

STATE OF CALIFORNIA
ENVIRONMENTAL PROTECTION AGENCY
DEPARTMENT OF TOXIC SUBSTANCES CONTROL

SB 673:
CUMULATIVE IMPACTS AND
COMMUNITY VULNERABILITY SYMPOSIUM

SOUTH COAST AIR QUALITY MANAGEMENT DISTRICT
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Office of California State Senator Ricardo Lara

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Del Amo Action Committee

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reach out to presenters directly.

PROCEEDINGS

9:10 a.m.

MR. ALATORRE: Welcome, hi. My name is Derrick Alatorre, I am Deputy Executive Officer for Legislative Public Affairs and Media here at the South Coast AQMD and we want to welcome everyone here this morning for this really important symposium here.

We have worked very well with DTSC in the past; I think this is just another good opportunity for folks to learn about cumulative impacts and how it's affecting communities. We work closely, like I said earlier, with DTSC on Exide as well as our air toxics investigation in Paramount and in Compton.

So at this time I'll just turn it over to Ana Mascareñas; she is the Assistant Deputy Director for Environmental Justice at DTSC. Thank you.

MS. MASCAREÑAS: Hi, good morning, everyone. Thank you all very much for being here and thank you to South Coast Air Quality Management District for hosting us all here. You are all here to bring your expertise and your creative ideas on how we can address cumulative impacts and community vulnerability in our work together as communities, as environmental regulators, as researchers and everyone in the state to protect public health and the environment.

My name is Ana Mascareñas; I am the Assistant

1 Director for Environmental Justice and Tribal Affairs at
2 DTSC. I would like to share - I know this is part of the
3 conversation today - that we all have responsibility in our
4 role in the state of California to use our best available
5 science, information, value community knowledge and use all
6 the legal tools and expertise we have to best serve the
7 people of California.

8 So today this symposium is part of a partnership
9 with Environmental Justice and the Permitting Division to
10 address cumulative impacts and community vulnerability in
11 informing permit decisions for hazardous waste treatment,
12 storage, transfer and disposal facilities. This is in
13 response to Senate Bill 673, which became effective on
14 January 1st, 2016, and this particular symposium and related
15 meetings are really unique opportunities to examine and
16 improve the protectiveness of DTSC's permit criteria; at the
17 same time enhance transparency and accountability and
18 communities as the Department updates our regulations and
19 practices for hazardous waste permits.

20 Thank you again to South Coast Air Quality
21 Management District for hosting us today; for logistical and
22 audio/visual support as well.

23 This symposium is being webcast live as well as
24 recorded later for those who want to see it online.
25 Additionally, a verbatim transcript and minutes will be

1 prepared and posted on the website as soon as they become
2 available.

3 Thank you all for being here.

4 Next I would like to introduce a representative
5 from the office of Senator Ricardo Lara: Jonathan Flores
6 would like to share some remarks and we are very
7 appreciative that he has come here today. Thank you.

8 MR. FLORES: Good morning, everyone. My name is
9 Jonathan Flores; I am a representative for State Senator
10 Ricardo Lara.

11 As many of you know, Senator Lara authored SB 673
12 and it was signed into law back in 2015. The over-arching
13 goal of this bill was to improve the DTSC permitting process
14 by establishing clear standards and criteria that the
15 Department must follow and they must consider when issuing
16 or renewing a hazardous waste facility permit.

17 Senator Lara represents southeast LA, so cities
18 like Maywood, Huntington Park, Paramount, you know, they're
19 all right along the 710 corridor, as well as Long Beach. So
20 it's an area where residents who are predominately Latino
21 and low-income live alongside heavy industry, freeways, rail
22 yards, metal processing facilities and other toxic-laced
23 facilities. For years his constituents have dealt with
24 crisis after crisis from Exide to Paramount. Just a couple
25 of days ago we knew that -- our office found out about the

1 release of hexavalent chromium in Paramount.

2 So a couple of years ago he recognized the need to
3 restore the public's faith and confidence in the agencies
4 that are entrusted to protect public health and the
5 environment and that was the reasoning behind SB 673. He
6 thought it was important for stronger and transparent
7 permitting criteria around a facility's compliance history,
8 financial assurance and the community's demographics and
9 profile, especially the presence of sensitive populations
10 and multiple pollution burdens and vulnerabilities. You
11 know, like I mentioned before, we see what's happening in
12 Paramount and it is more important than ever right now, you
13 know, the importance of this symposium.

14 I know from Senator Lara's perspective robust
15 public participation and the involvement of all
16 stakeholders, including industry, is critical for the
17 success of this effort. Our office looks forward to being
18 engaged and serving as a resource and partner in the state
19 legislature.

20 Thank you for the opportunity for having me here
21 today and enjoy the symposium. Thank you.

22 MR. GHAZI: Thank you, Jonathan.

23 Good morning. My name is Rizgar Ghazi; I am the
24 Acting Deputy Director for the Hazardous Waste Management
25 Program at the Department of Toxic Substances Control.

1 On behalf of Director Lee and the Department I
2 welcome you to this symposium today. As you know the first
3 symposium was held in March of 2017 in Northern California,
4 this second symposium is being held here.

5 The intent of this symposium is to delve deeper
6 into the data management and how we collect data so that
7 information can be used for determining what kind of -- what
8 is the -- to state this problem and to look at the
9 cumulative impacts based on the data generally that we have
10 out there.

11 So we have a full agenda today. The full agenda
12 talks about a lot of details of the data itself and then we
13 have speakers from a variety of agencies and communities
14 that have come out here to discuss this with us.

15 **Cumulative Impacts: Vulnerability, Risk, and Health**

16 I want to jump into the agenda right away. I want
17 to introduce Dr. Gina Solomon, our first speaker.

18 Dr. Solomon is the Deputy Secretary for Science and Health
19 at the California Environmental Protection Agency. She has
20 been on the faculty in the Division of Occupational and
21 Environmental Medicine at the University of California, San
22 Francisco since 1997, where she still holds the title of
23 Clinical Professor of Health Sciences at the University.

24 Dr. Solomon served as the Director of the
25 Occupational and Environmental Medicine Residency Program at

1 UCSF from 2008 through 2012, the Associate Director of the
2 UCSF Pediatric Environmental Health Specialty Unit from 2003
3 through 2009, and as a Senior Scientist at the Natural
4 Resources Defense Council from 1996 through 2012.

5 Dr. Solomon received her bachelor's degree from
6 Brown University, a Doctorate of Medicine from the Yale
7 University School of Medicine, and a master's degree in
8 public health from the Harvard School of Public Health. She
9 is board-certified in both internal medicine and
10 occupational and environmental medicine and is licensed to
11 practice medicine in California.

12 With that I want to welcome Dr. Solomon.

13 DR. SOLOMON: All right. Thank you, Rizgar. It's
14 good to be here and thank you all for coming. I have some
15 slides which I think will be coming up in a moment. But
16 what I am going to be doing this morning to kick off the
17 discussion today is to talk about some approaches for
18 looking at cumulative impacts in a very sort of broad
19 overview kind of way, looking at some of the pros and cons,
20 and then giving a hint of what I see as some potential tools
21 to come in the future. It may not really be ready for prime
22 time yet but I think one of the things that I'm hoping to
23 convey is that there are some things that are emerging
24 scientifically that could be very useful for this
25 discussion.

1 One of the things about environmental justice that
2 I think is sometimes not articulated fully is how data
3 driven this field has been since the very beginning. Since
4 the very old -- this is the version on the EPA website, you
5 can see it just looks old and curled around the edges but
6 it's only 1983, which isn't that old for me.

7 The General Accounting Office put out this report
8 on the siting of hazardous waste landfills and that was soon
9 followed up with the United Church of Christ's really, you
10 know, ground breaking and very -- the report that kind of
11 kicked off the movement on toxic wastes and race. And these
12 were done looking at mapping and associations between the
13 siting of hazardous waste landfills and the race of the
14 communities where these landfills were located. So it was
15 data that drove this field and this movement and it really
16 also did start with this issue of siting and hazardous waste
17 and so we are really standing on, sort of building on this
18 movement and this basis of science.

19 And of course as you all know, the science has
20 moved on dramatically well beyond single sources of
21 pollution and looking at multiple different sources of
22 pollution and finding similar types of notable associations
23 with both race and income of the communities.

24 And then moving on in more recent years to start
25 looking at the interactions between all of these different

1 multiple effects and finding that when you look at health
2 endpoints there are clear, based on multiple different
3 studies, clear interactions between socioeconomic stressors,
4 pollution stressors and health effects. So we have got the
5 full circle now but it is a dotted circle with gaps in it,
6 so that we know that there are these effects, they are
7 scientifically clear, but how do we actually turn that into
8 something that we can use for clear action? That's the
9 challenge.

10 I am going to be talking about a number of
11 different concepts and they are based on a couple of papers
12 that were co-authored by me and a couple of folks from the
13 Office of Environmental Health Hazard Assessment, Lauren
14 Zeise and John Faust as well as Rachel Morello-Frosch from
15 UC Berkeley on cumulative environmental impacts. These are
16 available online if you are interested in digging into them
17 further. I don't know if you can quite read the citation
18 there and it's an annoying, long, difficult web link but you
19 can pretty easily pop them up on Google.

20 So what we did there in these papers was we just
21 sort of laid out the step-wise logic here.

22 That first of all, health disparities are linked
23 to both social factors and environmental factors, right?

24 Then there is this clear significant set of
25 inequalities that exist in the exposures to the

1 environmental hazards.

2 And then there is the identification of both
3 intrinsic factors that can sort of modify our responses to
4 these environmental hazards.

5 And extrinsic factors that can modify or amplify
6 our responses to the environmental factors.

7 And that is sort of represented in this diagram,
8 which is actually not published yet but it will be soon, I
9 hope. But it sort of looks at all of these different
10 extrinsic factors that have been shown to influence our
11 health over our life span as well as all of these intrinsic
12 factors and the way that they are now shown to interact with
13 each other.

14 And you can sort of see the seesaw or balance of
15 increasing resilience and ability to tolerate, for example,
16 potential stressors, versus decreased resilience. As
17 resilience decreases and the stressors pile on it ultimately
18 results in disease, disability and ultimately premature
19 mortality, which is what exactly we are trying to avoid
20 here.

21 So we really need to think about this balance of
22 all these intrinsic and extrinsic factors. And instead
23 those of us in government agencies are working within our
24 what some call silos but certainly within our areas of
25 mandate and those are limiting so it's hard to figure how to

1 do we deal with all of these, so that's the challenge.

2 So today we are struggling with this issue of how
3 do we correct environmental injustice? We need to measure
4 it.

5 How do we measure it?

6 Well, we need some information and tools to do
7 that and those tools should be as participatory as possible,
8 they should allow comparisons and should be somewhat
9 quantitative, as quantitative as possible.

10 And so we looked at these types of analyses and
11 really, you know, identified the different types of decision
12 contexts that they can operate it and it turns out that
13 there really isn't a one-size-fits-all. That's sort of the
14 bottom line message of this slide because it depends, you
15 know. Do you have a sort of a project-based question that
16 you are trying to answer? Are you trying to look at a
17 specific chemical and make a decision around that chemical?
18 Or a program. Or are you looking at a geography, a specific
19 area for some reason or a population such as people who
20 engage in subsistence fishing? All of those are different
21 decision contexts and you need different tools for those
22 different decision contexts.

23 So that means that there is probably no single
24 answer for all decision contexts but fortunately, at least,
25 DTSC is facing a somewhat specific decision context here so

1 that may be a little easier in this situation.

2 So we identified in our papers six primary
3 existing approaches currently to looking at cumulative
4 impacts: biomonitoring, cumulative quantitative Risk
5 assessment, ecological risk assessment, health impact
6 assessment, the primarily European version known as burden
7 of disease or the disability-adjusted life years technique
8 and environmental mapping.

9 I am not going to really talk about them all here,
10 partly because of time and partly because I don't think they
11 all apply and also partly because you are going to be
12 hearing about some of them.

13 So, for example, Health Impact Assessment is going
14 to be discussed later today by another speaker so I won't
15 talk about it this morning except just to mention that on
16 the scale of level of community engagement it's at the high
17 end, so that's one reason that that's particularly
18 interesting and worth delving into more deeply. On the
19 other hand it tends to be a little more qualitative rather
20 than quantitative and so that's a tradeoff to consider.

21 There are other versions that are much more
22 quantitative such as the Burden of Disease approach, which
23 is in fact so quantitative that it becomes almost impossible
24 to really capture most of the things that I think you want
25 to capture, and I think we should capture, and so for that

1 reason I am actually going to nix that right now, though if
2 you want in the Q&A I'm happy to talk about it more.

3 Health Risk Assessment I will talk a little bit
4 about even though it's quite quantitative.

5 Also Cumulative Impacts Mapping, I'm sorry, you're
6 going to be hearing quite a bit about that, you've already
7 heard a good bit about CalEnviroScreen, you're going to be
8 hearing about EJSCREEN, so I won't be covering that.

9 And I am not going to talk much about Ecological
10 Risk Assessment because I think that that is a - again, I
11 can do that in the Q&A - but I think it's not quite, we
12 haven't figured out quite how to do it right. Again, it was
13 a time question.

14 So let's talk about some of the others on that
15 previous slide.

16 Biomonitoring can be fairly participatory and
17 quite quantitative and it's a good way of measuring hundreds
18 of chemicals in people so it gives us very relevant
19 information about individuals in communities.

20 It allows us to compare people in one geographic
21 area against a national average or against other
22 populations.

23 And it can allow us, most importantly, to look at
24 change over time. Are our interventions actually making
25 things better? That's key.

1 And then the most important area in biomonitoring,
2 the most exciting part is the new and emerging ability to do
3 non-targeted or semi-targeted testing. What I mean by that
4 is that in the sort of standard biomonitoring you're looking
5 for a panel of chemicals and you know what chemicals you
6 want to look for. You're checking for PCBs or PBDEs or, you
7 know, a certain list of pesticides or phthalates, whatever
8 you're looking for at a given time. Heavy metals.

9 In this non-targeted approach you are actually
10 asking a much more general question. What is in this sample
11 from this person? And that in some of the new emerging
12 methods and some of these most exciting areas are being
13 developed out of the Office of Research and Development at
14 USEPA so let's hope they can keep their budget for this, but
15 we are also doing a fair amount of it here in California
16 including at DTSC itself where their lab is doing semi-
17 targeted and non-targeted testing.

18 And it can be quite surprising what you find when
19 you start doing broad scale testing and it can help us
20 identify, for example, chemicals that are being substituted
21 in. New, emerging flame retardants, new, emerging
22 phthalates that are replacing some of the older ones start
23 to pop up and we kind of go, okay, we need to be aware that
24 this is coming, so that's an important potential.

25 But there are some real problems with

1 biomonitoring. One problem is -- well, I didn't put this on
2 the slide but it tends to be fairly slow but it's pretty
3 expensive. And part of why it's slow is you have to go
4 through all of these protections for human subjects, right?
5 You're doing research on individuals, you can't just run out
6 there into a community and start drawing blood or grabbing
7 urine samples, you have to do it through a very careful
8 process and you have to return the results to the
9 individuals before you can release them publicly. All of
10 that takes time and money.

11 There are a bunch of chemicals we really care
12 about that can't be biomonitored. I'm looking at Carol and
13 I'm thinking, yeah, fumigants. You know, we can't measure
14 agricultural fumigants but we really care about those,
15 right? And there are quite a few of the more short-lived
16 volatile organic compounds that DTSC cares a lot about that
17 are really not easy to biomonitor for and they don't last
18 very long in people's bodies even though they do a lot of
19 damage during the time they're in there so we might not pick
20 them up.

21 You don't know where the exposure is coming from.
22 So you pick something up in someone's blood or urine but did
23 it come from a consumer product, did it come from their work
24 place, did it come from their home, did it come from the
25 facility that they're living next door to? You don't know,

1 it all looks the same.

2 And then it doesn't evaluate all those other
3 factors that I just put up on that earlier slide, all the
4 other intrinsic and extrinsic vulnerability factors. How do
5 we wrap those in? Some of the tools I'm going to be talking
6 about in a few minutes may give some hints but we are not
7 there yet. So this is something to consider and talk about
8 but it has some disadvantages too.

9 So Cumulative Risk Assessment, okay. You all know
10 what risk assessment is, that's basically how we are going
11 out and evaluating "Is this level of a chemical considered
12 acceptable or safe in some particular decision context,
13 whether it's in soil or air or water?"

14 And it's usually -- you know, this field has
15 correctly been blasted really, criticized for looking
16 chemical by chemical and not looking at cumulative impacts
17 and there have been some efforts to start trying to figure
18 out how to do cumulative risk assessment.

19 Well, it's been done in some areas. So, you know,
20 organophosphate pesticides as a group. EPA tried to do
21 cumulative risk assessment on those. Obviously classes of
22 chemicals like the PCB congeners or dioxin congeners have
23 been looked at.

24 And then chemical mixtures. South Coast is doing
25 more than anywhere else on diesel exhaust and that is

1 because of OEHHA and others looking at the complex mixture
2 of diesel as an entity that needs to be evaluated. And so
3 you can look at some mixtures.

4 And they are starting also to really better
5 incorporate intrinsic vulnerabilities. In other words, the
6 genetic factors, age factors, in some cases sex differences,
7 that result in some people being more vulnerable than
8 others. And so that can also -- I put an X because I don't
9 think we fully have captured that yet but we're getting
10 there in risk assessment.

11 But what about all the other exposures or what's
12 called the "Exposome" which is the full set of things that
13 people are exposed to.

14 And then you pile on top of that all the exposures
15 and all those non-chemical stressors, the psychosocial
16 factors and so forth, those are not captured.

17 And then you try to pile all that together and
18 risk assessment kind of crumbles.

19 That is not to say that there is no way to deal
20 with that but it is to say that we have got a long way to go
21 in that field. So trying to use a standard risk assessment
22 approach might be useful for some things, it is
23 quantitative, which is sometimes helpful for speaking as a
24 regulator. I know that if we have numbers it makes it
25 easier for us to move on the issue and so that's something

1 that we are thinking about a lot.

2 So let's think a little bit more about the
3 exposure side. I know that Melissa from Aclima is going to
4 be talking about some of this type of stuff too but this
5 area is going to completely change how we see our
6 communities and I really think that within a very short
7 number of years we are going to have, you know, pretty much
8 everybody out there measuring all kinds of things in their
9 day-to-day lives. Jesse is laughing because he's already
10 doing it. This is going to be a game-changer.

11 And so how can we position ourselves so that we
12 are ready and able to use that kind of information when it
13 comes in because it is going to be -- you know, right now
14 when sensor technology data comes in to a regulatory agency
15 we have sort of had trouble figuring out how to deal with it
16 and whether we have enough confidence in the information to
17 be able to use it. How do we get past that?

18 South Coast, again, since I'm here at South Coast
19 I just want to give them a shout-out because they are really
20 doing some cutting edge work here on really -- so here
21 actually is the South Coast lab where they are actually
22 testing out these sensors and figuring out, "Okay, are these
23 reliable and under what parameters?" and testing them head
24 to head against standard air monitoring equipment to
25 basically -- I mean, it's like Consumer Reports here for all

1 of us who might be using them. Are they actually going to
2 give us reliable information? And if so, how do we need to
3 handle them in terms of some of these are very accurate
4 early on but after a few months they kind of lose their
5 level of accuracy so we need to know that. So that kind of
6 information is something that is going to be very helpful.

7 So getting to Future, since I already started some
8 Future with the sensor technologies. I want to get more
9 into the health biomarkers because what we are basically
10 talking about here are how do all of these factors,
11 individual genetic vulnerabilities that we all have in one
12 way or another, plus all of the social stressors that some
13 people are facing far more than others. Plus all the
14 negative environmental factors that can occur that just kind
15 of weigh some people and communities down. How do we
16 measure that?

17 So down the left hand side are three terms that I
18 am going to be digging into: Allostatic Load, Telomere
19 Length and Epigenetics that I want you to, if you are not
20 familiar with, I want you to be familiar with because I
21 think that they are going to pop up again.

22 So what is Allostatic Load? Some people call it
23 Toxic Stress. It is a term that basically describes the
24 multi-system response that we all have to chronic stress.
25 Now, stress is not a bad thing. Our bodies normally respond

1 to stress, all animals do, we are supposed to have stress
2 responses to stay alive. But the problem is when it becomes
3 chronic and persistent day after day after day.

4 And those hormones, those primary stress hormones
5 like cortisol, epinephrine, norepinephrine and
6 dehydroepiandrosterone, all of these hormones just like end
7 up being like constantly secreted, not in a normal pattern
8 because of the fact that we are dealing with something that
9 is not supposed to be a day after day. You're not supposed
10 to be chased by a lion every day of your life, right? You
11 know, if you're living in the desert you might be chased by
12 a lion once or twice and you really want those hormones to
13 kick in.

14 But some people are basically being stalked by
15 tigers and lions every day, okay. That's what their lives
16 are like and they are secreting these stress hormones all
17 the time. When that happens there are all kinds of
18 secondary effects that can also be measured just like those
19 hormones can be measured in people, inflammatory mediators
20 like C-reactive protein, tumor necrosis factor, interleukin
21 6.

22 We all talk about hypertension as if it is
23 completely different but hypertension is caused by many of
24 these types of hormonal changes so that is a marker, a
25 secondary marker of allostatic load so we can think about it

1 like that. Heart rate variability. All of us, our heart
2 rates are actually supposed to kind of bounce around a lot,
3 it's normal. But people whose heart rates don't, it's
4 actually a really important marker, basically a risk factor
5 to disease.

6 And a lot of other things that we have often
7 thought about, insulin, cholesterol, triglycerides, even
8 waist-to-hip ratio, all of those kinds of things we think
9 about them in different bins, normally. We think about them
10 as markers of cardiovascular risk; they are. We think about
11 them as, you know, markers of diet; they are. But they are
12 also markers of allostatic load and toxic stress.

13 And then tertiary markers, which is, you know,
14 tertiary markers is kind of too late, right? That's when
15 people are already sick and that's what we are trying to
16 prevent in our communities. So can we measure those things?

17 So then this amazing woman, Elizabeth Blackburn,
18 whose photo you see in the upper right, just shouting out to
19 her. She was a faculty member at UCSF for many years but
20 she has moved on now to bigger and better things. She got
21 the Nobel Prize for this so yay for women scientists. She
22 discovered this issue of telomere length.

23 So what are telomeres? They are basically little
24 caps on the end of all of our chromosomes and we all have
25 them, we are all born with them. But what happens is every

1 time our cells divide and the chromosomes split like they do
2 in cell division a little bit sort of comes off of those
3 telomeres so they get a little shorter; and they get shorter
4 and shorter. And then at a certain point the cell can't
5 divide anymore because the telomeres are too short and the
6 cell is basically senescent, you know, it eventually dies,
7 it never replicates again. This is normal, okay, it happens
8 to everyone, it's part of the aging process, it's fine. But
9 it turns out that it happens at different speeds and to
10 different degrees in different people. Hence, life
11 expectancy, right, differs according to in significant part
12 the length of our telomeres.

13 And so when you look at telomeres you also see not
14 only life expectancy, which has been well-developed, but
15 also a lot of different diseases. This is from the huge
16 Nurses' Health Study which shows that - this is actually
17 from just a small subset group, this was a pilot study
18 within it - that looked at women with dementia compared to
19 healthy controls, same age, and controlled for a whole lot
20 of other things, and found that the telomeres in the women
21 with dementia or mild cognitive impairment, sort of in the
22 middle, have much shorter telomeres, and they found the same
23 kind of thing with -- I didn't put up a whole slew of slides
24 on it but you can see the same kinds of patterns with
25 osteoporosis, cancer, diabetes, heart failure, coronary

1 heart disease in general, so we know it's associated with a
2 whole variety of illnesses.

3 And so yes, I told you before, our telomeres
4 shorten with age, it's normal, right, so you see the line
5 there. But look at all those dots; they are all over the
6 place. And what that shows is that at any given age there
7 is a huge, huge variability in telomere length. So you take
8 a whole bunch of people in this room who are the same age,
9 you test them all and they will not have the same length
10 telomeres. And that is an important indicator of health
11 likely or potential health outcome and the ability to
12 measure this is now becoming -- it is not quite a day-to-day
13 thing, you can't run into your doctor's office and get this
14 test done; I think in the not-to-distant future you will.
15 And this is the kind of thing where if we can start to look
16 at this in communities this is a marker of combined effect
17 of all of those stressors on people of a given age. So we
18 are starting to get a cumulative impact right there I think.

19 Epigenetics, another exciting way to maybe start
20 measuring cumulative impacts in the future. So we look at
21 these two mice. These are agouti mice, they are absolutely
22 genetically identical. They don't look it, do they? That's
23 because they are epigenetically very different.

24 I learned in high school biology that our genes
25 make us and then I learned that we share almost the genome

1 as the ape and we all are almost identical genetically but
2 we all look different, right? And all the cells in our
3 bodies are all genetically the same but, you know, our eyes
4 function differently than our hearts which function
5 differently than our skin, right, but they are all
6 genetically the same.

7 Well why is all of that? Well, it's because our
8 genes are basically our piano keyboard and the epigenetic
9 markers on our genes are the score to the music that each
10 cell plays, right? And so there are little -- those little
11 purple things are supposed to represent the methyl groups
12 that attach to our DNA and there are various different kinds
13 of epigenetic changes. Some are methylation, include
14 methylation of DNA, others have to do with histone
15 modification, which are these things that basically kind of
16 cause the DNA to roll up, it's like a spool for the thread.

17 And so what you'll see is that depending on where
18 the DNA -- and those little changes basically turn on or off
19 different segments, different genes of our DNA, so a gene is
20 either silenced or activated. So you can have the exact
21 same genome but this part is being transcribed, this part is
22 not, this part is, that part isn't. And that's what makes
23 up the whole, you know, amazing difference in life but it
24 also leads to all kinds of vulnerabilities.

25 What about those cancer genes? What about those

1 genes that are associated with chronic stress and all of the
2 changes that just talked about under the allostatic load
3 slide. Those are genetic and actually epigenetic changes
4 that represent genes that are being activated and
5 chronically activated in our cells and in our bodies that
6 are then resulting in this whole slew of changes, which can
7 be either changes that increase our resilience or that make
8 us more susceptible. So that is a key marker.

