

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
 HUMAN RESOURCES AND SERVICES ADMINISTRATION
 DISCRETIONARY ADVISORY COMMITTEE ON
 HERITABLE DISORDERS IN NEWBORNS AND CHILDREN

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MEETING

+ + + + +

THURSDAY
 SEPTEMBER 11, 2014

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Joseph Bocchini, Chairman,
 presiding.

PRESENT

JOSEPH BOCCHINI, Chairperson, MD
 DON BAILEY, PhD, MEd
 NATASHA BONHOMME
 JEFFREY BOTKIN, MD, MPH
 COLEEN BOYLE, PhD, MS
 FREDERICK CHEN, MD, MPH, FAAFP
 SIOBHAN DOLAN, MD, MPH
 DENISE DOUGHERTY, PhD
 CAROL GREENE, MD
 DEBORAH GOLANT BADAWI, MD
 COLEEN BOYLE, PhD, MS
 CHARLES F. HOMER, MD, MPH,
 KELLIE KELM, PhD
 FRED LOREY, PhD *
 DIETRICH MATERN, MD, PhD
 STEPHEN McDONOUGH, MD
 MICHAEL LU, MD, MPH
 MELISSA PARISI, MD, PhD
 NANCY ROSE, MD
 DEBI SARKAR, MPH

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SUSAN TANKSLEY, PhD
BETH TARINI, MD, MS, FAAP
ALEXIS THOMPSON, MD, MPH
CATE VOCKLEY, MS, CGC
MICHAEL WATSON, PhD, FACMG
CATHERINE WICKLUND, MS, CGC
ANDREA WILLIAMS

*via telephone

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

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A. Welcome and Roll Call

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Dr. Joseph Bocchini welcomed the Committee members and other participants to the fifth meeting of the Secretary's Discretionary Advisory Committee on Heritable Disorders in Newborns and Children (DACHDNC). Ms. Debi Sarkar, the Health Resources and Services Administration's (HRSA) Designated Federal Official (DFO), also greeted the participants and reviewed the rules concerning lobbying for Committee members.

Dr. Bocchini took the roll for the first day of the meeting.

Voting members present were: Dr. Bocchini, Dr. Don Bailey (afternoon only), Dr. Jeffrey Botkin, Dr. Coleen Boyle (Centers for Disease Control and Prevention), Dr. Denise Dougherty (Agency for Healthcare Research and Quality), Dr. Charles Homer, Dr. Kellie Kelm (Food and Drug Administration), Dr. Fred Lorey, Dr. Michael Lu (Health Resources and Services Administration), Dr. Dietrich Matern, Dr. Stephen McDonough, Dr. Melissa Parisi (National Institutes of Health), Ms. Catherine Wicklund, Dr. Alexis Thompson, Ms. Andrea Williams. DFO, Ms. Debi Sarkar was present.

Nonvoting organizational representatives present were:

- American Academy of Family Physicians (AAFP): Dr. Frederick Chen
- American College of Medical Genetics (ACMG): Dr. Michael Watson
- American College of Obstetricians and Gynecologists (ACOG): Dr. Nancy Rose
- Association of Maternal and Child Health (AMCHP): Dr. Debbie Badawi

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- 1 • Association of Public Health
2 Laboratories (APHL): Dr. Susan Tanksley
3 • Genetic Alliance: Ms. Natasha Bonhomme
4 • March of Dimes (MOD): Dr. Siobhan Dolan
5 • National Society of Genetic Counselors
6 (NSGC): Ms. Cate Walsh Vockley
7 • Society for Inherited Metabolic
8 Disorders (SIMD): Dr. Carol Greene

9 **Approval of May 2014 Meeting Minutes**

10
11 Dr. Bocchini indicated that a copy of the
12 minutes for the May 2014 DACHDNC meeting was
13 provided in the briefing book for this
14 meeting. The Committee members in attendance
15 unanimously approved the minutes.
16

17 **I. Pilot Study Work Group Update**

18
19 Dr. Jeffery Botkin updated the Committee on
20 the goals, tasks, and planned activities of
21 the Pilot Study Work Group. The group focuses
22 on supporting current pilot studies and
23 evaluation efforts. It is also responsible
24 for identifying resources that could support
25 pilot studies and evaluation, providing
26 recommendations to the Secretary of Health
27 and Human Services (HHS) in support of the
28 DACHDNC condition nomination process,
29 studying approaches to developing a network
30 of states that could support the
31 infrastructure needed to conduct pilot
32 studies, and identifying information
33 required to move a nominated condition to the
34 evidence review process. The group will meet
35 by conference call in October and anticipates
36 conducting a panel presentation on relevant
37 pilot studies during the next DACHDNC
38 meeting.

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1 **II. The Inborn Errors of Metabolism**
2 **Collaborative - Update**
3

4 Dr. Susan Berry reported on the history and
5 current activities of the Inborn Errors of
6 Metabolism Collaborative (IBEMC), which is
7 working on a long-term follow-up (LTFU) and
8 treatment protocol. This effort began in the
9 Region 4 Genetics Collaborative, with the
10 review of treatment plans contributed by
11 partners, identification of essential
12 elements of LTFU, and initiation of data
13 collection plans. The project evolved into an
14 effort to develop a larger scale, web-based
15 follow-up record, the Inborn Errors of
16 Metabolism - Information System (IBEM-IS), as
17 a platform for research that could serve as
18 a model for a national platform.
19

20 The IBEM-IS initially focused on medium-chain
21 acyl-CoA dehydrogenase (MCAD) deficiency.
22 Initial steps included developing a
23 demographic database and condition-specific
24 data elements with the goal of developing data
25 that was as uniform as possible. The project
26 also defined issues for short-term follow-up
27 and LTFU, developed processes for adding
28 additional disorders, and developed
29 processes for documenting consent to allow
30 continuing contact and to engage subjects as
31 participants in future research trials.
32

33 The IBEM-IS was initially funded in 2004 by
34 HRSA through the Region 4 LTFU Work Group.
35 Data entry into the IBEM-IS for MCAD began in
36 2007. Funding for the project continued from
37 2007 through 2011 through the HRSA-funded
38 Region 4 Priority 2 Project LTFU. During this
39 time, additional regional genetics
40 collaboratives, including Heartland and the
41 New York-Mid-Atlantic Consortium, joined the
42 effort. Since 2011, the project has been
43 partially funded through the National
44 Institutes of Health Inborn Errors of
45 Metabolism Collaborative (IBEMC). Beginning
46 in 2013, the IBEM-IS included all inborn

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1 errors of metabolism (IEMs) listed on the
2 Recommended Uniform Screening Panel (RUSP).

3
4 The Newborn Screening Translational Research
5 Network (NBSTRN) is funded by the Eunice
6 Kennedy Shriver National Institute of Child
7 Health and Human Development (NICHD) through
8 a contract with ACMG. It maintains,
9 administers, and enhances resources to
10 support projects related to newborn screening
11 (NBS), particularly with regard to new
12 technologies, new conditions, and new
13 treatment and management approaches. NBSTRN
14 has several research tools, including the
15 Virtual Repository of Dried Blood Spots, the
16 Longitudinal Pediatric Data Resource (LPDR),
17 and the Region 4 Stork (R4S) tool. Most of the
18 work described by Dr. Berry related to the
19 LPDR.

20 (11:00 a.m.)

21 DR. BERRY: -- his work to develop
22 some important research tools we're going to
23 hear about R4S. I'm mostly taking view today
24 in a little of the context of what ultimately
25 came to be known as the LPDR, the Longitudinal
26 Pediatric Data Resource, because we put our
27 heads together with the folks at NBSTRN and
28 developed data sets that now are the elements
29 for these newborn screening disorder in the
30 LPDR.

31 I'm also going to mention that work
32 of the Joint Committee of the National

1 Coordinating Study and Follow-up Group and the
2 Clinical Centers Workgroup who also -- I mean,
3 I can't -- there are -- I wish I could name all
4 of the people who gave of their time to create
5 a consensus about what are the critical
6 elements for a whole host of disorders.

7 That information and cooperative
8 effort between those groups and our clinicians
9 came together to form the LPDR and the data set
10 we're now using. So our goals in our long-term
11 collaborative project are to improve knowledge
12 about the clinical history of persons with
13 in-born errors of metabolism on a long-term
14 basis and eventually to gather evidence about
15 effective management and treatment strategies.

16 So we are a grant seed that has
17 collaborated with tool generation for the LPDR
18 with the NBSTRN. Is that enough alphabet for
19 you? I can have more. I can do -- do you have
20 a map with all the letters on them? Okay. But
21 we are grateful to all of the people who brought
22 this. This is a work of -- and they say it takes

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1 a village -- it took like a giant city to do
2 this, for which I am eternally grateful.

3 So what are our methods? Again,
4 we've gathered elements for treatment
5 protocols -- pretty much this is how the whole
6 thing went. We also made the decision we, in
7 our project, would collect this through
8 prospective informed consent. That means,
9 since we ascertain this at 20 visits with 3
10 meals, this is a sample of convenience. It
11 depends on who says yes to the project.

12 Now we do not have a complete
13 denominator, and that's an issue that will have
14 to be addressed at some point. Nonetheless I
15 think we have a valid and important data set.
16 We gathered this in a Web-based, password
17 protected way.

18 We did this originally through the
19 organization DOC site and now we're fortunate
20 enough to use the -- I don't know what else you'd
21 call it -- I guess the CTA sponsored originally
22 a suite of programs called REDCap or Research

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1 Data Capture.

2 Okay, this is not intended to be
3 read. It's intended to be impressive, okay.
4 And what this is, of course, is a list of all
5 of the primary core conditions that are
6 metabolic that have been approved for the
7 recommended uniform screening panel plus the
8 secondary conditions. And we have data
9 collection tools for all of these, even for
10 things that people have never seen and may never
11 see, as far as I can tell. But we can collect
12 data about it if any of you ever get one of these
13 cases.

14 All right, this is -- I kind of like
15 this slide so I guess it's pretty. But this
16 tells you a little bit about our growth over
17 time. This doesn't go back to the origin of our
18 thing because it would kind of go off the
19 bottom, so I didn't put it in there.

20 But this is just to show a
21 year-by-year account. And you can see we're
22 pretty close to 1500 in January. These are

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1 grouped by disorder. We didn't originally add
2 PKU. For example, it was one of the later ones
3 we put in because there were already data sets
4 of people collecting.

5 But we ended up, after a lot of
6 discussion, saying, well, that was nice but not
7 everybody used those data sets. Not everybody
8 had access to them. Not everybody was using --
9 it was primarily drug companies that were
10 collecting information that they really
11 wanted.

12 So people wanted a way to collect
13 information about their PKU patients and so we
14 added it and quickly PKU became our number one
15 item in our data set. And we also have the big
16 orange bars, MCAD, and not too surprisingly
17 that's the one we have the most data about just
18 about.

19 Again, this is not designed,
20 necessarily, for you to read all of this. I'm
21 just going to use this as an illustration.
22 This kind of shows you about our collection by

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1 disorder since we started REDCap entry. And
2 it's disorder by disorder.

3 The reason I mainly showed this is
4 to show you what the biggest bars are and kind
5 of how they move. The tallest bar -- I don't
6 know if I -- yes, I do have an arrow, that's
7 good.

8 This tallest bar, of course, is a
9 PKU and hyperphenylalaninemia or, as we now
10 should refer to it, phenylalanine
11 hydroxylase deficiency. And we continue to
12 have, I think, a, quite a substantial data set
13 for that. We're approaching 500 cases.

14 This one is MCAD. Again, it was our
15 first one so we have lots and lots of them.
16 These two other ones, though, are pretty large
17 as well. They're biotinidase and
18 galactosemia. And there's a lot of interest in
19 our group in those so we have a lot of them.

20 The next biggest one is the LCHAD.
21 And that's really a pretty rare condition.
22 We're coming up on 100 cases of that. I would

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1 argue that's one of the largest -- the LCHAD,
2 data sets that exist including most of it with
3 genotype data because that's one of the
4 critical elements for really being able to
5 diagnose that disorder now.

6 Okay, so as of August 20th, when I
7 presented this to my own group, we had almost
8 1700 subjects with demographics entered. They
9 ranged in age from less than a month to 62 years,
10 so some of these are pre-newborn screened
11 folks, of course.

12 There were 289 individuals who were
13 over the age of 18. They're average age was 11
14 years. And there were, not too surprisingly,
15 about half and half -- slightly more males than
16 females. We didn't have answers for race for
17 everybody but, of the 1400 we did, it's
18 predominantly white people.

19 And I don't know that that
20 represents who says yes. I don't know if it
21 represents the distribution in the states we're
22 in. I'm guessing that we have a skewed

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1 population of acceptance, but I don't know that
2 for sure.

3 I apologize. I think these numbers
4 may be rather small. So I'm just going to walk
5 you through what's here rather than try and have
6 you it read very much.

7 But I mentioned the idea that we
8 asked people if they wished to be, you know, be
9 part for -- available for recontact for
10 research activities. And when you ask that
11 explicitly about 80 percent say yes but 20
12 percent decline. And I think that's been --
13 that's another sort of reminiscence of the
14 uptake of people when you ask them.

15 And things like Michigan where they
16 have the consent to keep my spot kind of things
17 -- that's a pretty uniform number and I don't
18 know that we'll ever go tons over that. It's
19 interesting because these are folks who already
20 did consent to be in the data set. They just
21 don't want you messing with them later.

22 The with regard to diagnosis

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1 characteristics in our group -- by far the
2 largest reason for diagnosis in this set is
3 newborn screening, 82 percent. Some of them
4 have multiple reasons. But if they have --
5 sometimes they have newborn screenings and a
6 family member and some, a clinical finding but
7 we still -- they are allowed to pick multiple
8 answers for that.

9 Very few of them were just by lab
10 abnormality, only about 1 percent. But there
11 were about 11 in this data set that were
12 clinical only.

13 Just as a representative kind of
14 piece of information that we can gather we asked
15 how many people had genetic counseling about
16 their disorder. And, overwhelmingly, people
17 do receive genetic counseling. We were really
18 actually pretty excited about that.

19 And we thought a little bit about it and
20 then we said, most of the people are at academic
21 centers and they have counselors around.
22 There may be good reasons for it but we think

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1 it is essential, so we like to know that they
2 have had it done.

3 I thought this is a slide that holds
4 for this group specifically because I think
5 you'll be interested in -- this is just taking
6 numbers and making averages, okay. Don't
7 relay a lot of information to it but I still
8 thought it was interesting.

9 We had information about a little
10 over 1,400 subjects in the data sets of whom a
11 little over 1,000 were identified by newborn
12 screening. And what we asked about was the
13 time to intervention for their disorder after
14 birth.

15 We had 771 in the whole data set that
16 had that element specifically completed. When
17 we averaged that number for all the disorders,
18 and there's some real outliers in there, the
19 average was 20.5 days.

20 You're going to hear a little bit
21 more tomorrow about some work with regard to
22 identifying critical conditions that need more

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1 rapid responses so I split it into two groups
2 -- those that were critical and those that
3 weren't.

4 And I thought it pretty interesting
5 that the time to intervention for the critical
6 disorders was substantially shorter than that
7 for the non-critical.

8 I think that makes total sense, but
9 I thought it was an interesting confirmation of
10 our intuitive sense of those disorders and I
11 think it shows that we have the potential to
12 gain continuing information about these issues
13 through a data set like this. But that's just
14 the very first pass at that question.

15 I'm going to tell you a little bit
16 about one study that we've actually -- and I'm
17 going to show you this information from our SIMD
18 presentation -- I mean, our ACMG presentation
19 which was a year ago.

20 And what we were trying to do with
21 this is specific look at early complications of
22 MCAD deficiency which is not too surprising

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1 since that's the first thing we had data about.
2 We wanted to assess the impact of the C8 value
3 and to figure out whether genotypes had an
4 impact on early complications.

5 So we abstracted some specific
6 elements. We wanted to know, if they were
7 deceased, the date of death. We want the
8 mutation analysis if we had it. We wanted the
9 C8 on the first newborn screening. We looked
10 for lab abnormalities at the time that the child
11 was first contacted. And we wanted symptoms at
12 the time of the initial metabolic contact.

13 These are all multi-checkboxes so
14 we know what they, kind of the symptoms are and
15 where they are so we can sort them a little bit.
16 And we wanted to know what the initial
17 diagnosis, how the diagnosis was made because
18 we really needed to sort for those that were
19 newborn screened.

20 So at that time we had a little,
21 almost 250 subjects with MCAD, 202 of whom were
22 diagnosed by newborn screening. And none of

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1 the children who had been diagnosed by newborn
2 screening had died.

3 We had 17 subjects, just for
4 comparison, who had been diagnosed by clinical
5 presentation. The others may, I think were a
6 family. We had 170 newborn screening subjects
7 who had C8 values. At the time we did this
8 their average age was actually about five
9 years, and they were pretty evenly divided as
10 males and females.

11 We had 147 of those with at least one
12 allele and 124 of those had one of the common
13 985A>G. What I did, for simplicity of analysis
14 and because it's really graphic is I took all
15 the newborn screening values and put them on a
16 graph. And then we divided them into
17 quartiles, the lowest and second and third.
18 And then what I did was compare the lowest and
19 the highest ones.

20 And this is a representative of
21 MCAD-related symptoms or laboratories summed
22 up for individuals with MCAD deficiencies.

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1 And it's pretty striking difference between --
2 the average number of MCAD-related labs is
3 significantly higher than that in the low C8
4 group.

5 Similarly, the average number of
6 MCAD-related symptoms in the high C8 group was
7 significantly higher than that in the lower
8 quarter. So this one looks at, we've said if
9 you have -- how many 985 alleles did they have?
10 Did they have no 985s? Did they have 985 plus
11 another or were they homozygous with a common.

12
13 So it shows you that you don't have
14 to have a high C8 to have two alleles or vice
15 versa. But it also shows you that for the
16 portion of patients with two 985 alleles it's
17 significantly higher in the high C8 group than
18 the low C8. And this was highly significant in
19 the analysis.

20 All right. So we concluded that
21 the higher C8 values found in any one screening
22 were much more likely to be associated with lab

1 abnormality symptoms and homozygosity for the
2 common allele.

3 We also found that the children with
4 high C8 values are much more likely to have
5 clinically concerning symptoms or lab values.
6 This actually changed our practice in the area
7 for most of us.

8 I think people originally, when
9 they saw that we were screening for MCADs,
10 thought the kids would get sick when they had
11 first diarrheal illness and it is clearly
12 emerging that that is not enough.

13 Children, particularly with the
14 high C8 values, are probably stressed infants
15 and are at significant risk for a neonatal as
16 opposed to a six-month complication.

17 Okay, so where are we now and what
18 happens next? We, through our collaboration
19 with NBSTRN, we are now using the REDCap
20 Web-based data collection. We have a separate
21 -- instance is how it's technically described
22 -- a collection of a suite of programs that is

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1 found through MPHI. It mirrors directly the
2 elements that are in the LPDR through NBSTRN.

3 We've added condition-specific
4 research programs so that we can begin to
5 analyze this data. We are continuing
6 enrollment in data collection and we've been
7 adding new participating centers. We've been
8 doing collaboration with other research
9 projects to serve as a data home for some of
10 them.

11 We hope to be able to add specific
12 research surveys that are to be -- because this
13 is -- it should be used as a module essentially.
14 You get demographics, condition-specific
15 elements. You can also add a special research
16 survey for Disorder X. And so it's very
17 flexible in terms of collecting information.

