so as much as those things
5 vary, that's important. So if reviewers or anybody else
6 will be shedding light on that or comments or suggest
7 additional analyses that might tease some of those
8 differences out in a statistical or a scientific sense,
9 we'll deal with that in a cost effective sense and these
10 kinds of things later, but that's important.

11 MICHAEL RABINOWITZ: Just methodology.

12 ROB ELIAS: If I could broaden that just a
13 little bit. Earlier, I suggested that you include total
14 dust loading in part of your analysis. And if it turns
15 out that total dust loading is a predictor of an important
16 variable, then that eliminates the Wipe Method. You can't
17 get total dust loading from the Wipe Method.

18 BRUCE LANPHEAR: What did you find in the
19 three-city study of the data that you looked at, Rob?

20 ROB ELIAS: We don't have anything
21 conclusive. That's why we're looking to this study and a

8 1 couple others. The other point is it's not preordained
2 that we are going to go with a method that can predict
3 blood lead that we're going to recommend that be used to
4 determine the standard. All we need to know is what are
5 the factors.

6 What I'm saying is that what we want to
7 recommend to people is how do you assess your situation in
8 your home and that may be a totally different method, but
9 these are the methods that tell us which ones correlate
10 the best with blood lead. I realize that's a little
11 obtuse, but, you know, when it comes down to it, there may
12 be a dozen other ways that this sample can be taken and
13 analyzed.

14 STEVEN RUST: Is there something else that
15 could be done with this data to help answer that question?

16 ROB ELIAS: Only to get the total dust
17 loading in the picture so we have that information
18 available to us to assess that.

19 MICHAEL RABINOWITZ: I guess I want to be a
20 little argumentative for a second. If it turns out that
21 total dust loading is important, and since wipe methods

9 1 are so much more convenient than vacuum cleaner type
2 methods, isn't there some way by tare wet wipe or by the
3 right sticky kind of wipe to recover a weighable sample in
4 a systematic way?

5 ROB ELIAS: That is one of the things that
6 have been kicked around in the New Jersey study. The New
7 Jersey study has a different method for wipes that allows
8 the loading, dust loading, but it would not be feasible in
9 my mind to be done on a national scale.

10 DAVID JACOBS: I think it's worth pointing
11 out that we did do a pilot study for this study where we
12 looked at five sampling methods, just not sampling -- what
13 did you call them?

14 STEVEN RUST: Sample method measures.

15 DAVID JACOBS: Not sample method measures,
16 but five different procedures, if you will, one of them
17 was a tare wet wipe method, but we also felt it was simply
18 not sufficiently well developed to be of use. It's just
19 too complicated to use, so it's not practical. It could
20 be developed, but we think right now it's not likely to be
21 recognized as a sampling method, so we rejected it.

9 1 STEVEN RUST: How would that method line up
2 on that plusses and minuses chart relative to vacuum
3 methods in terms of dirt? If it were developed to the
4 point where it could be used, would it be closer to the
5 current Wipe Method or closer to the current vacuum
6 method?

7 SCOTT CLARK: Scott Clark. It will be very
8 difficult to use in the field. It is not a good screening
9 method.

10 ROB ELIAS: Let me ask a question then. The
11 key question is if it could be developed. I mean, with
12 that particular method you have complicated templates and
13 complicated instructions. But if -- let's put the two
14 methods side by side.

15 Suppose that you were to develop a kit for a
16 homeowner. This kit involved a packet of filter paper or
17 some sort of wipe material sealed in a bag that was
18 sent -- you know, sent to the homeowner. And in one case,
19 like the wet wipe here, it's wet and you wipe it and you
20 put it back in the container. You mail it back to them
21 and two weeks later you get the results.

9 1 Now, if by comparison, you had the same
2 2 thing with a dry filter paper, and the instructions were
3 3 to apply this solution to that, and then wipe the surface,
4 4 seal it up and send it back, then there's relatively
5 5 little on this sheet that has changed except the
6 6 additional analysis that would be done in the laboratory
7 7 for weighing the paper. And then the whole picture
8 8 changes, is what I'm saying. So I wouldn't be too quick
9 9 to say it would be low on this scale.

10 NICK FARR: You said two weeks, is absolute
11 11 murder.

12 ROB ELIAS: Two weeks is the same time for
13 13 analysis. I mean -- in both cases the time for analysis
14 14 would be the same. There is no difference there. We're
15 15 dealing with these issues across the board with soil and
16 16 paint and everything, and it's important for us to get all
17 17 of the information here. And it comes back to the same
18 18 issue, that dust loading is going to be the determining
19 19 factor, how important that is in determining the hazard to
20 20 the child.

21 MICHAEL RABINOWITZ: Did you want to say

9 1 something?

2 Anything else on this general topic then?

3 STEVEN RUST: I did want to talk at some
4 point about the different analyses and how maybe to bring
5 them closer together. I don't know if that falls into
6 this topic or not.

7 MICHAEL RABINOWITZ: Just on that topic.

8 STEVEN RUST: In terms of, for instance, the
9 logistic regression that you do towards the end of the
10 report, if, for instance, you did a probit analysis
11 instead of logistic regression, I think it would match
12 almost exactly the regression models that you've done, and
13 so you might want to think about that kind of a match
14 between the different types of analyses that you're doing.