9 And the other thing that is kind of creepy about
10 epigenetics is that it turns out that they can be
11 transferred generation to generation. So the stressors of
12 our parents or even our grandparents can actually affect us
13 and our children. And this has been seen in studies, for
14 example, of people who were in war kinds of situations and
15 their kids and grandkids are more susceptible to a whole
16 variety of stress-related diseases. It has also been shown
17 in laboratory animals exposed to chemicals including
18 diethylstilbestrol where I think the great-grandkids of the
19 animals are at increased risk of breast cancer. Bisphenol A
20 has multi-generational effects. All of these are now being
21 shown either in laboratory studies in animals or in some
22 human studies in human populations, so you see these changes
23 that can get passed on really through epigenetic
24 modifications in our reproductive cells in both sexes.

25 And all of these different factors, including

1 toxic chemicals and including stress states, all can have
2 effects -- and our diet, very strongly can have strong
3 effects on modulating our epigenome.

4 So Ken Olden, who is pictured on this slide, who
5 was for many years the Director of the National Institute of
6 Environmental Health Sciences then went to EPA and was the
7 Director of the Office of Research and Development for many
8 years and on the left is Rachel Morello-Frosch from Berkeley
9 who many of you know. But Ken came up with this idea that
10 he published in the *American Journal of Public Health* a few
11 years ago called *The Neighborhood-Specific Epigenome*. And
12 this is my last point. And I think that this is brilliant
13 but again it's a future, I'm talking future here.

14 He is hypothesizing that all of the multiple
15 stressors, or positives if you happen to be wealthy and live
16 in a really lovely neighborhood, all of those things mark
17 our genome with epigenetic changes and modulate the
18 expression of our genes and result in changes that stick
19 with us for our entire lives. In other words, we are marked
20 by where we grew up, where we live, and potentially given
21 what I said in the previous slide, where our parents grew
22 up.

23 And if that is true, then you ought to be able to
24 go measure that, right, to actually evaluate the epigenetic
25 modifications in people's genes and start identifying

1 markers that will differentiate between more advantaged
2 neighborhoods and more disadvantaged neighborhoods.

3 Now I can see all your brains working and
4 thinking, oh my gosh, this is kind of scary, right? And so
5 that's why it's sort of the last point. I think it's kind
6 of cool but kind of scary because this is very intensely
7 personal stuff so do we want to start getting into looking
8 at genetic information? I personally am super-curious
9 whether this will pan out but I am not sure I want to start
10 getting into this area and I don't think we as a state do.

11 But I think that it is probably coming in some
12 way, shape or form in the research realm and it will be very
13 interesting because my guess is that Ken Olden is right and
14 that there will be different genes that will be turned on or
15 off in some kind of systematic way. And once those genes
16 are identified it may be possible to without looking at all
17 the other personal information in the genome to just look
18 for, for example, a specific marker that can be an indicator
19 of this cumulative toxic stress from our environment, the
20 social situation and all of the other factors that people
21 are facing.

22 And if we can figure that out maybe we will be
23 able to move that marker because the whole point here is --
24 I mean, the whole point of measuring this kind of stuff is
25 can we help improve it? Can we make changes that will

1 actually mean that there will be fewer and fewer
2 differences, right, between people who are living in a more
3 advantaged neighborhood and a more disadvantaged
4 neighborhood? And as we bring those neighborhoods together
5 can we show that we are actually improving what is going on
6 out there? And I don't know if we can but I figured I'd
7 just give some vision there.

8 So basically my bottom line is all the existing
9 approaches to cumulative impacts all have serious
10 limitations. It is like almost impossible to capture all of
11 these different exposures and intrinsic and extrinsic
12 stressors. A lot of them aren't quantitative enough to
13 really help guide decisions; some are getting there and I
14 think some of the mapping approaches do. Some are very
15 technical and very tough for communities to engage in and
16 that's also a problem.

17 But some of the newer markers may start to help us
18 as we go forward in the future with better measuring
19 exposures and toxic stress and overall health.

20 So I hope that's a helpful way to start this
21 discussion. I just put up -- I love this CalEnviroScreen
22 slide so I use it. In case there's time. I don't know if
23 there is time for questions or should we move on? Time for
24 just a few questions if anybody wanted to just sort of jump
25 in at this point.

1 MR. GHAZI: A reminder to the viewers through the
2 webcast, there is an email that you could send your
3 questions as well. Right there.

4 DR. SOLOMON: I'll start with Jesse.

5 MR. MARQUEZ: My name is Jesse Marquez, J-E-S-S-E,
6 Marquez, M-A-R-Q-U-E-Z, and I am Executive Director of the
7 Coalition for a Safe Environment. I live in the city of LA
8 and specifically the Port of Los Angeles Harbor community.

9 Well, I love hearing Gina speak because I always
10 learn something new. So now my little question is, can I
11 now go to my doctor and tell him I have Allostatic Load
12 Stage-1 and Stage-2?

13 DR. SOLOMON: You know, I think that there are
14 already in the Allostatic Load arena some -- there are some
15 tests that are already being done and used by doctors, I
16 mentioned c-reactive protein. That has now just in recent
17 years become a reasonably standard medical test. So if you
18 wanted to go to your doctor and have them test for that,
19 that would be easily done by any laboratory.

20 What it would show is whether you personally had
21 an elevated c-reactive protein and if you did your doctor
22 would say, "Well, you're under too much stress, Jesse,
23 you've got to reduce your stress and take it easy" and would
24 probably give you some dietary advice and so forth. You
25 know, it's an option.

1 But it is something where at a community level as
2 opposed to at an individual level we could start seeing
3 systematic differences. That's where it starts to get
4 really interesting because that's where we start to identify
5 the stressors that go beyond the individual and so that's
6 where my thinking is. You know, obviously you could decide
7 to do it, go to your doctor at least with that. There are a
8 lot of other tests out there that are not yet available that
9 I talked about but what I want to see is more studies
10 looking at different communities and how they compare.

11 MS. WHITTICK: Janet Whittick with the California
12 Council. Thank you for the very comprehensive and
13 educational presentation.

14 One of the things that I struggle with, though, in
15 looking at these new tools coming in and then thinking about
16 regulatory decision making by the agencies is the role of
17 causation and trying to show that when we are thinking about
18 permits and projects. And I noticed that it really wasn't
19 part of your dimensions when you were looking at the
20 different tools and where they fit in so how are you
21 grappling with this idea of causation or is it just are we
22 moving beyond that?

23 DR. SOLOMON: I think causation is important, I
24 alluded to it in the biomonitoring area where that has
25 definitely been a problem where you pick up something on

1 biomonitoring and don't know where it's coming from. And it
2 is also true in many of these emerging areas where you have
3 measures of integrated effects; as you get more and more
4 into the integrated effect you can sometimes get further and
5 further from any individual source. And so that can be
6 difficult and you sometimes have to balance those two or
7 identify sort of an approach where you're coming in from
8 both ends. Where you might, for example, you know, just
9 sort of throwing out ideas here, I'm not necessarily
10 recommending this. But, you know, if you're concerned about
11 a specific community or a specific facility, do you see an
12 association that is associated with any of these markers in
13 proximity with that facility that you don't see in areas
14 that are further away? That could be one way to approach a
15 question like that.

16 So I was basically more looking at tools that can
17 help us begin to get a handle on this complex area. Doing
18 the studies that would try to show associations or
19 causations with any individual source will be difficult but
20 are not impossible. And sometimes what you're looking at is
21 if you are trying to establish sort of a background and
22 you're looking at a source over that background you
23 certainly want to know what the background is.

24 Okay. Well thank you very much, great audience.
25 (Applause.)

1 MS. MASCAREÑAS: Thank you.

2 At this time I would like to invite Robina and
3 Jesse up to the panel.

4 Thank you very much, Dr. Solomon.

5 **Addressing Community Vulnerability Through Collaboration**

6 So this next panel is focused on -- it is our
7 community panel with these amazing community leaders we have
8 here today. Thank you very much Robina and Jesse for
9 coming. The topic is Addressing Community Vulnerability
10 Through Collaboration and they just have a breadth of
11 knowledge and experiences to share to help inform and help
12 guide our discussions and how we can work collaboratively on
13 these very important topics where there is still a lot of
14 research but a lot of reasons to act and use our information
15 that we have right now. So I will start with introducing
16 both Robina and Jesse.

17 Robina Suwol founded California Safe Schools in
18 1998 and it is a children's environmental health and
19 environmental justice coalition. California Safe Schools
20 achieved national prominence by spearheading the Los Angeles
21 Unified Integrated Pest Management Policy, which is the most
22 stringent pesticide policy in the nation for K-12 public
23 schools and the first to embrace the Precautionary Principle
24 and the Right to Know. The success of the policy led to the
25 California Healthy Schools Act and today the LA Unified

1 Integrated Pest Management Policy serves as an international
2 model for school districts and communities.

3 On October 6, 2005, Governor Schwarzenegger signed
4 AB 405 sponsored by California Safe Schools. The bill bans
5 experimental pesticides, whose health effects are unknown,
6 from California K-12 public schools. As a result more than
7 6 million California children and hundreds of thousands of
8 school children are protected from experimental chemicals
9 whose health effects are unknown.

10 The Coalition continues to be a leader on
11 children's environmental health with an emphasis on schools
12 and environmental justice communities. Under Robina's
13 leadership the California Safe Schools has facilitated
14 changes at the policy level as well as at the grassroots,
15 which creates lasting institutional protection.

16 Please help me welcome Robina.

17 (Applause.)

18 MS. MASCAREÑAS: I will also introduce Jesse since
19 they will do their presentations one right after the other
20 and then we will have time for some questions then from the
21 audience.

22 Jesse Marquez is the founder and Executive
23 Director of the nonprofit community-based environmental
24 justice organization the Coalition for A Safe Environment.
25 The Coalition was established in April 2001 in Wilmington,

1 California to eliminate, reduce and mitigate the public
2 health, public safety and community socioeconomic impacts
3 caused primarily by international trade marine ports,
4 freight transportation corridors, petroleum industries and
5 energy industries. The Coalition is involved in community
6 organizing, family assistance, public education, leadership
7 development, community empowerment, urban planning,
8 community sustainability, emergency preparedness, economic
9 development, public policy and program evaluation, public
10 right-to-know, public safety, environmental, social justice
11 and civil rights. The Coalition represents the public's best
12 interests, supports social equity, prepares and distributes
13 public information, conducts community-based research,
14 supports public health, safety, zero emissions, emissions
15 capture and hazardous materials treatment technologies,
16 evaluates environmental impact reports, investigates
17 environmental incidents, prepares public policy and
18 environmental impact report public comment documents and
19 attends governmental agency public meetings.

20 Thank you very much for joining us here, Jesse.

21 (Applause.)

22 MS. MASCAREÑAS: And so Robina and Jesse are going
23 to share some examples and provide guidance and advice and
24 then we'll have time for questions, thank you.

25 Go ahead, Robina.

1 MS. SUWOL: Good morning. Thank you very much for
2 having me here today.

3 California Safe Schools believes strongly that
4 children and adults have a right to learn and work and live
5 in a healthy environment.

6 For the past two decades we have been working very
7 closely with communities and school districts throughout the
8 state and country in supporting them and protecting their
9 health and the environment. Exposures to toxic chemicals,
10 they threaten all people. Those living in communities with
11 multiple facilities that emit toxic chemicals, they face a
12 greater threat of cumulative impacts.

13 A perfect example, I think, for today's discussion
14 that we worked on very closely is Paramount, California.
15 The year was 2013 when our involvement began, and it began
16 as it does quite often, with concerned residents or teachers
17 or members of the public just calling us. And in this
18 instance there were multiple calls from teachers and parents
19 and others that worked in the area regarding harsh odors of
20 metal that caused their throats and eyes to burn. And calls
21 were quickly followed up with emails to us with lists,
22 actually quite long lists of residents of various ages who
23 were suffering from cancer and other illnesses. And most
24 haunting to us, especially to me, was the significant number
25 of very young children under ten years old who were ill or

1 who had tragically passed away.

2 I didn't waste any time in contacting two of my
3 closest colleagues, Jane Williams of California Communities
4 Against Toxics and Cynthia Babich of the Del Amo Action
5 Committee. Together we have cumulatively almost 80 years of
6 experience working on different aspects involving
7 environmental health and safety. We frequently work
8 together and this just seemed a really important
9 opportunity.

10 Soon after Jane, Cynthia and I, we met with the
11 residents and teachers and toured the city and provided them
12 with information surrounding a list of the agencies and
13 their jurisdictions because quite often people are uncertain
14 of what role different agencies have and what they can
15 assist them with. This meeting and discussion at their
16 request led to my issuing and requesting and filing Public
17 Record Act requests for more information.

18 And so after meeting with the parents and their
19 children and speaking to medical experts and reviewing these
20 documents that they had provided and anecdotal stories we
21 had talked -- Jane, Cynthia and I had talked together and
22 with some medical experts and had thought, "What about doing
23 some hair sampling?" Not that we were looking for some
24 definitive, medical, scientific data but just as a
25 fingerprint.

1 And so with the permission of parents we ended up
2 doing ten samples, nine children, one adult. Protocols were
3 followed to the T with oversight by a very reputable doctor.
4 And again, the purpose in performing these tests was for a
5 fingerprint. Nothing could have prepared us, though, for
6 the results; they were just unbelievable. Uranium,
7 tungsten, arsenic, gadolinium, rare earth metals that one
8 would not ordinarily expect to find in a child as young as
9 two.

10 And so this data was immediately provided to all
11 agencies. And even though these results appeared to be
12 unusual and to many alarming it was just one single hair
13 test. And so to follow up Jane Williams talked to one of
14 the -- a very prominent, very reliable and knowledgeable
15 environmental expert to test dust in the homes of many of
16 the people where we had done the hair test and curiously
17 what came up, very rare earth metals. So it was extremely
18 upsetting and also curious to find out where were they
19 coming from.

20 In the interim concerned residents and teachers
21 continued to file complaints. Through our direction they
22 had met with and talked to individuals from AQMD and other
23 agencies, and LA County and DTSC also began to come in and
24 look, and things begin to move more forward. But it was
25 really when things began to change drastically was when a

1 management, someone in management from AQMD went to inspect
2 a facility and came out and said the following: "I nearly
3 choked to death on the nickel in that facility."

4 That monitors were placed and there became to be
5 more investigations and inspections. There were many
6 facilities during this time that were not known to the
7 agency that were kind of under the radar and without
8 permits. One of the companies where the monitors were
9 placed, at least at first, was Carlton Forge, a forging
10 company in Paramount. Soon after these monitors many months
11 later began to show hex chrome and that resulted in a full
12 out investigation by multi-agencies, which is something that
13 was very successful and that I hope will be a model for
14 other communities throughout the state and country.

15 Test results from these investigations and
16 monitoring were placed online. There were town halls, they
17 were ongoing weekly and they continue today to have calls
18 where the community can ask questions. Materials were
19 uploaded online, as I said. There have been workshops
20 addressing these issues and some abatement order issues. I
21 think the key here is that when we all work together that
22 great things can happen.

23 I especially again want to thank the leadership at
24 AQMD, ARB, LA County, DTSC, County Health, Mr. Bellomo and
25 his staff, and to the CUPAs and USEPA. And most of all I

1 really want to thank the phenomenal community of Paramount,
2 the teachers, the families and all of the residents and
3 people who work there who were committed and patient and are
4 working all together to protection their community. Again,
5 when we work together great things happen, so thank you very
6 much.

7 (Applause.)

8 MS. MASCAREÑAS: Thank you, Robina.

9 If we can get Jesse's slides up, please.

10 MR. MARQUEZ: I want to start by thanking everyone
11 for coming to our presentation because it is an opportunity
12 where we can share and exchange information and then have a
13 better understanding of where some of us environmental
14 justice organizations are coming from, what our communities
15 are experiencing and then what happens in the daily life of
16 some of our residents.

17 (Director Lee joined the panel.)

18 MR. MARQUEZ: So today I put together 11 slides.
19 You can consider it something like a little bit of a case
20 study because I am going to walk you through a scenario.

21 In this case we are talking about how a business
22 policy, in this case the Port of Los Angeles, decides to do
23 a business policy change and how that particular change that
24 they make in a policy then turns out to become an
25 environmental justice community nightmare.

1 So we have a new Senate Bill 673 that discusses
2 hazardous waste facilities, the definitions, things of that
3 nature, so we understand that there's laws, rules and
4 regulations in place. But then now how is this new law and
5 the existing regulations going to apply to a case study that
6 I am now going to present to you of information.

7 So what happened is that the Port of LA and the
8 Port of Long Beach decided that they were no longer going to
9 be having their tenants store empty containers on port
10 tidelands property.

11 So each port has approximately 20 different
12 tenants that are there that import cargo. So what happens
13 is that when cargo is picked up it's delivered to
14 distribution centers, warehouses and directly to customers;
15 and then you have an empty container and then that empty
16 container is then returned.

17 Well, the Port decision to no longer store it then
18 forces these tenants to have to store them somewhere else
19 and that somewhere else is going to be the local harbor
20 community. And even that has changed in the last couple of
21 years because one of the Port of LA storage yards has a 50
22 acre facility up in the Antelope Valley now, so it has even
23 expand beyond the local range.

24 Prior to a couple of years ago the City of Los
25 Angeles and also every city did not have any type of a city

1 ordinance or planning criteria for container storage yards.
2 Because you have to realize, 40 years ago there was no such
3 thing as a container so therefore there was no such thing as
4 a container storage yard.

5 What brought it to the light in the City of Los
6 Angeles was that in Wilmington we saw a proliferation of
7 these container storage yards popping up everywhere in our
8 community. And at that time we had a new election, a new
9 mayor came in, Villaraigosa, we had a new councilman Janice
10 Hahn come into the picture, and we told her we have a
11 problem of these container storage yards being everywhere.
12 And since some of them are physically located in the middle
13 of the community we now have truck routes coming into our
14 community.

15 So what happened in the City of LA? She did a
16 fantastic, innovative thing. She went before the city
17 council and asked to get a moratorium in the issuing of
18 permits for container storage yards. At the end of one year
19 they found out that there were 31 of them in Wilmington; 17
20 of them did not have any business license or proper permits.

21 So then they created new conditions now. The
22 basic condition was starting with the form. So now if you
23 go to the City of LA and you are going to open up a storage
24 yard there is a checklist now and that checklist is: Are you
25 going to open up a container yard?

1 So right here you can see photos of what a
2 container storage yard looks like in a residential
3 community. They can be anywhere and they can be everywhere.

4 So what are our issues? Well, over the 15 years
5 of our life now we have identified over 20 different issues:

6 Number 1: A lot of these businesses are not
7 licensed, they do not have permits and they have no approved
8 Certificate of Occupancy. So from the basics there, you
9 know, we have a problem.

10 And then what happens is that when you have empty
11 lots becoming container storage yards in residential
12 communities then we have truck routes that are leading off
13 the main roads through community residential areas. So in
14 one case like Pacific Coast Highway, you have to make a
15 right turn on Eubank, which is a residential community, to
16 get to the container storage yard. Well, you cannot make a
17 right turn, what happens is you run over the curb. And
18 there happens to be people that live in a house on that
19 corner so you can sit there on the porch every hour of the
20 day and you're going to hear that ka-chunk, ka-chunk as they
21 run over the curb. It happens every day.

22 Even when we do have signs posted "no trucks over
23 6,000 pounds" trucks are still going down there.

24 Also what happens is that most container storage
25 yards are dirt lots. So then what happens is as trucks go

1 in and out they are generating dust, which is PM.

2 Then trucks that are going in and out typically
3 have been older trucks and the older a truck gets then it
4 leaks its motor oil, its brake fluid, its transmission fluid
5 and it is on the ground and it is dripping on the streets
6 and it is dripping onto the sidewalks.

7 Then what's emerged from container storage yards,
8 they have also been storing other things besides containers.
9 Containers are transported by being placed on what they
10 called a chassis, which is like a trailer. Well, they now
11 store chassis, they now store containers, and they are now
12 maintaining them and repairing them like a garage out there.

13 And then you have your TRU, which are your
14 refrigeration units, generator units, there. They are also
15 being maintained and repaired there.

16 Then you have your truck AC units and they can
17 have anywhere from 15 to 20 pounds of refrigerants in there.
18 and then you have your TRU units there that are, you know,
19 being filled and being leaked.

20 So then when you have rainy season or things of
21 that nature happening then you have the water runoff that
22 goes into the sidewalk, it goes into the gutters, it goes
23 into the streets and into the sewer system. So then we're
24 talking about hydrocarbons and other types of things.

25 Many of these containers have held different types

1 of toxic chemicals or they have been fumigated with methyl
2 bromide. They're there and they are being washed out or
3 they are being swept out to be cleaned.

4 What happens too is that you have to remember,
5 most of these containers are being manufactured and
6 fabricated outside of the United States, mostly in Asian
7 countries. Well, it creates thousands of jobs for people
8 over there so they don't want the containers coming back
9 because then they lose jobs. So what we end up with, like
10 Wilmington, having a half-million empty containers that are
11 never going to leave Wilmington, so they become container
12 graveyards, they are just there deteriorating. Well, as a
13 result of deteriorating they become blight in the community
14 because they're an eyesore, they look ugly being there.

15 Wherever there is a container storage yard,
16 because it's fenced around there, they become trash dumping
17 magnets. People go dump trash there. Companies that are --
18 trucks that you see at the Home Depot wanting to pick up
19 your trash that you want to get rid of, they'll dump it
20 there, so we have to deal with that.

21 Some of these are refrigerated containers and so
22 they have the refrigerants. And if they are in a container
23 storage yard and they are never going to leave then they're
24 rusting and deteriorating. And then you have these
25 chemicals which are greenhouse gasses escaping into the

1 atmosphere daily.

2 Now, since many of these containers are
3 manufactured overseas they have been painted and they have
4 coatings on them. Well, what are the toxic composition of
5 those coatings because now you have them peeling and you
6 have them pulverizing and then the truck dust is blowing
7 them out and on windy days they're blowing across the street
8 into the communities.

9 Then since we are talking about thousands of
10 containers that are being stored there, when it rains they
11 become vector havens for mosquitoes. I was in a hospital
12 because of an emergency for my family seven years ago. And
13 I'm sitting in the emergency room - and there were two
14 emergency rooms side-by-side - and a woman kept on looking
15 at me. And I'm looking at her and then she smiles and I
16 smile back at her, then she waves at me and then I wave at
17 her, then she comes up and comes up to me saying, "Sir, are
18 you the resident that has that organization that's always
19 fighting for us?" I go, "Yes, my name is Jesse Marquez, la-
20 la-la." Well, I'm here because of my niece and my sister.
21 My niece is 11 years old and she has the West Nile Virus and
22 she is in critical condition in emergency right now."

23 So one thing leads to another. She asked me "What
24 can I do?" "Well, good thing that, you know, doctors have
25 been researching it and so she'll probably recover and be

1 okay. But there is something else you can do. Come this
2 Thursday night to the Port of LA because they are going to
3 have an evening meeting of the Board of Harbor Commissioners
4 and explain what happened to your daughter -- to your niece.
5 Because see, that mosquito did not fly across the ocean, it
6 came on a container or on a ship."

7 So then when we're talking about mosquitoes then
8 we talk about other things. Rats; big rats. They run
9 across the street into the residential neighborhoods looking
10 for food to eat. And so naturally if you have dog food and
11 cat food outside, that's what they're looking for too.

12 And then you have your possums looking for food.

13 You have raccoons looking for food, coming into
14 the residential areas.

15 And then some of these container yards are 20, 30,
16 40, 50 acres so then they become drug dealer sites and drug
17 user sites, which then presents other problems for the
18 community.

19 And then some become homeless encampments.

20 So now you understand that, well wait a minute,
21 this was a simple policy by the Port of LA; how could it
22 have any type of other negative impacts? Well, you don't
23 know if there's negative impacts if you don't do an
24 assessment. So that's where we're talking about a
25 cumulative impact assessment to be able to identify what are

1 all the negative and potential impacts in a community. So
2 once you identify them then you can assess what is the
3 degree of severity of that impact. And then if you also do
4 another thing, which I see is on the agenda, a health impact
5 assessment where you do a public health survey, then you can
6 determine what have been the public health impacts to a
7 residential community.

8 So that is what I wanted to share today, in a
9 nutshell, so you have a broader understanding of what
10 environmental justice communities go through and I thank you
11 for this time.

12 (Applause.)

13 MS. MASCAREÑAS: Thank you, Robina and thank you,
14 Jesse.

15 I am going to sort of combine just into one panel
16 question and then make sure to take questions from the
17 audience. And if you're watching from the webcast, if you
18 email Permits_hwm@dtsc.ca.gov, we have staff who are
19 watching that email address and we can field questions for
20 folks who are watching from a webcast as well.

21 Before jumping into the first question to kick off
22 the discussion, though, I would like to acknowledge Director
23 Barbara Lee just joined us at the symposium. Would you like
24 to share anything?

25 MS. LEE: I don't need to take up any time right

1 now other than to say I am really happy to be here. I
2 apologize for being late, I had some travel challenges this
3 morning. I am very happy to see both Jesse and Robina here
4 on the panel. I've worked for many years with them and have
5 very high regard for the community work that you both do.
6 Glad to see all of you here as well and I understand we have
7 quite a number of folks who are participating via the
8 webinar. This is an important effort DTSC is undertaking
9 and we are looking to collaborate with everyone as we move
10 forward trying to better characterize our community
11 vulnerability and cumulative impacts and to find ways to
12 have that characterization better inform our decision-making
13 when it comes to permits. So, thank you.

14 MS. MASCAREÑAS: Thank you.

15 So you both covered an example of -- Robina, an
16 example of agencies working together to address an issue
17 that is broader than just one exposure; and Jesse, some of
18 the challenges with decisions that are made that perhaps
19 have a whole slew of impacts.

20 I was hoping you could share your thoughts on
21 examples of how or what advice you would give for
22 communities working with agencies and with government
23 directly in a more collaborative way. You both have a lot
24 of experience in this. But if there is some advice you
25 would give, and especially looking at cumulative impacts,

1 community vulnerability, what would you want to share as we
2 are undertaking this effort around permits in particular?

3 MS. SUWOL: I just would suggest that when you
4 have these meetings, initially with regulatory agencies, to
5 be very honest and direct and to be a good listener on both
6 ends, the agencies as well as the community. I think
7 spinning tales or just misrepresenting facts, when you start
8 off on that kind of footing it really leads nowhere; you
9 really need to be working on a basis of trust. I think
10 beginning with that is a really good beginning.

11 MR. MARQUEZ: So I'll talk on two little points.
12 If you're a community resident or organization listening or
13 watching then you need to do what I have done in my example.
14 I made a list, 1, 2, 3, 4, 5, 6, of all these impacts. That
15 way when we go to an agency or we go to a city council
16 member or another elected official we can say, here's the
17 things that we have identified and here is our list of
18 concerns that we think need to be addressed.