18 We hope to be able to enable public
19 health leaders to make informed decisions about
20 their optimal investments in newborn
21 screening. Folks, you can do it. And we're
22 going to publish our initial findings from

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1 these largest data sets.

2 We just had a large working meeting
3 to define a set of I guess it was probably about
4 six or eight papers that we think are feasible
5 from our initial data sets. Just a
6 reminder, this is our public Web site. We
7 recommend that everybody go and see all the very
8 cute pictures posted here. I'm hoping to put
9 one of my own baby grandchild up there soon --
10 two days old. Oh, yeah. Thank you. She's
11 really cute.

12 This is our center. We have 27
13 metabolic centers in 20 states. The ones with
14 red are people sort of who have been processed
15 working on IRB. The blue ones are the ones that
16 have active data collection. The white ones
17 are two people -- two centers -- that began data
18 collection but needed to drop out. We still
19 have their data but they're no longer
20 collecting.

21 And this -- I wish this was bigger.
22 I wish I could tell you each and every one of

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1 these names. But this is a list of the actively
2 gathering data groups. The ones with
3 asterisks are NIH-funded centers, but all the
4 rest are funded by regional collaboratives.

5 The purple is mountain states. The
6 green ones are from NYMAC. The yellow ones are
7 from Heartland. And the blue ones, from Region
8 4. So we continue to have collaboration with
9 our HRSA-funded regional collaborative
10 colleagues. It's a nice combination of work.

11 These are important people in our
12 own group -- Cindy Cameron, my co-PI, Sally
13 Hiner, our project coordinator. Kristi
14 Bentler is out clinical consultant. She's the
15 one who's hammered out the details of most of
16 the data set with our project statistician,
17 Shaohui Zhai.

18 MPHI staff, the usual fabulous
19 acknowledgments that I like people to pay
20 attention because these are really the only
21 reason we're here. And so I don't usually make
22 a fuss over them but it's really important to

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1 realize how many things came together to enable
2 us to do this.

3 And I think that's it. Thank you.
4 I'm happy to answer any questions that anyone
5 has.

6 CHAIR BOCCHINI: Sue, thank you
7 very much. That was an excellent presentation
8 and you provided us with some really nice data.
9 This was really excellent, excellent work.

10 DR. BERRY: Coming along.

11 CHAIR BOCCHINI: All right, so
12 we'll take any questions or comments, first
13 from the Committee and then from the partners.
14 Steve?

15 DR. MCDONOUGH: All right, Dr.
16 Berry. Thank you for that excellent
17 presentation. And, in your opinion, isn't 12
18 days intervention for a critical newborn
19 metabolic condition too late in certain
20 circumstances?

21 DR. BERRY: Okay, I should show --
22 I didn't go through all the caveats and details

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1 about why that information was a little
2 skitter-scattered. It only took two major
3 outliers to make that data that long, that time
4 that long.

5 And I didn't feel that, when I was
6 just doing a rough pass and I don't have more
7 information that I could legitimately take out
8 the major outliers. But, literally, there
9 were two patients that made that that long. I
10 think the number, when I actually shook it down,
11 was more like 5 days.

12 So I think -- you'll hear more about
13 this when we talk about critical conditions,
14 but there is no way that newborn screening is
15 going to identify every child that's going to
16 be symptomatic before they have -- get sick.

17 There are certain disorders that
18 precipitate prior to the time that newborn
19 screening can capture them. I still think it's
20 important to screen for them but we'll never
21 catch those kids unless we have some sort of
22 bedside strategy.

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1 With regard to the 12 days, yes, if
2 12 days was a real number for some of the
3 critical conditions it would be after the barn
4 door was completely off the barn, much less just
5 closed. That's a long time.

6 CHAIR BOCCHINI: Jeff?

7 DR. BOTKIN: All right, Susan,
8 thanks so much. This is really such important
9 work, so congratulations.

10 DR. BERRY: Well, thank you.

11 DR. BOTKIN: Do I understand that
12 kids who are enrolled have data collected with
13 each of their clinic visits with the
14 sub-specialists?

15 DR. BERRY: Yes. And I should be
16 clearer about that because this is a bone of
17 contention for a lot of folks. When we set it
18 up originally we thought that one of the
19 variables would be how often did people get
20 seen.

21 And the best way to analyze that was
22 to know exactly how many visits they had. And

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1 the way we chose to do that was by having a
2 relatively short interval visit summary each
3 time. It's not a lot of questions but we
4 collect data every time they come.

5 It means you have a lot of data
6 points. That's not necessarily bad but it
7 means collapsing the data some time will be
8 tricky. It was a strategy choice we made. May
9 or may not have been ideal but it's the way we
10 chose to do it.

11 Others have chosen to do these
12 things at intervals and then collect the number
13 of visits. But it's harder to get granular
14 information about what's happened time by time
15 to the kids.

16 And we're doing things like how many
17 hospitalizations did they have, how many
18 emergency room visits did they have, did they
19 have surgery, did they have anesthesia -- those
20 things in between. And if you wait and try and
21 collect that after six months, very hard to get
22 it. Collect it each time they come, it's just

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1 the information you get for their note.

2 And one of the things you want to do
3 eventually for this, people, is you want to make
4 this part of the work that you do when you see
5 the patient in clinic. If you did it that way
6 we'd have easy, facile way to collect the data
7 and it would be quite informative, I believe.

8 DR. BOTKIN: And do you think
9 there's opportunities for collecting data
10 directly from parents?

11 DR. BERRY: I think there is. I
12 think that's a very complementary way to do it.
13 I think the problem isn't that numbers -- the
14 information is slightly different. And I
15 believe the emphasis and outcomes -- no, not the
16 outcomes so much, but I think the emphasis with
17 what parents want to collect and what the
18 clinicians want to collect might be slightly
19 different.

20 I think they're complementary and
21 are synergistic, not opposing, data sets. I
22 think they're really important to exploit from

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1 both directions.

2 CHAIR BOCCHINI: Coleen?

3 DR. BOYLE: Well, Sue, it's just
4 exciting, really exciting, to see the work that
5 you have been doing and watching --

6 DR. BERRY: Thank you.

7 DR. BOYLE: -- and watch it develop
8 over time. And I think your example around
9 MCAD is just perfect in terms of thinking about
10 how we can improve the clinical management of
11 these children, so very, very exciting.

12 I was thinking a little bit about
13 disparities, you know, thinking about this
14 system and how it would be demo-lizable, you
15 know, beyond the convenience sample that it is
16 and then also thinking about disparities in
17 care.

18 So I don't know if you've given any
19 thought for that. I know you -- but in terms
20 of how this convenience sample attracts that to
21 all children identified. You know, you just
22 talked about the racial and ethnic issues

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1 around there. So it doesn't mean it's not a
2 wonderful system.

3 DR. BERRY: No.

4 DR. BOYLE: It's clearly going to
5 be improving quality of care but just thinking
6 about how that attract that.

7 DR. BERRY: How can we get at that
8 more effectively.

9 DR. BOYLE: Yes, the disparities
10 related issues.

11 DR. BERRY: Well there's two issues
12 here, I would say. One is it's a very complex
13 and intense data set. There's a lot of
14 information there. It's not realistic for
15 every -- I don't know. It might not be
16 realistic for everybody to do.

17 But I believe, and we've worked with
18 others. There's strong work at the NCC to
19 define a subset of these elements that would be
20 maybe on the order of 30 to 35 that would give
21 you long-term follow-up data, give you a good
22 snapshot that could be collected on a more

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1 population-based way.

2 And I think that that's going to be
3 an important -- the trick is they fit in the same
4 boxes. And if you can do something appropriate
5 with being able to eventually link them you
6 could say, take the newborn screening data,
7 link it to this subset or little tiny -- it would
8 sort of be a core set element.

9 And then you could open a conduit
10 that would link those to the fuller data set for
11 individuals that they chose to have it opened.
12 I see this as all as linear boxes lining up.
13 Whether that's right or not, I see it as the
14 potential for that.

15 And that's sort of my desired
16 vision. Whether that's true or not, I don't
17 know. I think with regards to that I think you
18 would certainly be able to get a more uniform,
19 though more succinct data set for a common --
20 for a denominator.

21 And then the other question you
22 asked was --

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1 DR. BOYLE: No, I think that --

2 DR. BERRY: Is that answering what
3 you want to know? Yes, I think we would be able
4 to get at that. The question, the trick here
5 is to use the same words and so the language is
6 so -- I didn't know this when I started, but I
7 learned a lot about language and how important
8 it is.

9 And it's not just the words we say.
10 It's how you identify something -- their
11 addresses. It's like a long series of
12 mailboxes, is really what it is. You have to
13 have the right addresses.

14 CHAIR BOCCHINI: Dietrich?

15 DR. MATERN: Sue, this is great
16 work. And I wonder, there are so many patient
17 registries out there for lysosomal storage
18 disorders. How do the data sets -- are they
19 different and are there things that we can learn
20 from each other?

21 And could those registries that are
22 really hard to get to the data because they're

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1 owned by specific groups or industry could be
2 moved into what this is, hopefully a more
3 transparent system?

4 DR. BERRY: So I'm going to --
5 little bit, put by NBSTRN hat on and look at Mike
6 and make sure I don't say anything wrong about
7 this. But the point that I would have is that
8 there shouldn't, in my view, be any reason why
9 we shouldn't be able to do something that we
10 consolidate some of these under the guise of an
11 honest broker, essentially.

12 The trick for incorporating data
13 sets like that and then comparing them to others
14 is mapping and it's, again, providing the right
15 addresses. Should this intrinsically be
16 possible? I think it should. Will it be
17 possible? It kind of depends on whether the
18 pharmaceutical companies want to be part of
19 that effort.

20 Some of them are much more willing
21 to do that than others, I would say. And the
22 ones that are willing are going to be very

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1 welcome under this umbrella. I think there
2 could be a lot to be done to take that
3 information and make it more generalizable,
4 personally.

5 Is that a fair enough
6 representation? NBSTRN can help facilitate
7 that, I believe.

8 DR. WATSON: Suppose I can add.
9 We're finishing all of the data sets on the
10 LSDs.

11 DR. BERRY: Oh, lysosomal. You
12 can tell them. You go ahead. That was a good
13 one.

14 DR. WATSON: On the lysosomal
15 disorders in about two weeks. There's a
16 grantee now who was funded to do this kind of
17 work for the LSDs that are part of screening.
18 So we're going to be, we have about 90 percent
19 done, 7 or 8 of the LSDs that are either in or
20 candidates, near candidates for newborn
21 screening.

22 And all that'll be up and running

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1 around the time, hopefully around the time that
2 NICHD announces who's going to get their
3 contract to run a pilot for the LSDs.

4 DR. BERRY: And the idea is that we
5 can use the common data set that was defined by
6 the NCC, clinical center's workgroup that we've
7 incorporated into our data sets and build -- use
8 that as the foundation for the LCs because some
9 of its just stuff that everybody wants to know.

10 CHAIR BOCCHINI: Don?

11 DR. BAILEY: Just a brief follow-up
12 on Jeff's point about whether there could be a
13 caregiver or a parent perspective incorporated
14 in this kind of work. So I think, as a
15 committee, we hear a lot from parents who really
16 are advocating for their condition to be added
17 to the roster or parents who are thankful for
18 the work that the Committee has done.

19 But there's a whole large -- there's
20 a very large group of families out there who
21 have been identified through newborn
22 screening. And, as you say, through the next

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1 80 years they're living their lives and some of
2 them are getting great services and some of them
3 are not. And that's one of their major gaps
4 there.

5 And I think we don't really have a
6 good handle on that perspective because they
7 get lost in the -- they go down to the specific
8 caregivers and systems and so forth. And so I
9 think, ultimately, some type of really more
10 public health, services, research that follows
11 up parents of kids identified through newborn
12 screening longitudinally is really needed.

13 DR. BERRY: Our data set does
14 contain elements that have items like that. We
15 collect information about special needs,
16 special education, referral for services, and
17 distance to providers.

18 So we try to respect that in the data
19 we collect but it would, indeed, be
20 complementary to things that parents could do.

21 DR. BAILEY: Is that data provided
22 by the parents themselves or is that data --

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1 DR. BERRY: It's collected at the
2 time that the parent comes. It's a question,
3 are you getting enough school services, what
4 kind of services are you getting. So it's a
5 reflection of the parents' conversation with
6 the clinician.

7 DR. BAILEY: Yes.

8 DR. BERRY: Not directly from the
9 parents, but it's the -- and under our
10 circumstances, the best we could respect that.

11 DR. BAILEY: Sure. Okay, that's
12 great. Thanks.

13 DR. BERRY: Mm-hmm.

14 MALE PARTICIPANT 2: Thank you.
15 Two questions -- first is kind of a process
16 question. Just help me understand how your
17 effort and LPDR work together and are not doing
18 similar, too many different things.

19 DR. BERRY: Well so let us just say
20 I think that our work with LPDR was the --

21 (Whereupon, the above-entitled
22 matter went off the record at 11:38:14 a.m. and

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1 resumed at 11:3:41 a.m. due to telephonic
2 interference)

3 DR. BERRY: -- is the nidus or the
4 core of the data sets. It's the starting point
5 from which it can be built. And so that was why
6 our collaboration with NBSTRN was like daily
7 and fundamental for a while.

8 Christie Bentler, our clinical
9 consultant, and Amy Brower and the tech people
10 at BENCHOP and MPHI were all sitting on the
11 phone hammering out the strategy for how those
12 REDCap data sets should look based on our own
13 original DOC side data sets, the data sets that
14 we defined as critical elements from the
15 NCC/NBSTRN joint workgroup.

16 And so we tried to bring all of that
17 together in one grand gamisch. The LPDR, as it
18 stands right now, we're using the tools we built
19 with the LPDR. It's like a one-on-one
20 correspondence. So it was a really intimate
21 connection between those.

22 MALE PARTICIPANT 2: All right.

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1 DR. BERRY: Yes, so we used the
2 resources, I hope, efficiently and
3 effectively.

4 MALE PARTICIPANT 2: The second
5 question is actually a follow-up to Coleen's
6 first one. I really appreciate you sharing the
7 racial demographic data because we don't
8 oftentimes get to see it. It is, however,
9 concerning.

10 DR. BERRY: Yes, I agree.

11 MALE PARTICIPANT 2: That in a set
12 of 1,400 folks there are only 11 Asian, 77
13 blacks it certainly suggests there's a bias
14 somewhere. And if either there is bias in the
15 newborn screening process itself, which should
16 be population-based, or as you alluded to,
17 somewhere in the recruitment there is real bias
18 happening and into your data set.

19 And we need to be very thoughtful
20 about what's happening here --

21 DR. BERRY: Yep.

22 MALE PARTICIPANT 2: -- and how to

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1 correct that. This committee, we don't often
2 get to see data at this level. And so when you
3 do, it raises a lot of issues about sort of where
4 we are in the science and what we know and what
5 we don't know.

6 And if, in fact, it's about
7 recruitment and potential bias there, that's
8 something we can do something about and we
9 really ought to.

10 DR. BERRY: Could I ask a favor and
11 ask -- Kate, you collect data all the time. Do
12 you see when you talk to families, that there
13 are problems with this?

14 MS. VOCKLEY: Well, I think part of
15 the thing we need to keep in mind is that we're
16 not looking at any hemoglobinopathy patients in
17 this data set. This is only inborn errors in
18 metabolism. So that's part of --

19 DR. BERRY: But there shouldn't be
20 a racial distribution for that either.

21 MS. VOCKLEY: But there shouldn't.
22 And I'm thinking of our clinic population and

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1 I'm actually not consenting the patients. I do
2 the data abstraction. We --

3 DR. BERRY: In our own --

4 MS. VOCKLEY: I don't think there's
5 a bias in who we identify --

6 DR. BERRY: Okay.

7 MS. VOCKLEY: -- obviously, as
8 potential candidates for the database.

9 DR. BERRY: There may be a bias in
10 who accepts.

11 MS. VOCKLEY: Well, and within the
12 clinic setting they're given a list of patients
13 who are candidates. And then it's up to the
14 people who are in the clinic -- the nurses, the
15 dieticians, whoever else -- to recruit, to
16 actually talk to the patients about -- at least
17 in our center that's the way it's done.

18 And there may be some bias at that
19 point. That would be interesting to look at.
20 And then there may be some bias, of course, in
21 terms of who actually chooses to participate,
22 perhaps for some of the historical reasons that

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1 we've agreed to publicize.

2 DR. BERRY: Yes, I worry about that
3 though.

4 MS. VOCKLEY: Exactly, mm-hmm.

5 CHAIR BOCCHINI: We're going to
6 have to close this discussion. So, Carol, one
7 last comment just so we can move on, Carol. And
8 then one from the floor, and then that'll --
9 then we can move to the next discussion.

10 DR. GREENE: All right. And the
11 discussion of bias is very interesting and
12 clearly needs more explanation and
13 exploration. I did note, I think that PKU and
14 MCAD are the two diseases for which you have the
15 most -- they're Caucasian disorders.

16 DR. BERRY: Yes.

17 DR. GREENE: So some bias comes
18 with the diseases -- with the disorders.
19 Asians should be reasonably common in PKU but
20 you'd also have to look at the population of the
21 states from which it came. So in the
22 exploration just keep in mind the disorders.

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1 DR. BERRY: All of those things are
2 relevant. We still are very mindful of the
3 fact that we want to make this accessible and
4 useful for every child, so.

5 CHAIR BOCCHINI: So, for the
6 recording, please state your name and any brief
7 comment or question.

8 MS. SINGH: Yes. I'm Rani Singh,
9 the profit director for the (indiscernible).

10 (Off-microphone comment)

11 DR. BERRY: Yes, it would be really
12 important to compare what we reported versus
13 what parents report.

14 CHAIR BOCCHINI: All right, thank
15 you.

16 DR. BERRY: Thank you.

17 CHAIR BOCCHINI: And, again, Sue,
18 thank you very much.

19 DR. BERRY: I really appreciated
20 the chance to do it.

21 CHAIR BOCCHINI: It was really an
22 excellent piece.

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1 DR. BERRY: Thank you so much.

2 CHAIR BOCCHINI: Yes. Next, if
3 all of our telecommunication issues are
4 resolved, we have Piero Rinaldo on the line.

5 Dr. Rinaldo received his medical
6 and research training at the University of
7 Padua in Italy and then Yale University.
8 Currently he serves as co-director of the
9 Bio-chemical Genetics Laboratory and is
10 Vice-Chair of Information Management in the
11 Department of Laboratory Medicine and
12 Pathology at the Mayo Clinic in Rochester,
13 Minnesota.

14 Dr. Rinaldo is a professor of
15 laboratory medicine and a T. Denny Sanford
16 professor of pediatrics. He also holds joint
17 appointments in the Department of Pediatrics
18 and Adolescent Medicine and in the Department
19 of Medical Genetics.

20 His clinical interests include the
21 laboratory diagnosis of inborn error in
22 metabolism, newborn screening, metabolic

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1 disorders misdiagnosed either as child abuse or
2 sudden and unexpected death.

3 To 2004 he has devoted his effort
4 primarily the development and clinical
5 validation of multi-variant pattern
6 recognition software that improves the
7 interpretation of complex profiles of
8 laboratory results. So, Piero, if you can hear
9 us, your first -- it looks like your first slide
10 is coming --

11 DR. RINALDO: Yes, thank you, Dr.
12 Bocchini. Can you hear me?

13 CHAIR BOCCHINI: Yes, we can.
14 Great, so --

15 DR. RINALDO: And I can also
16 advance the slides. Well, thank you for the
17 opportunity. For me it's a little bit of a
18 comeback as I served on the Committee for a
19 while.