15 MARY EMOND: I'm sorry. Could you be more
16 clear about that?

17 STEVEN RUST: You could make the basic
18 models be basic- -- exactly the same, in that you've got
19 some type of linear relationship between blood lead and
20 dust lead, and regression analysis is one way to fit that
21 model.

9 1 If you did a probit analysis, you would
2 essentially be making the same normal or log-normal
3 analysis that you're making in regression, so it would
4 just be a different way of fitting exactly the same model,
10 5 and it would bring those two analyses together. It would
6 make them coincide as just two different statistical
7 methods for fitting exactly the same model as opposed to
8 being two entirely different models for the data. That's
9 one suggestion.

10 The other is if you do fit the log-additive
11 model and you like it, and you decide to use it, when you
12 think about correlation coefficients, rather than fitting
13 a correlation coefficient between the logs of the
14 variables, what you might want to do is do a log-additive
15 regression of the two variables against each other and
16 report the square root of R squared for that regression so
17 that it would basically be the exact same kind of
18 correlation coefficient as you are fitting regression
19 models to the data.

20 So without getting into a lot of technical
21 detail, there's an alternative to the correlation

10 1 coefficient that uses the log-additive model as opposed to
2 an additive model or a log-linear model that you could use
3 for consistency throughout the report.

4 MICHAEL RABINOWITZ: Now that that's cleared
5 up.

6 (Laughter)

7 The coefficients would be different? You
8 couldn't compare the coefficient from two methods, but the
9 conclusions would be the same?

10 STEVEN RUST: That's right. But the
11 correlations would be for an additive relationship between
12 the two variables, and whenever you can get the
13 relationship back to additive, then more people can
14 understand the implications of the relationship. This is
15 the way I think about it.

16 When you talk about log-linear
17 relationship -- I mean, I have to scratch it out on the
18 back of a pad. When you look at a log-linear model, and
19 you say what's that mean in terms of the original space of
20 the data? It always gets complicated to take it back.

21 MICHAEL RABINOWITZ: Anything else on this

10 1 topic then?

2 Well, it's still not time for a break, so
3 perhaps we could turn to the next topic, which we have
4 kind of alluded to already quite a bit, and that is where
5 to from here as a topic. What might be the best next
6 step? What might be the policy implications of this?
7 Would anybody like to be first to address that topic?

8 STEVEN RUST: There was a question raised
9 earlier, and I would like to raise it again. The question
10 was can we really begin enforcing a standard prior to a
11 longitudinal study that demonstrates that lowering dust
12 lead levels in fact has the predicted impact on blood lead
13 levels. And I guess I would like to raise that question
14 again and have some discussion on that, if anybody's
15 willing to state an opinion. My opinion, the answer is
16 that we do need a longitudinal study before we enforce a
17 standard on a widespread basis.

18 MICHAEL RABINOWITZ: And this is just
19 because of an uneasiness that cross-sectional studies may
20 not.

21 STEVEN RUST: Establish the causal.

10 1 MICHAEL RABINOWITZ: Show you the pathways
2 that causes the relationships.

3 KAREN HOGAN: And there are ranks of
4 variables -- or a more realistic picture in terms of
5 variability.

6 MICHAEL RABINOWITZ: Could you just repeat
7 that again louder for everybody else in the room?

8 KAREN HOGAN: I just wanted to add to what
9 they said. A longitudinal study would also include a more
10 realistic characterization in variables in terms of
11 measurements.

12 DAVID JACOBS: I guess I'm actually not
13 convinced that we do need a longitudinal study. Consider,
14 if you will, an example for an occupational health
15 standard. We would not require a decline in leukemias to
16 basically argue for reduction in benzene exposure to
17 workers, but what we would require, of course, is some
18 evidence that there is known toxicity of benzene that
19 argues for a reduction in exposure limits, and then
20 perhaps we follow a group of workers through to
21 demonstrate whether or not the new health standard is

10 1 effective.

2 But it seems to me that the language that
3 Congress used in Title X was that the agency was simply to
4 set a standard to defining a dangerous level of
5 lead-in-dust, not whether such a level, if it was
6 implemented and enforced, actually caused, you know, X
7 reduction in blood lead levels. Obviously that's why
8 Congress wanted to see such a standard set. But it seems
9 to me we're caught sort of the horse before the cart type
10 of problem here.

11 STEVEN RUST: Are you saying I said enforce?

11 12 DAVID JACOBS: I'm not opposed to doing a
13 longitudinal study. I don't think we need to do it in
14 order to impose the standard.

15 STEVEN RUST: Let me clarify what I said. I
16 said enforce a standard, and I meant that I think you can
17 set a standard. And what I'm saying is before you enforce
18 it by expensive abatement to bring those levels down to
19 meet the standard, and spend a lot of money doing that, I
20 felt that a longitudinal study was necessary to show that
21 that would in fact be an efficacious manner to bring blood

11 1 lead levels down. I think I'm in agreement with you. We
2 can establish what appear to be hazardous levels of
3 lead-in-dust, but then the method to go about remediating
4 those hazardous levels would still remain unclear, I
5 think.