19 From an agency perspective, when residents and
20 organizations are describing impacts and concerns then okay,
21 well what tools do we have that can then help identify them
22 and help assess them? Because by identifying them we now
23 recognize that there is an impact. By assessing the degree
24 of impact then we can determine, okay, then what is needed?

25 Now, you might be DTSC, you might be ARB, you

1 might be EPA. Whatever agency you are you have to look at
2 it: Well what role do I have? And if we're talking about SB
3 673 and we're talking about hazardous waste and hazardous
4 waste facilities then does a container storage yard fall
5 into that criteria? And you would not know that if I didn't
6 mention that trucks are leaking oil, transmission fluid and
7 brake fluid and you focus on that.

8 If you are in the regulatory arena then you can
9 say, "Okay. City Planning Department, I need you to come
10 here because I'm a council member and I think we need to now
11 update a city ordinance or city zoning criteria."

12 So in the Wilmington example what happened was
13 that when you checked off the little box "container storage
14 yard" new things then applied to you. It absolutely had to
15 be in an industrial zone, you had to have a six-foot block
16 wall, it had to be recessed 15 feet with a sidewalk, it had
17 to be landscaped and maintained, you cannot stack more than
18 four containers tall. And if it was a dirt lot then you had
19 to have a street sweeper to clean it and if it generated a
20 lot of dust then you had to water down the lot as well.

21 So you can see where residents brought up an
22 issue, a city council member listened, she took a proactive
23 effect of getting a moratorium, planning, police, public
24 safety jumped in and they came up with a solution and that
25 exists today. And if we're talking about hazardous waste

1 then, then what permits apply? What needs to be done and
2 are there other agencies you need to team up with? And it
3 just turns out that is exactly what is happening now. There
4 is a special task force with DTSC, ARB and EPA that is going
5 to now investigate these container storage yards.

6 A good thing is also getting ready to be released,
7 the Harbor Community Benefit Foundation has just completed
8 what is called a Land Use Study, the first of its type for a
9 port community. Actually, another title would be The Port
10 Community Nexus Study where it identifies not only these
11 container storage yards but numerous other off-port impacts.
12 So in the next 90 days it will be released to the public.

13 MS. MASCAREÑAS: Thank you. We are going to go to
14 the audience for questions; if anyone in the audience has
15 questions for Robina or Jesse at this time?

16 (No response.)

17 MS. MASCAREÑAS: Are there any questions that have
18 been emailed in through our webcast?

19 MS. RODRIGUEZ: No.

20 MS. MASCAREÑAS: We really appreciate, for
21 everyone in the audience, let us know. We learned a wealth
22 of information from the examples and the case studies that
23 you both provided. If you would like to share anything else
24 we are going to -- as you referenced, a lot of these
25 decision-making tools, we really appreciate that having

1 these conversations you have to start from a place of
2 honesty and trust in order to share what we know and what we
3 don't know to bring that information together. And I think
4 we have some more remarks over here.

5 MS. LEE: Since there aren't a lot of questions
6 right at the moment from the audience I have just a little
7 bit I'd like to throw out there for us to discuss for a
8 moment and maybe that will prompt some questions in the
9 audience as well.

10 It strikes me especially, Jesse, listening to your
11 presentation, right off the bat I would imagine the folks
12 from DTSC's permitting shop who are listening to you talk
13 about container storage went to the position we have been
14 trained to go to through years of regulatory work of staying
15 in our lane. We say, "Oh, well, container storage yards,
16 that's not a DTSC issue" and then the ears go off. I think
17 that has been a huge frustration for communities, that you
18 talk to DTSC and DTSC doesn't listen about container storage
19 and you talk to AQMD and AQMD doesn't listen about hazardous
20 waste storage. There isn't anybody who is listening when
21 you're talking about everything that is affecting your
22 community.

23 One of the things that we are trying to do at DTSC
24 through our Office of Environmental Justice and Tribal
25 Affairs, which Ana is heading up, is to change that paradigm

1 for us and to do a better job of connecting with community
2 members in understanding what is it actually that you are
3 experiencing because there may be things that you are
4 experiencing that even though we don't offhand think we have
5 anything to do with that there could be things that we could
6 do that would have a positive impact, even on something like
7 container storage. But if we are not paying attention, if
8 we don't have our - as someone once said to me - our
9 "listening ears" on, then we don't ever get there.

10 And so what I want to ask you now is having spent
11 decades of your careers asking us to do something and we
12 have all been deaf to it and now we are coming to you
13 saying, "Hey, we've got this great idea; we'd like to do
14 this thing that you have been asking us to do for 20 years.
15 How do we bridge the gap of your frustration with our
16 blindness, our deafness to these problems for so many years,
17 and help us approach this in a way that is fresh and
18 collaborative and productive, especially since we don't yet
19 know what we're doing.

20 I don't yet know what I can do to help you with
21 container storage and I don't yet know whether the impacts
22 that stem from container storage layer into impacts that
23 stem from hazardous waste management in a way that I can
24 positively quantify it or characterize it or bound it in
25 some productive structure that allows me to use it in

1 decision-making. I have an instinct that says I can get
2 there and that there probably is something because
3 everything is connected in some way. I just don't know what
4 it is yet, which is going to be really frustrating for
5 everybody. So how do we do that? How do we create that
6 space where you can say again what you have been saying
7 without being angry at me for not having heard it for so
8 many years and I can listen to it and hear it in a different
9 way after having had it immediately go into the "that's not
10 my swim lane, I can't do anything about that" space. How do
11 we get there?

12 MR. MARQUEZ: I'm a very unique organization and
13 individual. I did not come from a background where I had
14 numerous other organizations that I could go to. When I
15 started my organization back in April of 2001 I was not an
16 environmental activist, I didn't even know what agencies
17 were out there. The things I have been discussing with you
18 today has been over 15, 20 years of learning.

19 But at that time -- let's even bring it to more
20 reality. I was not even working with DTSC until three/four
21 years ago. And what happened in the last three/four years
22 ago was that my colleagues, Robina and Cynthia and Jane,
23 their world had been involved with DTSC, you know, toxic
24 chemicals, hazardous materials, brownfields, and I was
25 learning from them. And as I was learning from them that,

1 you know, I needed to now learn more about DTSC.

2 Then what happened is that they introduced me to a
3 good friend out here working for DTSC whereby in developing
4 a one-on-one relationship I could then speak with him in
5 confidence so that, you know, I could begin to learn. And
6 then what I needed to learn was what was the purpose of
7 DTSC, what things could they get involved with and how could
8 they help me?

9 So one of the first things that I did was, okay,
10 can we have a water testing class? So DTSC came to our
11 office and did a demonstration of how to take water samples.
12 Now, it seems kind of innocent at that time because we were
13 not doing any water samples but I wanted to start somewhere
14 and something to learn; and then I was being told, "Well, we
15 can do this." I jumped on it, okay, I'll start somewhere.

16 Well it turns out nine months later I'm in San
17 Diego at the Brown Field Airport where we went on a field
18 trip. My organization said, "Jesse, can we do something fun
19 besides fighting ports and oil refineries?" so we found an
20 owl called the burrowing owl and it is the only bird on the
21 planet that makes a nest underground. So we went to take
22 pictures. And it was also a day owl so it comes out in the
23 daytime. So we went, took photos and we're all happy about
24 it. We come back home.

25 Two weeks later we had an HD movie camera donated

1 to us. "Well let's go back and do a little documentary."
2 Well, it turns out we show up two weeks later that Saturday
3 morning at a murder scene, we couldn't find any owls
4 anywhere. As we walked up to the burrows - in this case a
5 lot of them were under helicopter pads which were never
6 used - we could smell a chemical trace in the air. And when
7 we looked down into the burrows a watery substance had been
8 poured into the holes. So like two/three gallons of poison
9 had been poured in the holes and in some cases someone with
10 a shovel or hand had covered up the holes to kill the owls.
11 What I did not know at the time was that in the next couple
12 of weeks was going to begin a series of public hearings for
13 an \$800 million airport redevelopment project.

14 So by developing a relationship with Roger and
15 having this water class we knew, let's take a water sample.
16 So as a result of that we also called Roger, "Well, we need
17 a laboratory to go to." Because what happened is that we
18 took the water sample to a laboratory and it came out
19 negative. So then I called up Roger, "It came out
20 negative." He says, "Well, what were you looking for?"
21 "Well, pesticides." "Well maybe it's not a pesticide, you
22 know. What else did you find when you were out there?"

23 Well it turns out that there was a truck, there
24 was a sprayer and there was a brochure. There was a
25 chemical brochure and I copied down the name, Krovar by

1 Dupont. Well it turns out it's not a pesticide, it's a
2 herbicide. So then I go back to the lab, test it for
3 herbicide and they came back negative.

4 So then I talked with Roger again, "Roger, it came
5 out negative again." "Okay. Well, some labs cannot test
6 for that chemical so look at the chemical list and see was
7 that one of the things that they have the capability of
8 testing for" and it turns out, no. So then Roger gave me
9 one of the labs that the government agencies use and they
10 use, DTSC uses; I went to them and it came out positive. So
11 here was one little example where we learned from it and we
12 learned from the laboratory. We did the testing on our own
13 to be able to do that.

14 Since then we have attended other DTSC seminars.
15 So you heard me in my presentation, we know oil is leaking
16 so I know there's hydrocarbons in the ground. I know paint
17 is peeling and pulverizing that could be lead-based, we can
18 test for lead.

19 I just realized right now I could have had another
20 slide in there. One day I'm driving by one of them and all
21 of a sudden by the gutter and the curb is this oily, gooey
22 stuff, you know, all along there leaking from the container
23 storage yard. And I couldn't see because it had a fence
24 there and there was no way I could look over the 12-foot
25 fence there but it was leaking from there but I don't know

1 what it was. So here we had a leaky, gooey substance now
2 that was now being poured into the street, over the curb,
3 into the gutter, which could be another DTSC example.

4 One night I got called on a Sunday night at 9:00
5 p.m. from one of my members. The lady across the street
6 came over saying that a truck pulled over and it had a
7 trailer with this 10,000 gallon thing there and it had a
8 liquid in there and they turned the spigot and it was now
9 going into the gutter and the curb right there and they
10 wanted to know, were they allowed to do that? So I run down
11 there with a camera and a bottle and I took a sample and
12 they were dumping a toxic chemical right in front of --
13 right in a residential area in front of someone's house in
14 the darkness. So again I called up at that time the fire
15 department, police department and I think DTSC came down
16 also and, you know, took samples of it and they issued a
17 citation.

18 So again these are just a few little examples
19 where it's a learning curve when we don't know an agency.
20 We take advantage of a class that is being offered, never
21 realizing we were actually going to do it, and then nine
22 months later we're doing it for a good cause.

23 And so you know what happened? We attended the
24 public hearings, opposing the project and declaring, "Hey,
25 here's what happened, they killed the owls." And we took

1 several teams back and we documented.

2 I also have a hobby and that little hobby is
3 called archaeology and we go on archaeological digs. And
4 when you do that it's like doing research in the field so
5 you learn to document and photograph things. I put a 60
6 page report together.

7 And then I met other organizations from San Diego
8 that were attending these public hearings; we teamed up.
9 And then we got a law firm, the Coast Law Group from
10 Encinitas, to represent us and we sued the City of San Diego
11 because, you know, you know no vendor is going to do that so
12 the word had to come from airport management and it had to
13 be upper management.

14 And I am happy to report that this past January
15 that just passed a few months ago we did a settlement and
16 they purchased three plots of land for 122 acres that's
17 adjacent to the airport that is now going to be a burrowing
18 owl reserve and protected area. And so you know when you do
19 that you have to have burrowing owl food for them.
20 Squirrels were the ones digging the burrows so now you have
21 to plant squirrel trees, squirrel food and a water fountain
22 for the squirrels because they need them to dig the holes.

23 And then it turned out another great thing
24 occurred in destiny. San Diego Zoo created a conservation
25 institute a few years ago and two young women in the last

1 couple of years had graduated from Cal State University San
2 Diego and they did their dissertations on burrowing owls -
3 two different perspectives on their dissertations - but are
4 now the proud little godmothers with the director who are
5 going to oversee this whole little protected, biological
6 reserve and the relocation.

7 So you know, this was the last large remaining
8 colony in Otay Mesa, it was the last remaining colony in the
9 city of San Diego and the last remaining colony in the
10 county of San Diego. And no, they were not an endangered
11 species. But when it's the last of it there then it becomes
12 a point of concern and a high priority, protect the little
13 species. So now, you know, you will hear probably another
14 year from now a grand opening of this reserve and the
15 relocation. And I welcome any of you to come down because
16 you're going to be able to say that DTSC, a government
17 agency, was part of that effort, indirectly but a
18 significant part, that made it happen. Thank you.

19 MS. LEE: Do you have anything you want to add,
20 Robina?

21 MS. SUWOL: I just want to add that I think when
22 you speak from the heart, Director Lee, people are going to
23 know that. We've also done a lot of toxic tours. So I
24 think it's one thing to have one thing to have community or
25 environmental groups talk to you about a specific situation

1 and then maybe when inspectors go out it's a subjective
2 review and information provided to you. But I don't, I
3 can't imagine that there would be anyone that wouldn't want
4 assistance and working together.

5 I think one of the things that I found in the 20
6 years working with LA Unified, which I don't think is
7 celebrated enough and is definitely criticized more than
8 celebrated, that I think you begin to find that we all,
9 regulatory agencies and the public have a lot more in common
10 than not. And I think that even if there are situations
11 where we may appear to be on other sides of the table that
12 there are respectful dialogues and discussions that have
13 taken place and that do take place and we are grateful for
14 that. I think if DTSC is interested in approaching -- you
15 know, I can't speak for everyone clearly but I can't imagine
16 that anyone is not going to want to grab your hand and say
17 "thank you" and move forward for a common goal in protecting
18 health and the environment.

19 MR. MARQUEZ: The other thing is by working with
20 government agencies, so you know me as a person, I have no
21 AA, no bachelor's, no master's, no PhD. I never went to law
22 school, I never took a law class. But in the lawsuit that I
23 just mentioned that we just settled, I prepared the petition
24 for writ of mandate for the attorneys, which is the lawsuit.
25 And in our recent lawsuit against the Port of LA over the

1 BNSF railroad project I prepared the petition for writ of
2 mandate, which is the lawsuit, for our attorneys.

3 When we do get involved with our communities into
4 looking into some of these issues of concern it is what is
5 now being called and what we recognize as community-based
6 scientific research. We may not have PhDs or we may not
7 have fancy degrees but we can also have the capability to
8 learn. DTSC worked with us in helping us, giving us a grant
9 and then supporting us with a CalEPA grant, a small EJ
10 grant, to create in LA the first air quality monitoring
11 system. So by giving us some money to purchase a little
12 unit that started this off.

13 And then by helping us with another grant we were
14 able to team up with another organization, the IVAN, which
15 was doing, you know, community environmental reporting.
16 Because then I was thinking, well I'm going to do my
17 reporting. I don't have an incident reporting-type software
18 program. Why not incorporate their program into mine, which
19 created the Los Angeles Community Environmental Enforcement
20 Network so that you can go online, report an incident and
21 then we're measuring the air pollution at the same time.

22 So by combining grants from different agencies and
23 working together we got this monitoring system up and
24 running and to be able to prove under a pilot study that we
25 could do it. Yes, it was only a \$600 little monitor, it's

1 not a \$500,000 monitor; so no, it is not going to be
2 accurate to point-this-this-this-this-and this. But that is
3 not the issue. When you see tons of pollution coming out of
4 a flaring unit at a refinery that's all we need to know,
5 that there is an issue, there is a concern there.

6 We teach our residents because then once we
7 started recording the data and seeing the data I now had a
8 new light come on in my little brain. What was the
9 experience AQMD was going through? Now what was that
10 experience? The needle was going like this (gestured - took
11 forearm from parallel to the table to a 90 degree angle).
12 It was exceeding the state standard. So now I understand
13 the situation of AQMD, the air quality monitor, because we
14 were thinking, "Okay, every time it exceeds it we are going
15 to notify the people on our mailing list, on our text
16 message list.

17 But then what happens when it's exceeding every
18 hour and every day? We can't be contacting them every hour,
19 every day. So now we're learning what some of the
20 government agencies, the inspectors and their managers are
21 going through; how do they deal with something like that?
22 Which puts it back into a bigger picture of the bigger
23 policy and legislation and rules and regulations. That
24 arena. But at least now by doing the air quality monitoring
25 we understood and can now have some sympathy for AQMD as to

1 what they were going through because now we were going
2 through that. Now, we were capable of having complaints
3 filed in English and Spanish. Well, we also got them coming
4 to us in Chinese and in Russian and I had to look for
5 colleagues that spoke and could read Chinese and Russian so
6 we could see what the realm of the things are.

7 And then another reality related to AQMD, since
8 we're here, is that we have people that were complaining
9 three, four days a week, every week, so in one month we
10 could have 30 complaints from one person. How do we now
11 respond to that person, you know, so that they are not going
12 to be upset with us saying, "Well, you're not doing
13 anything." So we have to explain to them that, you know,
14 this is a pilot project, we are learning from it. We now
15 understand that, you know, you have filed 40 complaints in
16 the last 30 days, we understand that. We understand that in
17 talking to the regulatory agency AQMD, the EPA and ARB that,
18 you know, we are getting that volume of complaints and that
19 we still need to deal with the big policy.

20 Which is why we also got involved with the EPA in
21 Washington DC where we have the new oil refinery regulations
22 coming down and being implemented. Where now there is going
23 to be for the first time, you know, fence line monitoring at
24 each refinery. Well see, we've learned that and then we
25 teach our members and then we go to other organizations and

1 then we're invited by other groups to do presentations
2 there. I was in Palm Desert doing a presentation over there
3 because they read a story that came out in the LA Times and
4 they tracked me down over the Internet. I've been down to
5 Mexico.

6 I was in Russia four years ago and I did a
7 presentation on our work on the petroleum industry and one
8 on the ports and goods movement. Because in a town called
9 Taman in the Taman Peninsula, it's in Southern Russia and it
10 doesn't freeze there. Well, they want to build a new port
11 there and they want to expand a refinery there. So they
12 contacted us in a cultural exchange grant where I did a
13 presentation. When I was putting the presentations together
14 I sent them to them in advance. They got back to me and
15 they said, "Mr. Marquez, you talk about California ports and
16 California refineries and US stuff. Can you put some
17 Russian stuff into it?" So now I had to go on the Internet
18 looking up Russian oil refineries, Russian oil refinery
19 explosions. You know, train derailments going to the ports.
20 Port explosions.

21 And then all of you, many of you may know Andrea
22 from the USC Keck School of Medicine. She has a little
23 PowerPoint where Dora the Explorer is in China where they're
24 making little dolls and they get shipped to the United
25 States. They go to a distribution center and then delivered

1 to Walmart, K-Mart and all those stores. So what I did, I
2 found a little Russian girl doll, Mushka, and I put her
3 traveling with Dora the Explorer. And so we had it -- and
4 then it was all translated into Russian so there was a
5 translator with me doing it.

6 And then they told me, Russians love certificates.
7 So if they attend a class, you know, they love to get a
8 certificate. And if you ever go to a Russian's house -- to
9 us, getting a certificate is no big deal. Well, they hang
10 them in their hallways. So what happened is I made a
11 certificate, you know, that you took the class and it was
12 translated into Russian and English. So then I signed it
13 from the English side and then our partner organization,
14 Acute Accountability and the two Russian groups, they also
15 cosigned on it and we passed them out to everybody there.
16 So that is where our little organization, we are on an
17 international scale.

18 MS. MASCAREÑAS: Thank you very much for sharing
19 your experience. Please help me in thanking our community
20 panel today. Robina, Jesse, thank you for being here. If
21 you want to share anything else let me know but we would
22 really appreciate you also weighing in on the further
23 discussions that we have from our presenters later this
24 afternoon. Thank you so much.

25 MR. MARQUEZ: And I will just mention, things I

1 talk about we all have documented so, you know, we have
2 reports, we have studies. I'm more than happy to give you
3 copies of these PowerPoint presentations. We have in our
4 library over 40,000 photos. So say you're looking for a
5 photo of something, we probably have it.

6 MS. MASCAREÑAS: Thank you.

7 (Applause.)

8 **Case Study - Paramount**

9 MS. MASCAREÑAS: Next we have Mohsen Nazemi.
10 Mohsen is DTSC's Deputy Director for the Brownfields and
11 Environmental Restoration Program. I will just read a short
12 bio, Mohsen, and then welcome you up to the podium to share
13 a case study.

14 Mohsen Nazemi is the Deputy Director of
15 Brownfields and Environmental Restoration Program at DTSC.
16 Governor Brown appointed him on September 16, 2016.
17 Mr. Nazemi has thirty-eight years of experience as an
18 environmental regulator at the South Coast Air Quality
19 Management District (SCAQMD) where he served for eight years
20 as the Deputy Executive Officer for the Office of
21 Engineering and Compliance. In that capacity he was
22 responsible for strategic planning and program
23 implementation and organizing, directing and overseeing
24 operations of a staff of more than 300 staff.

25 Mr. Nazemi's career spans 40 years of regulatory

1 agency, private sector, academic, and research experience in
2 engineering, air quality, and environmental fields. His
3 experience includes more than 38 years in permitting,
4 compliance, and enforcement as well as rule and policy
5 development and implementation, with more than 25 years at
6 executive and senior management levels at South Coast.

7 Throughout his career, he has served as Chair,
8 Co-chair or member on numerous statewide and national
9 committees and task forces on issues ranging from
10 permitting, multi-media enforcement, energy, petroleum
11 refinery regulation, to pollution prevention, oil spill
12 prevention and response, and environmental justice, to name
13 a few. He is a registered Professional Engineer with a
14 Masters of Science in Chemical Engineering from UCLA and
15 holds certificates in Hazardous Materials Management.

16 We are very lucky to have Mr. Nazemi as our
17 colleague at DTSC, thank you.

18 (Applause.)

19 MR. NAZEMI: Thank you, everyone. If you don't
20 mind I'll just speak from here because I'm closer to the
21 audience.

22 Thanks everybody for coming to this symposium and
23 welcome. This is kind of my old home. As Ana mentioned I
24 am Deputy Director for the Site Mitigation and Cleanup
25 Program at DTSC and I'll pay Ana for all the things she said

1 about me, later.

2 I think Barbara framed what DTSC does really well,
3 in terms of how we go about doing our work. I just want to
4 give you a few examples. I know we are running behind
5 schedule so I'll be really brief.

6 One of the things that DTSC does, we work very
7 closely with the US Environmental Protection Agency and our
8 sister agencies under CalEPA, the Water Board, and perform a
9 number of investigations. One of them is the type of
10 investigation where we look at agency files, records, we do
11 searches, do site reconnaissances and we use what's called a
12 Spatial Prioritization Geographic Information Tool or SPGIT,
13 which is a geographic information system developed by DTSC
14 that shows known underground contamination plumes and
15 properties that may be likely sources. And you will hear a
16 much more detailed presentation on that later on this
17 afternoon from Rick Fears so I will not get into any details
18 there.

19 But the reason we do these investigations is to
20 identify sources that may be included as a National Priority
21 List, NPL, which is the same as Superfund sites under the
22 federal program. Identify sites for the state program that
23 need to undergo cleanup, but then undertake emergency
24 actions if there are needs to abate hazardous releases
25 immediately and order responsible parties to clean up soil

1 and groundwater as they become engaged in the contamination.

2 So to give you a new examples: Recently - and when
3 I say recently I mean as recent as this month - the North
4 Orange County Groundwater Basin was a site that if you are
5 familiar with the Orange County Sanitation District plant in
6 Fountain Valley, they process about 250 million gallons per
7 day of sewage from various parts of Orange County, and right
8 next to it, behind it, is the Orange County Water District
9 plant which takes the effluent and runs it through numerous
10 reverse osmosis and deionization systems and converts that
11 effluent into drinking water rather than dumping it into the
12 ocean and then pumps it back up into the North Orange County
13 area, Fullerton, Anaheim area, and then they pump it into
14 underground water reservoirs for supplying water to 2
15 million users.

16 Based on the studies that we did with USEPA we
17 found that there are threats of contamination in the actual
18 groundwater system. We worked with Regional Water Board and
19 USEPA and this month the Governor actually approved to list
20 the North Orange County Water Basin as a new, one of the
21 latest National Priority List or Superfund sites. What that
22 does then is it allows funding to be used for the cleanup.
23 But it also, more importantly, would allow the EPA and the
24 state agencies to go after the responsible parties and have
25 them pay for the cleanup of the contamination that they have

1 done.

2 The other example is the studies that we did with
3 USEPA, again, in the Paramount area; it was called the
4 Paramount Site Discovery Project. I am sure you have all
5 heard about Paramount issues with hexavalent chromium
6 recently. While DTSC did not have any permitted facilities
7 in Paramount, it was all regulated through the local CUPA
8 and local agencies and the air district, but what we did is
9 we again used the SPGIT system and developed some
10 preliminary investigation work for USEPA because there was
11 some arsenic found in some of the water wells in that area
12 and some metals and volatile organic compounds found in the
13 soil. So that jibes well with some of the work that South
14 Coast Air Quality Management District has done and other
15 agencies, local agencies that have been involved as well as
16 DTSC in the investigation of where the sources of hexavalent
17 chromium are in the Paramount area.

18 The other example is we did work in the West
19 Pomona area. Based on the SPGIT analysis we found
20 groundwater contamination in the western Pomona area and we
21 are working with EPA to identify facilities and sites that
22 may have been potential sources for those contaminations.

23 The other example is -- you may all have read a
24 story at *US Today* last year or maybe a little longer than
25 that about ghost smelters. What we did is worked directly

1 with EPA Region 9 on identifying lead smelter sites in
2 California and whether or not they were active, whether
3 there were any emissions associated with contamination of
4 both soil and groundwater. And we are working on other
5 areas under battery fee regulation to identify other sites
6 besides Exide that may have done battery recycling in the
7 state of California and may have contaminated the
8 surrounding communities with lead and other pollutants.

9 And then finally the study we did, again with
10 USEPA, an I-710 Corridor study. Which we not only realize
11 that there is all kinds of emissions coming from the mobile
12 sources that go through the 710 corridor from the ports but
13 there was also identifying actual stationary sources that
14 may have caused contamination in the soil and groundwater
15 that impacts the vulnerable communities in that area.

16 So these are some of the types of work that we are
17 doing relative to identifying new sources besides our
18 regular activities on permitting, enforcement, hazardous
19 waste facilities and doing site mitigation and cleanup of
20 various contaminated sites. We have over 1,600 active sites
21 in the state of California, believe it or not, that we are
22 working on and there may be many more that we are not at
23 this point working on but they are in need of restoration
24 and cleanup.