20 To tell you what we have done, it
21 sounds like this is a Region 4 day but it's a
22 nice segue way to the presentation by Dr. Berry.

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1 And so the timeframe is similar. And we
2 started again with the beginning of our
3 regional collaboratives.

4 This is an outline of my
5 presentation and I will try to keep it -- well,
6 it will be a bit technical. But please try to
7 keep it at a high altitude so we don't go too
8 deep and --

9 MS. SARKAR: Dr. Rinaldo, I'm
10 sorry. Could you please speak up a bit? We
11 can't hear you that well.

12 DR. RINALDO: Okay, I'm using my
13 phone and maybe I can put it closer. Can you
14 hear me better now?

15 MS. SARKAR: That's better.

16 DR. RINALDO: Okay and I'll also
17 try to shout. Sorry, so this is the outline of
18 our presentation. And I will start again
19 giving you a little bit of background about what
20 Region 4 Stork that from now on I will describe
21 also as R4S.

22 It all started with a HRSA really

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1 driven regional collaboratives when there was
2 a redistribution of resources and sort of the
3 states were encouraged to work together. The
4 name really comes from the fact that the states
5 shown there, the seven states are, were labeled
6 the Region 4.

7 And so this started as a quality
8 improvement project. And we were able from the
9 beginning to engage all seven of the states.
10 Then in 2004 there was the selection of this
11 project as one with priority. I believe it was
12 priority one called the part of the regional
13 genetics collaborative.

14 And we were funded for two cycles
15 between 2004 and 2012. After the ending of the
16 second cycle we made a very successful
17 transition and R4S, the database, the
18 infrastructure, is now part of NBSTRN. And you
19 already heard from Dr. Berry extensively about
20 it.

21 This is a slide that really talks a
22 little bit about the evolution. We have 66

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1 states and 235 programs. Now, when I say
2 states, I really mean countries. In fact, as
3 you can see, the smaller map of the United
4 States, we have close to complete
5 participation.

6 We have a total of about 1,130-some
7 participants. So these are active users.
8 Every year, the beginning of the year, we sort
9 of look at people who have requested access and
10 if they didn't contribute anything and also
11 they never even accessed the site, we basically
12 sort of inactivate the access. So this is a
13 really accurate number.

14 The pictures you see there are from
15 some of the face-to-face user meetings that we
16 are being able to hold again with, because of
17 HRSA support. And the very small pictures at
18 the end are pictures of a training course that
19 we have provided for seven years where five or
20 six times a year anywhere between five and ten
21 people are coming for a week-long training
22 course.

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1 We collect data. Like Dr. Berry,
2 our data are in the form of laboratory results.
3 There are 40,000 records, percentiles --- these
4 are cumulative percentiles in every site. We
5 also, again, trying to put it in perspective,
6 we certainly are not Google. That probably is
7 10 seconds on Google, but so far we had close
8 to 900,000 page views of our Web site.

9 What is really important is that we
10 have being able now to collect more than 1.2
11 million data points of true cases -- so
12 individual results of amino acids,
13 acylcarnitine and related ratios from
14 patients. Approximately 18,000 patients have
15 been diagnosed by newborn screening.

16 And the last figure really is the
17 most important because the main product, as you
18 will see, of this project is what we call the
19 post-analytical interpretive tools. These
20 tools have been so far utilized 90 million
21 times. Yesterday was a good day. They were
22 utilized 179,000 times. Today we are already

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1 up to 82,000. And, in general, the average is
2 around 100,000 times a day.

3 Moving on, I think Dr. Berry
4 earlier said that these pictures are not meant
5 to be explained but just admired, so it's very
6 colorful. But it's just an example of the type
7 of output that we provide to users.

8 We, again, categorize things in two
9 major groups -- what we call the productivity
10 tools which is really a means to evaluate the
11 evidence behind any condition, but also the
12 comparison between different conditions and,
13 of course, the post-analytical tools.

14 I have a series of slides that
15 really try to compare what might have been sort
16 of the standard and what we are being able to
17 do in R4S. My experience, being involved with
18 newborn screening now for about 15 years, that,
19 certainly, before the collaborative, the
20 regional collaborative, so at least my
21 impression was that the collaboration was
22 fairly limited.

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1 We really have achieved what I can
2 say credibly is a worldwide level of
3 collaboration. And an example is really the
4 author list of our first publication where we
5 included no less than 247 co-authors from all
6 over the world.

7 The second point is, again, trying
8 to foster peer comparison. There has always
9 been a lot of mystery and perhaps secrecy about
10 the data. We were able to provide what we call
11 the Comparison Tools where in our objective and
12 confidential way we allow individual sites to
13 see how their -- either referenced person
14 totals or cut-off values compare to everybody
15 else in the project.

16 So basically the idea is that you
17 should see in this particular graph a lot of
18 green squares in the middle, meaning that your
19 cut-off is really matching very nicely compared
20 to your peers.

21 We certainly have done a lot of work
22 in trying to, I won't say change, but refine

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1 some of the most basic definitions -- so what
2 is normal. For us, normal is defined by
3 combining all the data. You can see the
4 concept of cumulative percentiles shown in the
5 red ball.

6 We can tell that, A,
7 (indiscernible) several million data points.
8 The definition of normal, defined again as
9 percentiles from the first to the 99th, is what
10 is shown in the darker green. And then you can
11 see where your own lab stands in comparison to
12 the cumulative data but also comparing to all
13 other labs that, of course, are not identified.

14 On the right side you can see the
15 same thing as your cut-off value, if you use
16 one, compares to other cut-off values and also
17 to the disease ranges.

18 It is these ranges is actually, I
19 would say, one of the most important concepts
20 of this project because we are really
21 revisiting the definition of what constitutes
22 an abnormal result to initially, which is true,

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1 not just for newborn screening but for anything
2 done with numerical results in laboratory
3 (indiscernible) it stays on, being above or
4 below a certain cut-off value.

5 The definition is somewhat
6 different because we're actually saying the
7 definition of abnormal is related to when you
8 start seeing evidence of what we call the
9 disease range.

10 So those red boxes you see in the
11 picture are the levels of different species,
12 analyzed and ratios in VLCAD deficiency. And
13 the blue arrows indicate that there is an
14 overlap between the normal population, the
15 green shade, and the disease range.

16 On the other hand, there are many
17 other markers where there is a degree of
18 overlap. And that is really the key point. So
19 our process or intent to replace cut-off values
20 in really driven by our emphasis on the
21 recognition and the really ending of the
22 portion of disease or reference ranges that do

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1 overlap.

2 And we do this not by marker but by
3 condition. So every condition in R4S can
4 generate up to, up to this time, we called it
5 the Plot by Condition, indeed, where you can see
6 on a same, similar scale because everything is
7 converted to multiple reference medium, how
8 this analytics compare. But could be the same
9 analytics that are abnormal in different
10 diseases.

11 The other concept that certainly
12 has been, I would say, an important
13 contribution is that we have really moved away
14 from a static, clinical validation. It means
15 that you do it once and you are done.

16 The other is constancy evolving.
17 The graph that you see there is showing the
18 number of true-positive cases added per month
19 or since January of 2009. The red dots just
20 showing cumulative, you know, there are months
21 with more cases, months with less. But on
22 average we're adding five new cases every

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1 single day.

2 Going back to the disease ranges, I
3 already mentioned, so I just say it one more
4 time, this is another example of Plot. We call
5 it Plot and Marker for one particular
6 acylcarnitine, the C14 species. And you can
7 see that it's really different from disease to
8 disease. And that's probably an obvious thing
9 to say, but it really allows you to incorporate
10 these differences not only in the recognition
11 of a particular condition but more importantly
12 in the differential diagnosis between multiple
13 conditions that might have similar phenotypes.

14 We use a lot of ratios. In fact,
15 this has, certainly has been a major theme as
16 we try to educate users. I believe that, in
17 general, ratios are grossly underutilized and
18 that I hope -- I'll show you an example. It's
19 something that should be addressed.

20 I use this example of three cases
21 with one of a fatty oxidation disorders CPT-II
22 deficiency. And you can see here, these are

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1 the results of the primary markers. So when
2 long chain species, from C14 to C18, plus some
3 unsaturated species.

4 A true-positive case, compared to
5 the medium cut-off -- that's the median for the
6 R4S database, look like completely normal. A
7 false-positive case actually has extremely
8 elevated values, particularly what, in general
9 is seeing those most relevant, significant
10 marker, the species 316 is almost double the
11 cut-off value.

12 This is a false-negative. It's an
13 international case. It's not here from the
14 United States where, again, that is also, say,
15 and borderline to say the most. Now it's a
16 completely different picture when we actually
17 look at three ratios.

18 And these ratios are based and
19 analyzed the old measure anyway. And, as you
20 can see, that clearly the true, say, affected
21 patients have a pattern that should not
22 constitute a challenge to recognize. On the

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1 other hand, the false-positive case looks
2 perfectly normal.

3 The point is, as you can see, the
4 last column has appeared. The right side shows
5 how many labs actually do have a cut-off for
6 that particular analyte. And it is really
7 concerning to see that the three relations,
8 they are far more informative, that the
9 individual analytes are actually grossly
10 underutilized.

11 This is another example of a Plot by
12 Condition, again, related to CPT-II. And
13 basically whatever is either on the far left or
14 the far right are the most informative markers.
15 And you can see that the clear ratios, either
16 at the high end or the low end are, clearly, the
17 one that can solve any difficult profile to be
18 interpreted.

19 So my point is ratios consistently
20 perform better than primary analytes yet,
21 again, as I said earlier, are grossly
22 underutilized.

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1 Algorithms -- initially algorithms
2 are sequential. You check something and there
3 is only a yes or no or above or below a certain
4 level. You move to the next level, you decide
5 that something is normal. This is just a
6 simple example of an algorithm based on the
7 assessment of low citrulline for the detection
8 of proximal urea cycle disorders. You measure
9 citrulline and then a few ratios. And whenever
10 you find a negative answer basically the screen
11 is considered negative. If you meet all of
12 those criteria the screen is considered
13 positive.

14 And 4RS is a parallel algorithm.
15 Everything is evaluated simultaneously in the
16 context of a post-analytical tool. And that
17 will actually give you a score that is either
18 informative or not informative. That is what
19 we describe as a parallel algorithm.

20 The differential diagnosis is also,
21 going back to the early days of the work of the
22 uniform panel, there was a lot of confusion and

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1 often angst about the so-called secondary
2 target where still some people believe there
3 were unnecessary additions.

4 The reality is that we don't screen
5 for conditions. We screen for markers. And
6 most of these markers have a built-in
7 differential diagnosis. And that's exactly
8 what R4S can do.

9 They look over primary conditions,
10 some of the secondary targets or things that are
11 not perhaps on the radar of most laboratories.
12 This is an example of a patient that just
13 happened to have pyruvate carboxylase
14 deficiency.

15 This is tool where studying the
16 patient had a normal result for citrullinemia
17 Type 1 or 2. And type 2, actually, was the most
18 likely but also included pyruvate carboxylase.
19 That prompted -- a person from that laboratory
20 called me and said, what PC. And so we
21 explained, well, it's a possibility. And it
22 turned out the patient, indeed, had it.

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1 So I will try to keep it very
2 general. But, as I said earlier, the main part
3 of this project -- of this collaborative
4 project -- is what we call the post-analytical
5 tools. And they're really driven by a quest
6 for pinning clinical activity.

7 So we're looking for clinical,
8 useful answers. And the questions can be yes
9 or no. So we can ask a question, does a patient
10 have a particular condition. That could be
11 VLCAD, MCAD or citrullinemia Type 1.

12 We can also do, quite effectively, a
13 differential diagnosis because two conditions.
14 And then we can repeat the yes or no questions
15 as many times as we want, basically,
16 simultaneously.

17 This is just a graphical example,
18 you know, an example of one condition. Two,
19 the one that answers the question yes or no.
20 It's not just about integrating more results in
21 they single score. You might see there in the
22 middle, on the bottom part on the left, that the

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1 percentile rank. It's perhaps too difficult
2 to see from there.

3 But this basically tells you where,
4 compared to the existing evidence, in this case
5 of 248 cases, where this patient would stand if,
6 indeed, has VLCAD deficiency. Obviously a
7 case that the 95th percentile is a no-brainer.
8 You don't need a tool for that.

9 You're certainly need tools to do a
10 differential diagnosis. The tool that has
11 been most popular is the one that allows the
12 differential diagnosis whenever possible, of
13 course, between VLCAD and heterozygote
14 patients.

15 This is the tool that, again,
16 answers the question A or B or one or another.
17 And recently were very pleased to see that the
18 consortium of the Western state, by which their
19 experience, a project led by Dr. Lawrence
20 Merritt (phonetic).

21 And there is a particular this study
22 I see our highlighted it here -- that we

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1 actually look at their experience. We were at
2 27 cases that were confirmed by genotyping to
3 be carriers. And this tool, without correctly
4 predicted 23. So I consider these
5 false-positives. So I said a tool that allows
6 you to eliminate 23 out of 27 false positive is
7 something that is clinically useful.

8 And finally, the All Condition
9 Tool, that's what I already told you, is
10 basically ask a question, yes or no,
11 simultaneously show all conditions using
12 condition-specific disease ranges and no
13 cut-offs. So that's one or more sometimes out
14 of the group.

15 The question, of course, is does all
16 of this make any difference. And there are
17 certainly now, there is evidence emerging from
18 other programs. But I can tell you what has
19 been our program.

20 While the detection rate has
21 remained fairly stable, below 1 in 2,000
22 births, this slide shows the false-positive

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1 rate that we experienced in Minnesota between
2 2001, actually, and 2013. The period of
3 2004-2014 is when, actually, the testing was
4 performed in our laboratory at the Mayo Clinic.

5 So in that period, and we focused on
6 the last year, 2013, there 71,000 babies. And
7 we reported out only 55 cases. 38 were real,
8 17 were false-positives. We do not report out
9 TPNs and never ask for a repeat sample.

10 That tabulating a false-positive
11 rate of 0.24 percent and a positive predictive
12 value just shy of 70 percent. Based on the data
13 we had we had in our fourth we can say that the
14 average false-positive rate out of 28 program
15 is 0.51.

16 So we use this data, actually, to
17 come up with, I would say, more practical
18 metric. And that's what we call the
19 false-positives per week. And you can see
20 that, in Minnesota, we had a little more than
21 one per month when on, average, in the United
22 States, it's one per day.

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1 So that brings up to what we can do
2 if, you know, for us, beyond tandem mass
3 spectrometry. And for this presentation they
4 came up with the double 100. And I will explain
5 what that vision is -- or maybe it was a dream.

6 There is also a quote there will be
7 other tests that will be as important. That
8 actually is a gem that I obtained from Harry
9 Hannon that years ago sent me this quote from
10 a presentation that Bob Guthrie himself made in
11 1979.

12 And he was actually reminding his
13 colleagues that while there was a lot of
14 emphasis on screening for congenital
15 hypothyroidism, he said there are other things
16 that can be tested, and there will be other tests
17 that will be as important. I think, I found it
18 beautiful.

19 So let's put it in perspective. The
20 uniform panel, unless your committee just
21 changed something very recently, I believe its
22 57 conditions. But if we look at what is a

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1 partial list of candidate conditions that these
2 things I've heard have been or are under -- might
3 be soon -- under consideration.

4 Even if we take all of those as
5 individual and count them as one we will go off
6 to 74. And, of course, if you're standardizing
7 lysosomal storage diseases you can get up to 87.

8 Or if you expand the paroxysmal
9 disorders or you expand the creatine disorders,
10 basically you end up quickly to a situation
11 where you are dealing with probably more than
12 100 conditions that might not be added to the
13 panel but certainly might actually come across
14 the table of your committee for discussion about
15 it they should or should not be included.

16 And this, of course, means that if
17 there is a primary condition, they will be
18 secondary targets. How can we possibly do
19 that? Well I think multiplexing might be a
20 compelling necessity.

21 So in other words the idea is to have
22 a piecemeal addition, one condition at a time,

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1 one condition, one test. I might simply not be
2 feasible in terms of the manual resources.

3 I think that one of the lessons the
4 learned is there will be a need to have evidence
5 of much greater, stronger analytical robustness
6 and reproducibility. In other words, learning
7 as you go might really not be an option.

8 And, at the same time, because of the
9 important work done by your committee and the
10 evidence of your process, there will be a need
11 to provide in-depth clinical validation. And
12 this is sort of my personal favorite as I really
13 have become really adamant about the
14 importance, is we have to do better when it comes
15 to performance.

16 And so performance must exceed by a
17 lot what have been acceptable historical
18 standards. We were between 0.1 and 0.5 per
19 condition. Let me put it in a practical
20 context.

21 These are fairly outdated data but
22 it's the only one, or at least it's the most

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1 recent I have which shows what was the
2 experience in the state of Minnesota for the
3 entire panel -- the metabolic disorders tested
4 by MS/MS and then all the other conditions
5 tested by the Minnesota Department of Health.

6 You can see overall there was close
7 to 0.9 percent false-positive rate. That goes
8 on my favorite metric. Let's say, okay, 0.05,
9 0.11 -- I'm not sure what it means, but I can
10 understand a count or for an average number of
11 false-positives per week. And in Minnesota it
12 would have been 12 for everything.

13 Now we have 71,000 babies.
14 California, obviously, it's just growing in a
15 linear mode there will be, at the same level of
16 performance that would be 95 false-positives
17 per week. And if we look at the entire country
18 it would be more than 700. And those are the
19 numbers there.

20 So the reality that our performance,
21 when it comes about MS/MS, certainly was a bit
22 of an anomaly. In fact, if I bring back the

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1 value that I showed earlier, the average out of
2 28 states, their programs, that shared there
3 performance work metrics; it would be fairly
4 different story if we plug in a 0.05 percent
5 false-positive rate.

6 Because at that point, sorry, at
7 that point you can see the numbers at the bottom,
8 start going in a quite significant way.

9 So here is sort of the vision or the
10 dream, if you want. Say what if you were able
11 to push every condition to have a false-positive
12 rate of 0.01 or less. So some conditions are
13 already there, like biotinidase and
14 galactosemia, or hemoglobinopathies. And in
15 this slide also are the SCID.

16 But if we put all together and we say
17 we must achieve that threshold then the numbers
18 will actually decline. And, in fact that's how
19 the 100 concept came up. I said if we look at
20 this we can say that in another state like
21 Minnesota there should be one false-positive
22 per day. In a big state like California there

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1 should be 10 or less. And nationwide we should
2 have 100 or less.

3 So, again, in a very humble and
4 respectful way, I'm just saying and suggesting
5 to this committee that one factor to consider
6 for the future evolution of a recommended panel
7 would be, again, that, yes, we should actually
8 add more conditions. But also draw a line that
9 should be no more than 100 false-positives per
10 day in the United States for all tests combined.

11 It is an achievable goal in my
12 opinion. I'd really fixated on the
13 false-positives. But we all have seen the
14 recalls, the repeat analyses. I've seen cases
15 being tested six times. There is a significant
16 element of disruption of care, especially when
17 you come to premature babies or sick newborns
18 in the NICU.

19 There are these unnecessary visits
20 to the emergency room. There are even
21 admissions. Confirmatory testing, that could
22 be fairly expensive. That could be a referral

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1 to multiple specialists. That could be second
2 opinion. More importantly, really looking at
3 side of the patients.