6 NICK FARR: Two things to that. One, does
7 reducing dust levels in fact reduce blood levels? And
8 then the various things which you asked people to do, do
9 they have the effect immediately and over time in reducing
10 levels? All of which we'll know by the year 2008 or
11 something if we're lucky.

12 DAVID JACOBS: It's not like that has not
13 been done before. Charney obviously did some of this year
14 and years ago.

15 STEVEN RUST: But at 30 micrograms per
16 deciliter.

17 DAVID JACOBS: There is evidence that shows
18 blood leads do go down if dust levels are controlled.

19 MARY EMOND: A longitudinal study might also
20 shed some light on the reason for the differences between
21 the blacks and those who say they weren't in the black

11 1 group, especially if you follow children from birth to two
2 or three years of age, see at what point in time those
3 differences appear might be of interest. Not for the
4 standard in particular, but as a research question.

5 ROUTT REIGART: I have to agree with the
6 position that going into a great deal of effort to reduce
7 the lead levels in dust to a standard that's established
8 on this basis may not be the wisest approach. If we have
9 shown it is beneficial, I think you mentioned there is
10 some data, the old stuff about getting dust in out of the
11 house, but there is also some evidence where you try to
12 remove dust at a lower level, you may transiently increase
13 children's exposure. I also think there's perhaps as much
14 probability that other interventions for these children
15 may be as successful which might not remove the lead in
16 dust but, for instance, improve their nutrition or change
17 parental behaviors.

18 There are lots of other things that could be
19 done that haven't been fully tested, and to set and
20 enforce a standard would be very expensive to achieve
21 prior to showing that doing that will actually help the

11 1 children, I think is not wise in this case, and I don't
2 think benzene is a fair comparison, a fair analogy.

3 STEVE WEITZ: I would like to be on the
4 record with a similar kind of comment. If you say, if I
5 understood you correctly, that the purpose of -- is it
6 Section X that you are --

7 DAVID JACOBS: Title X.

8 STEVE WEITZ: -- Title X is to establish a
9 dangerous level. We have jumped to saying does dust
10 removal help kids. I'm not convinced that cross-sectional
11 data can even tell you what a dangerous level is. We have
12 a correlation. We know that something that's associated
13 with dust lead levels of a certain degree is associated
14 with blood lead levels, but we don't know that it's the
15 dust lead that's doing it, so I'm not convinced. I'm even
16 a step before these guys that we've even demonstrated that
17 it's the dust that's dangerous in this particular study.

18 ROB ELIAS: Are you showing that the
19 children are eating the dust in their home? Does this
20 study show what it says, there is a correlation between
21 the lead in the dust in the home and blood lead? Are you

11 1 showing that the children are ingesting that dust?

2 STEVE WEITZ: No, I don't think so.

3 ROB ELIAS: Okay. And you really can't say
4 that about any study, any cross-sectional study.

5 STEVE WEITZ: Not as I know.

6 ROB ELIAS: I don't know any study that
7 shows it better than this one, so we're looking for that
12 8 piece -- that's a pathway. That's a pathway statement.
9 We've put all of our bucks on this particular aspect to
10 show that there's a correlation between the dust in this
11 home, the amount of lead in that dust, and the amount of
12 lead in the child's blood, and we still can't say that the
13 study shows that the child is eating the dust.

14 BRUCE LANPHEAR: It may not matter if they
15 are eating it or if it gets in their ears. The question
16 is if you remove it, do they not get it into their blood
17 or are they not exposed to it as measured by the blood
18 lead.

19 ROB ELIAS: That's not quite the direction
20 I'm going in, but that's the next point. That once you
21 establish this study shows that the children are ingesting

12 1 that dust or taking it in, whatever, but I mean that's my
2 point. Is this house dust going into the body? Is it
3 primarily responsible for the blood lead that's there?
4 You know --

5 STEVEN RUST: I would be willing to go out
6 on a limb, even though it is a cross-sectional study, and
7 say based on the evidence in this study, I would probably
8 conclude that children are ingesting lead from dust in
9 that residential environment.

10 ROB ELIAS: Okay.

11 STEVEN RUST: From some dust somewhere in
12 that residential environment. So that's a leap of faith.
13 That's not a statistical conclusion. Whether or not it's
14 from window wells or from the center of the room on the
15 floor, you know, that's where I start to draw the line and
16 say, you know, we simply haven't shown that it's the dust
17 that we sampled. All we have are correlations and what we
18 measured is correlated to what they are taking in and
19 that's about as far as it goes.

20 ROB ELIAS: Title X is a hazard reduction
21 act. It's not a health level act. It's a hazard

12 1 reduction act. If the dust in the home is a hazard, then
2 it needs to be reduced.

3 STEVEN RUST: Irrespective of whether or not
4 the method of reduction has any effect on blood lead
5 levels?

6 ROB ELIAS: That's the point that we --
7 that's not what this study was designed to show. I'm not
8 saying that the -- that that's -- now, I would also like
9 to comment on this issue of dust abatement.