25 And then finally, one outcome of it is obviously

1 to protect the communities and the health of the surrounding
2 neighbors that live next to these sites. But in addition to
3 that, which also is a side effect or a side product of the
4 cleanup is that all these brownfields are redeveloped, help
5 the local economy and create jobs for the residents and
6 municipalities in that area.

7 So that was just a brief overview of what DTSC
8 does in terms of the site mitigation and cleanup program.
9 Due to the schedule being so far behind I'll just leave it
10 at that.

11 So thank you very much and I am glad to be back in
12 this auditorium where I spent many, many years of my life
13 here. Thank you.

14 MS. MASCAREÑAS: Thank you, Mohsen.

15 And in the interest of time we are actually going
16 to shift to have a short break right now and then return
17 with Dr. Melissa Lunden.

18 So we encourage you to -- if you have questions
19 for Mohsen, Mr. Nazemi, please feel free to approach him
20 during the break.

21 We will convene in 10 minutes with Dr. Lunden's
22 presentation on the West Oakland Air Pollution Monitoring
23 Project. Thank you.

24 (Off the record at 11:07 a.m.)

25 (On the record at 11:22 a.m.)

1 MS. MASCAREÑAS: If everyone could take a seat,
2 please, we are going to get started. Thank you so much.

3 **West Oakland Air Pollution Monitoring Project**

4 So our next speaker will be discussing the West
5 Oakland Air Pollution Monitoring Project, Dr. Melissa Lunden
6 Chief Scientist at Aclima.

7 Melissa's research career has focused on the
8 transport and fate of pollutants in the environment. She
9 received her PhD at the California Institute of Technology
10 with an emphasis on aerosol formation and structure. As a
11 staff scientist at Lawrence Berkeley National Laboratory she
12 directed investigations of environmental processes in a wide
13 variety of locations including the Sierra Nevada forests,
14 traffic tunnels, and the Washington, DC and Boston subway
15 systems. A specific focus of Melissa's research efforts has
16 been indoor air quality and underscoring the need for
17 pollutant characterization on the local, personal scale.
18 She is excited to be working with the team at Aclima to
19 bring the vision of ubiquitous environmental monitoring to
20 fruition. Please join us in welcoming Dr. Melissa Lunden.

21 (Applause.)

22 DR. LUNDEN: Thank you. It's really great to be
23 here. I've got some slides and I am going to try to go
24 through them very quickly so we can all have lunch and hear
25 some other things.

1 So I'm going to broaden what I'm going to talk
2 about. I'm going to get to Oakland and actually talk about
3 some measurements within Los Angeles.

4 But just a little bit of introduction to Aclima.
5 We are sort of talking about the promise of these large-
6 scale sensor networks. Not like 10 measurements or 100
7 measurements but thousands of measurements in regions and
8 what kind of transformative things we can understand about
9 our environment with that kind of data.

10 The problem that I don't think I have to explain
11 to anyone in this room is that we really can't manage what
12 we can't measure. Air quality is a global problem. It's
13 increasingly being recognized as sort of like just not even
14 like a social risk but a business risk. Let's get the
15 business communities involved and really get everyone
16 involved in trying to solve it.

17 And so Aclima as a company was sort of founded on
18 the thesis that, you know, ubiquitous environmental
19 measurement will help us understand what we call
20 environmental intelligence. Being able to act on that.
21 What we understand about the environment to make sort of
22 people and the planet healthier.

23 And to do that we have a platform that takes
24 advantage of what's happening in the sensor world. There is
25 a great book by Peter Diamandis who funds the XPRIZE on sort

1 of abundance and part of what he sees as abundance is this
2 sort of trillion sensor movement. Not just the hundreds,
3 probably, of sensors I have on my phone but all the
4 different sensors that we have that help us that are, for
5 the most part, sort of moving through the world a little bit
6 easier and really moving toward trillions of sensors.

7 And many of these are low-cost/high-quality
8 sensors that support information technology. We've got
9 cloud-based processing, we've got a lot of good database
10 tools. And so with all of that information together we can
11 really start to, with analytics, turn these sort of complex
12 systems and complex signals into actionable insights.

13 And this is going to lead to a new transparency;
14 Gina already mentioned that. The data is coming and people
15 are going to have it and we just have to understand how to
16 give them the best possible data and the best possible tools
17 that we can act on it. So stationary sensors, building
18 sensors, personal experience sensors. What's happening at
19 utilities, what's happening in transportation systems.

20 So a lot of awareness, a lot more information
21 sources and rising expectations on sort of really getting a
22 handle on all of that data.

23 The Aclima platform starts with a sensor, A,
24 getting the best possible reading from the sensor that we
25 are talking about and we are really focusing on air quality

1 and sort of environmental quality sensors.

2 But then you need the data infrastructure and the
3 engineering to take all of those sensors and coherently sort
4 of stream them into a back-end data system that can handle
5 billions of data points coming into the system on a regular
6 basis.

7 And then you need to be able to query the data
8 sets, be able to do analytics, machine learning, artificial
9 intelligence, use those tools on this data set.

10 Interfaces to translate what all of this data
11 actually means, which is a challenge, a big challenge I
12 think in the air quality field on its own.

13 And then take that and turn it into insight so
14 people aren't just looking at a time series of what the
15 pollutants are.

16 But what does that really mean? What does it mean
17 over weeks, over months, over years? What kind of changes
18 can we see as we act on the data?

19 And so Aclima is not just a company that is making
20 a thing and giving it to you but really kind of helping all
21 the way along the line from all of these measurements to the
22 actual insights. Our first deployment was actually in
23 Google's indoor -- an indoor deployment at Google with 500
24 different measurement location streaming a half-billion data
25 points a day. They built that up through 2013 to 2014.

1 It was one of the major things that led me to join
2 Aclima. I was trying to do research with small sensors,
3 understanding how it could really transform our
4 understanding of exposure to people. And they were already
5 doing it and it was just great to sort of take the science
6 that I knew and move to a company like this.

7 And so what we are looking at is not just the
8 multitude of sensors but the fact that we are getting large
9 cost reductions. And so, you know, reference equipment, the
10 kinds of things that EPA, you know, certified or we use in
11 the laboratory cost \$10,000 to \$100,000; and sensors can be
12 much, much less, less than \$100 in many cases.

13 And you can see here some carbon monoxide
14 measurements where we have three sensors that we have co-
15 located in a car in a mobile platform with a high precision
16 reference equipment. And you can see we are really able to
17 engineer our system and the sensors and sensor models to get
18 what we feel is really very good performance of these
19 sensors. And that's the key is the science that underlies
20 all of this is really getting data from the sensors that we
21 believe is of high enough quality that we can act on it.
22 That doesn't mean it has to be like plus or minus 10 percent
23 or 5 percent but we need to understand the quality and then
24 the additional information we can get from the multitude of
25 measurements, the tens or hundreds or thousands of

1 measurements.

2 So Aclima is working in three different regions --
3 three different areas, sort of indoor, outdoor both
4 stationary and then mobile, and so that sort of helps
5 understand the whole pollutant experience. We're thinking
6 about exposure and multitudes of exposure. We are indoors a
7 lot of the time. Of course, outdoors is where there are
8 many very important sources. So the way to best sort of
9 understand that entire sort of exposure pathway is mapping
10 outdoors and indoors at the same time.

11 And then we are hoping to sort of have impact
12 across multiple scales. As a company we have got a pretty
13 grand vision to not just be able to get like a personal or a
14 city-wide sort of understanding but really a global sort of
15 presence down to the city and then to the personal in
16 buildings or with people. Because while air pollution is a
17 system and there's a lot we understand about it, a person's
18 exposure is unique. And so getting down to that unique
19 exposure is something that -- exposure and just possible
20 exposure and so we can alter it is something that we are
21 really very passionate about.

22 So if you'll let me just briefly go into the
23 indoor atmosphere because this is where we have some great
24 data that speaks to the power of networks.

25 And we sort of think of this environmental

1 measurement specifically in the indoor environment; it's
2 like a missing meter. We measure our electricity, we
3 measure our water, we measure a lot of things that come into
4 our house but we don't really understand the air and in many
5 ways some other things and so we like to think of this as a
6 new tool needed to understand environmental conditions.

7 So one of the tools, one of the ways we are hoping
8 to use this tool is protection. Buildings are -- we build
9 walls and put them around us for a purpose and one of those
10 purposes is to protect us from the outdoor environment.
11 Whether it's initially wolves trying to get into the door
12 but now sort of weather and pollution and protection.

13 Understanding air pollution affects cognition.
14 There is some really interesting research lately about
15 levels of CO₂ and cognitive performance and how it can
16 significantly degrade at levels around 100 ppb.

17 So this is a network we have put into a school, a
18 school deployment that we have, measuring carbon dioxide
19 over several weeks and those concentration peaks are as high
20 as 3500 ppm and sometimes get as high as 5,000, which is the
21 OSHA limit. So in some of these this is a naturally
22 ventilated room in the summer. We're getting some CO₂
23 concentrations that are really something that everyone
24 should be concerned about in terms of like a place where
25 kids are trying to learn.

1 Similarly in the work place - conference rooms.
2 This is a big one but small rooms don't always have great
3 ventilation. We put a lot of people in there and we are
4 often putting people in there to make decisions.

5 This is from a network in a building in the DC
6 area and you can see -- we get the power of looking across
7 all of these different rooms and you can see the CO₂
8 concentration sort of variability as a function of room and
9 there are some rooms that clearly stick out as places that
10 we might want to go into as a building operator or someone
11 that is working in the space and have some action done in
12 that space so it becomes healthier for us to do our own
13 performance.

14 And so this is focusing on sort of commercial and
15 home spaces but home spaces and other places like that are
16 probably equally as important.

17 And then you can get some really interesting
18 information, just simple information on comfort. This is a
19 GIF about temperature in a number of places around this
20 building and you can see that when the day starts around
21 9:00 o'clock there is like one point right in the middle
22 basically that never really gets much warmer than 19 degrees
23 Celsius, that's really, really cold, and then just a few
24 cubicles away you've got places that are on the order of 24
25 degrees Celsius during the day.

1 So we all know that there are these extreme
2 temperature differences in work spaces but we can't do much
3 about it because we don't have the data. With these kinds
4 of distributed network systems inside spaces with this kind
5 of like distributed measurement you can understand the
6 space, you can maybe do some action on the space or you can
7 also say, "I choose to work best in a hotter area, maybe I
8 want to have my desk be over on that side of the building
9 versus this side of the building." So really helping people
10 to make personal choices about their environment.

11 And so now I'm going to speak to sort of our urban
12 region. So today we have Broad Spatial Prediction. This is
13 a AQI estimates forecast for the San Francisco Bay area into
14 the different regions and it's a great tool for
15 understanding what might be happening, what you might want
16 to do tomorrow in terms of exercise or staying indoors,
17 especially if you're a sensitive population.

18 Here is a map from, a GIF from some of the driving
19 that we did in the West Oakland region, as was mentioned.
20 And so you see over the course of a year we drove in just
21 this region about 14,000 miles and you can see that there's
22 a significant difference between parcels, between
23 neighborhoods, between individual streets.

24 And so with that we hope to get this kind of
25 detail for a city, what we call "hyper-local." This is a

1 map of PM_{2.5} for the San Francisco region based on individual
2 drives on these streets. These streets have different
3 levels of driving. Sometimes we repeated a drive across a
4 street as many as 10 to 50 to 100 or more times and with
5 that repeat driving we get sort of more statistically
6 powerful information about what the pollutant concentration
7 in any one street is, in any one neighborhood. That was
8 over time and space -- time -- within the day. Time with a
9 function of the year and then space. So really, really
10 exciting to get this level of detail about air pollutants.

11 So just some detail on our mobile platform. We
12 are partnered with Google Street View. Amazing partner
13 because, I mean, Street View. It's really pretty cool.
14 It's the first thing that I got to work on when I first came
15 to Aclima and it was like a dream. I got to buy
16 instruments, I got to put them in a Street View car. I got
17 to drive the Street View car around Mountain View and have
18 people like wave, take pictures and be happy or do other
19 activities and not be happy that we were there but it was
20 still like really, really neat how technology can bring some
21 of these ground breaking things to the public.

22 So with the car we have sort of location and
23 meteorology, GPS, wind speed, wind direction, car speed, et
24 cetera.

25 And then we have been measuring ozone -- sort of

1 focused on the criteria pollutants and other pollutants
2 important to health: Ozone, nitrogen dioxide, nitrogen
3 monoxide, black carbon, particle number 2.5, so we're
4 measuring number and then converting it to mass for those
5 that are familiar with that. And then ultra-fine particles
6 is sometimes that we have kind of been focusing on of late.

7 The platform. The instruments are plug-n-play.
8 We've got a very great flexible system so if we identify a
9 new sensor, a new instrument that we want to work with we
10 can immediately sort of incorporate it into our system and
11 start streaming data from that instrument very quickly.

12 We provide the drivers with maps on where to go
13 for a particular day so operationalizing what at one point
14 might have taken a graduate student all of their hours in
15 the day for a month to something we can do day in and day
16 out. Every day is a challenge but also something I think we
17 are really making some good effort on and good inroads on.
18 So basically we'll say, "Here's a square, drive every street
19 in that square. Or here is a loop with some streets, drive
20 that loop three times. Stop at this particular location for
21 a few minutes." Sort of a combination of mobile and
22 stationary if you will.

23 And then that data streams back in real time to
24 our back end. We can look at what's happening on a map in
25 real time and then we've got tools that can take that data

1 and start to do different sort of visualization analytical
2 tools with it.

3 So with this we hope to drive science, health,
4 urban planning, lots of other things that we think this data
5 can inform.

6 So from the data, from the driving that we
7 performed in West Oakland from May 2015 to May 2016 was
8 recently published in a paper in *Environmental Science &*
9 *Technology*; the primary author is Joshua Apte. His group at
10 University of Texas at Austin really was driving the
11 analysis, the work, the science behind it and has been a
12 great partner along with EDF, a co-sponsor in this work and
13 the Street View team.

14 So our approach was, as I sort of mentioned,
15 repeatedly drive every street.

16 We calculated statistics for each pollutant by 30
17 meter road segments, so every 30 meters we have sort of an
18 average or median or what have you.

19 And then the results sort of demonstrate
20 consistent spatial patterns with high precision of the
21 medians. So you can see the number of unique drive days
22 there and for most streets we have at least 30 for the most
23 part. Thirty times that we drove on that 30 meter segment
24 stretched over a year.

25 I should say the driving happens, this is a job

1 for the driver so it's a 9:00 to 5 job right now so these
2 are daytime averages. We are now working on sort of
3 extending that measurement over more time periods of the
4 day, morning, night, evening, overnight perhaps.

5 But still even with this data we get some great
6 measurements showing that pollutants do really vary sharply
7 by space. And if you look at this map - and you can see it
8 in the paper, it's free to download at *Environmental Science*
9 *& Technology*, it's not behind a pay wall - within 30 meter
10 differences you can see changes in pollutants on the order
11 of five to eight times and that can be on just one block.

12 And that comes from local sources. You know,
13 local -- oftentimes just nearby sort of emission sources.
14 Traffic can be industrial, it can be other things. And
15 those mix with the overall sort of area-wide sources to give
16 you this great sort of mixture and understanding of what's
17 happening with the pollutants.

18 And then the star there on the map is the nearest
19 sort of ambient air quality site in West Oakland. And you
20 can see that if you average the data over the area we're
21 driving - this is a year average by the way - that the
22 measurement on like the non-highways if you will, the
23 residential streets and the sort of major thoroughfares.

24 If you average all that data you get a number or
25 value that is actually very close to what is measured at the

1 central site. So what I think is really exciting about that
2 is not only are you getting this hyper-local information,
3 but by properly averaging and sampling a space you can also
4 get something, a number that is relevant for that region or
5 that air basin, if you will.

6 So I think that the platform is really flexible,
7 it is not just giving you that one point in time for that
8 one day but done properly you get local and sort of
9 regionally relevant measurements.

10 And so I am going to just move forward quickly
11 onto 2016 with some of the mapping we have been doing in
12 California. We have used two cars.

13 We drove in Los Angeles from August through
14 October, San Joaquin Valley from November through March.
15 And you can see we tried to cover a lot of the San Joaquin
16 Valley, the northern San Joaquin Valley. We drive this from
17 our base in the Bay Area so those are sort of definitely
18 daytime measurements but still a great place to really start
19 getting some of these detailed measurements.

20 And then we have been driving, of course, all
21 around the Bay Area. Not just this hyper-local measurement
22 but seeing what we can use these measurements in these
23 different regions of the Bay Area to support perhaps land
24 use regression modeling and other types of models that you
25 could build from the data sets that we have.

1 And we are right now -- actually, we have returned
2 to the San Joaquin Valley. We are doing that kind of hyper-
3 local mapping in the Modesto area for, I think, two to three
4 months and sort of seeing what we can kind of look at in a
5 different city that is very different than these larger
6 urban cities.

7 So just to kind of dig into a little bit of what
8 we see:

9 In Los Angeles we still significant variability in
10 black carbon levels. We drove in regions of Los Angeles
11 that were important. We spoke to the City of Los Angeles
12 and some other stakeholders down here. Focused on Boyle
13 Heights, Wilmington, North Long Beach and then a couple of
14 areas on the west side. We could drive the car the same day
15 both in West Los Angeles and Boyle Heights so the overall
16 change in the atmosphere on that one day wouldn't overly
17 influence the actual differences we would see between these
18 two places. You do see similar levels of variability that
19 we saw in West Oakland. We only drove here for three months
20 so we don't have the same level of statistical sampling but
21 we still see some things that we feel are statistically
22 pretty valid.

23 And then, of course, the degree of variability
24 varies as a function of pollutant. This, again, is the
25 Boyle Heights region.

1 NO is very highly variable because it's such a
2 primary -- it's a primary emittent from most of the sources.

3 Black carbon is similar.

4 NO₂, there's still some variability but it's also
5 formed regionally and so you get a difference in sort of
6 source mix when you start to pick apart the data here.

7 And then you can start looking at statistics. Not
8 statistics, distributions.

9 So we picked apart these four different areas,
10 Boyle Heights, North Long Beach, Wilmington and Westwood or
11 West LA, and here are the distributions of those 30 meter
12 averages that we took in those regions.

13 And so you can see that sure enough Boyle Heights,
14 which is surrounded by freeways on almost, I think, most
15 sides for the most part, has a lot more black carbon in the
16 region. Not only in the region, like the whole city is a
17 little bit higher and then it has a lot more of these higher
18 concentration sort of outliers out there on the tail.

19 Interesting, North Long Beach and Westwood are
20 sort of similar and then the Wilmington region is a little
21 bit lower. I think Wilmington, while it is certainly an
22 area, as we have heard, that has significant concerns and
23 problems with environmental justice, it doesn't have the
24 same truck/black carbon sorts of impacts that we see from
25 the 710 corridor which influences the North Long Beach

1 region and some others.

2 And so you can start to pick apart like areas of
3 concern and areas where you might want to focus, especially
4 for high emitting sources where if you can change -- you can
5 really alter that area of a region you will have a more
6 significant impact than if you sort of try to attack
7 everything at the same time.

8 And then we have done some interesting things in
9 terms of data aggregation like averaging the black carbon
10 concentrations around 500 meters around a school and that's
11 the data that I am showing here. As a caveat, we wanted to
12 make sure that these concentrations were at least somewhat
13 representative of multiple drives so we had to have driven
14 past the school more than 5 times, 1,000 data points. And
15 we couldn't have just zipped by the school on the freeway
16 back and forth on the way to, like, you know, the South Bay.

17 So these are relatively, we think, representative
18 of the differences between the schools. And you really see
19 a lot of variability between sort of West LA and South LA
20 and the Downtown region and then, you know, you see some
21 differences in the san Francisco Bay Area and then what's
22 happening in the Central Valley.

23 Just to give you some close-up look on the
24 Downtown LA and Boyle Heights region:

25 Black carbon is highly variable and, of course, it

1 is elevated around areas where there are freeways or areas
2 where there are a lot of truck traffic. And even between,
3 you know, just on that sort of -- what is that -- the right
4 side of the graph. Over the space of like maybe a mile or
5 two you go from like a blue school, which has relatively low
6 concentrations, to a school that has moderate to high
7 concentration. So just over, you know, a few miles.
8 Perhaps not a surprise if any of us have visited all these
9 schools but with this broad scale tool you could really
10 start to investigate that.

11 And of course the trends for NO and NO₂ are
12 slightly different and you can, you know, pick apart. With
13 these sorts of measurements and multiple pollutants you can
14 get these fingerprints that can tell you like, okay, is it
15 diesel we're worried about, is it general traffic, is it an
16 industrial emission source? You can start to get at sources
17 that might be of particular importance for, again, these
18 schools.

19 And then you can do the same sort of statistics.

20 The Central Valley, on average, the schools had
21 lower black carbon concentrations. Of course we were
22 driving in rural and, you know, areas that were right next
23 to 99; they're going to have very, very different impacts.
24 We still identified areas where the concentrations might be
25 higher than you would want to have at a school.

1 Los Angeles on average sort of higher distribution
2 of concentrations and then the Bay Area was significantly
3 higher. "Significant" isn't the right word but definitely
4 higher concentrations. But we were also really focused,
5 again, with this driving in West Oakland and some other
6 regions where we knew goods movement was of particular
7 concern so that reflected, you see that reflected in the
8 data in terms of the types of way that we have been looking
9 at an aggregate of the data.

10 So our next steps are scaling with high-performing
11 low cost sensors.

12 The measurements that I showed you were collected
13 using reference grade equipment mounted into these cars. So
14 very much like a mobile laboratory, giving laboratory grade,
15 high -- like, you know, within 10 percent accuracy of these
16 measurements. WE calibrate routinely, we really keep an eye
17 on that data quality.

18 At the same time we're driving with this high
19 quality reference equipment we also have a sensor
20 development system that we have been doing over these last
21 couple of years. Understanding the best way to calibrate
22 and engineer and sample with these small scale sensors to
23 get data quality that is, we hope, similar to what we get
24 from the mobile laboratory. We can't scale the mobile
25 laboratory to hundreds and thousands of vehicles but we can,

1 with a lower cost, a sensor-based platform.

2 We feel like we're getting some good performance
3 with CO, it's in the top left; ozone is the lower left; PM,
4 that's a particular number on the upper right; and then NO
5 on the lower right. We are getting really some good
6 performance. This was some older data. We have really just
7 continued to improve the system. I should say we are also
8 getting some good results with NO₂, CO₂ and -- I feel like
9 I'm missing some pollutants we were trying to measure.

10 So what we have right now that we are working on,
11 actively engineering, is a system that is about -- we call
12 it two shoe boxes or what an old desktop computer might look
13 like, if people remember desktop computers. So something
14 that's about that big. It fits in the shoe well behind the
15 driver's side seat. It's engineered to sample air from the
16 moving system just like these do.

17 And we have really been proving that out for the
18 last few months and we are in a place right now where we are
19 starting to build tens of these and think about scaling to
20 many different regions with the Street View fleet and then
21 moving on to other fleets. There is no reason why we can't
22 do this with taxis, busses, trams, trains. One community
23 even contacted us and asked us to instrument boats. So a
24 lot of places where we can really use the mobile system to
25 sample wide scale areas and at the same time we are taking

1 that same technology and developing an outdoor stationary
2 box.

3 So you can imagine a heterogeneous network where
4 you have outdoor locations that are in one place sampling
5 all the time and a mobile network that is moving around
6 through that that is providing us a large scale sort of
7 spatial measurement and combining those two and really
8 starting to get sort of a picture of our cities. Filling in
9 the pixels, if you will, of what we already know about our
10 cities from the regulatory network which already exists and
11 I think that what we are able to do sort of complements
12 that.

13 So we are hoping to take -- this is a map from the
14 World Health Organization report, I'm sure you've seen it.
15 PM_{2.5} annual means for every place that has a measurement
16 that they could find. I think there's about 5,000 on here.
17 And there's a lot of measurements. The US has got great
18 coverage and Europe has got great coverage. But there's
19 almost entire continents and certainly many countries where
20 there are no measurements.

21 So we are sort of hoping to overlay the world
22 with, I don't know, a wearable is what we sometimes call it,
23 wearable for the planet. We can kind of really capture not
24 just pollutants but climate change gasses and then moving to
25 other sort of modalities as we can find good ways to measure

1 them.

2 And Silicon Valley. We're in the region of
3 Silicon Valley. Perhaps you have heard the term "Moonshot."
4 Google uses it a lot, even the *Silicon Valley* web show on
5 HBO used it a lot. It's like let's go to Mars, let's build
6 a train that's going to go through a tube between Los
7 Angeles and San Francisco. So we're trying to call this an
8 "Earthshot." Like, let's measure everything everywhere with
9 really trying to help change the conversation about
10 understanding our environment, our exposure and helping make
11 strides towards improving our planet and our health.

12 So with that I'll thank you and if you have any
13 questions.

14 (Applause.)

15 MS. MASCAREÑAS: Thank you very much, Dr. Lunden.
16 We'll turn first to the audience for questions. We'll
17 probably have time for about two questions so who would like
18 to go first from the audience?

19 MS. GHARIBIAN: Florence Gharibian, G-H-A-R-I-B-I-
20 A-N, with the Del Amo Action Committee and I want to ask you
21 two things that I'm interested in.

22 First of all I want to say what a tremendous
23 contribution this could make to evaluating climate change
24 and what it looks like across the globe, which is definitely
25 a missing piece in the puzzle.

1 And then I want to talk about how I am looking at
2 the benefit of trees in reducing pollution - and it is not
3 the only thing I'm doing at all. But we are building a park
4 in the community that I represent and I would love to have
5 the ability to measure on kind of a mini-scale to get an
6 idea of what it's all about. What happens when you do have
7 trees and what it looks like when you don't have trees?
8 Because looking at LA's EJ communities, presenting an
9 opportunity to make those communities better by greening
10 them up, which makes a lot of sense to me, and then be able
11 to demonstrate that that really does have an impact on air
12 pollution, would be tremendous; so that could be one
13 application of this.

14 And another application would be monitoring indoor
15 vapor intrusion in homes where there is a risk from
16 pollution and the fact that that could be a problem in a
17 home.

18 And so I don't know if you feel this system would
19 provide applications for with trees/without trees or vapor
20 intrusion in the homes. I would be happy to know that it
21 would.

22 DR. LUNDEN: Thank you, those are some really
23 excellent comments and observations and we are thinking
24 exactly as you are. These kinds of measurements, we are
25 even now sort of digging into the data to look at existing

1 locations on a street with similar traffic or a neighborhood
2 with similar traffic mix and meteorology but one has
3 different tree cover than another.