4 This phone call, I mean, Dr. Berry
5 was talking about this beautiful granddaughter
6 and here you have these new parents, on top of
7 the world and, boom, you got the phone call from
8 a stranger that starts putting some doubt in
9 your mind that something could be wrong with
10 your child.

11 I really think we grossly
12 underestimate the negative impact of this, not
13 just from their feelings and their perception
14 of their family but also, I mean, practically,
15 on their work schedule. They might have to take
16 time out of work, and that really affects the
17 extended family. Everybody is stressed out by
18 this possibility something might be wrong with
19 the baby.

20 So, again, and this is just my
21 opinion, so you can absolutely feel free to
22 ignore it. But I believe that in the current,

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1 particular future healthcare climate a national
2 false-positive is an absolute requirement
3 entitled to any extension of recommended
4 panels.

5 How can we improve performance?
6 Well, we can adopt, like some European countries
7 have done, top screening. You might be able to
8 appreciate values of pioneering the first
9 evidence of the expression throwing the baby
10 with the bath water from German in 1512.

11 Some people set their cut-offs so
12 high that if I exceed that level it must be a
13 true-positive. Some states have chosen to
14 increase the frequency of testing. And that's
15 certainly something you need to be evaluated.
16 But also should be scrutinized -- is that really
17 absolutely necessary.

18 I believe in your agenda you have
19 vote about succinylacetone for Tyrosinemia type
20 1. It seems to me that certainly has proven
21 itself as a reliable marker for that condition.

22 We try to prove our cut off values

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1 and do our clinical validation or do more with
2 what is being done already. What do I mean by
3 that? Well, this is a paper that is in press
4 and everybody's already in PubMed where we
5 actually did an experiment with our colleagues
6 in the department of Public Health in California
7 where we actually took the data over a six-month
8 period and we used those for some exclusion
9 criteria, like we eliminate preemie babies or
10 less than 24-hour specimens. And we
11 said, okay, let's compare the actual outcome
12 that was based on cut-off values and what would
13 happen if we used the R4S2s? And this was
14 applied to more than 175,000 babies. I just
15 gave you the punchline. First of all
16 true-positive cases in that cohort were
17 correctly identified. Actually 1 of 2 false --
18 okay, I'm getting. I'm trying -- I'm seeing you
19 now. Tell when I have to stop, but I'll try to
20 go faster. We detected one or two
21 false-positives.

22 CHAIR BOCCHINI: Piero, we don't

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1 mean to cut you off, not to use the lab term
2 cut-off level, but we have exceeded the time.
3 And so if you could wrap up within the next five
4 minutes we really would appreciate that. Thank
5 you.

6 DR. RINALDO: That will be a bit
7 difficult. But, okay, maybe we'll just skip
8 the last part of the presentation.

9 CHAIR BOCCHINI: Okay.

10 DR. RINALDO: So here -- and I
11 believe you have this as a handout. Again, by
12 just using the tool the false-positive rate
13 could have been reduced from 0.26 percent to
14 0.09. If all the other possibilities were
15 adopted it would have gone down to 0.02.

16 If we plug in that 0.02 you can see
17 that would have dramatically decreased the
18 number of false-positive cases nationwide,
19 creating room for more conditions. I guess
20 probably it makes sense that I stop here
21 because, again, I wanted to tell you what would
22 have happened where adding more -- or act least

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1 I believe it's more of your current discussion.

2 But, again, I'll stop here,
3 especially if people want to ask any question.
4 And I believe you have a handout, at least the
5 one I sent to Debi.

6 CHAIR BOCCHINI: We do, Piero. I
7 want to thank you. This was an excellent
8 presentation and, again, another example of
9 advancing information by collaboration and
10 really working to consider how to better utilize
11 the data. So we thank for that.

12 And the rest of your presentation --
13 we will invite you back to do the rest of the
14 presentation. So we'll do it another time. So
15 we won't lose it. So thank you. Let's open
16 this presentation for discussion/questions.
17 First one from the Committee. Charles?

18
19 Dr. HOMER: This is Charlie Homer.
20 So it sounds as though all of the states or 48
21 of the 50 states are participating in your
22 program. So what's the -- is it simply that

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1 they're submitting data but not using the
2 algorithms that you're providing?

3 Because otherwise you would think
4 they would, if you're providing that
5 information you'd think we would be able to be
6 at that lower false-negative rate already.

7 DR. RINALDO: I believe many U.S.
8 programs are using it. I'm not privy of their
9 performance measures. We have a place on the
10 Web site to post them but that is information
11 that is somewhat -- seems to be users are
12 reluctant to share, and I respect that.

13 Again, I believe that there are
14 other independent reports of an improvement in
15 performance after utilizing the tools. I
16 believe Georgia may have some data soon and will
17 present next month at the APHL meeting. But
18 Sweden, some laboratories in Italy, and these
19 are the ones I know of.

20 So when we look at before and after,
21 consistently, we are seeing some times a sizable
22 improvement.

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1 CHAIR BOCCHINI: Thank you. Any
2 other questions from the Committee or
3 organization representatives? Yes.

4 MALE PARTICIPANT 2: Piero, is
5 there a relationship between this effort that
6 you're making and the CDC's efforts for
7 laboratory performance?

8 DR. RINALDO: I'm not sure are are
9 referring about the proficiency testing?

10 MALE PARTICIPANT 2: I think so.

11 DR. RINALDO: Oh, proficiency
12 testing is really a point in time. So when a
13 specimen is provided to the laboratories -- and
14 I would say it's more a measurement of accuracy
15 and precision, has been for quite some time.

16 Although recently the UDOT program
17 was actually just doing what I think a
18 proficiency testing program should do -- send
19 your specimens and tell me if you find anything.

20 Before it was more measure these
21 analytes and see how close you are to the
22 expected value of what the analytes are doing.

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1 So they are dealing with more of a QA/QC aspect
2 and the absolutely necessary proficiency
3 testing and documentation of. We are more
4 providing really tools for everyday work.

5 CHAIR BOCCHINI: Other questions,
6 comments? If not, Piero, thank you very much.
7 We appreciate the presentation and being able
8 to do this from a distance. That's, it was
9 quite well done, so thank you. And we will
10 invite you back for further discussion on the
11 rest of your presentation.

12 DR. RINALDO: Okay. Have a nice
13 day. Bye.

14 CHAIR BOCCHINI: All right, next on
15 the agenda we have public comments. One person
16 will be calling in. We have four individuals
17 who are here. And so we'll start with Sarah
18 Wilkerson from Save Babies Through Screening
19 Foundation. She is on the line. Operator, can
20 you unmute her line?

21 OPERATOR: She has been joined into
22 the conference with an open line.

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1 MS. WILKERSON: Great. Can you
2 hear me okay?

3 CHAIR BOCCHINI: You'll have to
4 speak up a little more. We can hear you, but
5 barely.

6 MS. WILKERSON: Okay, is that
7 better?

8 CHAIR BOCCHINI: That's better.

9 MS. WILKERSON: Okay, great.
10 Hello, I'm Sarah Wilkerson. I'm a mother and
11 a member of the Board of Save Babies Through
12 Screening Foundation.

13 My son, Noah, passed away from
14 undiagnosed MCAD, at a few days old in 2009.
15 His story was featured in the article series
16 done by the Milwaukee Journal Sentinel. Due to
17 the state lab in Colorado where we lived being
18 closed over the weekend, which delayed his test
19 results until it was too late.

20 First of all, I appreciate having
21 the opportunity to speak via the webinar access
22 from home. I'm now too pregnant to travel with

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1 a baby girl that's due in November.

2 I've spoken at previous meetings and
3 would like to thank the Committee and especially
4 the Laboratory Standards and Procedures
5 subcommittee for the hard work being done to
6 research the issue of timeliness with newborn
7 screening.

8 It literally means life or death to
9 babies, like my son, who exhibit problems early
10 on with their disorders. I have a few
11 questions. One is that part of the original
12 plan was to reach out to the Joint Commission
13 to see if guidelines could be added around
14 timeliness.

15 There weren't any updates from this
16 last time and I know that the American College
17 of Medical Genetics had started it and was going
18 to work with the committee to complete the task
19 of approaching them. And I just wanted to know
20 if this plan was still in place and what updates
21 there might be.

22 Also, reaching out to the Joint

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1 Commission would only impact hospitals whereas
2 state labs share the responsibility of turning
3 around test results in a timely fashion as well.
4 And I wanted to know what reciprocal steps could
5 be made to make sure that labs follow the same
6 basic guidelines to turn around test results on
7 time.

8 Along this line of creating a level
9 of accountability with both labs and hospitals,
10 I brought the idea to several members of the
11 group last time to consider taking over the
12 database created by the Milwaukee Journal
13 Sentinel that tracks performance measures with
14 timeliness of hospitals.

15 Perhaps the CDC or the APHL would be
16 willing to take it over. You guys would know
17 best where it should belong. But my hope is
18 that by encouraging states and hospitals to
19 stick to the best practice guidelines that the
20 Committee has worked so hard to create.

21 And also it would provide a roadmap
22 of which labs and hospitals need to follow-up

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1 in training to meet basic guidelines. And I
2 hope the Committee is open to this idea.

3 I'd like to (indiscernible) of
4 another family from my home state of Colorado.
5 Just a week ago this family found that their
6 child had come up positive for Cartinine uptake
7 deficiency.

8 Their child was eight days old. And
9 it was a disorder their pediatrician knew
10 nothing about in terms of treatment. After
11 reaching out to the Save Babies Through
12 Screening Foundation to learn more, they were
13 encouraged to take their child to the emergency
14 immediately due to the nature of the deficiency
15 and the symptoms she was already beginning to
16 exhibit.

17 Thanks to the advocate's quick
18 thinking with advising these parents, their
19 daughter is fine with no long-term effects --
20 but eight days.

21 These parents are looking at the
22 system and asking themselves the same question

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1 that I asked myself when my son was born, that
2 this is a life or death serious piece of
3 information to have, and why did it take so long
4 to find out.

5 So far, after some investigating of
6 this particular case, it appeared the batching
7 at the hospital level might have been the cause.
8 So, as you can see, these sorts of
9 inefficiencies are still happening and must be
10 corrected.

11 I look forward to following the
12 continued discussion on this topic, and I'm
13 eager to help where I can. Again, thanks so
14 much for your hard work. I really appreciate
15 the direction that this project is going. So
16 thank you so much.

17 CHAIR BOCCHINI: Ms. Wilkerson,
18 thank you for your advocacy and your efforts.
19 We appreciate them. As you know, on the agenda
20 tomorrow, there will be a presentation from the
21 Committee -- subcommittee -- a discussion and
22 perhaps development of specific

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1 recommendations.

2 So we appreciate your involvement
3 and there will be more information for you
4 available tomorrow.

5 MS. WILKERSON: Great, thank you so
6 much.

7 CHAIR BOCCHINI: You're welcome.
8 Next, if we could come to one of the microphones,
9 the next I have -- the order is Steve Barsh, Lisa
10 Seeger, Ann Moser and Annie Kelly. So if Steve
11 Barsh could come. Oh, sure.

12 I just didn't if that worried you or
13 not because have the next three people.

14 CHAIR BOCCHINI: Okay, so if you'll
15 come to the microphone.

16 DEBI SARKAR: Podium.

17 CHAIR BOCCHINI: Oh, that podium is
18 best. So great. So if you'll state your name
19 and affiliation?

20 MS. MOSER: My name is Anne Moser.
21 I'm from the Kennedy Krieger Institute in
22 Baltimore. Thank you to the Committee members

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1 and participants and attendees for allowing me
2 to speak on newborn screening for x-linked
3 adrenoleukodystrophy.

4 My late husband, Dr. Hugo Moser, and
5 I began our research on x-linked
6 adrenoleukodystrophy in the late 1970s at the
7 Kreiger Institute in Baltimore.

8 It was Hugo's dream to identify ALD
9 boys early by establishing universal newborn
10 screening for ALD. Development of ALD newborn
11 screening was a group effort, thanks to Walter
12 Hubbard - at Johns Hopkins, Silvia Tortorelli
13 at Mayo Clinic, Gerald Raymond, pediatric
14 neurologist at Kennedy Krieger and now in
15 Minnesota, our CDC colleagues for establishing
16 some standards and to all the ALD participants,
17 parents and the funding agencies.

18 The Standard of Care is
19 well-established for ALD. One of the most
20 important and available life-saving therapies
21 for ALD is hormone replacement therapy for those
22 ALD patients with Addison's disease.

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1 Since the early 1990s bone marrow
2 transplantation was shown to be effective in
3 halting the central nervous system
4 demyelination. It's done at the first signs of
5 progressive brain dysfunction.

6 By 2010 several hundred ALD boys
7 identified early by family screening have
8 benefitted from bone marrow and umbilical cord
9 cell transplantation as well as treatment for
10 their Addison's disease.

11 The ALD screening technology on
12 newborn blood spots works. The Mayo Clinic
13 labs combined high throughput screening
14 availability with five lysosomal disorders in
15 a pilot study of 100,000 anonymous newborn blood
16 spots.

17 And as of January 2014 the New York
18 State newborn screening lab combined the high
19 throughput screening of ALD with Krabbe's
20 disease.

21 Both the Mayo and the New York
22 Screening Labs use a second tier test -- the two

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1 minute LC Column MS/MS assay of the c26
2 lyso-phosphatidyl choline developed in our
3 Kennedy Krieger laboratory and at Johns Hopkins
4 to eliminate all the ALD false-positives.

5 There were no positives in our
6 published study of 5,000 newborns screened in
7 Maryland. Thus, we believe that using the
8 Column procedure as a second-tier test, the
9 false-positive rate will be very low.

10 Mayo has confirmed 4 ALD positives
11 in the 100,000 screened. And since January of
12 2014 there have been 160,000 newborns screened
13 in New York with 6 ALD boys and 2 female carriers
14 identified and confirmed by ALD gene mutation
15 analysis.

16 Thus, the number of ALD babies
17 detected by newborn screening is approaching
18 the 1 in 15,000 incident rate predicted by
19 family screening. New York state has
20 established a follow-up network of referrals to
21 pediatricians, geneticists, endocrinologists
22 and pediatric neurologists.

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1 We have heard from several of the
2 newly diagnosed ALD families in New York that
3 they are receiving appropriate support. And
4 several of these families have made their way
5 to the specialized ALD clinics around the
6 country, namely at the Kennedy Krieger
7 Institute and the one at Mass General and the
8 one at Minnesota.

9 Today, on behalf of all physicians
10 caring for individuals with ALD, the ALD
11 researchers thinking new therapies for ALD, the
12 ALD family support groups who have donated funds
13 and are lobbying for ALD newborn screening and
14 the many ALD families worldwide, we request that
15 ALD be added to the uniform panel of screening
16 tests performed on all newborns.

17 Thank you for your time and
18 consideration of this important life-saving
19 request to add ALD to the recommended list of
20 disorders on the newborn screening panel. And
21 I'm available for further questions if you have
22 them.

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1 CHAIR BOCCHINI: Great. Thank you
2 so much. We appreciate all the work that you've
3 done in this area and your presentation. Thank
4 you. Yes.

5 MR. BARSH: Hello. My name is
6 Steve Barsh and I'm one of the founders of the
7 Stop ALD Foundation, a medical research
8 foundation dedicated to the treatment and early
9 identification of ALD babies by newborn
10 screening.

11 Thank you for allowing to speak
12 today and the continued time consideration you
13 give this very important matter.

14 The Stop ALD Foundation appreciates
15 that at the January 14 meetings the Committee
16 voted to move the ALD nomination forward to
17 external expert review. However, we cannot
18 help but to be disappointed that eight months
19 later your review has not yet begun.

20 We understand that there were
21 several organizational items to be resolved
22 including a rework of the public health

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1 assessment. However, much can be done prior to
2 agreeing on a new public health assessment
3 approach.

4 We are encouraged to hear that the
5 review will begin shortly and parallel with the
6 review of Pompeii's disease. However, we urge
7 implementation of more specific timelines. My
8 emphasis on driving this process forward is not
9 without cause. Today, every 48 hours, another
10 baby is born in the U.S. with ALD.

11 This newborn screening test that
12 works, as Ann referenced, a process, and
13 follow-up and in the place that works that Ann
14 just mentioned and corrective medical action
15 that can save these children's lives and the
16 enormous financial costs of treating children
17 who are not screened and/or diagnosed too late.

18 Between now and when you go home
19 tomorrow another child will be born in the U.S.
20 with ALD. In the absence of screening the
21 diagnosis will be missed and that child will be
22 doomed.

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1 As many of you I'm sure well know,
2 the trend is for personalized medicine. In our
3 family we had that experience. But I don't
4 think this is what was meant. We had a personal
5 screen in our family -- excuse me -- and his name
6 was Oliver Laben (phonetic). He was my nephew.
7 Excuse me.

8 Because of Oliver's
9 post-symptomatic ALD diagnosis our family
10 underwent genetic testing which revealed the
11 presence of ALD in our son, Spencer Barsh, then
12 just 11 months old. Spencer benefitted from
13 the early warning, but it was one which came with
14 the cost of a human life, his cousin, who was
15 not diagnosed in time, before the brain disease
16 occurred and who passed away.

17 With these early warnings Spencer
18 was able to benefit from a cord blood transplant
19 at Duke. And today he is a normal, healthy
20 14-year-old high school student who won top
21 honors last year for not only math but science
22 and swims on his school swim team. No special

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1 services, no special needs, just a regular old
2 ninth grader.

3 Well, he's a teenager, but besides
4 that he's regular. Oh, and we both take mixed
5 martial arts where he kicks my rear end. He's
6 strong, healthy, smart and will make enormous
7 contributions to society. He's living a full
8 and active life denied to his cousin.

9 The ALD newborn screening test and
10 follow-up process works and costs much less than
11 caring for the children who are not diagnosed
12 at birth. There were remarks earlier about
13 false-positives. I think Ann's Davis shows
14 there haven't been as many false-positives as
15 are being done in New York which is extremely
16 impressive.

17 The fate of these children is in your
18 hands. Please do the right thing and do it
19 quickly. Thank you for your prompt attention
20 in finally getting this implemented. Thank
21 you.

22 CHAIR BOCCHINI: Thank you, Mr.

1 Barsh. We appreciate your comments and your
2 sharing of your personal story as well.

3 MS. SEEGER: Hi. My name is Elisa
4 Seeger and I'm the president of the Aidan Jack
5 Seeger Foundation. On March 29, 2013 New York
6 State signed Aidan's Law in honor of my son who
7 lost his life to ALD in 2012. And this is a
8 picture of him.

9 In just eight months we have
10 identified eight babies, six boys and two girls,
11 giving these children and their families the
12 information necessary to save their lives.
13 While we have identified eight babies to date
14 the reach is much further than that.

15 As ALD is an inherited genetic
16 disease siblings and other family members can
17 also be tested. I had the honor to meet two of
18 the families diagnosed through newborn
19 screenings. One of the families has a son who
20 is four-and-half years old and, yes, he tested
21 positive for ALD.

22 Luckily for this family, their

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1 four-and-a-half-year-old son is still
2 asymptomatic. And this is a picture of the two
3 newborns and then the
4 four-and-a-half-year-old. So proof right here
5 that the newborn screening is working.

6 Ninety percent of the boys with ALD
7 will also have adrenal insufficiency which,
8 left untreated, can result in death. Adrenal
9 insufficiency can present itself within the
10 first six months of life. For this reason
11 alone, ALD should be added to the recommended
12 uniform screening panel.