10 We have many, many projects ongoing and most
11 of those almost to the letter where dust abatement has
12 been done, dust abatement, simply remove the dust, in
13 every case we have seen a reduction in blood level, an
14 immediate reduction in blood lead that has persisted until
15 the dust was restored. Lead in the dust was restored.
16 It's an inexpensive technique. People can easily be made
17 aware of methods for keeping their home dust free, if it
18 is possible. Some homes are not easily cleaned. And we
19 should not see that as an expensive way to reduce exposure
20 to lead.

21 STEVEN RUST: What are the references there?

12 1 These are studies that have been conducted and documented?

2 ROB ELIAS: Yes. That's right.

3 STEVEN RUST: What studies?

4 ROB ELIAS: In the Boston study, Boston
5 Three-City Study, there was a significant amount of
6 dust -- of blood lead reduction there from dust
7 intervention, and when dust and soil was done. There are
8 reports from smelter studies in Australia in Idaho and
9 British Columbia. There are ongoing studies that have not
10 yet been published, and they all show the same thing.

11 STEVEN RUST: I think that's significant.
12 If such data is there, it's very significant.

13 MICHAEL RABINOWITZ: Could I ask a question?
14 Within the limitations of this study, measured many
15 things, not everything. We've measured lots of things.
16 Is there anything that predicted blood lead better than
17 dust lead?

18 BRUCE LANPHEAR: No.

19 STEVEN RUST: Did soil come close?

20 BRUCE LANPHEAR: Not in the adjusted
21 analysis.

12 1 MICHAEL RABINOWITZ: I hear silence.

2 STEVE WEITZ: There was ingestion of soil.
3 It was not the soil leads.

4 BRUCE LANPHEAR: In one of the model, yes,
5 so dust was by far the most important predictor.

6 STEVE WEITZ: Me?

7 MICHAEL RABINOWITZ: Yeah. I thought you
8 wanted to say something.

9 STEVE WEITZ: No.

10 BRION COOK: Is that consistent with
11 studies, that dust is the most important predictor of
12 blood leads? Or is that a different thing?

13 ROB ELIAS: Yes, it is. There are cases
14 where there have been large amounts of lead in drinking
15 water and food. Those are pretty well in the past. If
16 you took a select group of children only exposed to
17 drinking water from glass faucets or something like that,
18 then you might find a different story.

19 UNIDENTIFIED VOICE: For what it's worth, as
20 we found in the older Boston study, the 249 kids, and that
21 is, that house whose dust lead was a better predictor than

13 1 airborne lead or tap water lead or soil lead given the
2 predictors at the time.

3 WARREN GALKE: I do want to remind people
4 that there is one piece of data that Bruce's team has not
5 yet gotten to in their analysis. They did do hand dust
6 sampling as well, and that may give additional closure to
7 the question that Rob was raising about proof of
8 ingestion. It's not direct proof, but it may get one
9 closer at least to the physical passage of lead through
10 the body.

11 About the only thing I can think of that
12 would get -- in a cross-sectional time analysis that would
13 get closer, and I hate to suggest this, would be fecal
14 analyses, where we actually looked for the passage of lead
15 through the gastrointestinal tract, and I don't think at
16 these levels we would detect it, although maybe we could
17 give some hotshot laboratory scientist a way of giving him
18 a couple million dollars and knock limit the detection
19 down a factor of three.

20 MICHAEL RABINOWITZ: Perhaps it does call
21 for the right tracer study, but we can't find that in this

13 1 data right now.

2 WARREN GALKE: But that's about as close as
3 we can get when we have the hand data as well and look at
4 that.

5 MICHAEL RABINOWITZ: That has problems, too.
6 If it's on the hands, it's not in the --

7 PAT McLAINE: Just a question in terms of
8 where we go from here. Did we have data that shows dust
9 lead levels over time, say in houses over a year's period
10 of time to show how dust lead levels vary with time,
11 because if we set a standard that's based on dust in the
12 summer, we're likely to have different findings in other
13 seasons during the year, and I wanted to know is there a
14 national data set that has that kind of information? This
15 one only has, I guess, one collection of dust so far and
16 possibly two with six months apart; right?

17 SHIRLEY EBERLY: Seven.

18 STEVEN RUST: The old Boston, but that's
19 rather old.

20 ROB ELIAS: There is no national data, but
21 there are several studies that have looked at that over

13 1 time. Usually separated by at least three-month intervals
2 of measurement and so studies are ongoing.

3 BRION COOK: Will the HUD evaluation data
4 have that over time?

5 SCOTT CLARK: Yes, for some cities we will
6 have a three-year follow up, or five, but most only one.

7 ROB ELIAS: I think isn't the question more
8 like a seasonal variation?

9 NICK FARR: Six and 12 months.

10 PAT McLAINE: I'm thinking every three
11 months, because we have four seasons in many parts of the
12 country.

13 SCOTT CLARK: We have some data from the
14 soil project where we have, I believe, seven measurements
15 of dust over a two-year period in the same houses. And
16 there is tremendous variability. Tremendous. Several
17 orders, you know, over time that appear to be connected to
18 outside sources in our houses. We had rehab houses that
19 were pretty much lead paint free or very little lead paint
20 and we had large variations.