4 Looking at even before and after, trying to look
5 at statistically what do we see in there that can help us
6 identify what a good path might be towards that kind of
7 mitigation. A lot of our built environment is where it is.
8 We can build new schools away from freeways but we have
9 schools that are near freeways now so what can we do?

10 We have also -- I should mention we have a
11 cooperative research and development agreement with the
12 USEPA through the Office of Research and Development. And
13 one project that we are actually helping them with on was
14 there is an elementary school next to the 880 freeway in
15 Oakland and we did some pre-tree measurements and then they
16 are going in and putting in a barrier and then we are going
17 to go in afterwards and help them assess, did that barrier
18 help, how much did it help? And not just tree barriers but
19 other types of barriers.

20 And there's a number of places where we really
21 could think that this data could help community groups and
22 mayors and cities say, let's put a bus rapid transit route
23 down this street and they won't be stopping as often and we
24 should see this kind of net decrease in overall pollutants.
25 With this kind of measurement intensity we can see the

1 difference there. And then the city can say, "You know
2 what, we did this and here was the difference and here is
3 how much it cost and you're welcome." Well, maybe not. It
4 can help you sort of really see like this intervention was
5 great, this intervention probably didn't work as well as we
6 wanted to and overall just start to really help with our
7 impacts on the environment and on health in particular.

8 Right now we're focused on larger-scale sensing
9 systems through sort of commercial, educational and outdoor
10 platforms where we can work with larger organizations to do
11 a large-scale impact on like a student population in the Los
12 Angeles Unified School District or something.

13 I am personally very passionate about individual
14 exposure in homes and I think that we definitely have that
15 in mind, it just might be a little bit further down our
16 pathway but it's super important. Not just what's intruding
17 from the outdoors into the home but then also what are you
18 emitting in your house and are you aware of it and are you
19 aware that it might be significantly more important towards
20 your health than perhaps what's happening outdoors.

21 MS. MASCAREÑAS: Thank you. Are there any
22 questions that are coming into the webcast, Evelia?

23 MS. RODRIGUEZ: Nothing.

24 MS. MASCAREÑAS: Okay. And just for planning
25 purposes so folks know, we can do another question from the

1 audience here. We are going to adjust the schedule a little
2 bit to actually get back on path so we will return from
3 lunch at 12:50 and then start with Charles Lee from USEPA.
4 So we can take another question before we break for lunch.
5 I see a hand raised out there.

6 MR. McKEE: Okay. Duncan McKee, last name M-C,
7 capital K, double E.

8 And my question is a lot of the compliance with
9 regulations is based on these averages, whether they're 12
10 hour, 30 day, whatever. And I'm just wondering where your
11 sensors fit in as far as being able to take real-time
12 measurements of spikes and emissions?

13 DR. LUNDEN: So the mobile platform is sampling
14 once per second, which it really needs to because it's a
15 moving platform. But that is the same type of sampling
16 frequency we are having with our sensor-based devices, that
17 or something very close. So we really can capture
18 individual plumes quite well, both from the mobile platform
19 but also from the stationary platform. And so you see the
20 sorts of things that other community-based networks see
21 where you can see individual flaring and things that happen.

22 And if you can tie that to observations,
23 meteorology, you can kind of start to see those individual
24 events as well as averaging the data to get at what, you
25 know, what gets closer to a regulatory value. But I think

1 the challenge of what -- awareness of what real-time
2 concentrations mean from like a citizen or community member,
3 what that means when I see that reading, is something that
4 the air quality community realizes is a big challenge.

5 Kristen Benedict at EPA is leading sort of a group
6 trying to understand how to best communicate data that is on
7 the order of, say, even one minute; and when it goes over
8 what that regulatory line is. What does that mean?
9 Because, of course, the regulatory lines are based on, you
10 know, longer-term averages, in part because those were those
11 measurements we had. so that's an open and very important
12 question in terms of how we communicate that and then what
13 it means.

14 It is certainly my hope that this kind of data can
15 help inform new types of epidemiological and health-based
16 studies where if you see spikes of a certain frequency up to
17 a certain level, even though the area might be below or
18 meeting standards, actually leads to this particular kind of
19 health impact or some sort of acute impact. That we could
20 tease out maybe some of those sorts of things with this kind
21 of data as well and start to get to that connection between
22 pollutants that are moving, you know. What really happened
23 in the atmosphere with the variability of the pollutants as
24 concentrations with time and what might be happening for
25 health effect.

1 MS. MASCAREÑAS: Thank you, Dr. Lunden. We really
2 appreciate your expertise and your time in connecting all
3 those dots; thank you very much for joining us here today.

4 DR. LUNDEN: Thank you very much.

5 MS. MASCAREÑAS: For everyone in the room and on
6 the webcast, we will reconvene at 12:50, that's 10 minutes
7 until 1:00 o'clock, with Charles Lee from the USEPA. Thank
8 you.

9 (Applause.)

10 (Off the record at 11:59 a.m.)

11 (On the record at 12:55 p.m.)

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12:55 p.m.

MS. MASCAREÑAS: Welcome back, everyone, to DTSC's SB 673 Cumulative Impacts and Community Vulnerability Symposium. We are about to get started again after lunch.

USEPA Environmental Justice Program

MS. MASCAREÑAS: Our first speaker after lunch is Mr. Charles Lee.

Mr. Lee is widely recognized as a true pioneer in the area of environmental justice. He was the principal author of the landmark report, *Toxic Wastes and Race in the United States*. If you recall from folks who were here in the morning session, that was the report that Dr. Gina Solomon referenced at the beginning of her presentation. It really helped lay groundwork for science and EJ; we are very lucky to have him here today.

He helped to spearhead the emergence of a national environmental justice movement and federal action including the First National People of Color Environmental Leadership Summit, Executive Order 12898, EPA's Office of Environmental Justice, National Environmental Justice Advisory Council, and the Federal Interagency Working Group on Environmental Justice. Charles Lee is currently the Senior Policy Advisor for Environmental Justice at USEPA. In this capacity he leads the development and implementation of EPA's

1 agency-wide environmental justice strategic plans.

2 He has served in multiple capacities ranging from
3 creating the United Church of Christ's environmental justice
4 program to directing EPA's environmental justice office. He
5 was a charter member of the National Environmental Justice
6 Advisory Council, where he chaired its Waste and Facility
7 Siting committee, as well as serving on Institute of
8 Medicine Committee on Environmental Justice and other
9 panels. Please join us in welcoming Mr. Charles Lee.

10 (Applause.)

11 MR. LEE: Good afternoon. I want to thank Ana and
12 Director Lee for inviting me here today to speak. I am
13 really excited and honored to be part of this conversation
14 about cumulative impacts.

15 You know, as Gina was going through her slides and
16 was talking about toxic waste and race, you know, I did that
17 at a point where the words "environmental justice" did not
18 exist. So from that point to now where there is a
19 discussion in a real way about incorporating cumulative
20 impacts in the regulatory process, that's pretty amazing.

21 And that is, you know, a real credit to the
22 communities here in California, the work that they have
23 done, that Jesse and Robina and others have done, to the
24 legislators who took up this cause and to the scientists and
25 regulators who now have the hard work of translating this

1 into something really workable in terms of policy and
2 regulations. You know, making an approach that is really
3 systematic is probably one of the more difficult challenges
4 there is.

5 I think, you know, there is a real sense of
6 urgency we all feel about this because, you know, of the
7 impacts we know exist in communities. It is something that,
8 you know, we all need to be part of as much as possible to
9 contribute to DTSC's work in this because this is really
10 important. It is really important. You have no idea in
11 terms of not just California but all across the country.

12 So let me just start by kind of having,
13 summarizing two major points and then going quickly through
14 my presentation.

15 The first is that it builds on what I just said,
16 which is that, you know, at this point I think the idea of
17 cumulative impacts, the idea there are multiple negative
18 stressors that are concentrated in certain communities, and
19 these communities tend to be of a certain socioeconomic
20 status, is a fact that is incontrovertible. That was not
21 the case even a short time ago but now it is and this is a
22 really important thing. I don't think anyone would assert
23 that that is a good thing, you know. That is something we
24 all need to address. As hard as it is I think there is a
25 consensus that this is a really important issue that we all

1 need to rise to the occasion of.

2 The second is that there is a lot of work that has
3 been done already that we can all build on. And this work
4 is pretty formative, I think, but there are some really
5 valuable things within that and I want to kind of trace some
6 of that and lay it out here in this presentation. This is
7 something that we should try to understand and build on.

8 So in my presentation -- so the presentation is
9 going to just quickly go through EPA's Environmental Justice
10 Program, its links to cumulative impacts and community
11 vulnerability - a lot of which has been kind of presented.
12 And then two tools that I will talk about or at least touch
13 upon because some of this is going to be talked about by
14 others, meaning EJSCREEN and C-FERST. Then kind of conclude
15 with a few observations and open it up for discussion.

16 So EPA's Environmental Justice Program has four
17 basic tent poles:

18 Support and engage communities;

19 Build partnerships with other agencies, states,
20 tribes, local governments as well as communities, academia,
21 business and industry;

22 To achieve measurable environmental outcomes;

23 And then integrating environmental justice into
24 EPA's programs.

25 In terms of the first one I just want to note,

1 what you see on the slide is the focus of the environmental
2 justice grants broken down by areas. I don't know if you
3 can read that very well but one fact has jumped out at us.
4 EJ grants by EPA have existed since 1993 and in the period
5 since then more than \$24 million in EJ grants have been
6 given in over 1400 communities.

7 In terms of some of the work that we have done in
8 partnership with others. I just want to highlight one which
9 is work in Imperial County. This is, of course, work the
10 EPA has done with California EPA agencies including DTSC.

11 There are a lot of things about this that are
12 pretty important but this focuses on air quality and asthma.
13 You know, we had talked this morning about the importance
14 and the growing importance of monitoring, particularly
15 community monitoring. I think one of the important aspects
16 of this project is that. And along with that is the very
17 last point made, which is that a lot of that is now being
18 translated into Spanish and there is now a bilingual website
19 for this.

20 The next major area I just want to highlight is
21 this idea of measure of success or measurable environmental
22 outcomes.

23 In developing the current environmental justice
24 plan for EPA, EJ 2020, we identified five areas from which
25 we wanted to put out in terms of measures, in terms of

1 environmental outcomes: In terms of blood lead level
2 disparities, small and tribal drinking water systems, fine
3 particle air pollution and reducing human exposure at
4 hazardous waste sites.

5 This is something of a step forward. In
6 developing this the question came up and I was really
7 pleased that EPA took to the challenge, which is that, you
8 know, after some 30 years of environmental justice being an
9 important national issue that we need to start grappling
10 with the question of what difference have we made? And as
11 hard as this is, I am glad that EPA's program saw fit that
12 they would, you know, go in that direction. And of course,
13 this is just beginning.

14 And the third, the last area in terms of the broad
15 overview of EPA's programs. These are the tools and
16 guidance for integrating environmental justice. This will
17 probably be the area that has the most direct applicability
18 to some of the issues related to SB 673.

19 I am not going to go through each and every one of
20 these in detail but, you know, the fact that EPA did issue a
21 legal opinion that, you know, there are opportunities to
22 address EJ issues within existing environmental statutes is
23 a pretty important piece of work and a foundation. You
24 know, having a screening tool that helps identify areas of
25 EJ concern of course is something we are going to be talking

1 more about.

2 I want to not lose sight of the fact that EPA
3 along with 17 other federal agencies developed analytic
4 methodologies for considering environmental justice within
5 the NEPA process. And of course, you know, when you start
6 to look at impacts in a NEPA context, the cumulative impacts
7 are really important, direct and indirect impacts and other
8 things.

9 Now, there is a tool that is analogous to EJSCREEN
10 called NEPA Assist, which kind of brings together
11 essentially a lot of the same data but in a way that is
12 useful in a NEPA context that I think can have real
13 applications for looking at cumulative impacts within the --
14 you know, within the permitting context.

15 In then in terms of rulemaking and enforcement.
16 There is guidance developed there as well.

17 The rulemaking guidance - of which all of these I
18 have put, you know, web links to so you can easily access
19 them - the fact that EPA did develop technical guidance is a
20 really big step forward.

21 There's a couple of things to note about that.
22 The first is that, you know, that is really looking across
23 the country in terms of national rules so, you know, it's
24 highly geared around quantitative analysis, distributional
25 analysis. But it does not address cumulative risk because,

1 you know, that is something that EPA has not felt
2 comfortable yet in terms of providing guidance on in terms
3 of underlying guidance and certainly therefore then you
4 can't do that in an EJ context.

5 Enforcement has made a lot of progress as far as
6 incorporating EJ into the entire enforcement life cycle and
7 the use of EJSCREEN for helping to identify and prioritize
8 areas of concern.

9 And then in permitting, a foundation has been
10 laid, particularly in terms of two phases of work. The
11 first of which is enhanced public participation,
12 particularly for priority sites, and then the second is
13 developing EJ analysis. And EPA has developed a framework
14 which it is testing internally. When that is ready,
15 certainly the desire to really engage our regulatory
16 partners and communities and stakeholders in this process
17 will be really very important.

18 So those are some of the touch points from which,
19 you know, it links -- this links to the discussion around
20 cumulative risks and impacts. This slide kind of gives some
21 of the highlights as far as, as far as the issues in front
22 of us here today.

23 Gina said, you know, that, you know, the
24 cumulative risk analysis has -- does now exist, particularly
25 in terms of things like organophosphates and pesticides and

1 chemicals of like action. But moving beyond that, you know,
2 there has been, you know, I would say, limited progress.

3 On the other hand I think that -- and this is
4 going to become increasingly evident as you hear about other
5 tools. What I have observed is as EPA is moving out and
6 dealing with communities around cumulative risk they are --
7 the distinctions between what is cumulative risks and
8 cumulative impacts are now a lot more fuzzier.

9 California, you know, took, I think, a really
10 important other tack which is to really tackle that question
11 and the shortcomings of cumulative risk analysis. And of
12 course that's reflected in the CalEPA report on cumulative
13 impacts building a scientific foundation, the 2010 report.

14 All this is leading -- I don't think I am going to
15 spend a lot of time going into this in terms of specific
16 detail but of course, you know, an important reflection of
17 EPA's progress in this in terms of dealing with cumulative
18 impacts is the EJSCREEN tool.

19 The other one that I want to point out is the EJ
20 Research Roadmap, which includes many of the things you're
21 going to hear about today, some of which are the C-FERST
22 tool, the decision analysis tools, the health impact
23 assessments and then some other ones not yet as developed
24 but I think has a lot of promise.

25 I point that out because it is really important

1 that we start to look at all this and hopefully, you know,
2 there can be a conversation that helps to kind of like work
3 collaboratively to see where this can all be useful in terms
4 of DTSC's efforts.

5 I am not going to really go into this because this
6 is just a transition slide. I think this is reflecting like
7 where -- I think there is a consensus around -- you know,
8 what are the kinds -- stressors are important when we talk
9 about cumulative impacts and community vulnerabilities, both
10 environmental and the population vulnerabilities. This is
11 -- the framework that is used in EJSCREEN and in
12 CalEnviroScreen are essentially the same and this is, some
13 of that is reflected here.

14 So I am going to skip a lot of this in terms of
15 the next three slides on EJSCREEN. Kevin Olp who now works
16 in CalEPA, we're really happy he's there but we are not
17 happy because he had to leave EPA to do this and he was one
18 of the key people that helped develop EJSCREEN and really
19 has done a lot of the outreach work in training and engaging
20 states and communities and others around EJSCREEN.

21 This slide just gives you some of the historical
22 milestones related to the development.

23 This slide presents what some of the major
24 features are. And what was the point I was going to make
25 around this? No, not a big deal.

1 And then lastly, these are some of the new
2 developments; I wanted to highlight a couple of things.

3 One is that we are going to update EJSCREEN. We
4 have made a commitment to do this annually and this is
5 forthcoming in the next couple of months. And there is
6 going to be a new water indicator in there, Kevin is going
7 to be very excited about that, he in fact had worked on that
8 a lot.

9 And the other is that we are trying to identify
10 ways, case studies in terms of the use of EJSCREEN. That,
11 of course, is one of the things where I think it's a
12 challenge for all of us. With all these tools how do we
13 actually use it in a really practical way? So, you know, we
14 are starting to collect that. And certainly this is an area
15 where we would love to see cooperation with other state
16 partners and in this case certainly with DTSC.

17 And then just lastly, I think one of the nicest
18 things about EJSCREEN was the development of these training
19 videos, which I have a link to. And I just want to
20 highlight that because it would be just another way, another
21 way that just kind of shows, you know, ways of sharing
22 information about these tools.

23 And then I'm going to focus a few minutes on this
24 other tool which is really a complement to EJSCREEN which is
25 C-FERST tool, which is the Community Focus Environmental

1 Risk Screening Tool. If you start thinking about EJSCREEN
2 as a screening tool and looking at broad geographic areas,
3 try to identify areas for, you know, further analysis,
4 outreach or other kinds of attention, this allows you then
5 to look at a particular community in a much more focused
6 way.

7 A few things that are important to this are that
8 this has also been included as an important part of the
9 Memorandum of Agreement between the Environmental Council of
10 the States, the Association of State and Territorial Health
11 Officials and EPA. I think EPA did a Train the Trainer
12 session for states on this, in fact on Tuesday of this week.
13 And certainly, you know, there is an opportunity here too,
14 you know, to do that if any of the California agencies were
15 not able to participate.

16 This was developed in partnership with communities
17 and these are three of the sites, one of which is a tribal
18 context so there is a tribal version of this tool now.

19 I kind of put this slide out there because, you
20 know, this really shows in a pretty graphic way, you know,
21 the kind of concerns that communities have; as well as, you
22 know, in the bottom part of the slide, the kind of data that
23 was collected to help inform, you know, a characterization
24 of those concerns. And certainly, you know, all this is
25 another way of looking at the multiple cumulative impacts in

1 communities.

2 And it is a pretty structured process, you know.
3 It starts with community guides and then the use of maps.
4 In this example, you can't see it, diesel PM is the
5 pollutant that was highlighted. And then of course it then
6 gives you access to data and data tables as well as profiles
7 about the issue. It does not stop at the point of then
8 giving you that information but also provides information
9 around kind of strategies to address these concerns that,
10 you know, is also made available.

11 I would say this as well as many of the other
12 tools being developed, you're going to hear about them from
13 other presenters from EPA. But there's also things like a
14 community cumulative assessment tool, which is in the very
15 early stages of development. And what these are being used
16 for or designed for is use in a non-regulatory context. But
17 certainly, you know, there are a lot of thinking processes
18 and data sets and other features that certainly can be very
19 useful when trying to apply it to the SB 673 kinds of needs.

20 Oh, there's a couple of other things that I wanted
21 to kind of, to conclude with.

22 The first is that, you know, on the one hand there
23 is -- I mentioned the EJ research rolling back a broad
24 number of areas that, you know, that EPA is working on that
25 can, I think, be useful.

1 Now, that is going to require a good deal of
2 thinking in terms of so how do you then apply this in terms
3 of the permitting needs and addressing cumulative impacts?
4 But like I said, you know, it is really important to mine
5 this for, you know, the information that can be identified
6 and certainly we want to do that in a way that is very
7 systematic but also very practical.

8 And then the last point would be, and this is
9 something that I thought about when Jesse and Robina were
10 talking. I think that it is really important to get this
11 our work to the point of being able to have quantitative or
12 semi-quantitative analysis but we should not overlook the
13 importance of qualitative information. And I find there is
14 a -- that might be blind spot in the way we go about this.
15 A lot of, you know, where we are now in the state of the
16 practice, that is going to be a very important source of
17 information.

18 Communities that I know, you know, really kind of
19 emphasize that so I would caution against not seeing the
20 importance of that in terms of the thinking process that we
21 kind of pull together. And certainly, you know, if we were
22 going to be true to meaningful community input, to the
23 importance and the central importance of community
24 participation, then that kind of information then should
25 have that kind of level of importance.

1 So I would just stop there and, you know, open it
2 up for questions or discussion. Thank you.

3 MS. MASCAREÑAS: Thank you, Charles, very much.

4 We will go first to the audience in the room for
5 any questions.

6 MR. MARQUEZ: Charles, are there going to be any
7 C-FERST training classes or seminars coming up this year?

8 MR. LEE: The answer is "yes." And I don't know
9 specifically, you know, what they are, when, but I will get
10 back to you on that.

11 MR. MARQUEZ: Okay.

12 MR. LEE: You know, one of the big commitments
13 that was made in line with that was to do outreach and
14 training and that's at many different levels.

15 MR. MARQUEZ: Okay, thank you. This is Jesse
16 Marquez.

17 MS. MASCAREÑAS: Any questions from the webcast?

18 If folks on the webcast have any questions
19 throughout the rest of the afternoon it is
20 Permits_hwm@dtsc.ca.gov.

21 Thank you, Charles, very much for your
22 presentation.

23 (Applause.)

24 MS. MASCAREÑAS: So moving into what Charles was
25 referencing. Thanks very much for sharing the tools,

1 walking us through C-FERST. We will have Kevin Olp speak
2 next to give a little more information about EJSCREEN.

3 **Environmental Justice Screening and Mapping Tool (EJSCREEN)**

4 MS. MASCAREÑAS: Kevin Olp currently serves as the
5 Program Director for the CalEPA EJ Taskforce where he
6 oversees the implementation of the task force and other
7 environmental justice initiatives.

8 Prior to his role in CalEPA he worked for nearly
9 seven years in the USEPA's Office of Environmental Justice
10 where he most recently was the Director of Communications.
11 In this capacity he led the development of USEPA's
12 environmental justice screening and mapping tool "EJSCREEN"
13 and also helped implement rollout strategies for key agency
14 priorities including EJ 2020, the Agency's strategic plan
15 for implementing EJ throughout the federal government
16 between the years 2016 through 2020. Thank you, Kevin.

17 MR. OLP: Thank you, Ana. This is a little bit
18 surreal for me. I left EPA three months ago and now I'm
19 following after my former boss talking about a tool I used
20 to work on. So if I confuse saying "us" and "they" talking
21 about CalEPA and USEPA, please forgive me.

22 The other thing I want to do real quick is just
23 say thank you so much for the opportunity to speak today.
24 It is very humbling to be here amongst these incredible
25 speakers and have the opportunity to talk with you all about

1 EJSCREEN. I am sure you are all a little bit tired after
2 lunch in a food coma so I will do my best to get to the tool
3 as soon as possible with the maps and graphs.

4 I think this is a really excellent opportunity to
5 talk about EJSCREEN in the context of cumulative impacts
6 because for a long time I think EPA really didn't do a very
7 good job of considering multiple sources of pollution
8 impacts and demographics when looking at things like
9 permits, enforcement and other public outreach and
10 regulatory efforts. I think it is definitely something that
11 the Agency is taking much more seriously and they are very
12 much in the midst of trying to sort out how to do most
13 effectively but EJSCREEN I think represents a huge step
14 forward in that regard.

15 So the public, stated goal for the USEPA is to
16 protect public health and the environment. In order to
17 protect public health today I think what we have been
18 hearing is that in the overall social determinants of public
19 health, that pie chart, only one slice of the pie is
20 environmental exposures and risks. We also have to consider
21 biology and we also have to consider the community in which
22 individuals are living in to understand truly the impacts
23 for public health.

24 And what EJSCREEN does is it allows for regulators
25 and other agency officials to be able to look at different

1 sources of environmental pollution from air, water, toxics.
2 It also allows them to look at other factors that may make
3 people more susceptible to environmental pollution. I think
4 this is something that Gina did an excellent job of
5 presenting on earlier today. Those things that make
6 individuals, given equal level of exposure, more vulnerable
7 to the negative health effects of that exposure. And so if
8 we are truly going about trying to protect public health we
9 have to consider all of this information in order to be
10 truly effective in protecting our communities and safety.

11 And so EJSCREEN represents a step forward because
12 a lot of -- prior to the development of it there were 17
13 different screening tools with various levels of
14 effectiveness.

15 But EPA had all of these data sets on really
16 important things like cancer risk, particulate matter
17 exposure estimates, traffic counts. They were in these huge
18 Excel spreadsheets that were 200,000 values, that were
19 geocoded by eight-digit numbers and who knows what that
20 eight-digit number is and where the boundaries of that area
21 are. And then even after you get to that if you're talking
22 about 12.8 micrograms per cubic meter of exposure to
23 particulate matter, is that a lot or a little? And without
24 any of that context you have to be a GIS genius, you have to
25 be an engineer and know something about science to be able

1 to put all of that together.

2 And so what EJSCREEN attempts to do is take all of
3 that data, put it in maps, put it in reports, put it with
4 percentiles so there is this relative ranking so I can say,
5 "Oh, compared to California this is in the 95th percentile
6 for proximity of traffic. That is alarming, that is higher
7 than average." Or I can say, "That's relatively average
8 compared to the rest of the country, although within the
9 state it is particularly high." So it allows you to get
10 access to that data and understand it and interpret it and
11 be able to translate and explain it.

12 And I think that is very powerful, not only for us
13 as the regulators but to get that data to communities.
14 Because for so long communities have been looking to access
15 this data, but if you don't have somebody that can take that
16 information and put it on maps and put it with percentiles
17 that is a huge barrier of access to the information and
18 resources that EPA has. So that's really what I want to
19 talk to you about is this tool, EJSCREEN. So what I am
20 going to do is show you a few of the features real quick.

21 Before I jump into the tool I want to back up a
22 little bit. I'm sure everybody here is familiar with
23 CalEnviroScreen but I want to talk a little bit about the
24 distinctions of that before I jump into EJSCREEN screen
25 because you are going to be hearing about that, the tool

1 C-FERST, and I want to talk about the little niche that
2 EJSCREEN holds within all of that and how it can be useful
3 for your efforts.

4 So CalEnviroScreen was actually developed a couple
5 of years before EJSCREEN went out to the public and we
6 worked extensively -- we. "We" in my past life worked
7 extensively with the folks in OEHHA and got a lot of really
8 great insights from then and that was very informative for
9 how our tool was developed as well.

10 You folks in California are very -- us folks now
11 that I've moved here. I'm sorry, I'm trying to break
12 myself. Are very lucky that there's very robust data sets
13 on a lot of these issues so the data in CalEnviroScreen is
14 often more current, more granular and there's additional
15 data sets that at the national level there is not access to.

16 So if you're looking for the information about
17 different types of environmental or public health data
18 that's really the best place to start. EJSCREEN attempts to
19 use the best available nationally consistent data and we
20 pull that in as soon as it is available, but there are
21 limitations when you're aggregating data from all 50 states
22 versus one state, especially a state that invested resources
23 in the data and technology, so in that regard
24 CalEnviroScreen is much better.