13 This is a picture of Joshua who died
14 at the age of two. And after four years of
15 research this family found out that they son,
16 Joshua, had ALD but died from an adrenal crisis
17 which could have easily been treated with a
18 simple pill that costs pennies a day.

19 How many boys have died from an
20 adrenal crisis that was labeled unspecified but
21 was in actuality ALD? A number that is too high
22 and a number we will truly never have an answer

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1 to.

2 The next points are a summary of what
3 we know about ALD today. An estimated 235
4 babies will be born each year in the United
5 States alone. We know that the ALD newborn
6 screening test has proven to be accurate. We
7 have eight diagnosed babies in New York state
8 with no false-positives and we're up to about
9 185,000 screens.

10 The cost to add ALD to each state's
11 newborn screening panel is minimal compared to
12 the cost of caring for a symptomatic child. We
13 know that early diagnosis is the key. Without
14 the crucial early diagnosis these boys will die
15 from adrenal insufficiency or ALD.

16 Medical institutions from all over
17 the country have supplied letters in support of
18 ALD newborn screening. The experts in ALD from
19 the University of Minnesota, Mass General, Duke
20 University, Stanford, Cornell, Montefiore,
21 Johns-Hopkins and, of course, Kennedy Krieger,
22 to name just a few, all concur this is the most

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1 effective method in battling ALD.

2 Studies have concluded treatment
3 prior to being symptomatic is the key to a
4 successful outcome, stopping the disease and
5 the ability for these boys to have a normal,
6 healthy life. Cost-effectiveness of treating
7 pre-symptomatic boys as opposed to symptomatic
8 boys is astounding.

9 Pre-symptomatic boys can go on to
10 lead a normal, healthy life as Spencer -- as
11 Spencer did, while disease progression in
12 symptomatic boys leads to an outcome in which
13 these boys will need a high level of care for
14 the rest of their lives.

15 Protocols are in place. Once a baby
16 is diagnosed with ALD these can be used in every
17 state. The impact on the health department if
18 nothing is done is much greater if ALD newborn
19 screening is not implemented in each state.

20 The countless amount of testing to
21 get to the diagnosis as well as the level of care
22 needed is and will continue to be an enormous

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1 burden.

2 Finally, all of you sitting here
3 today have the power to add ALD to the
4 recommended uniform screening panel -- quickly.
5 Please look at all the facts presented here
6 today and make the decision to add ALD.

7 Please give all the future boys born
8 with ALD the chance that Aidan and so many others
9 did not have -- the right to a normal, healthy
10 life.

11 CHAIR BOCCHINI: Ms. Seeger, thank
12 you for your presentation and updating us on the
13 New York data. And we really appreciate your
14 coming here. Thank you.

15 MS. KENNEDY: After listening to
16 these presentations, there is no question that
17 the work you do is extraordinary, so thank you
18 for what you do and thank you for allowing me
19 to speak this morning.

20 My name is Annie Kennedy and I serve
21 as the Senior Vice President for Legislation and
22 Public Policy for the Parent Project Muscular

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1 Dystrophy.

2 This morning I am here on behalf of
3 the estimated 8,000 boys and men living with
4 Duchenne muscular dystrophy in the U.S. today
5 and, more importantly, for the thousands of
6 babies yet to be born with Duchenne muscular
7 dystrophy.

8 As many of you know, Duchenne
9 muscular dystrophy is the most common fatal
10 genetic disorder diagnosed in childhood,
11 affecting approximately 1 in every 5,000 live
12 male births.

13 Because Duchenne is found on the X
14 chromosome it affects primarily males but
15 occurs across all races and cultures. Young
16 men with Duchenne typically live into their late
17 20s.

18 This committee is not naive to the
19 devastating impact that a diagnosis of Duchenne
20 muscular dystrophy has on a child and his
21 family.

22 In addition to the fact that this

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1 committee's membership includes some of the
2 world's most esteemed advocates and clinicians
3 in this arena you also heard from Dr. Jerry
4 Mendel from Nationwide Children's Hospital and
5 the Ohio State University in January of 2013
6 about the state of Duchenne and the rapidly
7 changing diagnostics research and clinical
8 landscape in this disease arena.

9 While Duchenne muscular dystrophy
10 is still a 100 percent fatal disease we have
11 demonstrated that immediate identification and
12 early clinical interventions can add years,
13 even decades, to an individual's life span.

14 Dr. Mendel's presentation provided
15 a recap of the Duchenne newborn screening pilot
16 he and his team have lead in the state of Ohio.
17 Within the state of Ohio and funded by CDC Dr.
18 Mendel and his partners led an extraordinary
19 effort which included the state's 43 birthing
20 hospitals, screening more than 40,000 babies
21 during the pilot and identified 7 male babies
22 confirmed to have Duchenne.

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1 Since the Ohio pilot began the DNA
2 mutation analysis has been even further
3 streamlined and refined by work at Emory
4 University. In the last year our landscape has
5 changed and advanced even further, which is
6 particularly why I'm here today.

7 In August, the European Commission
8 granted conditional marketing authorization
9 for PTC Therapeutic Translarna, known as
10 Atalurn in the United States, produced in the
11 European Union for the treatment of nonsense
12 mutation Duchenne muscular dystrophy in
13 ambulatory patients aged five years and older.

14 It is estimated that a nonsense
15 mutation is the cause of Duchenne in
16 approximately about 13 percent of patients
17 which would be about 2,000 patients in the U.S.
18 and 2,500 in the EU.

19 This fall, later this month,
20 confirmatory trials for another promising
21 therapeutic intervention will begin for Exon
22 skipping led by Sarepta therapeutics in the

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1 United States with an anticipated accelerated
2 approval pathway slated for review of this
3 therapy which could benefit another 13 percent
4 of the Duchenne population whose disease may be
5 modified through skipping of the targeted Exon
6 51 which would be an additional potential 2,000
7 boys in the U.S. who could benefit from that
8 therapy.

9 In other words, this is the dawning
10 of a new day in Duchenne muscular dystrophy, one
11 in which we have a robust and quickly advancing
12 therapeutic pipeline with recent conditional
13 approval in Europe and cautious optimism for
14 approval in the U.S. in 2015.

15 In each instance these therapeutic
16 interventions will be most successful the
17 earlier they are administered, meaning
18 pre-symptomatic identification of children
19 with Duchenne as early as possible is critical.

20 We also have a reliable validate
21 diagnostic tool that has been implemented
22 through a newborn screening pilot within the

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1 state of Ohio which included a comprehensive
2 outreach and support system for families being
3 referred for screening and diagnosis.

4 And last, but most importantly, we
5 know that providing clinical interventions to
6 children with Duchenne before they develop
7 muscle weakness improves therapeutic outcomes
8 and can even add years and decades to their life
9 span.

10 The Duchenne community is hopeful.
11 We are a well-organized national infrastructure
12 that is well positioned to move a newborn
13 screening initiative forward. And we stand
14 ready to work with your committee and other
15 partners in this space in any way possible as
16 we work towards our shared goals of optimizing
17 health outcomes in children with Duchenne
18 muscular dystrophy.

19 Thank you for your time today for all
20 of your work. PPMD and our Duchenne community
21 look forward to engaging with you as we work to
22 make Duchenne newborn screening a reality.

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1 Thank you.

2 (Whereupon, the meeting in the
3 above-entitled matter was concluded at 1:46
4 p.m.)

5 CHAIR BOCCHINI: Thank you very
6 much for your presentation. Thanks for
7 updating the committee, and we certainly look
8 forward to working with you in the future to
9 bring forward a nomination. Thank you.

10 With that, that will conclude the
11 public comments. What we've decided to do
12 since we are somewhat schedule is to have lunch.

13 So instead of just having a break,
14 we'll have an early lunch, but we want everybody
15 back by 12:45 so that we will then move the last
16 presentation of the morning session into the
17 first part of the afternoon.

18 Okay. So we will adjourn now for
19 lunch, and please be back promptly at 12:45.
20 Thank you.

21 (Whereupon, the above-entitled
22 matter went off the record at 1:47 p.m. and

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1 resumed at 1:51 p.m.)

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

2 CHAIR BOCCHINI: All right, let's
3 go ahead and call the afternoon session to
4 order. Welcome back to the afternoon session.
5 We're going to start by taking roll. I'll start
6 with myself.

7 (Roll call)

8 CHAIR BOCCHINI: Okay. All right,
9 so we're going to start this session with an
10 update on the Mucopolysaccharidosis I, MPS I,
11 condition review.

12 And to present this will be Alex
13 Kemper. Dr. Kemper is a general pediatrician
14 and director of the program on Pediatric Health
15 Services Research at Duke University.

16 His research focuses on the
17 implementation, evaluation of screening
18 programs for children including newborn
19 screening, screening for visual impairment and
20 screening for lead poisoning.

21 Dr. Kemper is also deputy editor for
22 Pediatrics, the official journal of the

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1 American Academy of Pediatrics. And he now
2 leads the condition review work group.

3 Before I turn it over to Alex, I just
4 want to mention that during the last meeting we
5 had agreed to look into what process would be
6 needed to take a condition off the roster.

7 That was also one of the tasks that
8 we needed to do, but after careful consideration
9 and the things that were kind of backed up
10 because of our efforts to try and strengthen our
11 public health impact assessment, I decided that
12 we need to first complete these things before
13 we tackle that issue.

14 So we're going delay dealing with
15 that until after we have completed the full
16 review of MPS I and ALD and get a final vote by
17 the committee on those two conditions.

18 And then we'll tackle the process of
19 removing a condition from the roster. So Alex,
20 we'll turn it over to you.

21 DR. KEMPER: Thank you very much,
22 Dr. Bocchini, members of the advisory

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1 committee. I'd also like to thank you for
2 allowing everyone to stop for lunch instead of
3 going into this because, for a couple reasons.

4 One, now everyone's energized, and
5 the other thing is I think that the presentation
6 I'm going to be making to you over the next
7 little bit are all really intertwined.

8 And so the approach for this
9 afternoon is first I'm going to be talking about
10 MPS I. And much of this is review from our
11 discussion of MPS I from before.

12 And they're just some very
13 particular things that I want to highlight.
14 The second thing is I'm just going to talk a
15 little bit about X-linked
16 Adrenoleukodystrophy.

17 And then I want to spend much more
18 time talking about where we are with the public
19 health system impact assessment and would
20 really value feedback from you all before we
21 begin with this process.

22 So I want to to acknowledge the

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1 stalwart members of the condition review
2 workgroup, which now has one new member, Jeff
3 Brosco, who's a pediatrician and bioethics, who
4 also does a lot of Title V Work in Florida.

5 And I would also like to thank Drs.
6 Botkin and McDonough who have served as liaisons
7 to us recently through the process of MPS I and
8 have really be very helpful as we think through
9 some other issues as well.

10 So first, again, I want to highlight
11 some issues, as I said, about MPS I. I think
12 the material that you have in briefing book is
13 just a little bit outdated.

14 But again, I'm just going to be
15 hitting the key things. So if you recall, MPS
16 I is an autosomal recessive lysosomal storage
17 disorder caused by a deficiency of a particular
18 enzyme, IDUA enzyme.

19 It's a progressive, multisystem
20 disorder. It has variable clinical
21 presentations, like many of the conditions we
22 talk about, happen across the continuum.

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1 The prevalence, if you look at
2 reports based on clinical detection, is around
3 one per 100,000. However, the prevalence is
4 higher if you look at the population-based
5 screening studies that have been done,
6 somewhere between three to six in 100,000.

7 Then, of course, that always happens
8 with screening. You begin to detect a
9 different spectrum of illness as well.

10 So in terms of the classification,
11 Mucopolysaccharidosis Type I, MPS I. It's
12 really two or three syndromes depending on how
13 you think about it.

14 And it's heterogeneous and
15 overlapping, and so there's the severe form and
16 the attenuated form. The attenuated form,
17 historically, has been broken up into, well, for
18 the several forms it goes by the eponym Hurler.
19

20 And the attenuated is depending upon how
21 attenuated is. There's the Hurler-Scheie form
22 or the Scheie group and for simplicity and

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1 clarity, I am really going to try to keep to
2 severe or attenuated form, instead of Hurler,
3 Hurler-Scheie or Scheie form. The severe form
4 has onset by year and is rapidly progressive.
5 It is multi-system in terms of the effect. The
6 key thing for this group is that death occurs
7 in early childhood. As opposed to the attenuated
8 form which can have onset that is more variable.
9 Sometime after 2 to 3 years of age up until 12
10 depending on which group. This can have death
11 by teens or 20s or death later in life.

12
13 And as I go ahead, please feel free to stop
14 me if you have a clarifying question. These are
15 data from the MPS I registry. These are our
16 published data.

17 And the issues I want to highlight
18 here is just first of all the distribution of
19 diagnoses in the registry, which it's about 57
20 percent in the severe form and the rest of course
21 being the attenuated form.

22 I think on this previous slide I

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1 forgot to mention that unlike some of the other
2 conditions that we talked about, the severe form
3 predominates.

4 Three quarters or 80 percent is the
5 severe form. And, again, you can see the age
6 of onset is younger with the severe form, and
7 the median age of death is older.

8 In terms of these cases, which again
9 are mostly clinically detected, treatment
10 initiation for the severe form, the median age
11 of diagnosis is around one and a half years of
12 life as opposed to the attenuated forms, which
13 can range from 8.6 to 17.1 years.

14 Again, for this group I want to
15 really make sure that we pay attention to the
16 severe form, and so you can see the median age
17 again is 1.4 years.

18 So with newborn screening we can
19 really move diagnosis earlier, potentially.
20 So the screening test itself is based on IDUA
21 enzyme activity in dry blood spots.

22 There's several different ways of

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1 doing it, tandem pass specs versus fluorometry.

2 Establishing the diagnosis is
3 primarily based on IDUA enzyme activity, which
4 can be measured in a variety of different
5 tissues like leukocytes or fibroblasts.

6 The IDUA activity will be less than
7 1 percent. One of the challenges is that the
8 enzyme activity alone does not necessarily
9 predict the phenotype.

10 You can have increased urinary
11 glycosaminoglycans, which is again supportive
12 of the diagnosis. And the genotype can help if
13 it reveals a known mutation.

14 But one of the challenges that most
15 of the mutations are private or within specific
16 families, a new mutation. So there's more than
17 100 known MPS I IDUA mutations, many of which
18 are unique to specific individuals, as I said.

19 In terms of known IDUA, I'm sorry.
20 There is an IDUA pseudodeficiency mutation as
21 well. Historically it's been considered rare.

22 Although, with newborn screening,

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1 there are cases of pseudodeficiency that are
2 being diagnosed or identified I should rather
3 say.

4 And there's some question about
5 whether or not pseudodeficiency might be more
6 common in certain populations, such as in
7 African Americans.

8 Again, there's a lot of working
9 going on around the genotype, phenotype
10 correlation, but this is still an evolving area.

11 Treatment strategies, as we
12 discussed before, include stem cell transplant
13 enzyme replacement therapy and enzyme
14 replacement therapy on its own.

15 So you can have one, the combo or
16 only the other. The challenge is that enzyme
17 replacement therapy doesn't cross the blood
18 brain barrier.

19 So if you have the severe form that's
20 associated with neurologic problems, the enzyme
21 replacement therapy on its own is not helpful.

22 So the idea behind stem cell

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1 transplantation is this allows individuals to
2 produce their own endogenous enzyme. And so it
3 is recommended for individuals with MPS I around
4 the year or certainly by the age of two years.

5 And there's an international
6 consensus statement and the subsequent European
7 consensus statement that talks about
8 indications for stem cell transplants.

9 But really the idea is to get it done
10 by two years of life. Now the enzyme
11 replacement therapy has been proposed as the
12 bridge to stem cell transplantation.

13 And again, we're talking about the
14 individuals with the severe form. And there's
15 a thought, too, that it may augment enzyme
16 availability after transplantation while
17 you're waiting for the new cells to produce the
18 enzyme.

19 So enzyme replacement therapy on its
20 own without transplantation is really what's
21 used for the attenuated forms, again, because
22 there's less of a concern about getting it into

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1 the, past the blood brain barrier.

2 So I don't want to spend a lot of
3 time, but this is our traditional approach to
4 the literature review. And you can see that we
5 came down with 194 articles as of August 2013.

6 And we've gone through and updated
7 this, and there are about another 91 reports to
8 add in that we're busy working on.

9 Some of these won't make it through
10 the review process because they won't meet our
11 predetermined inclusion or exclusion criteria.
12 I don't want to belabor that point.

13 What I do want to talk about is two
14 things. I'm going to step away from the
15 microphone.

16 (Off microphone comments)

17 DR. KEMPER: -- the other data that
18 I'm going to show. Just before we broke for
19 lunch I got hot off the press updated numbers.
20 So I want to make sure to at least put them in
21 the record.

22 So Missouri is in the process right

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1 now of conducting a pilot study. So it's, this
2 is an important nuance. So they're doing full
3 population screening.

4 But they're not; it's not being
5 reported through the usual newborn screening
6 channels. So they're still considering it a
7 pilot study. And this began in January 2013.

8 They're using the digital
9 microfluidics platform. They've screened
10 117,000 newborns, and of those newborns, there
11 are 57 that were reported out as positive.

12 So there was one case that was
13 confirmed to have MPS I. I don't want to spend
14 a lot of time talking about the outcomes of this
15 particular case.

16 But I do want to point out that this
17 child did die of complications related to stem
18 cell transplantation. So it's a very
19 complicated case and sort of goes beyond what
20 we can talk about right now.

21 But it does, I think, highlight that
22 stem cell transplantation is not to be taken

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1 lightly.

2 There were 24 cases of
3 pseudodeficiency, of which two were genotypes
4 of unknown significance for several months
5 while this was being sorted out.

6 Now from talking to the laboratory
7 experts in Missouri, they think that they have
8 a process to continue to decrease the number of
9 cases of pseudodeficiency that are identified
10 through screening.

11 They began with a threshold that was
12 significantly high that these cases of
13 pseudodeficiency came through as positive.
14 But they think they can dial that down to improve
15 the specificity of screening without missing
16 any cases.

17 And so one of the things that we need
18 to go back and look at is really the time trend
19 and seeing whether or not changing those
20 thresholds really would have gotten them out.

21 But they feel very confident about
22 that. There were three carriers that were

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1 identified, 24 false positives. There are four
2 that are still pending work up.

3 And one child was lost at follow up.
4 So the overall false positive rate is 0.49
5 percent. Now there is in-house repeating on
6 the same sample that happens before newborns
7 reported to have a positive test.

8 And that's around one half of a
9 percent right now. So it's not like one half
10 of a percent are being recalled for new blood
11 spots. But those are the blood spots that are
12 being reanalyzed.

13 So I mentioned before about how
14 there's thought about the, that they can lower
15 the IDUA cut off level to decrease the number
16 of cases and see the efficiency that are
17 identified.

18 So this is, I think, really
19 important data. Does anybody, I almost hate to
20 say this. Do you have any questions about this
21 that I can answer? I want you pay attention to
22 the nuance.

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1 MALE PARTICIPANT: It's not so
2 much; it's really not a question. It's a
3 comment. If you remember Piero's talk earlier,
4 they are not just looking for MPS I.

5 They are looking for four other LSDs
6 so they could do multivariate analysis and
7 create some ratios and therefore reduce the, at
8 least the in-house repeat rate probably
9 dramatically.

10 And if they were to consider not just
11 the other LSDs but the amino acids,
12 acylcarnitine, collect the results, et cetera,
13 they control, get it down even further.

14 DR. KEMPER: That's an excellent
15 point so that these new strategies to reduce
16 false positives and newborn screening. And
17 certainly they should be applied to this.