21 BRUCE LANPHEAR: Was there any particular

13 1 season that seemed to be highest?

2 SCOTT CLARK: No, but the demolition in the
3 neighborhood on that block was a big factor.

4 ROB ELIAS: That's still -- your point's a
5 good one, and I think the key information is more the
6 variation in the dust. The dust.

7 PAT McLAINE: Right. For a standard, right.

8 ROB ELIAS: Because that's translatable to a
9 national level. If we know from just the Rochester study
10 and a few others what happens when that dust has a large
11 amount of lead in it, what happens to the child's blood
12 level, then we can take information on dust concentration
13 in a variety of sources not even related to lead. There
14 are a lot of indoor air projects, for example, that show,
15 that beginning with pesticides and so forth, that show
16 annual dust cycles and many like that.

17 BRUCE LANPHEAR: Michael, I never saw that
18 you had in any of your analyses looked at seasonal
19 variability in dust loading. Had you done that that you
20 recall?

21 MICHAEL RABINOWITZ: I'm sure we looked at

13 1 it, and just plotting it out we can see it, and I'm
14 2 thinking some -- they reanalyzed the data. I guess they
3 had our data.

4 STEVEN RUST: They documented a seasonal
5 component variation in the dust lead measurements in that
6 study as well as the blood lead. And it is significant.
7 I don't remember the levels, but it is something that you
8 wouldn't worry about. If designing a study, if you read
9 that report and designed a study, you wouldn't worry about
10 it.

11 BRUCE LANPHEAR: I would like to get that
12 afterwards.

13 STEVEN RUST: I think it's a draft EPA
14 report at this point.

15 BRUCE LANPHEAR: Okay.

16 STEVEN RUST: We'll see about access to
17 that.

18 MICHAEL RABINOWITZ: How this fits into
19 standard setting, good luck. Seasonal adjusted standard.

20 WARREN GALKE: Add an extra margin of
21 safety.

14 1 MICHAEL RABINOWITZ: Excuse me. Maybe
2 anything else on this general topic of what to do next or
3 what needs to be -- yes.

4 STEVE WEITZ: Steve Weitz. I guess one
5 question I have, would it be worthwhile over the median
6 term, three years or four years or something like that, in
7 terms of this standard setting policy development process
8 for the government to fund a couple more of these studies
9 to take account of the fact this is just one study and we
10 need to replicate them. And how valuable would that
11 really be to us if we had the money.

12 And another question about further research
13 would be how valuable would it be -- would it be worth the
14 money to do a national prevalence, dust lead prevalence
15 study in housing in the United States? You know, with
16 DSU's 80 counties and all the segments within and all
17 the -- I mean, it's horrible to think of, but how
18 essential is it? I would just be curious if anybody has
19 any reactions.

20 MICHAEL RABINOWITZ: I'll give you top of
21 the head reaction without thinking too hard about it. I

14 1 don't think you have to do a lot more studies like this.
2 This is a good study. You're not going to do a better one
3 probably. But if you had a limited -- longitudinal
4 studies are kind of expensive, so I think the money might
5 well be spent on some kind of estimate of national
6 prevalence that might be very useful along with predictors
7 of house dust. Not only measure the house dust lead, but
8 also measure a few other things about the household,
9 paint, age of dwelling, that kind of thing. And that
10 might be very useful if you're going to get serious about
11 regulating household dust lead.

12 STEVEN RUST: I think you have to first
13 answer the question does the blue nozzle simply collect
14 less of what is collected by the method you might use in
15 such a study or did you say it collects a preferential
16 portion of that that gives you the wrong answer. If it
17 simply was inefficient but collected the right stuff, then
18 you can get some factor to apply to the national survey
19 data. Then in some sense you've already got the answer to
20 that question, I think. But if the blue nozzle was
21 preferential for certain portions of the dust that has

14 1 less or more lead, then you might have to redo that. But
2 I think it's an important question.

3 BRION COOK: Could a national estimate be
4 constructed from things like the HUD evaluation?

5 WARREN GALKE: With regard to that, there's
6 a new technique that -- it's not new in the wildlife
7 literature, but it is in the epidemiologic literature,
8 that might allow us to use the HUD evaluation data for
9 that purpose. And that's capture recapture sampling.
10 Some very interesting reports were presented at the
11 Society for Epidemiologic Research meeting last week in
12 Miami, and that technique may have application in a lot of
13 environmental studies in support of environmental
14 standards. And it may be something we might want to
15 really take a real close look at and it might allow us to
16 approach the desired target.

17 MICHAEL RABINOWITZ: How would that work,
18 Warren? I'm trying to picture this. I know when you
19 capture a swan and take it and release it, but how would
20 it apply here?

21 WARREN GALKE: What you probably would end

14 1 up -- I'm not an expert on this technology, believe me. I
15 2 didn't catch many fish in my life, but I could envision, I
3 think, maybe conceiving of grantees, a collection of units
4 being done by a single grantee in the context of the
5 evaluation as being the first capture, and then doing some
6 kind of identification of the next grantee as a second
7 capture of the national housing stock, and then by -- as I
8 understand, it's kind of like a Venn diagram assemblage.
9 You come up with an overall estimate of what is in the sea
10 of housing in the country, so it might be possible.
11 Although I say I'm not an expert in it. Otherwise, our
12 selection of locations leaves -- is definitely not
13 geographically balanced to give a true national estimate.