25 EJSCREEN, I think, can be really useful in being

1 able to have reports on neighborhoods, individual areas.
2 It's malleable so I'll show you how you can generate user to
3 find shapes for the communities that you are looking at.
4 There's other information and demographics that can be
5 really useful and very much helpful in public outreach and
6 just understanding community context and I'll be showing you
7 those features today.

8 So I am going to start off by just pulling up the
9 maps. I am not actually going to be -- I don't have enough
10 time to do this as sort of a training session, but as
11 Charles mentioned, with the release of the next version of
12 EJSCREEN which is coming out next Friday they are going to
13 also be releasing training videos that will be really
14 helpful for showing a lot of things that you will see today
15 and how to walk through and do the step-by-step.

16 So right now what I am pulling up is the
17 environmental indicator for traffic proximity. And we are
18 in the Inland Empire area just right over Diamond Bar.

19 And so all of these little shapes -- and I know a
20 lot of the folks in here are pretty savvy but just for
21 everybody -- these individual shapes that you see that are
22 different colors are what are called US Census Block Groups.
23 So there's 219,000 of these that cover all of the United
24 States. They are, on average, about 1400 residents although
25 they can be as small as 500 residents, as high as about 3500

1 residents. And they cover every area where there are people
2 living. So when you see them smaller, that generally
3 indicates that there is a more densely populated area.
4 Versus when you see these larger block groups like over
5 here, that's generally where there is a more rural area and
6 people are spread out in terms of where they're living.

7 So what we did with EJSCREEN was we took the
8 different data sets, so for example with traffic proximity,
9 we put them all in bins. So you can see right now we are
10 comparing to the rest of the United States. All of these
11 areas in red are in the 95th to 100th percentile. So that
12 means that compared to the rest of the United States only 5
13 to zero percent of the rest of the country, the
14 neighborhoods are in that close a proximity to high amounts
15 of traffic. So I can actually click on this block group and
16 see that 6600 cars are estimated to pass by the average
17 household per day, which is in the 98th percentile; so only
18 about 2 percent of the rest of the United States are
19 households living in closer proximity to traffic than these.
20 Of course that is near a highway so that is to be expected,
21 especially through here there is lots of traffic.

22 We have other data on regional air quality so
23 things like particulate matter and ozone. These tend to be
24 more regional in terms of how they are modeled at EPA and so
25 you don't see much of the variation spatially from block

1 group to block group as you do with things like traffic. We
2 also have ozone as well.

3 Then with these next three data sets, these are
4 all from the EPA's National Air Toxics Assessment, which is
5 a study that is done every three years where basically they
6 take monitored data from across the United States, they
7 combine it with modeled data of where we know there's local
8 point sources, mobile and stationary, and we use that to
9 estimate diesel particulate matter exposure, cancer risk and
10 then non-cancer-related respiratory hazard index.

11 We also have other indicators. This is the lead
12 paint indicator. This is actually just a stock of housing
13 pre-1950, which is our best estimate for the areas where
14 there's more likely to have lead paint exposure in the
15 household, which is the single largest source of exposure to
16 lead contamination.

17 We also have proximity to Superfund sites.

18 Proximity to facilities with Risk Management
19 Plans. these are larger facilities that are permitted under
20 the Clean Air Act to actually have Hazard and Risk
21 Management Plans in place to protect residents in case of
22 emergencies.

23 We have proximity to hazardous waste sites, which
24 are generally transfer, storage and disposal facilities or
25 other exchange sites for hazardous or solid waste.

1 And then the Water Discharge Proximity. Which as
2 Charles mentioned, they are actually going to be updating
3 this indicator with something that instead of just looking
4 at where the points are that the pollution is being legally
5 permitted to be dumped into waterways, we are replacing that
6 with actually modeling downstream impacts and chemicals to
7 actually estimate surface water quality.

8 So those are the general indicators that are in
9 the tool. Beyond that there's a lot of other maps that are
10 really useful and demographics.

11 So, for example, if I wanted to know linguistic
12 isolation and where those areas I might want to do
13 additional outreach, you can map that by going to "Percent
14 Speak Spanish - linguistically isolated" and add that to the
15 map. If there is a language translation policy for -- say
16 if 10 percent or 5 percent of the population speaks -- no
17 one over the age of 14 speaks English less than very well
18 and you want to see what those areas are you can use this
19 filter here. So I can look at all the areas where at least
20 1-in-10 households, no one over the age of 14 speaks English
21 less than very well and they speak Spanish. These are all
22 those households. These are the areas where you want to
23 translate material; these are the areas where you want to
24 bring translators to your public meeting. So it can be
25 really helpful as well in terms of public outreach.

1 But there's other information on there on
2 educational attainment, on economic income and employment.

3 There's also these Additional Maps and things like
4 Places, so being able to map parks, being able to map
5 schools. You know, we were talking earlier about how parks
6 are really a good indicator of being able to reduce air
7 pollution through absorbing some of the ultra-fines and so
8 mapping where those are, you can do that. Understanding
9 where the schools are in relation to some of the sites that
10 we are working on is really important, so being able to map
11 that is critical.

12 There's also information you can map to see if the
13 water quality standards for different lakes, ribbons and
14 streams are being met. So I can click on this stream
15 segment that I can see is not in compliance with the water
16 quality standards for USEPA. See what the name of that
17 watershed is and what the causes of impairment are. So just
18 tons of data that helps to give you that community context,
19 the multiple sources of pollution that exist in a community,
20 all in one place.

21 Beyond just the maps you can also use your ports
22 as well. If I want -- instead of looking at all of this
23 data one at a time if I want to get it in one place I can go
24 to Generate Reports and I can select a location. I can
25 either put a pin down and put a circular buffer around it.

1 A lot of times our communities aren't circles so that's not
2 the most useful so you have this irregular polygon
3 generator. So if I want to map this area right here between
4 these freeways I can quickly do that just with a series of
5 clicks. And then when I double-click that finishes the area
6 and then I can generate this report right here that has all
7 of those bar graphs in one place for the environmental
8 indicators, the demographic indicators.

9 Our demographic indicators that I didn't cover
10 earlier are the percent minority, percent low income,
11 linguistic isolation, percent less than high school
12 education. That's all individuals over the age of 25 with
13 less than a high school education or a GED equivalent. And
14 then Under Age 5 or Over Age 64, which generally tend to be
15 more susceptible populations, especially when it comes to
16 things like air exposure.

17 We also have these EJ Indexes as well and this is
18 our attempt at sort of the cumulative impacts, which is
19 looking at the relationship between those demographic
20 indicators, specifically percent low income and percent
21 minority, multiplied by each of these environmental
22 indicators to get a sense of is there a high percent of low
23 income and minority residents living in close proximity to
24 each of these individual indicators.

25 And because a lot of the environmental indicators

1 score high and because there is a larger low income and
2 minority population in this area, you can see most of the EJ
3 Indexes score very high. So for EPA if we saw this, this
4 would be -- if they saw this they would consider it more
5 carefully in the permitting context. In the enforcement
6 there would be a star next to it or an asterisk that would
7 give it a closer look. As a reminder, this is screening
8 level data so this doesn't drive any decisions but it
9 certainly causes regulators to give extra attention to these
10 areas, understanding that there are likely multiple
11 pollution burdens as well as more susceptible populations in
12 this area, so this data is really critical.

13 So these are just a few of the features. There's
14 a lot of stuff that I'm missing and I'm sure I'm going to be
15 kicking myself that I didn't get a chance to talk about but
16 I want to leave plenty of time for Q&A. If you don't get a
17 chance to ask a question I'll be around all day and happy to
18 follow-up as well.

19 MS. MASCAREÑAS: Thank you very much, Kevin.

20 (Applause.)

21 MS. MASCAREÑAS: I just want to say that some of
22 this conversation will also thread into later in the
23 afternoon. We have a panel on cumulative impacts data needs
24 and gaps and so the tools that Kevin was also mentioning
25 during his demonstration, California's CalEnviroScreen tool

1 and then we'll also take a look at SPIGT, which is a tool
2 developed with DTSC and USEPA as well.

3 So if there are any questions at this point please
4 let me know. Like I said though, this will thread into some
5 of the later panel discussion as well and we can make sure
6 to pass around the microphone during the panel discussion.

7 Thank you very much.

8 **Health Impacts Assessment (HIA)**

9 MS. MASCAREÑAS: Next up we have a Health Impacts
10 Assessment presentation with Shannon Griffin from USEPA.

11 Shannon Griffin is a biologist with the USEPA in
12 Cincinnati, Ohio. She is currently involved in studies
13 which focus on the development of quantitative approaches to
14 evaluate community health and well-being. She is also
15 involved in using USEPA web-based tools and Health Impact
16 Assessment to inform community decision-making while
17 promoting community outreach and engagement.

18 Shannon has worked extensively on the development
19 and application of innovative methods which utilize salivary
20 antibody responses as non-invasive indicators of infection
21 from environmental pathogens. In addition, her work has
22 included developing and validating molecular-based
23 techniques to measure occurrence of microbial contaminants
24 in various environmental matrices.

25 Shannon holds BS and MS degrees in biological

1 sciences from the University of Cincinnati.

2 Thank you for joining us, Shannon.

3 MS. GRIFFIN: Thank you. And I have an allergy to
4 microphones so sorry if I kind of move in and out.

5 (Laughter.)

6 MS. GRIFFIN: All right, great, thank you. And
7 thank you for the nice introduction too.

8 I am so excited to be here today to talk to you
9 guys a little bit about Health Impact Assessment, or HIA,
10 and how we can use it to link public health to community
11 decisions.

12 So before we get started I want to share with you
13 a quote from the World Health Organization. It says that:

14 "The highest standards of health should be
15 within reach of all, without distinction of race,
16 religion, political belief, economic, or social
17 condition."

18 So I think we should all keep this very important
19 statement in mind as we think about this concept of Health
20 in All Policies.

21 So we know that there are all sorts of programs,
22 policies, plans and projects that can have both intended and
23 unintended health consequences, especially if the
24 discussions in the decision-making process are limited to a
25 particular set of issues.

1 So Health in All Policies we can use a strategy
2 that strengthens that link between health and other
3 policies, across all sectors and at all levels, to improve
4 the health of all communities and people.

5 Specifically it helps us consider the intentional
6 or unintentional impact of non-health policies, so those
7 things happening outside of the public health arena, on
8 individual or population health.

9 All right. So what exactly is health. I know
10 I've talked a little bit about it this morning but I want to
11 go over it again. And according to the World Health
12 Organization, health is:

13 "A state of complete physical, mental and
14 social well-being; not merely the absence of
15 disease or infirmity."

16 Health is actually an indicator of quality of
17 life.

18 But good health is determined by more than money
19 spent on health care, right? But interestingly, we spend 88
20 percent of our health-related resources on medical services
21 alone and only 4 percent on healthy behaviors and 8 percent
22 on other stuff. I don't know what that is.

23 But that is not what makes us healthy. So what
24 makes us healthy, if you we look at this pie chart, 40
25 percent of our health is coming from our social and economic

1 factors and then we've got 30 percent from our healthy
2 behaviors, 20 percent from clinical care and 10 percent from
3 the physical environment. So you can see a real disconnect
4 between what we spend on health and what actually makes us
5 healthy.

6 All right, so we are going to look even closer at
7 health and this kind of builds upon what Gina was talking
8 about this morning. This rainbow shows us our determinants
9 of health and these are the factors that are known to
10 directly or indirectly impact human health.

11 So when you look at the center, that little,
12 yellow semi-circle in the middle, these are the individual
13 factors. This is our age, our gender, our genetics. I
14 suppose I should add "epigenetics" there.

15 And then as you move out one ring we have our
16 individual behaviors. These are things like diet and
17 exercise or addiction.

18 And then moving out even further we have public
19 services and infrastructure. So things like education or
20 transportation, health care.

21 Moving even further we have our living and working
22 conditions. So disease vectors, one of my personal
23 favorites, jobs, the working environment, wages and
24 benefits, even noise.

25 And then last on the outer ring are social,

1 economic and political factors. So this is social cohesion,
2 segregation, inequality, poverty. So all of these things in
3 this rainbow make up our determinants of health.

4 Okay, so getting back to Health in All Policies.

5 Health Impact Assessment, or HIA, is one of the
6 key strategies for moving toward a health in all policies
7 perspective. It offers a comprehensive approach to health
8 and it is applicable in a broad range of decision-making
9 contexts. So things from education to transportation,
10 housing, a living wage, incarceration, really just about
11 anything you can think of.

12 But what exactly is HIA? More specifically,
13 Health Impact Assessment is:

14 "A systematic process that uses an array of
15 data sources and analytic methods and considers
16 input from stakeholders to determine the potential
17 effects of a proposed policy, plan, program or
18 project on the health of a population and the
19 distribution of those effects within the
20 population."

21 But HIA doesn't stop there. It actually:

22 "... provides recommendations on monitoring
23 and managing those effects."

24 So going back to our rainbow graphic. In a
25 nutshell, HIA evaluates how a proposed policy, plan, program

1 or project may affect all of those determinants of health in
2 our rainbow and lead to health outcomes, but then it also
3 provides recommendations for health impact management.

4 Okay. So I am going to go through the systematic
5 process in a moment but I wanted to take a second to just go
6 over the history of HIA in the United States because we are
7 among HIA greatness here in California.

8 So HIA actually has been going in Europe,
9 Australia and elsewhere for years. It has been promoted by
10 World Health Organization and World Bank but the US didn't
11 get involved until 1999. And actually that started in
12 California, specifically within San Francisco, when an HIA
13 was conducted on a living wage ordinance. So back in 1999
14 we have N=1.

15 Now when you fast-forward ten years to 2009 we've
16 got 54 HIAs. And you can still California is out there as
17 the front-runner but you see a few other states have joined
18 in. And I am proud to say that Ohio has one as of 2009.

19 And then just five years later in 2014 we have
20 over 300 HIAs in the US and lots more states getting
21 involved.

22 And then not too much longer, this is the last map
23 I actually have, is from mid-2015 where there are over 350
24 HIAs conducted across the United States. And again we have
25 California with 70 as our front-runner.

1 All right. So who is conducting all of these
2 HIAs? Well for the most part it's government agencies at 49
3 percent but we also have folks in educational institutions
4 at 22 percent and nonprofit organizations at 26 percent.

5 And then when we think about the levels of
6 decision-making that's being informed by HIAs in the United
7 States, most of it, actually 54 percent, is occurring at the
8 local level. And then we have 12 percent at the county
9 level, 18 percent at the state level but only 6 percent of
10 HIAs are actually informing a federal decision-making level.

11 Okay. So I mentioned earlier that HIA is broadly
12 applicable. It has been promoted throughout the world as a
13 tool for protecting and promoting public health because of
14 its applicability in a broad range of decision-making
15 contexts. So from this graphic we can see that wide range
16 of decisions being informed by HIA.

17 For the most part, 39 percent, are informing those
18 decisions around the built environment. And then 20 percent
19 in transportation, 12 percent to natural resources and
20 energy, all the way down to 3 percent of HIAs are informing
21 decision around labor and employment; and this is across the
22 United States.

23 So let's take a closer look at HIA in California.
24 So that map I showed you brought us to mid-2015 but by the
25 end of 2015 California had 82 HIAs completed or in progress.

1 And this here is just a screen shot of the Help Impact
2 Project, which was brought to us by the Pew Charitable
3 Trusts and Robert Wood Johnson Foundation. This is a
4 wonderful website, I encourage you guys all to go and check
5 it out, but they have lots of information about HIA.

6 And I wanted to just share these little screen
7 shots with you. On the left you see that there is an
8 interactive map that each dot represents an HIA. You can
9 click on those dots, you can learn more about that specific
10 HIA. And then on the right hand side we have -- it's more a
11 clickable list. So you will have a description of the HIA,
12 where it is being conducted, what sector it might be
13 informing. And again there's lots and lots of links to the
14 full HIA report if it is available and any other helpful
15 information about it.

16 So when we look at and we do a breakdown of the
17 context of these 82 HIAs in California, 40 percent of them
18 are being conducted by nonprofit organizations, 39 percent
19 by government agencies and 18 percent by educational
20 institutions.

21 And in looking at the types of decisions or
22 sectors these HIAs are informing, we have got 26 percent
23 regarding transportation, 24 percent the built environment
24 and then we've got education and housing not too far behind.

25 Okay, so I told you a little bit about what an HIA

1 is, who is doing them, at what levels are they informing,
2 what types of sectors are they informing; but why should we
3 do them? There are a whole lot of benefits to HIA but I
4 have put just a few here.

5 The first one is that HIA promotes a greater
6 understanding of health and the health impacts of decisions.

7 They improve the evidence on which stakeholder and
8 policy decisions are made.

9 Importantly, they engage and empower our
10 communities.

11 And they provide recommendations for changes to
12 the design, adoption or implementation of proposed decisions
13 to include health.

14 And lastly, they promote healthy and sustainable
15 communities. Which is near and dear to our heart. At EPA
16 we actually have a whole research program on sustainable and
17 healthy communities, which is why you see that running at
18 the top of all of my slides.

19 Okay. I also wanted to take a moment to highlight
20 one of the core values of HIA and this is equity. Equity in
21 health implies that ideally everyone should have a fair
22 opportunity to attain their full health potential; and that
23 none should be disadvantaged from achieving this potential.

24 And I just love this graphic at the bottom I
25 wanted to share with you guys because it reminds us that

1 equality doesn't mean equity, these are totally different
2 things.

3 Okay. So we finally get to the process. HIA is a
4 very prescriptive process. There are six steps to it and I
5 have them listed here on the left hand side. But I wanted
6 to point out that each of these six steps we engage with the
7 stakeholders and the community members so they are involved
8 at every step of the HIA process.

9 So let's take a closer look at each of these
10 steps.

11 The first one is screening. This is where we
12 determine whether a proposal is likely to have health
13 effects and whether the HIA will provide useful information.
14 Is the HIA going to add value.

15 The next step is scoping. This is where we
16 establish the scope of health effects that will be included
17 in the HIA, the populations that may be affected and the
18 sources of data and the methods to be used. And I know we
19 talked earlier, this morning it was brought up that HIA is
20 more qualitative, and indeed it is. But the best part is
21 you can use a combination of quantitative and qualitative
22 data in the assessment.

23 Now the third step is the actual assessment. This
24 is a two step process that first describes the baseline
25 health conditions in your impacted community and then it

1 assesses those potential impacts at the second stage.

2 Okay. The fourth step is the recommendation
3 stage. This is where we suggest design alternatives that
4 could be implemented to improve health or action that could
5 be taken to manage health effects.

6 The first step is reporting. This is where we
7 present the findings and recommendations to the decision
8 makers and stakeholders. And I just want to point out here
9 that you want to try to be succinct and use plain language
10 for the most part because you are trying to communicate to a
11 broad audience here.

12 And the very last step is the monitoring and
13 evaluation step. And this includes monitoring the
14 implementation of HIA recommendations and then also
15 evaluating the process, the impacts and the outcomes.

16 And I just want to point out with HIA that we are
17 never advocating for or against a decision, we are only
18 advocating for health in that decision-making process.

19 Okay, so I gave you a very quick and dirty
20 description of a prescriptive process so I want to point you
21 to some guidance documents. There are a number of guides
22 and handbooks that have been developed to inform and direct
23 the HIA practice in the US. Two of those are listed here
24 below. There is the *Minimum Elements and Practice Standards*
25 *for HIA* and then there's *Improving Health in the United*

1 States. The links are available here. I know you can't
2 write them down. Frankly, you can Google it and it is going
3 to come right up.

4 Okay. So I want to just over a quick example so
5 you guys can see HIA in action.

6 And we are going to talk about an HIA of the
7 *Mojave Desert Solar Energy Projects and Tribal Communities*.
8 this was actually conducted by the National Indian Justice
9 Center in the 2013 to 2014 time frame and it was funded
10 through that Health Impact Project. Again, this is in
11 collaboration with the Robert Wood Johnson Foundation and
12 Pew Charitable Trusts. The graphic here is the title page
13 of the full Health Impact Assessment report and the link is
14 just to the left of it.

15 Okay. So the purpose of this HIA was to evaluate
16 the potential health impacts of the proposed Fort Irwin
17 military base photovoltaic, or, PV array facility which will
18 be located in the Mojave Desert region of California.

19 And the focus will be on the potential health
20 impacts upon the American Indian tribes with homelands in
21 the region.

22 I want to mention that an environmental assessment
23 was actually conducted around this proposed project before
24 the HIA. But what happened was that some of the health
25 determinants that were particularly important to the

1 potentially impacted communities, the Native American
2 tribes, were not included in the environmental assessment,
3 so they wanted to have an opportunity to bring these health
4 determinants up and that's where the HIA came in.

5 So first step, screening, right?

6 Well, the HIA team determined that the project
7 does have the potential to impact the health of tribal
8 communities with the region who have cultural affiliation
9 with the region.

10 They also identified a number of potential health
11 impacts related to limiting access to and protection of
12 tribal cultural sites, destruction of native plants and the
13 displacement of animals near the sites.

14 The HIA would certainly enhance the capacity for
15 effective tribal consultation.

16 And then the National Indian Justice Center met
17 with decision makers and tribal government representatives
18 to gauge willingness to support the HIA process.

19 And at the end of screening it was determined that
20 indeed an HIA would add value.

21 So they moved on to scoping.

22 During the scoping phase they continued to
23 identify and engage the key decision makers, which was the
24 Department of Defense, specifically the Fort Irwin Army
25 Base, the Public Utilities Commission and the California

1 Department of Energy.

2 They also continued to identify and engage the key
3 stakeholders, which was a number of Indian reservations in
4 the area and other tribal communities with cultural
5 resources in that project area, as well as the Bureau of
6 Indian Affairs and a number of local public health agencies,
7 residents, businesses and community organizations.

8 Also at the scoping phase we need to identify
9 those determinants of health that the HIA will focus on,
10 right?

11 So what they did was identified three determinants
12 of health that were actually taken from the 2010 American
13 Indian and Alaskan Native Health Assessment in California
14 where they had already identified three major determinants
15 of health that are important to American Indians and Alaska
16 Natives.

17 And these are:

18 - Sovereignty and Self-Determination;
19 - Cultural Revitalization; and
20 - Access to Culturally Competent and Affordable
21 Healthcare.

22 Now for this Mojave Desert HIA they decided, with
23 input from the community and stakeholders, to focus on just
24 those first two health determinants so that, moving forward,
25 was the focus of the HIA, Sovereignty and Self-Determination

1 and Cultural Revitalization.

2 Okay. So we are going to skip the assessment
3 phase just for the sake of time. But remember, at
4 assessment you are just going to find out what the baseline
5 health conditions are in your potentially impacted
6 communities and then you're going to try and determine what
7 those health effects might be given the different decision-
8 making alternatives.

9 So we'll jump to the recommendations that the HIA
10 team came up with.

11 The first one, and very importantly, was to engage
12 the Mojave Desert tribes in meaningful consultation prior to
13 construction. This is actually required by law.

14 The second was to employ cultural monitors to
15 evaluate sites for native plants used in tribal cultural
16 practices and to identify landscapes of importance.

17 And then the third one was to develop a quarterly
18 meeting schedule with tribal representatives in anticipation
19 of future projects.

20 So I want to point out that during the
21 environmental assessment, that EA, in some ways the tribes
22 felt a little left out of that process and not as engaged so
23 the HIA helps to build that trust and bring back that
24 openness.

25 A fourth recommendation was that the construction

1 contractor should develop mitigation strategies for
2 potential infectious diseases, specifically for sexually
3 transmitted infections that are often associated with
4 temporary, transient work forces.

5 And then lastly, wanted to consider additional
6 observations in an alternative season for the desert
7 tortoise. This is a protected species in that area and when
8 the environmental assessment was conducted it was done so at
9 a time when the desert tortoise was less-active, so they
10 wanted to survey the tortoise when it was more active so
11 they could get more accurate and reliable measurements which
12 would help inform the mitigation strategies.

13 So the next step would be reporting, right? Which
14 I showed you at the beginning. The report is done. It was
15 completed in 2014, I think, and it's available online. And
16 in that report we have the monitoring and evaluation plan,
17 which is the last step of HIA. And I tried to find some
18 updates to share with you all and I don't have any. You
19 guys probably know better than I do because I'm in Ohio and
20 you're nearby. Unfortunately, the only thing that I could
21 find was that construction was supposed to begin sometime in
22 2016 and I am not sure if it started or not.

23 Okay. What you may notice is that I didn't
24 mention EPA at all in that HIA example and that is because
25 EPA was not explicitly involved. We selected that

1 particular HIA as an example because of the location, in
2 California, but also because it highlights the American
3 Indian tribes as the potentially impacted communities.

4 So I do want to take just a second to go over what
5 EPA is doing with HIA.

6 We are evaluating HIA as a decision-support tool
7 for promoting sustainable and healthy communities.

8 In fact, we have three HIAs that are completed:

9 The first one I have here is the Gerena School HIA
10 in Springfield, Massachusetts. This was built upon a
11 renovation project of a school and community center there in
12 Springfield.

13 And the second one was looking at the health
14 impacts associated with the construction of a Green Street,
15 so adding some green infrastructure to the Proctor Creek
16 area of Atlanta, Georgia. And that has since been expanded,
17 this HIA was really quite a success.

18 And then the last one, which I actually worked a
19 little bit on, was an HIA of the Proposed Code Changes for
20 Onsite Sewage Disposal Systems in Long Island, New York.

21 So the other thing that we have got going on in
22 EPA regarding HIA is that the resource and tool compilation
23 tool kit is finally out. You can see what the title page
24 looks like on the right hand side there and the link is at
25 the bottom.

1 And then lastly, getting back to what Charles Lee
2 was talking about with C-FERST - this is my commercial -
3 stay tuned for the HIA roadmap in EPA's C-FERST. This is
4 actually what it's going to look like. You have the six
5 stages, the six steps of HIA and the core values of HIA
6 there in the center. And this is going to be an interactive
7 roadmap that shows you how you can use C-FERST to inform
8 each step of the HIA process.

9 And that covers it. Thank you guys for listening.
10 I hope you learned a little bit more about Health Impact
11 Assessment and maybe some places where you could go for more
12 resources. Again, my name is Shannon Griffin. I wanted to
13 point you to Flo Fulk as well, she is our HIA lead at EPA;
14 she is a wealth of information and a wonderful person to
15 work with. So I'd be happy to take any questions.

16 Wait, hold on, one more thing. Government agency,
17 I've got to show you my disclaimer.

18 (Laughter.)