18 So here are the Illinois data, and
19 I'd like to thank them for emailing me like what
20 seems like minutes ago. So this is considered
21 by them to be a validation study.

22 They are screening actual babies

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1 though. This isn't just anonymous dried blood
2 spots. So I'm going to change some of these
3 numbers.

4 But they've screened almost 12,500
5 specimens, 12,404 for those of you who like to
6 be exact. And there were 20 that were repeated
7 in-house for low IDUA cut off.

8 And then there were seven that were
9 reported out as positive. Now this is what I
10 have now for the ones that were presumptively
11 positive.

12 And this replaces the numbers that
13 are here. Four of them had pseudodeficiency.
14 One was normal and therefore false positive.
15 One was a carrier, and there's still one that's
16 pending.

17 So in the, what is it 12,000 cases
18 or 12,000 newborns that they've screened so far
19 they haven't detected a case yet. I'm now going
20 to just repeat myself.

21 But they've identified four babies
22 with pseudodeficiency, one with the carrier,

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1 and there's still one being worked out. And I
2 can't comment on the one that's still being
3 worked out.

4 So more information to come. Any
5 questions about that?

6 MALE PARTICIPANT: For the
7 pseudodeficiencies are they healthy?

8 DR. KEMPER: Yes, that's amazing.
9 Family medicine is allowed to ask same question
10 twice. So I've always had a lot of respect for
11 family medicine.

12 So there is no significance of
13 pseudodeficiency that I'm aware of, that these
14 are healthy newborns.

15 Now thinking back to when we were
16 talking about pseudodeficiency with Pompe
17 disorder, there was a question about if you had
18 on one allele the pseudodeficiency mutation and
19 then on the other allele some mutation
20 associated with the condition whether or not
21 they potentiated each other and made the
22 condition worse.

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1 But really, as far as I know, our
2 readings about MPS I and from talking to
3 experts, the pseudodeficiency is not associated
4 with any disease.

5 CHAIR BOCCHINI: Let me just ask
6 that if, when you ask a question please state
7 your name first so that we have it for the
8 recording.

9 FEMALE PARTICIPANT: Right, and
10 Dieter, some other lab person might want to
11 correct me if I'm wrong, but there is a, it's
12 sort of a technical term here.

13 If you truly are deserving to be
14 called pseudodeficiency allele, what that means
15 is in the laboratory it looks like it doesn't
16 work, but in the person it does work.

17 So when the term pseudodeficiency is
18 used properly, it means that the person is
19 healthy. Is that correct, Dieter? He's
20 nodding. Pseudodeficiency used properly means
21 the person is healthy.

22 DR. KEMPER: So just from a very

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1 high level summary about IDUA screening, the
2 study said that IDUA activity can be measured,
3 and there are a variety of different ways of
4 doing it.

5 I think it's fair to say that the
6 screening algorithm is still being refined to
7 balance case detection with these issues of
8 false positives and pseudodeficiency.

9 And the big challenge is related to
10 predicting the formers of severity for those
11 cases that are detected.

12 All right, let's talk about
13 treatment, focusing in on severe MPS I. So
14 these are the children that get, have a stem cell
15 transplantation.

16 So if you look at stem cell
17 transplantation compared to historical
18 controls, it's associated with increased
19 survival up to 65 percent to ten years versus
20 less than 5 percent, preserved development and
21 improved mobility.

22 There's little evidence right now

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1 regarding stem cell transplantation in
2 asymptomatic infants.

3 And one of the things that are
4 evidence group needs to do is now that more time
5 has passed in the various states instead of
6 doing pilot studies is to go back and talk to
7 the experts to see if there's any more
8 unpublished data about it out there.

9 It does appear that early treatment
10 is likely better, but the ideal timing is
11 unclear. And so sort of figuring this out in
12 relationship with the current clinical
13 guidelines, I think, is going to be important
14 work.

15 And again, there's, it's typical now
16 that enzyme replacement therapy is given prior
17 to transplantation and figuring out what the
18 additive benefit of that is, is going to be
19 important work or potentially harm if do
20 antibodies, I guess.

21 In terms of the attenuated form,
22 enzyme replacement does lead to improved

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1 outcomes. And there is a randomized trial, but
2 this is in adults who developed symptoms.

3 And those outcomes are based on
4 mobility improvements on the six minute walk
5 test and a disability index.

6 The role of enzyme replacement
7 therapy in asymptomatic attenuated MPS I is
8 unclear. I can't comment on that.

9 And then in terms of the harms of
10 treatment, if you remember back at Pompe disease
11 it's the same thing where you need have chronic
12 infusion.

13 And then there is a risk for antibody
14 development, and I can't comment on how
15 frequently that happens now. But that's
16 something that we're trying to sort out.

17 So we have a lot of remaining
18 questions that we will come back to you with.
19 Answers to some of these hopefully, related to
20 pseudodeficiency and whether or not they're
21 subpopulations that are more likely to have
22 pseudodeficiency, issues of predicting the

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1 severity or the form, what to do about or what's
2 known, I guess I should say, about genotypes of
3 unknown significance and earlier
4 identification in the attenuated forms.

5 What are the implications? What's
6 the importance of earlier initiation treatment
7 for severe MPS I, that is, is there a critical
8 window that we should really be striving to
9 capture?

10 What about these other treatment
11 approaches to address brain involvement?
12 There's some questions and some work out there
13 around intracecal and subreplacement therapy
14 for that's injecting it directly into the
15 cerebro spinal fluid.

16 Then of course we need to talk to
17 those who are actively engaged in screening for
18 MPS I and then going back to the well to look
19 at the MPS I registry directly or looking at
20 other unpublished data.

21 It's a lot of stuff. So right now
22 what we are doing is we're finalizing the

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1 evidence review, and I talked to you about how
2 there are some 90 more articles out there that
3 could potentially be included.

4 My guess is that only some of them
5 will. We are working closely with Lisa Prosser
6 at the University of Michigan to do this
7 modeling around the population benefits of
8 screening.

9 So if you were to implement this at
10 a statewide or a national level, how many cases
11 would you detect and so forth?

12 We are going to be assessing the
13 public health system impact, which originally
14 I was going to say after lunch we'll talk about,
15 but after a couple slides we'll talk about.

16 And then, of course, finalizing the
17 condition review report. So that's where we
18 are with MPS I. I'm going to change gears a
19 little bit. Does anybody have any comments on
20 MPS I? Okay.

21 (Off microphone comments)

22 DR. KEMPER: So, Dr. Green's

1 excellent question was whether or not there's
2 a risk that individuals who have the attenuated
3 form might get transplanted.

4 So, of course there's always a risk
5 when you identify people through screening that
6 that might happen.

7 When I talked to the experts, and
8 again, this is one of those things that we need
9 to go back to the experts for, there are these
10 international consensus guidelines on what
11 constitutes someone with MPS I that ought to be
12 transplanted.

13 And that is based also on neurologic
14 exams so that these children are not completely
15 asymptomatic. As well, they do look at enzyme
16 level.

17 And the children with severe MPS I
18 really do have about as close to zero enzyme
19 activity as you want.

20 So this is something I'm going to
21 come back with more answers from the experts for
22 you. I think that the potential is there

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1 because it's a human process that that could
2 happen.

3 I can't, I would think the
4 likelihood of that is low based on the opinions
5 of the experts I talked to about it so far.

6 But it's clear that it's not an easy
7 thing that one can diagnosis purely by
8 laboratory standards. Does that answer your
9 question?

10 CHAIR BOCCHINI: Carol Greene?

11 DR. GREENE: So, as Debbie already
12 knows, this came up at Maryland just the other
13 day. And not being one of the experts that's,
14 I'm not an expert in MPS.

15 I would say there's, if you're
16 seeing somebody who knows anything about MPS
17 there will not be a kid transplanted who doesn't
18 need it. They're obvious at birth.

19 They don't have neurologic disease
20 apparent at birth, but the x-rays are different.
21 The physical exam is different. There's subtle
22 things, but they're obvious to the trained eye.

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1 The kids who will get transplanted
2 are the ones who have clinical changes evident
3 on physical exam and x-ray at birth, and then
4 you get a chance to watch the neurologic
5 development.

6 Barry is nodding, so yes, all of the
7 clinicians; we're not worried at all.

8 DR. KEMPER: I mean just for the
9 record, because I just want to say these kids
10 aren't obvious on exam at birth because it's not
11 like the primary care physicians are missing
12 obvious things.

13 These are things that upon further
14 investigation, but without a screening test one
15 would never pick up someone with --

16 DR. GREENE: I need to agree with
17 that completely. It's fair. It is, and that's
18 why I said obvious to the trained eye. So it
19 is subtle, but it is --

20 DR. KEMPER: I just, I think it's an
21 important thing not to, just for the record, I
22 think that given a bunch of newborns an expert

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1 in MPS I wouldn't be able to identify it without
2 the benefit of some sort of laboratory testing.

3 (Simultaneous speaking)

4 DR. GREENE: For the record for MPS
5 I, I have to disagree. When we go back and look
6 at newborn pictures of the babies we see it.

7 So, and the moms will tell us that
8 they've been complaining to the pediatrician
9 about the shape of the back since birth.

10 So given a positive screen we will
11 be able to distinguish between the babies who
12 need the treatment. It is absolutely not
13 obvious to the pediatrician.

14 Nobody would expect a pediatrician
15 to pick it up, but given a positive screen we
16 can distinguish between those who need a
17 transplant and those who do not.

18 DR. KEMPER: Okay. I can live with
19 that, sort of. All right, so let's move along.
20 So we have begun our work on the X-linked
21 Adrenoleukodystrophy.

22 And I don't want to spend a lot of

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1 time talking about this because we're still in
2 the evidence review process, but I did want to
3 talk a little bit about it.

4 So, the overall presence of X-linked
5 Adrenoleukodystrophy is expected to be in the
6 order of about one in 20,000. It comes in three
7 different forms or types.

8 There's the childhood cerebral
9 form, which typically comes to at least clinical
10 attention between the ages of four and ten.

11 And as you heard before lunch,
12 unfortunately, survival is very short after
13 individuals become symptomatic.

14 Then there's this
15 adrenomyeloneuropathy form which has onset in
16 early to mid-adulthood and then a form that's
17 associated with Addison's disease.

18 Only those are individuals who rely
19 on supplementation for their Addison's disease
20 but don't necessarily go on to develop the other
21 neurologic effects.

22 So to tell me, interestingly, from

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1 the stuff that I've read it does look like those
2 individuals with the Addison's disease only
3 really do sort of presage the development of
4 some sort of neurologic problem later on.

5 So I think, like all the other
6 conditions that once you start looking at them
7 they're very complex and overlapping.

8 So the genetics of this condition,
9 it's related to mutations in the so-called ABCD1
10 gene, which produces the Adrenoleukodystrophy
11 protein.

12 This protein's job is to transport
13 long chain fatty acids into peroxisomes.
14 Because of that you develop all the findings
15 that we've talked about, including there's a
16 strong oxidative entry to the affected
17 individual.

18 Interestingly, from some of the
19 stuff I've read it looks like because of the
20 association with transporting into the
21 peroxisomes that it might be able to pick up some
22 other peroxisomal disorders, none of which I'm

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1 expert enough to talk about this morning.

2 This is a condition that poor
3 genotype-phenotype correlation even within
4 families, so predicting disease courses is
5 challenging.

6 There's the dry blood spot work
7 that's been conducted at the Mayo Clinic, and
8 we heard also about the New York data. I don't
9 have those for this morning or this afternoon.

10 Diagnosis is based on mutation
11 analysis. At least you know that there's a
12 mutation in the gene measurement of very long
13 chain fatty acids.

14 And then for those children that are
15 going to have, or individuals I guess I should
16 say because it can happen older, who are going
17 to have neurologic problems.

18 There's a scoring system, the
19 so-called low score that's based on findings on
20 MRI that can be helpful in terms of establishing
21 the diagnosis and also predictive.

22 And the treatment is, as with many

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1 of the other conditions we've talked about, stem
2 cell transplantation, adrenal hormone
3 replacement therapy, including stress dosing
4 for those who have the Addison's form or have
5 their adrenal gland affected.

6 And then I was reading, too, that
7 N-acetyl-L-cysteine has been reported to be
8 used. Now that's a drug I always, clinicians
9 used to treat kids who've had acetaminophen
10 poisonings.

11 But it turns out that because
12 X-linked Adrenoleukodystrophy is associated
13 with these oxidative injuries that
14 N-acetyl-L-cysteine can help reduce the
15 oxidative stress associated with the disease.

16 So there are treatments out there,
17 and again, we're going to be going through
18 looking at the net benefits of early initiation
19 treatment for those individuals who are
20 identified through screening.

21 I'm going to move and switch gears
22 again unless anybody wants to make another

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1 comment about X-linked Adrenoleukodystrophy.

2 Okay, last time right, just as I was
3 about to hit the arrow somebody asked me a
4 question, so I'm going to go really slow. Yes,
5 okay, because I knew it was out there.

6 CHAIR BOCCHINI: I think we're
7 good. We can ask then if there's any quick
8 questions.

9 DR. KEMPER: Okay.

10 CHAIR BOCCHINI: If not, go right
11 ahead.

12 DR. LOREY: I have a quick, this is
13 sort of a question.

14 CHAIR BOCCHINI: We hear you. Go
15 ahead.

16 DR. LOREY: Yes, maybe you said
17 this. I'm sorry. What's the mortality rate
18 from the stem cell transplantation and bone
19 marrow transplant for both of these disorders,
20 MPS and, or is there any?

21 DR. KEMPER: I'm not sure if I
22 understood that.

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1 (Off microphone comments)

2 DR. KEMPER: I can't comment on the
3 mortality rate from stem cell transplant for
4 X-linked Adrenoleukodystrophy or stem cell
5 transplant in general.

6 There are data in there regarding
7 the risk of mortality from the MPS I registry,
8 and I don't know what those are off the top of
9 my head. But I could tell you that's sort of
10 built into the stuff that like Lisa Prosser's
11 doing.

12 And if you want, Fred, I could email
13 you once I sit down later at my computer.

14 DR. LOREY: Okay, that would be
15 compared to (inaudible).

16 CHAIR BOCCHINI: Could you repeat
17 that, Fred? It wasn't clear.

18 DR. LOREY: Sorry. I was mainly
19 curious as how that might compare to Krabbe, for
20 example. It's a lower --

21 DR. KEMPER: You mean in terms of
22 the risk of mortality with transplantation?

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1 DR. LOREY: Yes.

2 DR. KEMPER: I'd rather pull the
3 numbers than --

4 DR. LOREY: Okay. That's fine.

5 DR. KEMPER: I would expect that the
6 mortality rates are going to be similar, and I
7 can comment to the, most of the publications
8 that are out there don't follow individuals
9 after transplant for very long simply because
10 transplantation hasn't been available for very
11 long.

12 But unless somebody wants to correct
13 me, otherwise it seems like the mortality
14 associated with stem cell transplant is an
15 earlier effect not a long-term effect.

16 So once you engraft the mortality,
17 your risk of death goes way down except for GBH
18 or if you have something like what happened with
19 that other child who had MPS which was chronic
20 CMV infection.

21 I should have hit the arrow faster.

22 CHAIR BOCCHINI: All right, no

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1 questions from the table. Then --

2 (Off microphone comments)

3 DR. KEMPER: Right, and that
4 actually matches up very well, I guess I should
5 say that, too, with the Pompe disease, that if
6 you go into the transplant healthier, your risk
7 of survival is much better.

8 It's an excellent point. So I need
9 to wait for the --

10 (Telephonic interference)

11 CHAIR BOCCHINI: That was bad.

12 DR. KEMPER: Okay. There we go. I
13 have to say. I'm glad I figured out how to put
14 things on full screen because there's nothing
15 that makes it harder to talk than when you see
16 your own words coming up on the screen.

17 And now I'm like waiting to see if
18 that happens. We can, okay. Fortunately, all
19 right, so this is really where we in the
20 condition review workgroup would like to get
21 advice from you all in particular.

22 Of course, we're always welcome to

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1 advice, but we are really looking for advice
2 here about how to assess the public health
3 system impact of adding a condition to newborn
4 screening.

5 So let me recap our history. So in
6 2012, we had an EAP as K.K. Lim likes to call
7 them. Those are expert advisory panel meetings
8 to develop the decision matrix, which I'm going
9 to show in a second.

10 Then that led to work in 2013 and
11 2014. In 2012 we pilot tested a Public Health
12 System Impact Assessment for Pompe Disease, and
13 that was overseen by my good friend and
14 colleague, Jelili Ojodu, through APHL.

15 And that was based on really in depth
16 interviews with representative states. I'm
17 turning my volume up. Okay. Hopefully, I wish
18 you could turn up my intelligence, too.

19 So in 2014 we had EAP Number 2 to
20 develop the Public Health System Impact
21 Assessment approaches. And we've discussed at
22 this group before about the importance and also

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1 the challenge.

2 Now we're coming back with a way
3 forward for MPS I. And, but before we get into
4 it, the thing that I really want everyone to keep
5 in mind is that at the end of the day we have
6 to be able to support the work of the advisory
7 committee in terms of putting things onto the
8 matrix.

9 And so they're two broad things.
10 There's the issue of feasibility, which you on
11 the advisory committee have to rate either as
12 high or moderate versus low.

13 And there are issues related to
14 feasibility like the established and available
15 screening tests and approach the diagnostic
16 confirmation, an acceptable treatment plan and
17 the ability to provide long-term follow up with
18 whatever that's involved with.

19 That's the issues of feasibility,
20 okay. And a lot of that information will come
21 from the work that we're already doing in terms
22 of evidence review and talking to the experts

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1 in the modeling and that kind of thing.

2 Okay. So the second issue, which is
3 really challenging, is this issue of readiness.
4 And if you remember the matrix, which I'm going
5 to show you in a second, it can be broken down
6 into ready, developmental readiness, or
7 unprepared.

8 And this red sentence here is from
9 the material that you all have agreed to before,
10 which is the readiness comes into play after the
11 state makes a decision to include the condition
12 and that there's funding available.

13 So if all the stars came into
14 alignment to implement the test, how long would
15 it take you to do it, and what would be the things
16 that would hold you back?

17 Okay. So what I want to do, again,
18 in an interest of the time is just highlight
19 again here for, to be ready it's most newborn
20 screening programs could implement it within a
21 year.

22 Developmental readiness is between

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1 one and three years, and being unprepared means
2 that if all the stars came into alignment, it
3 would take more than three years to do.

4 Okay. So I want everyone to keep
5 that in mind. Any questions about that? All
6 right, so here is the matrix.

7 And so the work that we did in the
8 evidence review process allows you to make
9 decisions around net benefit.

10 So is there a significant benefit?
11 Is there a small benefit, a negative benefit?
12 How certain are you about that?

13 Those things, once you get through
14 with assessing the net benefit, then the Public
15 Health System Impact Assessment, which is the
16 columns on the right, which I've labeled PHSI,
17 come into play where you have to just assess
18 whether or not something's high or moderate
19 feasibility or low feasibility and then look at
20 readiness.

21 And that gets you into A1, A2, A3 or
22 A4. One of the things that we haven't talked

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1 about, or I don't know, Dr. Bocchini you want
2 to comment on, is if the advisory committee goes
3 through the process and happens to find that a
4 condition is associated with zero to small
5 benefit or negative benefit or there's like
6 enough uncertainty that you're not up in that
7 significant benefit, high certainly category,
8 what you would like from the condition review
9 workgroup around doing the Public Health System
10 Impact Assessment because in a sense it wouldn't
11 really matter in terms of the recommendations
12 that would come out of the group.