14 MICHAEL RABINOWITZ: I don't know if you
15 want a true national estimate. Maybe you want an estimate
16 of where that poisoning occurs.

17 WARREN GALKE: Now that we're at blood leads
18 of ten being levels of concern, nobody knows where lead
19 poisoning is. Because people in new areas looking at it
20 for the first time are finding some small but identifiable
21 proportion above ten in places that haven't worried about

15 1 lead before.

2 MICHAEL RABINOWITZ: It's time for another
3 break.

4 WARREN GALKE: Yep. Time.

5 MICHAEL RABINOWITZ: So see you all in 15
6 minutes. Thank you very much.

7 (A recess was taken.)

8 MICHAEL RABINOWITZ: Let's reconvene then.
9 I guess we are at the point of the meeting to receive any
10 other additional public comments, and then after that,
11 we'll hear from Warren Galke about what needs to be done
12 to get the most out of this meeting and what our charges
13 are.

14 So to the first of those, are there any
15 other further public comments? Additional comments from
16 public? Welcome visitors? Government agencies?

17 BRION COOK: Yes.

18 MICHAEL RABINOWITZ: Yes.

19 BRION COOK: One thing that has been brought
20 up is there need to be another study such as this. I want
21 to get everybody's views on that. There was one or two

15 1 things about Rochester being dust lead levels lower than
2 expected and does that mean anything as far as having
3 another study like this done in an area where we might
4 expect higher dust lead levels. I would like to get
5 additional views.

6 STEVEN RUST: Let me ask an additional
7 question. Will the Repair and Maintenance Study shed
8 light on the need for an additional study?

9 MARK FARFEL: Yeah. In fact, it's been
10 done. You can look at our additional data collection
11 campaign, a hundred and five houses, a hundred and sixty
12 some children as a replication. In some sense we can now
13 go back and look at our slopes and do similar analyses and
14 see where we are. We have the same data collection
15 method, and the one common method was the BRM and similar
16 covariates. So we could in short manner take a look at
17 that.

18 BRION COOK: How does your study fit into
19 this concept of longitudinal studies?

20 MARK FARFEL: Well, the Repair and
21 Maintenance Study has two control groups. Modern urban

15 1 lead paint free houses, which are being resampled
2 environmentally and biologically every six months for two
3 years and may be extended.

4 We also have a second group of previously
5 abated houses that were more fully and comprehensively
6 abated under Maryland standards several years ago. They
7 are being followed for an additional two years at
8 six-month intervals blood lead and environmental also
9 exterior. And the main intervention homes are groups of
10 older lead painted and lead dust containing houses in the
11 City of Baltimore which are getting three levels of
12 intervention in a randomized trial.

13 And the follow-up schedule is more frequent
14 in those houses, and we are getting an initial baseline
15 and immediate postintervention campaign, and then at two
16 months, six months, 12, 18 and 24 for the purposes of
17 measuring that reaccumulation rate, so we will have
18 repeated measures over time across different seasons
19 across different groups of houses.

20 BRION COOK: Where are you now?

21 MARK FARFEL: We have multiple campaigns

15 1 going on at the same time. We are close to completing all
2 of the interventions. We have many of the houses at post
3 and two month campaigns and smaller numbers at six and 12
4 month campaigns, but we can take a look at another initial
5 data campaign in similar ways to the Rochester study.
6 That's possible in summary to do that.

16 7 BRION COOK: We would like to include that
8 in the data sets that we use to go down this validation
9 and epidemiology back to.

10 STEVEN RUST: Do you have any idea at what
11 point you would be in a position to do preintervention to
12 postintervention blood lead comparisons and feel that you
13 have the data in a state that you'd be comfortable with
14 that?

15 MARK FARFEL: Yeah. Our postintervention
16 blood leads is at two months, and we will probably be
17 finishing the two-month campaign at the end of the
18 calendar year. I think we are probably even more
19 interested in the blood leads at six months.

20 STEVEN RUST: Right.

21 BRION COOK: I would like to ask Bruce a

16 1 quick question. Your follow up, are you doing blood
2 leads?

3 BRUCE LANPHEAR: Yes. Blood leads and dust
4 lead measurements, but a little bit more abbreviated this
5 time.

6 BRION COOK: They are still composite? I
7 mean --

8 BRUCE LANPHEAR: We are doing individual
9 wipe sampling of the same surfaces, and then we did
10 composite of the BRM, composite sampling of the different
11 surfaces using BRM.

12 ROUTT REIGART: Just a similar question, on
13 this resampling, is there any opportunity to get blood
14 lead on a couple of days on the same subjects?

15 BRUCE LANPHEAR: Well, we have already done
16 it except for one child with chicken pox that we couldn't
17 get into the house last week. Could we go back on 10
18 percent of the cases and get another blood sample?

19 ROUTT REIGART: There is some day-to-day
20 biologic variation that could give you a little bit of a
21 handle of what's going on within your patients and sort of

16 1 help you tease out whatever lab variation is from whatever
2 biologic variation.