19 MS. GRIFFIN: But now I'll be happy to take any
20 questions. Thank you.

21 MS. MASCAREÑAS: Thank you, Shannon. Let's give
22 her a round of applause.

23 (Applause.)

24 MS. MASCAREÑAS: We had a comment come in from the
25 webcast. We have Tim Chauvel who has been a Public

1 Participation Specialist with DTSC for 17 years. He thanks
2 everyone for the great discussions and presentations.

3 Over the past years he has been incorporating
4 CalEnviroScreen data into the public outreach and community
5 profile documents and so is making an observation that DTSC
6 should provide guidelines for public outreach documents on
7 incorporating CalEnviroScreen data. I think it's really
8 important to bring up right now, especially since we're
9 going to be talking about additional tools that capture
10 cumulative impacts in discussion later today. So I
11 definitely agree with you, Tim, and thank you for watching
12 and your comment on the webcast.

13 Are there any comments from the audience?

14 MS. GRIFFIN: Yes, Jesse.

15 MR. MARQUEZ: Jesse Marquez, Coalition for a Safe
16 Environment.

17 As you well know, every environmental justice
18 organization in the entire United States endorses health
19 impact assessments. What we are seeing is that yes, EPA
20 recognizes them; yes, EPA is now funding and supporting
21 them. We need USEPA to issue a simple little statement,
22 "EPA endorses HIAs as an additional public health assessment
23 tool."

24 Because agencies like the Port of Los Angeles and
25 other agencies, as long as you do not state that it is not a

1 requirement. And we need it to be an accepted and approved,
2 endorsed somehow with some kind of language so that when we
3 submit our public comments requesting one they will accept
4 it and someday do it.

5 And so that you do know, USEPA Region 9 did
6 prepare a draft HIA for the Ports of Los Angeles and Long
7 Beach and due to political pressure it has been shelved ever
8 since. However, since I do have a copy and it is available
9 I submit it to all of my Port of LA and Port of Long Beach
10 public comments.

11 So when are we going to see an endorsement or
12 approval of some type come out?

13 MS. GRIFFIN: I think that that's a really
14 wonderful comment, unfortunately I am in no position. I can
15 say Shannon Griffin endorses the use of HIA. But I will
16 most certainly pass that along to my managers and maybe
17 that's something that we can talk to Charles about or some
18 of the other management at EPA. But I will absolutely take
19 that comment home with me and pass that up my management
20 chain and hope that we can do something like that. Thank
21 you.

22 MS. MASCAREÑAS: Any other questions from the
23 audience?

24 Thank you so much, Shannon, very much.

25 MS. GRIFFIN: Thank you.

1 (Applause.)

2 **Decision Analysis for a Sustainable Environment,**
3 **Economy & Society (DASEES)**

4 MS. MASCAREÑAS: All right. Next we have Brian
5 Dyson.

6 Brian Dyson is an Operations Research Analyst with
7 the USEPA in Cincinnati, Ohio. He is the Project Lead in
8 the Sustainable and Healthy Communities Research Program for
9 Decision Science and Support Tools. He started with the
10 USEPA working on land management decision support for
11 non-point source runoff and habitat conservation. His
12 current work with the Sustainable and Healthy Communities
13 Research Program is aimed at integrating decision methods
14 and developing decision support tools for community
15 resilience planning, contaminated site remediation, landfill
16 siting, sustainable materials management, and
17 watershed/estuary management.

18 He holds a PhD in Environmental Engineering with
19 expertise in simulation-optimization and multi-criteria
20 decision analysis methods. Thank you for joining us,
21 Dr. Dyson.

22 DR. DYSON: Thank you very much for the
23 opportunity to present today. Like Shannon I am also part
24 of the Sustainable and Healthy Communities Research Program
25 out of the Office of Research and Development at the USEPA.

1 Within ORD there are six programs, SHC being one of them.
2 Within that there are several research projects. I am
3 leading one called Decision Science and Support Tools where
4 we are looking at finding ways to directly integrate
5 decision methodologies into the kind of tools that you are
6 learning about today, things like DASEES, like Health Impact
7 Assessment, C-FERST, et cetera.

8 So today I am going to talk a little bit about one
9 of the tools that is within my project, DASEES, which is an
10 acronym for Decision Analysis for a Sustainable Environment,
11 Economy and Society.

12 Decision analysis is a formal, academic term.
13 It's a relatively new discipline. It came into its own in
14 the late '60s, early '70s. In more practical terminology
15 and when it's applied in the field and used there is another
16 term that is generally employed, "structured decision-
17 making." So within our research program we look at DASEES
18 as a structured decision-making tool for the Sustainable and
19 Healthy Communities Research Program.

20 So I have used this tool or spoken to people about
21 it, you get these very telling questions and there becomes a
22 common theme. So, for example, the first person:

23 Remedial Project Managers are tasked with cleaning
24 up things like Superfund sites around the country; and he's
25 talked to me about how can I more effectively communicate

1 with the stakeholders.

2 And you start to see that. Again, speaking with
3 someone from Cincinnati Metropolitan Sewer District and more
4 recently working with people from Broward County in Florida.
5 One of the things that they are very interested in is they
6 have some plans, they have some ideas, they have the
7 technical expertise to begin addressing problems, but they
8 need stakeholder input. They need to understand what's
9 important from the stakeholders so they can better formulate
10 or better use the tools and assessment capabilities that
11 they have to construct and evaluate the various decision
12 alternatives. And I think more importantly, ensure that the
13 stakeholders are involved in the entire process and that
14 they can effectively communicate to them along the way.

15 So just a very brief overview about kind of the
16 general decision process that we all go through.

17 The decision making doesn't really change, whether
18 it is for a large complicated problem, some sort of
19 environmental management problem, or where you are going to
20 go for lunch today. You don't realize it but we all go
21 through the same steps.

22 Some decisions are easy so we can just go through
23 them very quickly. But generally what happens is time and
24 information are your key drivers.

25 With the time that you have you need to --

1 typically what you will start doing is identifying or
2 creating options using the best available information you
3 have to assess what the consequences might be for doing that
4 implementation. So for lunch you're thinking about, you
5 know, do I feel like eating Italian or Mexican today and how
6 do I feel about that? This is what you're doing in your
7 head.

8 The next step is important for decision making
9 because assessment, while it is critical, is not decision
10 making. The next step is when you evaluate those options.
11 And for large, complicated problems you have to evaluate
12 those options. You have to imbue importance to the
13 assessment results with stakeholder input.

14 And from there you can then, after doing a trail
15 of analyses, you can decide if you need to document and then
16 communicate and explain to the larger group your decision,
17 especially if you are the one with the authority to make the
18 decision.

19 So structured decision making in a nutshell: Using
20 a tool like DASEES helps you structure decision-relevant
21 information, enabling the integration of the stakeholder
22 values and concerns for more inclusive evaluation of the
23 consequence assessments, the technical side of your
24 analysis.

25 So this is a much easier, more simple way to talk

1 about it. This comes from Ralph Keeney, who was really one
2 of the founders and developers of decision analysis. He
3 wrote a landmark book called *Value-Focused Thinking*, which
4 really lays out the theoretical and philosophical
5 foundations of these ideas. It is really -- decision
6 analysis, structured decision making, is not much more than:

7 "A formalization of common sense for decision
8 problems that are too complex for informal use of
9 common sense."

10 So these are things that you've heard the phrase
11 "wicked problems," "wicked environmental problems." These
12 are things that are not strictly environmental, they're
13 social, they're cultural, they're economic. They get
14 inextricably tied together and how do you sort those out and
15 make sense of them, especially if you have a large group of
16 stakeholders of varying levels of background and expertise
17 and you need a way for everyone to be on the same page and
18 in agreement?

19 So if there is one thing that you take from the
20 talk today it's the text that is in blue here and that is
21 that: SDM provides an organized approach to integrate Facts,
22 the scientific knowledge, the data, the information, the
23 assessments that we can generate, with the Values, the
24 stakeholder concerns.

25 We have a term we call "Construction of

1 Preference" and that's what you do with decision analysis
2 methodologies. You take the facts and the science and the
3 data and you overlay it, you overlay on that this
4 constructive -- this preference structure. Because that is
5 how decision makers are able to then evaluate the
6 information that they are given so that they can make
7 decisions that are consistent and in alignment with the
8 stakeholder concerns.

9 Two broad steps for doing this kind of structured
10 decision making process.

11 The first is finding common understanding of the
12 complex problem. That is getting the decision context down.
13 That's much more qualitative, a lot of interactions and
14 workshops, meetings, talking with people.

15 The second tends to be much more of a technical,
16 that's when you bring in the technical expertise. That's
17 where you create. You create or you identify existing
18 alternatives that are responsive to the stakeholder
19 concerns. You don't just pick the one that the guy down the
20 street did or someone who had a similar -- the next town
21 over they did this, maybe we should just do that. Well
22 maybe, but only if you can evaluate it against what your
23 particular context demands, what the concern are from the
24 stakeholders.

25 Once you have a list of options then you need to

1 do some simulation, you need to do your assessments, things
2 like health impact assessments, to evaluate consequences, to
3 get your assessments. And then you look at those -- you
4 evaluate them, you imbue that value, that stakeholder value.
5 And there is a specific methodology for that that we employ,
6 it's a multi-attribute method. From that you can do your
7 tradeoff analysis and then you can hopefully choose an
8 alternative and then communicate that to the stakeholders.

9 And then from there you work with them to look at
10 implementation plans, monitoring plans for future adaptive
11 management.

12 So DASEES uses five steps to do the structured
13 decision making approach.

14 But before we get to that, it is a web-based
15 framework. A web-based tool, it's got a URL. Right now it
16 is finishing being developed, it is password protected, but
17 we have been using it with several regions, several EPA
18 regions around the country. It is a -- while it is a web-
19 based tool it houses a suite of smaller tools within that
20 five step process that you can use through the whole thing
21 or you can use individually or in concert, you can mix and
22 match it depending on your particular needs, it's very
23 flexible that way.

24 And most importantly, it is a way to really help
25 you include stakeholder perspectives which you then use in

1 subsequent, more technical analysis.

2 So for stakeholder participation it kind of spans
3 those first three steps where we start by design with DASEES
4 and decision analysis, we start at the beginning with
5 stakeholders characterizing what the decision context is,
6 what their concerns are.

7 Eliciting from them, from their values what their
8 objectives are, what their key criteria are.

9 Another important thing is that the decision
10 makers are also stakeholders and they have important input
11 as far as policy and regulation go. Earlier on today people
12 were talking about how some agencies are siloed or they have
13 to keep in their lanes. As much as we don't like that it is
14 a reality and some -- if you are the person with authority
15 you may not have authority to go beyond that and you have to
16 be able to communicate that to the stakeholders, that there
17 is only so -- this is the bounds of which we are allowed to
18 look at potential options for this particular problem. It
19 can be a pertinent issue. So decision makers are
20 stakeholders and they are there right from the very
21 beginning collaborating with the larger group of
22 stakeholders.

23 At that point the decision maker may be
24 comfortable. They may say, "Using DASEES to characterize
25 this qualitatively may be all I need for this particular

1 problem" and that's fine, you can stop there.

2 But if you don't want to, if you want to go on to
3 more technical analysis, I didn't specifically include it in
4 this particular presentation but we have several tools built
5 into DASEES that allow you to do causal probabilistic
6 assessment and doing -- we have things like consequence
7 tables, which I will show you in a few other slides.

8 But we have the ability to integrate things like
9 health impact assessments or environmental assessments or
10 whatever sort of data or information that you need for your
11 particular problem. We have a way of integrating them
12 through a causal network that captures the system that you
13 are dealing with and it allows you to effectively capture
14 uncertainty because sometimes we don't have very good data.

15 Sometimes we have no data and you need to rely on
16 expert knowledge and we have a way of incorporating that.
17 If you have a particular problem and at the time you have
18 you can't get scientific data and you have to make a
19 decision, with these decision methodologies we can
20 quantitatively incorporate expert opinion and knowledge and
21 characterize it and present it very carefully. That can be
22 a real benefit depending on the constraints that you have.

23 So that second step, the assessment and the
24 evaluation, that's generally a much smaller group, much more
25 technical. And then you do that analysis.

1 And if you're comfortable making a decision in the
2 last step you can bring the stakeholders back in and report
3 to them, this is the analysis, this is the decision we're
4 thinking about doing, now let's work on a plan for
5 implementation and monitoring. Again, making sure that it
6 is consistent with the values of the stakeholders.

7 So three quick examples of application of what we
8 have done with DASEES.

9 So in Broward County there is a small community,
10 Dania Beach, just south of Fort Lauderdale. like a lot of
11 southeastern Florida they are experiencing more and more
12 flooding from sea level rise. So this community is being
13 inundated and it is impacting their infrastructure.

14 The region wants to implement a Climate Change
15 Resiliency Plan and they started with the smaller community
16 to see if they could build this plan and then repeat it with
17 other communities in the area.

18 So the first thing that we did according to the
19 steps of DASEES is we wanted to understand the context.

20 We got together with all the different
21 stakeholders and asked them, "What is your problem? What
22 do you think solutions are?" Everything. Listened, just
23 listened to them.

24 And we were able to establish -- some of the major
25 drivers were easy to establish; it was obvious there was

1 flooding. Sea level rise was causing flooding,
2 infrastructure impacts.

3 One of the big concerns, especially for the
4 smaller communities, what is the allocation of resources for
5 these problems?

6 There were some areas of difference that I found
7 to be really interesting. At the county and regional level
8 they were really interested in managing the water, "We have
9 to take care of this flooding." But when you talked to the
10 community they were not as concerned about the flooding.
11 They recognized it was a problem but they had other issues.
12 They have health issues, they have crime issues, they have
13 economic concerns. There's all these issues as a community
14 that they have. And they were willing to say, "We would
15 weigh, we would trade off investing money in flood control
16 if we could put some of that maybe into health or
17 education." So there was a disconnect and it was important
18 to understand that at all of those different levels of
19 governance that everyone is not on the same page and trying
20 to find out how you are all on the same page so that you can
21 start working together.

22 But what they did agree on is that they wanted to
23 pool all their resources so they could work together because
24 they recognized that they needed to do that.

25 So the first thing you do is you have a workshop

1 and we use trained, elicitation experts. This is the stage
2 where everyone speaks and no ideas are scoffed at, everyone
3 is listened to. Everybody in the pool, you know. It's an
4 all-skate, let's go. You gather all of that information.

5 And then what you need to do for structured
6 decision making is then begin to identify and categorize
7 that.

8 And then in subsequent steps in DASEES we
9 structure it, we structure it for the decision process.

10 And it kind of looks like this. We have a thing
11 called the brainstorming tool and it is essentially a
12 digital white board with sticky notes and it is actually
13 kind of fun to use. That was one of the criteria when we
14 built this, that it had to be fun. You can click on things
15 and move them around and change them and it's very engaging
16 because this is not a technical tool for modelers, this is
17 for anyone to use.

18 So when you ask people about their problem the
19 first thing they do is they tell you what you should do or
20 what needs to be done. Those are Means Objectives. And
21 what we need to do is separate out the fundamental
22 objectives and we do that by asking a really simple
23 question. Whenever they say, "This is what you should do"
24 we ask them "Why is this important? Why is that important?"

25 And through that series of questions you get to

1 what are the Ends Objectives. Those are your targets.
2 That's the thing that you really care about that you want to
3 hit.

4 Once you get your targets then we ask them about
5 criteria, performance measures, because those are the things
6 that you measure, you do the assessments on to determine
7 whether or not you're hitting your target.

8 So we begin to identify the pieces. And we get
9 all this from the brainstorming session. The pieces and we
10 identify them and we explain to them how they all fit
11 together so they understand the difference between Means and
12 Ends Objectives, what criteria are for.

13 And the Options are those more specific actions
14 that you might implement in order to achieve your target.

15 Once we have this organized like this we begin to
16 put it into the different steps in DASEES. So here is where
17 we connect those Ends Objectives with the measures. you
18 have a list of fundamental objectives that these are the key
19 things that are very important to people. Not the things
20 that they want to do but the things, it's where they want to
21 be. It's the quality of life, it's where they want to be.
22 And then you say, "Well how do you know if you're there?"
23 That's what the criteria are for, then we begin to connect
24 those.

25 So for the next step it's a very similar idea.

1 These are your Means Objectives, these are the things you
2 want to do. And more specifically, what's that specific
3 option that you think is feasible or that you may have money
4 or you may have in place that you could already do, and you
5 start connecting these.

6 And this is, you know, this is not brain surgery.
7 But what's important about this is when you have multi-
8 objective problems that are complex there is a cognitive
9 demand, you really can't keep all this in your head, it's
10 really hard to understand, there's a lot of moving parts.
11 This structures it all for you and it makes it very easy to
12 understand. It is very easy to manipulate. If you want to
13 do several what-if scenarios you can change these. This is
14 all about prioritizing and getting down on paper what's
15 important. Not on paper but getting down digitally in the
16 tool what's important to people. What do they want to do,
17 where do they want to go, how do they want to do it.

18 And then once you get this qualitatively done you
19 move into the more technical part using whatever assessment
20 methodology you think is appropriate for that particular
21 criteria.

22 This is where you come -- this is where the rubber
23 meets the road. Decisions are choosing this or that. Are
24 we going this way; are we going that way? Typically with
25 this tool what happens is we will help people define the

1 status quo. This is what you are currently doing. We are
2 here because whatever you are currently doing probably
3 doesn't seem to be working for you. So you can show them,
4 these are the actions you're taking, this is the level of
5 effort. Now we can build alternative futures that will
6 essentially compete against that.

7 And then once we have this set up of the things
8 that you want to look at to potentially replace the status
9 quo, then we are going to go to the technical people and
10 they're going to do that work for us. They are going to
11 generate the facts that we need in order to evaluate these
12 different alternatives.

13 And then the decision maker with other pieces of
14 DASEES, other ways of outputting the results, will be able
15 to make that determination.

16 So for this particular one we finished that step
17 three where we were listing the three levels of governance
18 and their objectives and their measures and what's important
19 to them. We're using that so that they can identify
20 important short-term goals that they can implement now; and
21 more importantly, I think, identify the mid- and long-term
22 goals so that they can start thinking about how to best
23 allocate the resources for the assessments that they need to
24 do. And we're building these causal models for them right
25 now that they will then populate with the information that

1 the technical experts generate.

2 One that we are beginning to wrap up now is the
3 Bunker Hill Superfund site in Idaho. It was a silver mine
4 and unregulated for years and years and years and downstream
5 there's all these wetlands that are contaminated with heavy
6 metals. And there's a lot of avian waterfowl mortality and
7 it really doesn't look good when you have dead swans all
8 over the place. And the stakeholders, the community is
9 really up in arms about it, really concerned, and they want
10 the wetlands cleaned up.

11 So what we did to help them was we did a
12 prioritization exercise. So we sat down and said, you know,
13 "What are your objectives, what are your criteria?" This is
14 a prioritization exercise, this is what we call a
15 consequence table. So they wanted to determine with the
16 money that they had, "Where do we start? We have many, many
17 wetlands. How do we pick the first one? What's the best
18 bang for our buck, so to speak, because there are multiple
19 criteria?"

20 What you see here is on the Y-axis is your
21 potential options, potential places to start and the X-axis
22 shows you the cumulative impact of all your criteria. Now
23 this is that thing that I talked about where you integrate
24 facts and values. What you are looking at is not just
25 scientific assessment. The length of those segments in the

1 bar chart represent not only the scientific assessment but
2 the preference and value that the stakeholders assign to it
3 because that's how they make decisions. So this can change
4 depending on how stakeholders change the preference
5 structure. The science does not change but preference can
6 because priorities can change.

7 So in this case, you know, the wetland on the
8 bottom there might be the one that you would choose to do
9 first. But this is looking at it cumulatively. The tool
10 also allows you to look at each individual criterion because
11 sometimes it is very insightful to understand tradeoffs
12 across the different wetlands. So there are a variety of
13 ways that you can use these results to evaluate and then
14 ultimately prioritize and make a decision.

15 And then this last one, this is just one slide for
16 this work we did several years ago. We have something
17 called the Social Network Tool which maps communication
18 flow. It maps information of how people, stakeholders are
19 talking to each other.

20 And it is really kind of a fun exercise to do with
21 a group. We asked everyone to write down not names but
22 just, you know, I'm with the EPA and I regularly communicate
23 with California or I communicate with Department of
24 Environmental Quality, that kind of thing.

25 I think you can see it here. Over on the right

1 hand side there was this tiny, little isolated island of
2 communication. These were people that were in the group
3 with us that never spoke to anyone else. They're part of it
4 but for some reason they were not connected.

5 So this is a real simple exercise. It really
6 shows you where there's breakdowns in communication. We
7 were able to fix that and moving forward, you know, we had
8 much better communication among the stakeholders.

9 So application insights:

10 Decisions for complex problems are hard. And you
11 have seen a lot of tools today and there's a lot of other
12 tools out there. They won't make the decision for you, they
13 won't give you the answer, but they will help you understand
14 the information that you're given so that you can make more
15 values-based decisions.

16 DASEES can effectively help you communicate where
17 you are in the decision process. Some people prefer to use
18 it that way, as a communication tool, although it does also
19 have more analytical and quantitative capabilities.

20 And then for application of the tool, guidance is
21 important. It's that idea of we start with the values first
22 before we get to the options. It's kind of a backwards
23 thinking compared to how most people think about problems.
24 So within a half a day or a day we can train decision makers
25 on how to use this tool and they get it very quickly, it's

1 not really -- it is not technically difficult, it's just
2 sort of a shift in your thinking.

3 And then from there decision makers are usually
4 very comfortable to go to a wider stakeholder group and then
5 use the tool and that seems to work out really well.

6 It is currently in beta. We are moving it over to
7 an EPA server. We expect the tool to be public by, I think
8 six months or so, by January, but we are currently using it
9 with groups. If you're interested you can contact me. We
10 look forward to working with you on any of your particular
11 problems.

12 This is just a little blurb about what the tool
13 is.

14 And of course, like Shannon, the obligatory
15 disclaimer this work does not necessarily reflect any
16 policies of the USEPA. Thanks.

17 MS. MASCAREÑAS: Thank you, Dr. Dyson.

18 (Applause.)

19 MS. MASCAREÑAS: Do we have any questions from the
20 audience? We are going to take a short break after this and
21 then reconvene.

22 Really a fascinating presentation; thank you so
23 much, Dr. Dyson.

24 And so for the break we are going to do 10 minutes
25 so if folks could come back here by 2:40.

1 And in that time Dr. Polidori from the South Coast
2 Air Quality Management District has set out some of his
3 sensors and monitors that he uses out right by the entrance
4 so you can go out there and take a look at those. He will
5 be speaking in-depth about those sensors later today.

6 So at 2:40 we'll reconvene, thank you.

7 MS. MASCAREÑAS: Thank you so much. Welcome back,
8 everybody, to DTSC's SB 673: Cumulative Impacts and
9 Community Vulnerability Symposium.

10 We are going to start this next session, the last
11 session of the afternoon, with a panel with several
12 presentations focused on data gaps and needs for cumulative
13 impacts and community vulnerability and we have three
14 fantastic presenters here today with us. I am going to read
15 through their bios and then they'll share a little bit about
16 their area of expertise and we'll upon it up for discussion
17 and questions.

18 Sitting to my right is Andrew Slocombe. Andrew is
19 a Research Scientist with the State of California's Office
20 of Environmental Health Hazard Assessment. Among his
21 responsibilities are the analysis and evaluation of public
22 health, chemical exposure, environmental hazard and
23 demographic databases for their suitability in
24 CalEnviroScreen - a geographic screening tool used to
25 identify disadvantaged communities. Andrew conducts

1 biostatistical analysis and provides scientific expertise
2 for the development of the tool. He also communicates
3 proposed approaches and results of CalEnviroScreen at public
4 meetings and training sessions. He has worked as a health
5 risk assessment consultant and researched water quality in
6 rural Guatemala. He is a graduate of the University of
7 California, Berkeley School of Public Health.

8 Sitting to the right of Andrew is Álvaro Alvarado.
9 Álvaro has a PhD in Environmental Toxicology from UC
10 Riverside.

11 He supervises a team of health scientists at the
12 California Air Resources Board. The team is responsible for
13 evaluating the health impacts of air pollution and providing
14 advice on how air quality regulations affect public health.
15 He has provided expert witness testimony, lectured at UC
16 Davis, and has given interviews in English and Spanish on
17 the health effects associated with air pollution exposure.
18 His team oversaw the research contract that developed the
19 Environmental Justice Screening Method, which formed much of
20 the basis of CalEnviroScreen.

21 And to the right of Álvaro is Rick Fears. Rick is
22 currently managing the Statewide Geographical Information
23 Systems team within the Geological Services Branch at the
24 Department of Toxic Substances Control.

25 Rick has 29 years of private and governmental

1 environmental and geotechnical experience. Rick
2 participates in the interagency LA Basin Groundwater
3 Convening Workgroup. Thank you.

4 Rick, if you want to start us off with
5 presentations.

6 **Spatial Prioritization Geographical**
7 **Information Tool (SPGIT)**

8 MR. FEARS: Hello, Everybody. My name is Rick
9 Fears and I work for the Department. I heard a lot of
10 people say that they are honored to be here and truthfully I
11 am honored to be here. It's a big thing for us to show our
12 science and be able to present at this forum.

13 The reason I'm here is because we came up with
14 this idea to invent the SPGIT tool and we did it about three
15 years ago.

16 What is the point of this tool? We started
17 thinking about our drinking water supply in the state of
18 California so I'm going to talk about that a little bit and
19 walk you into some of the problems that we have.

20 There are approximately 21,000 drinking water
21 wells in the state of California that are public wells, so
22 each of those has more than 15 service connections, and they
23 are managed by 7,500 public water pumpers and water
24 management systems. So they are at all different levels.

25 And what we see are some of our concerns. In San

1 Fernando Valley, and actually they gave a presentation, it
2 says 80 percent of the drinking water wells are lost there.
3 It's only 74 percent of their drinking water wells have been
4 basically not usable because of anthropogenic groundwater
5 contamination. San Gabriel Valley's Superfund area, it's
6 about 40 percent of their wells have either been destroyed
7 or placed on standby because they are too contaminated for
8 us to drink the water from anymore.

9 So many contaminated wells have been placed on
10 standby or abandoned and we are starting to lose resources
11 in the state of California. So, you know, big water
12 agencies that serve millions of people are losing
13 substantial numbers of wells. The presentation yesterday
14 that I saw showed us that most of that happened between 1981
15 and now. I'm sorry, 2001 and now, not 1981.