13 I don't know if you want to comment
14 on that now, or I'm going to distract people.

15 CHAIR BOCCHINI: Yes, I think we
16 can. I think that the important thing is that
17 the way we've set up the review; there are two
18 members of the committee that are part of the
19 condition, specific condition review.

20 And I think as the data becomes
21 available, we do plan for significant
22 interaction between the condition review

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1 workgroup and the full committee.

2 So if it looks like there's
3 developing evidence of harm or no net benefit,
4 then I think those committee members can help
5 inform the full committee.

6 And a committee decision can be made
7 as to whether to proceed to a full public health
8 impact evaluation, or based on the available
9 data, bring evidence to the committee that would
10 potentially stop the process.

11 So I think we could stop it in that
12 fashion if there's evidence of harm.

13 DR. KEMPER: Right, and I guess I
14 should add I'm sensitive that we were just
15 talking about MPS I and Adrenoleukodystrophy.

16 I don't mean to say that I think
17 that's the case for either of those conditions.
18 But I just wanted to clarify.

19 CHAIR BOCCHINI: Correct. Steve.

20 DR. MCDONOUGH: I have a question on
21 the definition of unprepared, indicated that if
22 a state makes a decision to do it, and it's going

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1 to take them more than three years, and as a
2 committee, if we're going to if we're going to
3 determine something as unprepared or states are
4 unprepared, are we saying that most states in
5 three years will not have implemented the
6 screening as opposed, what the committee is
7 looking at versus the individual state.

8 And one of the points I'd like to
9 bring out is that SCID I think was recommended
10 in 2010. And I think currently there's 12 or
11 13 states that are doing SCID screening, 20.

12 Is that when this committee which I
13 was not a part of at that time, made the
14 recommendation in 2010?

15 If we knew that 2014 it'd be less
16 than half the states doing it, would we say that
17 they're unprepared to do it, and we would not
18 have retrospectively proved that?

19 But I think that definition of, when
20 the committee looks at it, what's, are they
21 unprepared or not is important.

22 And my perspective on the

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1 committee's role as, if something is going to
2 take three or four years to implement, that
3 doesn't mean we should not recommend it if we
4 had it.

5 DR. KEMPER: I'm going to see if I
6 can do this. I'm trying to; this is something
7 that I've thought about. So I'm going to stop
8 the drawing.

9 All right, so I have to move away
10 from this. So I've thought a lot about this,
11 and I didn't mean to make light of it because
12 it's actually a really important point.

13 So what you're saying is that if the
14 advisory committee voted for SCID to be added
15 and a fair number of the states, for whatever
16 reason, haven't added SCID on, but for the
17 purposes of readiness from the matrix, and I'll
18 just move over here, is, the issue is once they
19 decide to do it and the funding is made
20 available.

21 And so I think that for those of you
22 who are more familiar about SCID, I think that's

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1 been one of the hang ups, not necessarily the
2 readiness of implementing the test and
3 providing the treatments and so forth hasn't
4 been as much of the issue as much as sort of the
5 stuff leading up to it.

6 But those are going to be important
7 issues that we're going to have to bring up when
8 I show you the survey.

9 I don't know if I addressed your
10 concern, but I know exactly where you're coming
11 from.

12 DR. HOMER: I guess I'm still
13 confused about this. We make recommendations
14 based on whether we believe, the thing is,
15 there's evidence that it's a good thing that is
16 if the test, if there is a test.

17 It can be done. The children
18 benefit. The children will be healthier as a
19 result of this and the aggregate population.

20 It is reasonable for us to assess
21 whether states are able to do that or not.
22 That's useful information to say yes, if we

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1 wanted to do this, since it's going to cost a
2 whole heck of a lot of money, you're allowed to
3 stand for training.

4 But does this actually say that
5 states say well, it's going to cost us a whole
6 bunch of money, and it's hard. It's not in our
7 budget, that we would actually not recommend it.
8 Is that where we are?

9 DR. KEMPER: So, I hate to like
10 speak on behalf of the advisory committee.

11 DR. HOMER: I know we did this.
12 It's been a long time.

13 DR. KEMPER: I know we did, but I'm
14 going defer to Dr. Bocchini, but it's not, if
15 you're up in that A1, A2, A3, A4, it doesn't mean
16 that there's not a recommendation that
17 screening is beneficial.

18 But there are these like additional
19 statements about what needs to be done to be able
20 to get things moving. I don't know. Dr.
21 Bocchini, I really shouldn't, this is going
22 beyond what the clinician review work has done.

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1 CHAIR BOCCHINI: Yes, I think that
2 we obviously want to work in partnership with
3 the states. And so that's the reason for trying
4 to parse this out and trying to see what the
5 barriers are.

6 And so I think that Alex's comment
7 is correct, that this would not, if a condition
8 met all the criteria that you just mentioned and
9 the states were unprepared to do it, we would
10 still vote that it would, to include that
11 condition but recognize that it might take the
12 states three or more years or up to three years
13 to get it done once they made the decision to
14 do so.

15 So this is really working together
16 with them on a time line within which might be
17 appropriate or states would be capable of doing
18 so.

19 And so I think that's part of why we
20 want to try and strengthen the Public Health
21 Impact evaluation before we get to that point
22 so we have that data. And then we can make that,

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1 include that in the evaluation of the condition.

2 DR. KEMPER: Right, and states have
3 a lot of competing demands, and so being able
4 to be clear about the kind of resources and the
5 kinds of things that would need to happen to be
6 able to implement it, I think helps provide a
7 road map and also helps people understand why
8 things don't just happen tomorrow.

9 Is that fair to say? All right, I'm
10 going to move on. All right, so there's a whole
11 host of things that need to be considered for
12 the Public Health System Impact, right?

13 So there's the ability to screen,
14 issues related to short and long-term follow up,
15 how newborn screening programs themselves are
16 organized, data systems and information
17 exchange systems both to make sure that babies
18 get screened and that information gets
19 appropriately reported as well as you'd have to
20 follow them up and make sure that screening is
21 having the expected benefit.

22 There's issues related to the direct

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1 cost of screening, whether or not that be to the
2 health department or whoever.

3 There are also, within public health
4 departments, opportunity costs. So, for
5 example, if a new condition is added to newborn
6 screening that might have impact both within the
7 newborn screening program itself as well as the
8 broader public health system.

9 And then there are other issues that
10 are important to consider but also hard to get
11 to, issues related to leadership and motivation
12 to accomplish things.

13 So there's a lot of potential things
14 that could be included. Similarly, there are
15 many stakeholders in the process. So there's
16 newborn screening program directors, the
17 laboratory directors, public health
18 commissioners, state government officials,
19 laboratory and clinical specialists, primary
20 care providers and payers.

21 And of course families and the
22 public are key stakeholders, but here we're

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1 taking the perspective of the direct impact on
2 the health system.

3 So I don't want to send the message
4 that obviously families are the whole reason
5 that we're doing all this.

6 So I don't want anybody to take home
7 the message that we don't think that that's
8 important but just in terms of assessing what
9 the direct impact is on public health.

10 That's why we structured it this
11 way. So we've come up with a general approach
12 to do this. First of all, given the time
13 pressure to really help the advisory committee
14 come to recommendations about these conditions
15 is that we really need to focus on the features
16 that would drive the advisory committee
17 decision making process.

18 So there's a lot of interesting and
19 important questions, but we need to really focus
20 on those things that are going to allow you to
21 make a decision regarding the matrix and
22 ultimately any recommendation to the Secretary.

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1 We would like to consider general
2 newborn screening issues and condition specific
3 issues separately.

4 And one of the great things about
5 that is that APHL through its NewSTEPS program
6 already has fairly granular data on how newborn
7 screening programs operate.

8 In addition, there's the regional
9 collaboratives and so forth. So we really
10 don't want to spend time thinking about general
11 newborn screening issues but really spend our
12 time thinking about condition specific issues.

13 Unlike last time we want to gather
14 input from all the states and not just a
15 representative of sample states but really
16 allow all states to voice what the impact might
17 be within their state.

18 Now we're going to stratify things.
19 So we're going to gather general information
20 from all states but do this sort of deeper dive
21 within the states that have actual experience
22 with adopting the condition whether or not they,

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1 maybe they've tried it and aren't doing it or
2 are in the process of doing it or actively doing
3 it.

4 Any state that has actual experience
5 because it's hard to comment on something in
6 detail if it's not something that you've ever
7 done before, of course.

8 We are going to work with a key point
9 of contact from within each state who's going
10 to work with others to respond to those
11 questions.

12 And so I've been struggling a little
13 bit about how to identify the best person and
14 that's because the way newborn screening
15 programs are organized across different states.

16 There are different people that are
17 sort of knowledgeable, but I'm thinking that as
18 a start having conversations with the various
19 regional collaboratives to find out who within
20 their region within the states would be the most
21 appropriate person to lead the collection of
22 data.

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1 And then we want to have a standard
2 approach to assessing all the conditions that
3 we look at.

4 So by standardizing things it's
5 going to make us much more efficient and also
6 hopefully make us more consistent so that we can
7 understand, not hold conditions to different
8 standards each time we look at things and to
9 really sort of allow understanding across the
10 whole world of newborn screening.

11 And then of course we need to be
12 responsive to the OMB requirements. I'd rather
13 not spend a lot of time talking about OMB because
14 it's just like painful.

15 But we do need to submit a package
16 to the OMB and because of that we can't tailor
17 the survey each time. We have to have something
18 that's more general.

19 Now I'm going to separate out again
20 we're going to talk to the states that have
21 actual practical experience with this and do in
22 depth interviews, kind of like what we were

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1 doing before anyway but expanding the kinds of
2 questions we ask.

3 Those things, those kinds of
4 questions are obviously going to change from
5 condition to condition but as a sort of first
6 survey that goes out to all states is going to
7 have to be something that can be reused.

8 Okay. Questions about our general
9 approach? All right?

10 CHAIR BOCCHINI: Fred.

11 DR. LOREY: Remember we also agreed
12 in the Public Health Assessment that we would
13 contact the specialists who would see these
14 patients for their opinions on whether this is
15 appropriate or not.

16 DR. KEMPER: Yes, so --

17 DR. LOREY: Not just the states that
18 are doing it.

19 DR. KEMPER: Yes, so it gets, so
20 we'll definitely be talking to specialists as
21 part of the general evidence review process.

22 If we're going to be doing general

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1 surveys of specialists, it gets a little bit
2 problematic in terms of OMB and stuff like that.

3 So we're going to be, as we've done
4 before, talk to a broad range of specialists to
5 find out what their experience with the
6 condition is and what their attitude is and so
7 forth and then be able to do the deeper dive
8 within the states that actually have
9 experience.

10 So I agree with you, but I just want
11 to put that nuance in so I don't get in trouble.
12 Does that make sense?

13 DR. LOREY: Yes, sure.

14 DR. KEMPER: Okay. So I figured at
15 this point in the talk everybody would need to
16 have something to laugh at, so I put this.

17 I know this is like a difficult thing
18 to think through, but I do think that it reminds
19 me that we want to keep things simple.

20 I think it's my history in math right
21 there. Actually, I have some worries. I don't
22 want to give them away.

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1 So let's talk about the data
2 collection approach and sources and Fred that
3 was a nice transition into it.

4 So there's general issues related to
5 the process for adding conditions to the state
6 panels, existing newborn screening
7 infrastructure, laboratories, workflow, that
8 kind of thing, laboratory and reporting
9 systems, general approaches to short and
10 long-term follow up and their requirements.

11 So states have different
12 obligations in terms of what they're required
13 to do in terms of long-term follow up and
14 provision to treatment and that kind of thing.

15 So having that as by way of
16 background is going to be important, and again,
17 I've mentioned before.

18 But through Dr. Sontag and Mr. Ojodu
19 work with NewSTEPS we'll be able to get to a lot
20 of this information. Of course we can also rely
21 on the regional collaboratives.

22 Now in terms of the condition

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1 specific newborn screening issues, there are
2 data elements out there, some of which we're
3 going to be able to get from the review again,
4 things like the existence of validated
5 screening methods and whether or not they're
6 high throughput, laboratory follow up, systems
7 reporting, diagnostic confirmation, short and
8 long-term follow up needs and the need for
9 treatment centers and whether or not clinical
10 guidelines exist.

11 A lot of that stuff we already had
12 before and can come from the evidence review
13 findings. Some of this, and I'll show you in
14 a little bit, are going to be coming from surveys
15 of the states and then the in depth interviews.

16 So this is just to refresh everyone.
17 Okay. There are three components to everything
18 that we do. There's the systematic evidence
19 review.

20 There's the modeling of the
21 population benefit. Okay. Those two parts
22 right there alone are going to get a fair amount

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1 of the information around the public health
2 impact.

3 But then we're going to drill down
4 deeper with the Public Health System Impact
5 Assessment that we're going to do with states.

6 We'd like to be able to complete
7 things in nine months, and there's really a lot
8 of cover in a short period of time. So we really
9 have to be efficient and keep things simple and
10 straightforward.

11 Again, I thought everyone would need
12 a laugh at this point in the day. Being fixed
13 elements, two polar bears, three, no four seals.
14 Okay.

15 But I do think that what I'm going
16 to drive home is that there are things that are
17 needed to make decisions. And we need to just
18 focus on them. Okay.

19 So here are the actual steps. Okay.
20 So we're going to be working with the regional
21 collaboratives to find out which states have or
22 are anywhere in the process of screening or

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1 planning for the condition.

2 And we need to do that really early
3 because we want to be able to do start
4 interviewing those people and collect
5 unpublished data right away.

6 Okay. And then we need to, I'm
7 going to finish this slide and then go back to
8 the questions I have. Identify the most
9 appropriate survey respondents so that you can
10 synthesize across the state and let us know
11 what's going on.

12 Then, one of the things I feel
13 strongly about is that we can't have these
14 respondents answering questions about a
15 condition, an often rare condition that they
16 don't really know anything about.

17 We need to be able to easily educate
18 these respondents so that they understand what
19 the condition is about both in terms of the
20 condition itself, the benefits of screening,
21 early intervention and so forth.

22 And so there are two things that

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1 we're going to produce. One is a fact sheet.

2 And thanks to Anne Comeau and Susan
3 Tanksley for helping us to put things onto like
4 a one or two pager that's everything that you
5 would need to know from a public health
6 department in terms of the, what's the process
7 for screening and whether or not if the kid, if
8 there's available quality control things, how
9 fast it would take to do, what kind of equipment
10 you need to do, how many babies need to be
11 recalled for other screening and what's
12 involved with diagnosis, all those kinds of
13 things.

14 And our goal is so that the
15 respondents can have the standardized
16 information in hand at the time they respond to
17 the survey because, again, we want people to
18 really give us informed answers.

19 The other thing is that we're going
20 to record a brief webinar. I'm thinking like
21 a, I say 15 or 20 minutes, but I'm sure it will
22 go longer than that because I always do.

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1 But, and to record it so that if
2 someone with similar data, they could go to that
3 as well. So I think that we want to at least
4 make that information available to the
5 respondents. Okay.

6 Then we need to field the survey.
7 I'm going to show you a survey. The thing that
8 you have actually, I think that you have in your
9 documents is old.

10 It needed to be simple. It needed
11 to be, focus us on what the advisory committee
12 would need to make a decision. It needs to be
13 reusable. Okay.

14 And then, again, we're going to do
15 the deep dive with the other states. I know I'm
16 being repetitive here, but I just want to make
17 sure that you understand what the process is.

18 Maybe I'll be quiet for a second and
19 think especially for those of you who are
20 involved in the newborn screening program in
21 your own state if you could; they're different
22 kinds of people that we could talk to.

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1 So we could talk, we could have the
2 person who oversees the public health
3 laboratory that oftentimes they're not newborn
4 screening specific people.

5 We could talk to the people who
6 oversee the particular newborn screening lab.
7 Some states send their screening to another
8 laboratory there in another state or a private
9 lab and that kind of thing.

10 So figuring out and being consistent
11 about the kind of respondent that we get, I
12 think, is challenging.

13 And it needs to be somebody who's
14 committed to kind of looking not just within
15 their newborn screening program but sort of more
16 broadly.

17 I know, Mike, you've done this kind
18 of thing in the past or if you have any, I didn't
19 mean to poke on you. But you looked at me, so
20 I --

21 DR WATKINS: Well, no, I think if
22 states are to have advisory committees, newborn

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1 screening advisory committees we'd probably
2 have the requisite knowledge base to address
3 some of that either with or on behalf of their
4 states.

5 But I don't know. That's not all
6 states that have an advisory panel. I don't
7 even know what the proportion is anymore.

8 DR. KEMPER: Yes and the expertise
9 is probably variable, too. I don't know. Yes,
10 but I mean so --

11 DR WATSON: The advisory
12 committees, I think, are broadly representative
13 of the kinds of things that are in newborn
14 screening. So it would have to be a brand new
15 type of specialty area of screening, throw them
16 off.

17 DR. KEMPER: Does anybody have any
18 other thoughts? Okay, well, we at least, I mean
19 if we, and fortunately APHL is going to be
20 helping out on this.

21 But I think even if we reach out to
22 like a similar person in each state if they could

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1 tell us who could answer. You're worried that
2 people aren't going to answer?

3 All right, so when you see the
4 surveys come out, and there's an N of 1, you'll
5 know that's Hawaii.

6 FEMALE PARTICIPANT: Or Alaska.

7 DR. KEMPER: Or Alaska, okay.
8 There's two little islands next to each other
9 in the corner. So the, one of things that I
10 think we can be clear about and that I can rely
11 on the advisory committee is well is to
12 incentivize states to respond to this.

13 I mean states are free to choose
14 whether or not they reply, but I think that the
15 opportunity to weigh in something that could
16 have significant impact on their health program
17 might motivate people.

18 This is something, we're not going
19 to resolve this, I guess, in the next minute but
20 I would, on behalf of the condition review
21 worker, we would value any particular advice you
22 have, Dr. Bocchini.

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1 CHAIR BOCCHINI: I was just going to
2 say I think the first time we do this it's going
3 to be a little more difficult because it would
4 be finding the right people in each state and
5 finding the people who need to answer the
6 various questions in the survey.

7 But I think you're right. I think
8 if we make people aware of what the goal of this
9 is, I think that we should be able to get states
10 to be involved in this process.

11 And so I think once we figure out who
12 to talk to and how to get the information back
13 in a timely fashion in each state from the
14 different parts of the newborn screening
15 program I think that'll make things easier once
16 you establish those contacts.

17 DR. KEMPER: I'll defer to the
18 chair. There are some other people with their
19 hands up. People outside the table we need,
20 please if you'll give your name. And then we'll
21 need to repeat the question if you don't go
22 upfront to the microphone. But Cathy?

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1 MS WICKLUND: So I'm just going to
2 get back to Sylvia's comment for a second. If
3 the committee is going to pass something
4 regardless of the readiness for a state, is the
5 motivation still there of the state to provide
6 the information if they feel like ultimately it
7 isn't going to affect our decision making
8 process?

9 Is it enough motivation to think
10 that in the report we're going to address the
11 time line or address the specific needs that
12 they might have to move forward?

13 DR. KEMPER: So that's a Dr.
14 Bocchini question.

15 CHAIR BOCCHINI: I think it is, and
16 that's why we want to provide, we want to get
17 the feedback because that will influence where
18 the condition ends up on the listing.