3 MICHAEL RABINOWITZ: We don't want to wear
4 out your welcome, I guess. I'm just surprised to hear
5 there is a day-to-day variation of the whole blood lead
6 measure or the size of it. I don't know how big it is.

7 BRUCE LANPHEAR: What we might do, the only
8 reason I hesitate is because the most difficult part of
9 all this is just drawing blood on the children. I know
10 it's a simple routine procedure, but that's what's most
11 invasive and difficult for the parents. Kids too.

12 What we did do, and we may be able to look
13 at, is that in -- I don't know -- maybe 20 cases, 30 cases
14 in the first phase of both indexed children and siblings,
15 if we had an inadequate ferritin level but we had an
16 adequate iron, we went back and got a second blood lead
17 and ferritin and sent them both off, so that would be
18 maybe a better approach and we would look at that.

19 BRION COOK: That's it.

20 MICHAEL RABINOWITZ: Okay. Warren?

21 WARREN GALKE: Okay.

16 1 MICHAEL RABINOWITZ: Tell us what we need to
2 know.

3 WARREN GALKE: I guess now is the time for
4 the wrap up and to give to the peer review panel their
5 charge over the next month or so, which they have all
6 agreed to in some sense or the other. Basically, for the
7 audience that may or may not remember the rest of the
8 process, what is going to happen is the committee is going
9 to draft a report summarizing their observations regarding
10 the Rochester study. They will prepare a draft of that
11 report and it will circulate among the committee members.

12 They will then provide comments on the draft
13 report to Mike Rabinowitz and a final version of the
14 report will be prepared. Then it will be submitted to the
15 center. And the center will essentially keep it and make
16 it available to those people who want to see it. We will
17 send a copy to EPA. We will send a copy to HUD. We will
18 send a copy to CDC and then other individuals who are
19 interested.

20 STEVEN RUST: How about Rochester?

21 (Laughter)

16 1 WARREN GALKE: Of course Rochester. As the
2 target guinea pig, they could have assumed that they would
3 get it.

4 And so basically what this document will be,
5 we'll be keeping it in quasi-perpetuity. I don't forswear
6 that the organization will live beyond the decay of the
7 paper, but we will keep it. We will keep a compilation of
8 all your written comments from the panel, the Rochester
9 responses to those comments, the transcript that we've
10 been so diligently trying to speak with one voice, and
11 we've done reasonably well that way. We may have been a
12 little bit mild in our enunciation, but at least we
13 haven't had a dozen people speaking at once most of the
14 day.

15 And basically this will provide the
16 documentation of how the study was done, the findings, and
17 subsequently the data set will be made available through
18 the center for other researchers to access to do their own
19 analyses. That data set will be documented, and I can't
20 tell you an availability date yet. Bruce and I have to
21 continue to talk about that. But this is what has been in

17 1 the plan from the beginning, and so that is another thing
2 for people to keep in mind.

3 Also, we encourage thoughts of collaboration
4 on this set or any extension of the work that the
5 university has done, and you can either contact Rochester
6 directly or contact the center with regard to any ideas
7 for collaboration sharing and things like that.

8 Now, specifically, what I would like to see
9 in the report are the following: An overall assessment of
10 the quality of the study, the comprehensiveness of the
11 reported data, and a logical presentation of whether the
12 data were logically presented and are complete as such.
13 That's in -- kind of like an overall assessment of the
14 work.

15 Then, in specifics, there are several topic
16 areas that I would like to see the committee's joint
17 assessment of the quality of work. These are overall
18 study design, the adequacy of the subject enrollment
19 procedures. The successfulness of the recruitment process
20 as documented. The environmental sampling and the
21 biological sampling. The adequacy of the laboratory

17 1 quality control activities and the results.

2 Then a section on the appropriateness of the
3 stastical analysis plan and the implementation of the
4 analyses. I would like comments on statements that are
5 supportable and also not supportable based on the data
6 that are presented in the report. And then an assessment
7 of the overall conclusions that the University of
8 Rochester draws in the report.

9 Okay. That's my agenda. Now, I'll ask
10 first --

11 CHARLES ROHDE: You want that tomorrow or --

12 (Laughter)

13 WARREN GALKE: No. No, no, no, no, no.

14 DAVID JACOBS: Day after tomorrow is fine.

15 WARREN GALKE: I would like to ask Dave
16 Jacobs from the center, who's the deputy director, to see
17 if I've forgot anything on the list.

18 DAVID JACOBS: The only thing I would add is
19 specific recommendations for what Rochester should put in
20 the final report. This is a sort of -- it says draft
21 final, but it's an interim report really. Rochester will

17 1 take -- he's smiling. (Referring to Bruce Lanphear)

2 Rochester will take the recommendations that
3 you provide and together with us and the agencies we'll
4 determine how to go about characterizing the final report.
5 So your recommendations will carry a great deal of weight
6 in terms of what the final product that we deliver to the
7 agency actually consists of.

8 WARREN GALKE: We were actually rather
9 clever. We did not cut off funding for the university
10 before the final report was done. We gave them an extra
11 kick after they did all the field work. So they still are
12 obligated to do some additional work. Right, Bruce?

13 BRUCE LANPHEAR: That's right.

14 WARREN GALKE: I did this because when I
15 worked for EPA, my contractors always ran out when they
16 had all the data collected, and the analyses never got
17 completed, so this is a diabolical approach.

18 ROUTT REIGART: Could I ask a small
19 procedural question?

20 WARREN GALKE: Sure.

21 ROUTT REIGART: We got some additional

17 1 information verbally from them that supplements what's in
2 the report. Should we assume that will be written into
3 the final report?

4 WARREN GALKE: If you feel that any of the
5 verbal material should be included, please indicate that
6 in your report. And it will -- you know, within the
7 general rules of scientific authorship, et cetera, that
8 will strongly be considered.

9 BRUCE LANPHEAR: Can I say something?

10 WARREN GALKE: Sure.

11 BRUCE LANPHEAR: Also, particularly if there
12 is anything that you feel you need to have in order to
13 make a data assessment that you think we can put together
14 in the next couple weeks, we will certainly be willing to
15 try to provide that inasmuch as that will help you be
16 comfortable with your final report, and hopefully that
17 could be by tomorrow.

18 WARREN GALKE: Okay. I think that covers
19 the center's interests. Brion, and Rob, if you would be
20 willing to add any additional thoughts from EPA's
21 perspective on what you would also like to see in this

17 1 report.

2 ROB ELIAS: No. I have nothing further.

18 3 BRION COOK: When you said assessment of
4 conclusions, I took that to mean were the aims of the
5 study achieved and were the conclusions supported by the
6 data that were collected.

7 WARREN GALKE: A better way of stating it.
8 I appreciate that.

9 BRION COOK: And also, since the study was
10 then conducted to support the 403 standard development,
11 based on everything that was said together, if there were
12 things that reviewers see in the study that are not able
13 to support or can't support those standards, if you would
14 put those in. I wouldn't go into great detail, but just
15 talk about the ability of the data to support the 403
16 standard.

17 WARREN GALKE: Okay.

18 BRION COOK: Thanks.

19 WARREN GALKE: Steve, since you are the
20 funding agency and major consumer of our research effort,
21 is there any perspective that you would like to add to

18 1 this report?

2 STEVE WEITZ: Just wondering what the
3 schedule is.

4 WARREN GALKE: Basically, the final report
5 from the committee is due at the end of July, I believe.

6 BRUCE LANPHEAR: The final draft or
7 interim --

8 WARREN GALKE: No, it's their final report.
9 They are supposed to have a draft report, and I must
10 admit, I haven't looked at the contract in a couple of
11 weeks, so I don't want to swear to it.

12 STEVEN RUST: My contract doesn't say
13 anything.

14 CHARLES ROHDE: There isn't --

15 MICHAEL RABINOWITZ: On our contract?

16 WARREN GALKE: Yes. Your contract.

17 MICHAEL RABINOWITZ: No later than July 25
18 this year final from the review panel.

19 WARREN GALKE: What will happen is we will
20 adjourn and the committee will have the room up until
21 5:00, or when any or all of them need to depart, to sit

18 1 amongst themselves and decide outline of the report, who
2 might be willing to take which parts to prepare straw
3 documents, and I'll make sure that everybody on the
4 committee gets everybody else's addresses and phone
5 numbers and fax numbers to expedite communication across
6 the way. And I guess, Mark, since Scott already left, as
7 a representative of the academic community, if you have
8 anything beyond that.

9 MARK FARFEL: Yeah. One addition to the
10 report may be if there's consensus on some of the next
11 steps that were discussed.

12 WARREN GALKE: Okay.

13 MARK FARFEL: Future research next steps.
14 I'm not sure there was consensus, but there were certainly
15 questions about next steps.

16 WARREN GALKE: And then any additional
17 comment from the public?

18 And any requests for information regarding
19 the peer review process that we are in the midst of from
20 the public, coordinate that through me, and I'll make sure
21 that you get the materials that you are interested in.

18 1 And as I said, the center will retain a copy of the report
2 as presented today and all the documentation as well as
3 what the final report will be for a prolonged period.

4 Oh, by the way, one other critical thing for
5 me to say is this does not preclude publication in the
6 open scientific literature, and, in fact, this is just
7 meant as a way of letting EPA have access to this data set
8 in an expedited manner so they can include it in their
9 rule making. We do intend to publish in the open
10 literature.

11 Yes.

12 ALAN WHITTINGHAM: Will the raw data be
13 available to us as the public?

14 WARREN GALKE: There will be a mechanism. I
15 can't tell you yet exactly a target date on when the data
16 can be requested, but it will be in the near term rather
17 than the long term.

18 Anybody else have any other questions?

19 No?

20 Well, I want to thank everyone for taking
21 their time to attend. I want to thank two people in

18 1 absentia. That's Ethel Bledsoe and Evelyn Bloomer from
2 our office who jointly did 95 percent of the logistics
3 work with the hotel and like. And I hope you all enjoyed
4 the day. And thank you all.

5 (Discussion was concluded at 3:23 p.m.)

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