19 So I think if it ends up as an A, it's
20 going to be based on the fact that everybody's
21 aligned that this is a condition that has
22 benefit and that it can be done.

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1 But recognize that there could be
2 barriers that need to be addressed before
3 timeliness of initiation and/or
4 implementation.

5 But I think if it becomes very clear
6 that this is something that cannot be addressed,
7 that changes where you're going to put this in
8 the matrix.

9 DR. KEMPER: Right, especially if
10 --

11 (Simultaneous speaking)

12 CHAIR BOCCHINI: Yes, I think that
13 the input will influence the outcome, and I
14 think that's the goal. Does that answer?

15 DR. MCDONOUGH: When we had this
16 debate a couple years ago and there wasn't a
17 unanimous vote on the committee. But the only
18 ones that were no brainers were going to go
19 through are A1s and A2s.

20 The A3 and A4, the committee would
21 discuss further, and they would be interested
22 in demonstration projects to decide if they

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1 would go forward to make it an A1 or A2.

2 And I was concerned at that vote that
3 we were slowing things down too much and making
4 things too restrictive to add conditions that
5 states could eventually do.

6 And that's a philosophical what is
7 the role of the committee. And there's
8 different opinions on that, but if it, and the
9 point I would want to bring up here is that if
10 given this matrix for your given SCID now, that
11 that would've been a A3 or A4.

12 And we would not have approved SCID
13 in 2010. There would be some more research
14 projects and it would come back a year or two
15 later.

16 And there would be some kids who
17 would have died of SCID if we had not, if the
18 committee at that point did not approve it.

19 And I'm concerned as we go forward
20 here that again, that we don't put too many
21 barriers here to slow things down that adversely
22 impact children and families' health.

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1 CHAIR BOCCHINI: I think that's a
2 really good point, but I think SCIDs decision
3 was made just as I came, I think Jeff and I were
4 just coming on the committee at that time.

5 And I think people who have been
6 around longer can correct me if I'm wrong, but
7 I think SCID was, in fact, delayed initially
8 because of the fact that there have not been a
9 patient identified.

10 So it did come to the committee, and
11 it was held until there was adequate data. When
12 it came up the second time because there was
13 data, it was approved by the committee.

14 And I think when we first put the
15 matrix together; Alex did use SCID as one of the
16 conditions that went to test this matrix.

17 And it was clear that the same
18 decision would have been made at that time using
19 this matrix, so I felt pretty comfortable that
20 the matrix did, in fact, reflect the activities
21 of the committee.

22 And so, and again, I think it's more

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1 difficult to try and take something that we
2 don't have a specific entity about and then try
3 and fit it into this.

4 But I think when we looked at SCID,
5 and I think, Alex, there was one or two other
6 conditions that you looked at that the committee
7 had made a decision on.

8 And it looked as if the decision
9 would have been the same at that time based on
10 use of the matrix.

11 DR. KEMPER: That's correct.

12 MALE PARTICIPANT: Got a few old faces,
13 right?

14 CHAIR BOCCHINI: I'm sorry. We got
15 Dr. Lu first and then Fred.

16 DR. LU: During our previous
17 discussions about the Public Health Impact
18 Assessment, we talked about the need to look at
19 cost/benefit at the population level.

20 For example, for every \$1 invested
21 in MPS I screening, we'll end up saving \$3 or
22 \$4 in long-term care costs and so forth.

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1 Or how much for the cost per life
2 saved or how much for the cost per year of
3 quality life? I have not seen anything here
4 that's going to lead to that information that
5 would help --

6 (Simultaneous speaking)

7 DR. KEMPER: Shoot, I can't get rid
8 of that thing. I'm looking for the slide right
9 now. So, we do want to look at that and so to
10 the degree possible.

11 So right, so oftentimes, and this
12 came up for example around critical
13 degenerative heart disease where there's a lot
14 of talk about if you identify those babies and
15 provide them their surgery earlier if they're
16 going to have less costs down the road.

17 So we do, I'm sorry. I'm like,
18 okay, so if you remember, there are three
19 components to this, the systematic evidence
20 review, the population benefit.

21 And then this is where I see that
22 modeling come in. We didn't do as much modeling

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1 in the past as I think that we can do moving into
2 the future.

3 And part of that is we did the
4 modeling really at the, once the systematic
5 evidence review part was done and that things
6 were really getting ready to a vote, and it was
7 more, it was helpful to provide information on
8 the number of cases that might be picked up and
9 that kind of thing.

10 But to get to this population net
11 benefit from all these different metrics, my
12 plan was by doing the interviews with the states
13 that are actually doing things, we can get to
14 that level of information.

15 It's hard to get to a lot of the costs
16 related to treatment, so I don't want to over
17 promise that we can say like oh, if you were to
18 screen for this condition it's going to be
19 cost-neutral or it's going to be \$100 per case
20 detected or whatever.

21 But I do think that we're going to
22 be able to provide the advisory committee with

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1 a much better sense of it. So, for example,
2 thinking back to Pompe Disease.

3 We had information on the cost of
4 enzyme replacement therapy, but we didn't
5 really use that to show what the effect might
6 be on the payer over the life of that individual
7 needing the enzyme replacement therapy and
8 those kinds of things.

9 I think that by sort of back loading
10 when we get the information for states we'll be
11 able to provide some of that information.

12 I think that a lot of the information
13 regarding sort of the lifetime benefits is going
14 to be really hard to get to though. So I would
15 be cautious about not over promising the degree
16 to which we can do that.

17 And part of it is a lot of the
18 treatments are being developed. The screening
19 happens, in these cases, are detected.

20 But at least we'll be able to point
21 out where the areas of uncertainty are. I know
22 that's like 100 percent satisfactory, but I just

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1 don't want to over promise what can actually be
2 done.

3 DR. LU: Sure, I guess I'm just a
4 little concerned that if we just saw and
5 provide, and just saw the information about the
6 costs of screening and not really looking at the
7 costs of not screening or the savings from
8 screening.

9 Then you actually have a pretty
10 skewed view of population level costs that may
11 distort the decision making by the committee.

12 DR. KEMPER: Right. And since like
13 figuring out both the denominator and the
14 numerator as well, too.

15 You know what I mean, like it's going
16 to be challenging to figure out the costs and
17 also the expected benefit over the lifetime of
18 the affected person.

19 I mean, so just to kind of like drill
20 down to brass tacks, like if you think about
21 Pompe disease there is this large group of
22 individuals who are going to have late onset

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1 disease.

2 And they're going to have to be
3 followed to some uncertain time, and at some
4 point they're going to need to get enzyme
5 replacement therapy.

6 And that's a potential cost there,
7 but I don't know how we could reliably get to
8 it other than to say the advisory committee
9 that, like look there's this many people.

10 And then they're going to need all
11 this kind of stuff. And then with Pompe
12 Disease, it would be easy to figure out what the
13 lifetime cost of the enzyme therapy would be at
14 current costs based on the estimated weight of
15 the child and so forth.

16 You can come up with at least bounds
17 around that, but there are problems, too, about
18 what the long-term benefit is for that
19 particular child because there are some
20 questions about plateauing in terms of the
21 neurologic development and those kinds of
22 things.

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1 So it's really, really nuanced.
2 And I can promise you that we'll do our best to
3 get to this stuff, but I think that there's
4 always going to be questions about the validity
5 of the estimates.

6 I just want to see, like you know
7 what I mean. I don't want to over promise and
8 under deliver. I like it the other way around.

9 CHAIR BOCCHINI: Okay. I have Fred
10 Lorey on the phone, Jeff then Coleen, and the
11 question from the back. Fred?

12 DR. LOREY: I no longer have my
13 questions. I withdraw.

14 DR. KEMPER: Did I anticipate your
15 question?

16 DR. LOREY: You did.

17 CHAIR BOCCHINI: All right, defer
18 to Jeff. Go ahead. Jeff?

19 DR. BOTKIN: So it seems to me that
20 the big impetus behind the readiness initiative
21 is that a lot of states were feeling sandbagged.

22 We had come forward with a

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1 recommendation and the implication being any
2 self-respecting state ought to be screening for
3 these things, and so bring it on.

4 And a lot of states, of course,
5 weren't ready because we weren't sensitive to
6 a lot of the complexities there.

7 So sort of thinking out loud if we
8 might think about separating our processes a
9 little bit and coming to its termination first
10 about ABC. And if it's an A, then go forward
11 with the Public Health Impact.

12 And at that point, the states ought
13 to know that the committee has already
14 determined that this is an A.

15 So it's critical that you give some
16 feedback so that the states understand the, so
17 that the process understands what the barriers
18 are and whether that then, secondarily, is going
19 to be determined from the readiness scale to be
20 a one, two or three.

21 But that also may give us an
22 opportunity in our recommendations to the

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1 Secretary to address those barriers that have
2 been identified.

3 A lot of those are going to be state
4 level issues that maybe the federal government
5 won't have a say in.

6 But maybe we can make some specific
7 recommendations to try to ameliorate some of the
8 challenges that are identified in the public
9 impact portion that might assist states in both
10 participating in the system and recognizing
11 that we're sensitive to the barriers.

12 And that way, at least, I think we
13 get around to what Charlie said which is a
14 positive recommendation is what makes states
15 get ready.

16 All right, and in certain
17 circumstances. So if we hold back on some of
18 those recommendations because states aren't
19 ready, then it becomes a circular problem.

20 CHAIR BOCCHINI: Coleen, were you
21 going to say something similar?

22 DR. BOYLE: Well, it's kind of a

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1 follow on, on that. And I did, your group here
2 may have already done this and that was to, since
3 we've been talking about the conditions that
4 have been added to the panel and the slower
5 uptake perhaps of the them, I'm trying to get
6 a better sense of what the issues are at the
7 state level in terms of implementation.

8 Obviously, each commission is going
9 to be different, but there may be some
10 generalizable issues.

11 CHAIR BOCCHINI: Okay. Let's go to
12 Kellie and then --

13 (Simultaneous speaking)

14 DR. KELM: So I think the only, I
15 know, concern that some people would have about
16 at least the idea of Step 1, Step 2, but I think
17 some of the idea was to do them together to try
18 to get the advocates an answer earlier rather
19 than later.

20 Obviously, if you make it a two-step
21 process then it would be longer for them. I
22 think that's the one thing that we hear about

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1 if we did it two step.

2 CHAIR BOCCHINI: And it is true.
3 We had this similar discussion the past and
4 decided that they were so entwined that we
5 really needed to get them both started in a
6 reasonable way and that they kind of overlap.

7 But there certainly is some benefit
8 to the other way, but I think we decided that
9 it would be better to do them together so that
10 one; it would shorten the time line.

11 And then two, it would, but we need
12 to do a better job in making the states aware
13 of what was going on so that they have more of
14 an in depth opportunity to answer the questions.

15 And so that's what really evolved
16 from the Pompe decision was that we needed a
17 stronger public health impact analysis, which
18 was based on the states having a better
19 understanding of what the issues were as you
20 mentioned, Jeff.

21 So, I think Debbie's next.

22 DR. BADAWI: Well, I'm sensitive to

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1 what I'm hearing also about states. We're
2 trying to separate in some ways the scientific
3 evidence review from the practicalities of
4 putting a new newborn screening program into
5 place.

6 But I do think it's helpful for
7 states when this committee makes a
8 recommendation because even though it may take
9 several years, let's say, for SCID to be
10 implemented, as Carole can attest to, it's
11 helpful to be able to say this condition has been
12 on the cusp for X number of years.

13 And it helps us advocate with our
14 legislators to provide what's needed to get that
15 into place.

16 And the other piece, the comment I
17 had was that if I remember your slide correctly
18 you said that when we look at readiness, we're
19 looking at once funding is available.

20 So I guess the very basics of having
21 money available to do the test is out of this
22 equation, once funding is available how if all

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1 the stars align, how many are you, or --

2 (Simultaneous speaking)

3 DR. KEMPER: Yes, I mean it's like,
4 right. So this is like an important nuance
5 because it's a time, you know, it's so funny.

6 It's like I'm reliving these
7 conversations and there are like all these
8 branch points where we could've like really
9 gone.

10 When I say we, I mean you because I'm
11 just the, I'm here to represent the needs of the
12 advisory committee.

13 So the idea was that if today someone
14 said go out and screen for MPS I, right, and if
15 you had the authorization and not somebody said
16 we'll make the funding available, what would it
17 really take you to do?

18 So it doesn't necessarily take the
19 money out of the situation because if it turns
20 out that it, that you need to rebuild your entire
21 public health laboratory and get all this new
22 equipment and so forth and the amount of money

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1 to implement the screening test would just
2 outstrip usual sort of funds.

3 So it doesn't, these are nuances.
4 And I, my understanding of what the advisory
5 committee runs and responds, right, because
6 ultimately I'm happy to do, provide you with
7 whatever information you all need.

8 But was it just like once the gates
9 are kind of open for you to begin screening for
10 the particular condition.

11 DR. WATSON: All right, so I have
12 two things where it's actually looking at those
13 barriers a lot more carefully because it's not
14 just to tell you that you got problems.

15 I think if it's money, then you can
16 be talking to the Secretary about how do you
17 improve Title V so that it's not placing the
18 total burden on the state.

19 There are ways where you make a
20 federal recommendation, but the feds can
21 actually support the state's ability to address
22 the problem more readily.

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1 If it's training, CDC does a lot of
2 training and new technologies that the state
3 might not be aware of that can speed things up.

4 If it is a brand new platform, that's
5 another cost issue that has to be factored in,
6 and you all can think about that in the course
7 of your recommendation as to whether the kind
8 of funding needed through Title V or whatever
9 supports newborn screening programs for the
10 states can include those things that allow them
11 to do it.

12 And it probably means you also have
13 to look at, I mean I've always said there was
14 an odd return on investment problem in newborn
15 screening where the state puts the money into
16 the screening.

17 The private sector probably
18 wouldn't do it. Many in the private sector
19 realize the benefit by saving on their health
20 plan or whatever it is because of the care of
21 that individual.

22 And the state saves something on

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1 Medicaid. So I think if you look at it more
2 granularly at the barriers, how do you
3 distribute that kind of a cost fixture because
4 that was one of Secretary Sebelius' big problems
5 was imposing costs on states because there
6 wasn't a system in place to try to address that
7 recommendation that you're putting on the
8 states.

9 So I do think it's worth looking at
10 the barriers and then thinking more about them
11 because I think you can get to the point where
12 you're almost be able to anticipate how long it
13 should take or a particular condition to move
14 through the process and be approved by the
15 states.

16 If the legislature is the biggest
17 problem, then you probably tell the newspapers,
18 and that may get them active or not.

19 DR. KEMPER: I'm going to --

20 (Simultaneous speaking)

21 DR. KEMPER: Joe, Dr. Bocchini, I
22 want to go to some other stuff. I'm sensitive

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1 that it's now 20 minutes after 2:00. Can I keep
2 rushing ahead, or how much time can I have?

3 CHAIR BOCCHINI: Well, let's give,
4 yes, I think we're going to try and truncate it.
5 But Freddie, you have a comment and then we have
6 a comment. And that will end it.

7 DR. CHEN: Okay. I mean I was just
8 going to say, I don't think there's a state in
9 the Union where the issue is not funding, nor
10 are there any barriers that couldn't be solved
11 by funding.

12 And so I get what we're trying to get
13 to by saying if the funding were available, but
14 then how do you fix that? And how do you get
15 there?

16 CHAIR BOCCHINI: I'm sorry. You
17 got a response to Freddie's comment or --

18 (Simultaneous speaking)

19 DR. KEMPER: No, well I think money
20 never hurts, right. But I think that, I mean
21 there are some nuances that probably go beyond
22 money. And so was there another question

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1 before I go on.

2 CHAIR BOCCHINI: Yes. I think the
3 question from the --

4 (Off microphone comments)

5 CHAIR BOCCHINI: Okay. Real
6 quick. Okay.

7 (Off microphone comments)

8 CHAIR BOCCHINI: So if you could --

9 DR. KEMPER: So just to wrap up
10 really quickly --

11 (Simultaneous speaking)

12 DR. KEMPER: -- that means. Right,
13 so I'm all with you in terms of it would be nice
14 to have better linkage between the people who
15 pay for things and benefits and so forth.

16 But we got to get MPS I, the Public
17 Health Assessment they are going in. So we've
18 come up with a way that isn't perfect and we're
19 going to learn a lot from it.

20 It's in the presentation that, I
21 sent Ms. Vasquez this document, and I guess she
22 can, I don't know if she sent it out to you or

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1 not.

2 I can make sure that it gets sent out
3 to you, where I'm working with the feedback that
4 we got from the meetings that we've had and with
5 others in the condition review workgroup and
6 people outside of there as well to come up with
7 like a list of things.

8 They could either be barriers or
9 facilitators, depending upon whether or not you
10 had the equipment and the, and so for there, and
11 you can't read any of that.

12 And I'm not going to go through it
13 right now, but we just asked people to take a
14 look at it. And you can see that, so these are
15 first states that are doing it.

16 And it will allow us to quickly get
17 at a sense of like what things are hard and what
18 things are not as well as them getting them some
19 free text response.

20 And then ultimately asking the
21 states as well to put where they see themselves
22 in that matrix of within a year, one to three,

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1 and more than years or just no idea.

2 So I think that how states perceive
3 things and where they think they fall into the
4 matrix is going to be helpful.

5 So if you hear from most states that
6 given the information that we provided to them
7 about the screening for the condition that they
8 came to it within three years or they're not even
9 sure, that's one thing versus if we hear back
10 from states saying that they can do it.

11 So I think it's going to be sort of
12 an interesting question before spinning it into
13 the matrix. And then we get a bunch of other
14 sort of information about the people that are
15 responding.

16 So again, I knew that this was going
17 to be a hard thing to talk about. I'm confident
18 that we're going to be able to find X, but it's
19 going to take a little while for us to get there.

20 CHAIR BOCCHINI: I think we're in
21 good hands, Alex.

22 DR. KEMPER: Okay. I have to say,

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1 we have a good time on our calls, but it's a lot
2 of work.

3 CHAIR BOCCHINI: All right, well
4 thank you very much. And I think very
5 importantly I know we don't have time to go into
6 detail.

7 But I think it's very important for
8 everyone to look at this survey and to give
9 feedback.

10 I think that there are things that
11 everybody can add to this or modify so that Alex,
12 APHL, Jelili have the means to get the
13 information that we need. So Denise.

14 DR. DOUGHERTY: I did look at it,
15 and along with your suggestion I would say that
16 it could use probably some cognitive testing.

17 (Off microphone comments)

18 DR. DOUGHERTY: You're going to do
19 all that? Okay.

20 (Off microphone comments)

21 DR. DOUGHERTY: And then, do you
22 have to go to OMB for clearance before you start

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1 interviewing it, not for the cognitive testing
2 but --

3 (Off microphone comments)

4 CHAIR BOCCHINI: Okay. All right,
5 any other questions, comments? If not, thank
6 you all for your participation in this
7 afternoon's sessions.

8 We now have a short break, so we'll
9 give you about a ten minute break. And then the
10 three subcommittees are going to meet. I think
11 Debi, you have the rooms that the break out will
12 occur?

13 MS. SARKAR: The laboratory,
14 standards and procedures will be in this room.
15 Education and training will be in Room B. The
16 follow up in treatment is in Room A.

17 CHAIR BOCCHINI: All right, so have
18 good subcommittee meetings. And we'll meet
19 again here as a full group at 9:00 a.m. tomorrow.
20 Thank you all very much.

21 (Whereupon, the above-entitled
22 matter went off the record at 3:25 p.m.)

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