16 We started monitoring the well systems in 1984.
17 This is statewide. So in 1984 we start off with about 300
18 wells that exceeded the MCLs. And in 2013, which is the
19 best data we could get at the time we did this, that had
20 moved up to 1200 wells; so there is a slope. And whenever
21 we started looking at this problem we said, "Wait a minute,
22 there shouldn't be a slope." We have been, at the
23 Department of Toxic Substances Control and at the Regional
24 Water Quality Control Boards as well as local and Superfund
25 program work, we have been cleaning up sites in the state of

1 California since back in the '80s and we have a slope that's
2 going up still and that's of concern. That's the problem.

3 Not only do we have a slope that is going up but
4 if you look at the lighter, the green colored stuff on this
5 slide, that's wells that have been destroyed in the state.
6 So the slope is going up and we are losing more and more
7 wells through destruction. And these are wells that aren't
8 just destroyed wells, these are wells that exceed MCL, the
9 drinking water standards for the state, what we consider the
10 safe drinking water standard.

11 So what's really happening here?

12 So this is like -- and I always show this slide;
13 every presentation I ever do. This is a site conceptual
14 model. You know, this is about groundwater. But if we're
15 thinking about like the rest of the stuff, you know, air,
16 water, soil, this is a good place to start.

17 So what we show here is that we show that there is
18 a drum spilled and it goes down and it hits water and then
19 it sits there and it bleeds into the aquifer. It can create
20 indoor air issues or it can go over and find a drinking
21 water well and it can contaminate it. And this is pretty
22 typical, you know. So we are not showing the other
23 cumulative environmental impacts but that's kind of what we
24 should be thinking about.

25 And I think that that's what I'm kind of learning

1 from the presentations that I've seen today is that this is
2 a pretty good tool for us to do that because we can all look
3 at it and we can all agree upon it and it's simple.

4 So what did we do about water?

5 So first of all, when we developed this tool we
6 couldn't show groundwater locations within a mile of their
7 actual location per our agreement with the drinking water
8 program folks at the State of California and so we started
9 off with polygons that were roughly two square kilometers.

10 And then what we did was we said: Well what's
11 important here? What do we know and how can we use that
12 information that we know? And I am not going to say the
13 word "data" in our presentation other than that one time.
14 But what do we know?

15 So we know that there are drinking water wells and
16 we knew that we had results for those drinking water wells
17 and so we could put that information together. And then we
18 had our Department's generator list. So if somebody in the
19 state of California goes and they dispose of a hazard waste
20 then we put it into our Hazardous Waste Tracking System at
21 the Department of Toxic Substances Control. We also have
22 the USEPA's Toxics Release Inventory data set. So we can
23 kind of look at those things.

24 Other things that we knew -- and we actually
25 changed this. We added CalEnviroScreen to this because we

1 wanted that cumulative impact. And that's kind of what we
2 did to put that cumulative impact as well as environmental
3 justice components into this work.

4 So then the last thing we kind of look at - and a
5 lot of people don't look at it this way - but we look at our
6 sites at DTSC and we say, hey, if we are working on a site
7 we have risk assessors and people that are professionals who
8 are looking at that information for that site and we don't
9 feel like we are going to impact the people that are working
10 on that site once we get on it. We are going to remove the
11 immediate health threat risk from that site.

12 Also we wanted to use this tool to go find
13 whodunit on those drinking water wells so we kind of say,
14 well, let's put a 1/X whenever we're working on a site.
15 Because we wanted to look for places we weren't working on
16 sites.

17 So we kind of put all that together and then, you
18 know, the decision process here was like, well, these things
19 are not all equal. And really they talk about from the
20 health risk side. The health risk is the drinking water
21 wells. People can be impacted by contamination from those
22 wells, both -- and you saw from the conceptual site model
23 that we have indoor air issues and soil gas issues that we
24 need to be concerned about. We also have the drinking water
25 itself and the loss of that resource and, you know. You

1 want to talk about justice. Water, everybody has to drink,
2 you know.

3 So we really saw that water and that component
4 hadn't been used before by anybody that we knew about to
5 really do environmental work in the state of California and
6 we said, that's the most important thing here.

7 So we kind of gave it an order of magnitude. We
8 didn't give it an entire order of magnitude but we gave it
9 an 8. And we kind of played around with some numbers and we
10 looked at stuff and we thought about it but, you know, we
11 talked about just being objective. All those data -- I said
12 it, dang it.

13 (Laughter.)

14 MR. FEARS: All that information was, you know, in
15 the form of values.

16 So what we did was we took those values and we
17 tried to bring that from being subjective to make everything
18 here through this process as objective as we could. Because
19 we wanted a level playing field and we wanted to look at the
20 information that was available evenly.

21 And then we said, let's muck it up with some
22 subjective stuff, but the subjective stuff wasn't just stuff
23 that we, you know, considered, it was stuff that we had
24 understanding of because we work in the health field and we
25 work with our toxicologists and we look at risk and we look

1 at what the drivers are.

2 So we had health risk; potential risk from our
3 facilities and the information that we were able to glean
4 from those; and then we used CalEnviroScreen, which was
5 pretty amazing for us to plug into here and the timing was
6 just it kind of worked out for us; and then the last was our
7 sites.

8 So we are going to talk about calculating the
9 results. Not very much. We're going to zip through those
10 and we're going to see some maps because I love maps and I
11 like a lot of color. I've got this guy named Roger Cleaves
12 who does this work and makes my maps beautiful.

13 So each of these, each of these polygons that we
14 generated for the state of California combines that
15 information and it ranks it and prioritizes it. So now
16 instead of just having like a bunch of wells out there, now
17 we have an ability to say, hey, where is Number 1 at? It's
18 in San Fernando. Where is Number 2? It's in San Gabriel.
19 Superfund sites, both of them. Where is Number 3? San
20 Gabriel, they're lucky. Number 4, back to San Fernando.
21 But Number 5? There was no place, there was no site. There
22 were no major groundwater contaminant sites from either the
23 Water Board, the DTSC or the USEPA. And then Area Number 5
24 there were 15 wells in that area and all 15 of them were
25 impacted above the drinking water levels, safe levels. And

1 so we're looking at that and going, this is of concern. So
2 that's kind of what this tool is and that's what it does.

3 Then our next step is to try to drill down into
4 the information that we brought with us through our process
5 but we also have to do some additional work here. We have
6 to go figure out which way groundwater is flowing and what's
7 going on with the production well that might be impacted.

8 Once we zero into an area we're going to be
9 looking at a well so -- I'm going to use my mouse, this is
10 terrible. But this is a drinking water production water
11 well right here. And this is conceptual, this is not a real
12 place but we drew this up.

13 So typically a well in an aquifer will have a
14 capture zone and that capture zone will be kind of a
15 horseshoe-shaped thing that everything from the bottom right
16 hand corner of that slide flows into that production water
17 well and is captured by that, so we call that a conceptual
18 capture zone. And the arrows on the map show the flow
19 directions conceptually.

20 But the other information that we are bringing to
21 the table, and we have a lot more information than what we
22 are showing here, but we are showing where industrial
23 facilities are on this map that also were using the same
24 chemicals that we are looking for in the production water
25 well. So if we are looking for TCE then we are looking at

1 potentially sites that have TCE production, either through
2 the Toxics Release Inventory or our DTSC HWTS information.

3 And that's how we kind of apply this tool. So
4 right now I work on this tool. And this tool was helped
5 developed by the USEPA in Region 9 through our PSAI grant.
6 So our preliminary Site assessment work is aimed at
7 correcting some of the drinking water issues that we found
8 in our state.

9 But, you know, if we want to think bigger and
10 broader and how does this apply, what's this got to do with
11 cumulative? And this is a piece, you know. There are lots
12 of pieces out there. The process that we go through our
13 information, bringing that together, making those subjective
14 opinions about what it means, and then implementing it to
15 give us a tool that can help us do this kind of work is the
16 same. It's different, it has different pieces and more
17 components and it has, you know, soil, air and water
18 components, but it also has those human components that we
19 have heard people talk about today. "Hey, this is my
20 neighborhood and this is what I see happens."

21 Because as regulators we follow our rules, and our
22 rules are really good rules and they are protective, but
23 they don't look at things that are on the other side of the
24 fence. You know, we are in our little place and once in a
25 while it's good to stick your head out of the hole and look

1 around and see what's out there, if the hawk doesn't get
2 you. But, you know, that's kind of the approach that I see,
3 you know, combining the things that we saw from Gina Solomon
4 today. The process of doing this that was defined in our
5 last presentation. Yes, those things work.

6 And I think, you know, if we were all physicists
7 up here we would be talking right now about a unified
8 theory. And that's what they did for physics in the last 20
9 years and that's kind of what I envision us maybe doing for
10 our environmental health work that we do every day and we
11 all care about and this is a path forward.

12 So that's all I have for my presentation. Thanks.

13 (Applause.)

14 MS. MASCAREÑAS: We can field some questions also
15 after the presentations from Álvaro and Andrew. Thanks.

16 **Data Needs for Cumulative Impacts and/or**
17 **Community Vulnerability**

18 MR. SLOCOMBE: I am also allergic to microphones.

19 Good afternoon, everyone. Have you had cumulative
20 impact tool overload yet or are you guys still raring to go?
21 I'll give you more.

22 (Laughter.)

23 MR. SLOCOMBE: Well unlike Rick I am going to use
24 the word "data" a lot in my presentation so just be
25 forewarned.

1 So again, my name is Andrew Slocombe, I am a
2 Research Scientist with the Office of Environmental Health
3 Hazard Assessment, OEHHA as we call it.

4 I am going to talk a little bit about
5 CalEnviroScreen and the data and data sets that we look for
6 for inclusion in CalEnviroScreen.

7 So specifically I will give a brief overview of
8 kind of the methodology that goes into CalEnviroScreen and
9 how it's put together and how we look at cumulative impacts.

10 I will go over the criteria that we look for in
11 how we select data sets that go into CalEnviroScreen.

12 And the importance of, especially geographical
13 accuracy, in those data sets and improvements that have been
14 made along those lines.

15 The role of geographic information systems, of
16 mapping for CalEnviroScreen.

17 And then kind of the next steps, what's next for
18 CalEnviroScreen.

19 So we just released version 3.0, so the kind of
20 second major update of the tool, earlier this year in
21 January of 2017.

22 What CalEnviroScreen is is a geographically-based
23 screening tool that looks at relative burdens across
24 California of both issues of multiple sources of pollution
25 as well as vulnerable populations that live in these

1 communities.

2 And there's 20 data sets or indicators that come
3 together to provide the information to evaluate this.

4 It's evaluated at the geographic unit of the
5 census tract; which as Kevin mentioned it's small units
6 created by the census. I'm sure most of you are already
7 familiar with census tracts. But based off of what he
8 talked about in EJSCREEN, a number of those block groups
9 form a census tract; so again, it's a small geographic unit.
10 There are approximately 8,000 of them across California.
11 They usually hold around 4,000 people, population.

12 So getting back to what Gina started with today.
13 This idea of, this kind of concept of cumulative impacts
14 really is what informs the model of CalEnviroScreen.

15 So again we are taking a departure from the
16 traditional risk assessment approach where we're looking at,
17 you know, one single exposure or one single chemical and the
18 health effect from that; and trying to look at and trying to
19 screen for areas that are both burdened by multiple
20 pollution sources in a community and also that contain
21 populations in that community that are more vulnerable to
22 the effects of that pollution.

23 And we do this by kind of taking the pollution
24 side and the population side as two separate entities. And
25 we actually have four components that we split up our data

1 sets into; two components on the pollution side and then two
2 components on the population side.

3 So the components on the pollution side are
4 represented by Exposures, so indicators that represent
5 direct contact with pollution. So talking about your air
6 pollutants, your water, drinking water quality components,
7 pesticides.

8 And then your Environmental Effects indicators.
9 So places that have various environmental conditions in the
10 community or close to the community that may cause an
11 exposure but most definitely have, you know, a source of
12 stress for nearby communities, which we know that that
13 stress has an impact. As Gina, you know, talked about at
14 the beginning, that stress can adverse health outcomes in
15 and of itself.

16 And then we have the population components. We
17 have a Sensitive Populations component. Communities that
18 have people with biological traits that make them
19 susceptible to the effects of that pollution. so things
20 like health problems such as asthma, low birth weight in
21 children and things of that nature.

22 And then also the socioeconomic issues in the
23 community. We know that communities with high poverty rates
24 or high unemployment rates are more vulnerable to effects
25 from pollution issues.

1 So breaking it down. These are the 20 indicators
2 that go into the CalEnviroScreen tool. Again, you've got
3 the Exposures and Environmental Effects set of indicators on
4 the left here and then the population indicators on the
5 right. And again, such indicators that go into the
6 Exposures are these air pollution issues such as ozone, fine
7 particulate matter, diesel, which we have heard about today,
8 and then your drinking water contaminants and the pesticide
9 use and others.

10 Environmental Effects of interest would be
11 hazardous waste storage facilities and generators of
12 hazardous waste, cleanup sites, which we've heard a little
13 bit about today as well, as well as solid waste sites and
14 facilities and impaired water bodies.

15 And then among the population characteristic
16 indicators again you have your health problems here and then
17 your socioeconomic issues.

18 And I won't spend any more time going through each
19 individual indicator. But I think this as a group, as a
20 whole really represents this idea of cumulative impacts.
21 All of these different sources of exposure and vulnerability
22 kind of coming together.

23 So how do we get a sort of cumulative impact score
24 from all of those indicators?

25 Well, each census tract is given or gets a data

1 point for each of those indicators. And then depending on
2 how that ranks to the other census tracts of the state it is
3 graded on sort of a percentile scale. So the higher that
4 the score is compared to the rest of the areas of the state,
5 the higher the score for that individual indicator is.

6 And then each of those pollution indicators gets
7 an average for the pollution, kind of, piece of the equation
8 and then each of those population indicators has the same
9 average.

10 And the two are then multiplied together to get at
11 this kind of cumulative impact score, CalEnviroScreen score.

12 The higher the CalEnviroScreen score the more
13 burdened we consider that community to be in terms of this
14 kind of slew of all these different indicators.

15 That leads us to an overall results map which we
16 can show on a map here, like you can get to it through our
17 website listed here at the address below. The highest
18 scoring areas are shown in red and the lowest scoring areas
19 in green. you can see that much of the Central Valley and
20 much of the LA area score very highly in terms of these
21 cumulative impacts.

22 So what do we look for when we are selecting
23 indicators or data sets to go into CalEnviroScreen?

24 Well obviously first we need to have an indicator
25 for the pollution side that is widespread in California so

1 that it can be compared across the state to other areas of
2 the state and it be linked to, you know, health issues or
3 risk of health problems.

4 For the population indicators we are looking for,
5 you know, scientific evidence that links these issues to
6 vulnerability to pollution, so that's kind of first and
7 foremost.

8 Then we are looking for ideally publicly available
9 data and available at a statewide scale so that we can,
10 again, use this comparative approach.

11 And it has to be attributed to a pretty fine scale
12 of geography.

13 And obviously we are looking for the most accurate
14 and current data possible.

15 So with all of those kind of criteria we often are
16 looking at other department or agency, boards and department
17 data within the California EPA or the USEPA data sets.
18 They're the largest data sets that usually have the most
19 coverage and are kind of standardized across big areas like
20 this.

21 And it is very important. Obviously since this is
22 a geography-based tool that the data be accurate spatially
23 or geographically accurate.

24 So, for instance, a lot of our environmental
25 effect indicators are scored as in this picture here. They

1 are individual sites that are then scored based on their
2 proximity to populated areas within a census tract. So
3 having the sites be accurate and where they are stated to be
4 is very important. And also for bigger sites, having the
5 ability to show a polygon of an area that takes up more
6 space rather than just a single dot on a map is important as
7 well.

8 We have done work to correct accuracy of
9 locations, or at least checked some of them, but there are
10 so many of these sites that we obviously can't do all of
11 them. The Environmental Justice Screening Method Team,
12 which you will hear more about next from Álvaro, have done
13 work to look at and correct locations for a lot of the
14 hazardous waste storage facilities and they have shared that
15 data with us. There has been a lot of collaboration between
16 the Environmental Justice Screening Method Team and us over
17 the years and they have also been able to identify this kind
18 of spatial area or polygons for the bigger hazardous waste
19 sites.

20 And we have also seen improvements in data for the
21 solid waste sites from CalRecycle in that some of the larger
22 solid waste dumps now have the perimeter area mapped out
23 that we can then use to generate the proximity to populated
24 areas, which has been a great improvement.

25 Before CalEnviroScreen 3.0 we have received

1 feedback that the areas of san Diego and Imperial County
2 close to the California-Mexico border were not feeling like
3 the pollution indicators were getting at what they
4 considered to be their pollution issues in that area, so we
5 took steps to again collaborate. We've heard a lot, again,
6 today about how important collaboration is.

7 But again, be willing to listen to feedback and
8 address some of these data gaps. We worked with local
9 communities and local government agencies in those areas to
10 improve the data as well as with the Air Resources Board and
11 with the USEPA to add to our larger data sets, taking into
12 account toxic releases and diesel emissions along the border
13 area from the pollution originating in Mexico. There is
14 still more work to do in that area and there will be
15 continued collaboration to keep improving that area.

16 I just want to talk really briefly about the
17 importance of the geographic information system, or GIS, in
18 CalEnviroScreen.

19 Not only is it, you know, very important in terms
20 of scoring a lot of these indicators in terms of, you know,
21 mapping out proximity to some of these hazardous waste sites
22 or other environmental effect sites.

23 But also the importance in communicating and
24 displaying results that can then be accessed by anyone that
25 wants to use the tool or learn more about a specific area.

1 So ArcGIS online has been a really useful tool in
2 displaying this data and Walker Wieland, one of my
3 colleagues, has been really instrumental in making a lot of
4 these individual, not just the overall results but
5 individual indicator maps available.

6 And also being able to access a lot of the
7 attributes that might be of interest within an individual
8 indicator or data set through the mapping tool. So for
9 instance, in this image here is our pesticides indicator.
10 You can click on an individual census tract and get an idea
11 of where that pesticide score is coming from, how it
12 compares to the rest of the state, and also, you know, what
13 the most-used pesticides in that area are.

14 So I'll just finish by talking about what we're
15 doing sort of in the next steps of CalEnviroScreen.

16 So at this point in time we are looking at a
17 future update down the road and what that might entail.
18 That requires us to go back to the public comments. It's a
19 lot of back and forth with workshops in releasing these
20 tools.

21 And going back to the comments and what people had
22 as criticisms or ideas for the future and then evaluating
23 whether there's potential data to use to get at a particular
24 issue is a big part of the work that we will next do.

25 Again, we talked a little bit about the

1 California-Mexico border issue and other collaborations with
2 other government agencies and departments as well as with
3 the community groups that inform the tool to keep improving
4 the data that we do have.

5 It is always good to work on, you know, peer-
6 reviewed scientific manuscripts to improve the robustness of
7 the scientific aspects of the tool, so we will be working on
8 that.

9 As well as continued outreach and training and
10 presentations and sharing of information and learning from
11 people like you.

12 So thanks very much. If anyone has any follow-up
13 questions feel free to contact me. I'm sure that the
14 presentation materials will be available. Feel free to
15 reach out to me, I would be happy to talk to anyone. Thank
16 you.

17 MS. MASCAREÑAS: Thank you so much, Andrew.

18 (Applause.)

19 DR. ALVARADO: Hi, I'm Álvaro Alvarado and I work
20 for ARB. I work for the part of ARB in our research
21 division that funds research.

22 I will talk about two projects. One is the
23 Environmental Justice Screening Method, which we funded
24 starting in 2004, and then I'll talk also about another
25 contract a little bit on the US-Mexico Border as well.

1 I am interested in, of course, cumulative impacts
2 and mapping and big data; I am also interested in where the
3 maps fail. Where do we get false positives where a
4 community is labeled disadvantaged when it's not and
5 communities that are not labeled disadvantaged when they
6 should? I think the US-Mexico border is a good example of
7 that.

8 So the Environmental Justice Screening Method or
9 EJSM was developed by Manuel Pastor, Rachel Morello-Frosch
10 and Jim Sadd under a contract from ARB.

11 It is used as a research tool. We use it
12 internally taking it apart, using different aspects of it.

13 It reflects the published research on air
14 pollution and EJ and health and how those affect
15 communities.

16 The data that went into it is all transparent and
17 publicly available.

18 And during the development, you know, many of you
19 attended many of those community meetings with Manuel and
20 Rachel and Jim as it was being developed.

21 And one advantage of it as well is that it is
22 flexible in that we use both a statewide scoring system and
23 a regional scoring system, which I think helps identify some
24 of the more impacted areas within particular areas.

25 So the EJSM has actually four different parts to

1 it. It's:

2 Exposure and Health Risk, which uses modeled
3 emissions inventories and risk assessment.

4 Hazard Proximity, which actually I'll talk a
5 little more about. I think that's particularly useful for
6 identifying areas of cumulative impacts for DTSC since they
7 look to implement the regulation.

8 And then Social and Health Vulnerabilities. More
9 of the SES variables including race, ethnicity and poverty
10 and linguistic isolation.

11 And then a new layer that was added, so Climate
12 Vulnerability, which maps heat islands and future trends in
13 temperature and how that might affect health and different
14 vulnerability aspects of that.

15 So the Hazard Proximity:

16 It is made up of two parts; there's a Sensitive
17 Receptors part and the Hazards part.

18 First the areas where there's residents, schools,
19 day care centers, parks are mapped.

20 And then separately the Hazards are mapped. So
21 there's land use areas like railroads and ports and airports
22 and refineries. And then large facilities, those that
23 report their greenhouse gas emissions greater than 25 tons
24 per year or toxics and criteria emissions that are greater
25 than 10 tons per year. And so then smaller facilities as

1 well including chrome platers and auto body shops and even
2 gas stations. And then also as mentioned, the hazardous
3 waste treatment, storage and disposal facilities are mapped
4 and the traffic density.

5 The way it is scored is there is a polygon in the
6 center there and that is where residents or other sensitive
7 receptors are and the dots represent different hazards. Our
8 distance is measured between the two and depending on how
9 far they are they get a different score and that is added up
10 to each polygon.

11 So while that sounds easy, working with big data
12 there are a lot of issues with validating big data. You
13 certainly cannot just grab big data and think it's going to
14 be fine.

15 So this is an image that shows one where the
16 location of these facilities are and then a line to where
17 they really are. So this was done by Manuel and Rachel and
18 Jim's team. They had grad students go in and verify many,
19 many facilities. And you can see most are in close
20 proximity, some are farther apart. You see one that is very
21 far apart.

22 So these initial databases were used for modeling
23 air quality on a regional basis and in that aspect they are
24 going to be fine when you are looking at the entire valley
25 or the entire South Coast. When you model on that kind of

1 scale the accuracy of a kilometer or two is not a big deal.
2 but when you're talking about a neighborhood scale it is a
3 big deal.

4 So here is one example of a facility. So there is
5 kind of a dot of where our database said it was and then
6 over here is where it actually is, it was several miles
7 away.

8 And so when we zoom in on that we see the facility
9 and we see that there are actually residents living right
10 up, right up next to it and so this certainly would affect
11 the score. In the absence of this facility, not there and
12 now that we know where it really is, it makes a difference
13 on how we might view this particular community and its
14 proximity to different facilities and its vulnerability.

15 And then one step further is that this facility,
16 while it looks like a point on a map, an address, it is
17 actually more of a footprint. It has a -- if we represent
18 it as just one point here we see it is quite a distance from
19 the nearest residence over here, when in fact it is right at
20 the fence line of these residents.

21 And so then the last place I will talk about is
22 the US-Mexico border.

23 I took -- I want to say "I" but it was actually a
24 talented staff person who made some maps for me yesterday,
25 looking at hazard proximity and then added with some of the

1 pollution layers. And we looked at just the top 5 percent
2 of census tracts. And when you do that really none of the
3 top 5 percent show up at the US-Mexico border.

4 When you score just within the region you see that
5 it does pick up the areas that you would expect in San
6 Ysidro and Barrio Logan. But even still here absent is the
7 Calexico area, and like I said, this is one of the areas
8 that is a false negative; I think that area should be
9 highlighted.

10 And so we have worked with OEHHA to add some of
11 those parameters, the air pollution parameters, especially
12 the diesel and the PM and ozone, which my team isn't
13 responsible for, to get a more accurate look at what they
14 really are, in Calexico especially. But in addition to that
15 we are looking to enhance the Hazard Proximity layer.

16 So one of the issues with any kind of mapping is
17 you have what are called edge effects. At the edge of a map
18 in the absence of any data it appears to be pristine. That
19 may be true on most of California's border but that is not
20 true on the US-Mexico border.

21 So we have a contract with San Diego State
22 University, with Jenny Quintana, she is the lead
23 investigator for that and she has lots of different
24 collaborators including Manuel and Jim and Rachel. So they
25 will be mapping a lot of the pollutant facilities on the

1 Mexico side of the border that border especially Calexico,
2 so we might have a better idea of what -- of what the
3 vulnerability really is there.

4 And then of course there's these low-cost sensor
5 networks that are happening both in Imperial and in San
6 Ysidro and ARB is working with them as well.

7 I think that's it. Thank you.

8 MS. MASCAREÑAS: Thank you very much, Álvaro.

9 (Applause.)

10 MS. MASCAREÑAS: Thank you so much to the past
11 three presenters.

12 If you could email questions. We are going to
13 have these presentations online. We are running a bit short
14 on time; but everyone has provided their contact information
15 and we encourage you to reach out with any questions and
16 comments that you might have to the last three presenters.

17 Thank you guys, very much.

18 **Low-Cost Monitoring Equipment**

19 MS. MASCAREÑAS: The last presenter for today and
20 then we will wrap up with short closing remarks a little
21 after 4:00 is Dr. Andrea Polidori. Dr. Polidori is the
22 Atmospheric Measurements Manager for Science and Technology
23 Advancement at the South Coast Air Quality Management
24 District. His primary responsibilities include the overall
25 management of all SCAQMD ambient air monitoring network

1 operations, special monitoring programs and related
2 projects.

3 He is also involved in the analysis of data
4 collected from numerous field activities and air monitoring
5 projects and is currently leading the design, development
6 and implementation of the Air Quality Sensor Performance
7 Evaluation Center or AQ-SPEC, which a program created to
8 conduct comprehensive performance tests of commercially
9 available, low-cost air quality sensors. I saw that many of
10 you were outside talking with Dr. Polidori during the break
11 about the sensors.

12 He is also managing the South Coast Air Quality
13 Management District's fence-line air monitoring program.

14 Dr. Polidori received his Bachelor of Science
15 degree in Environmental Sciences from Urbino University in
16 Italy and his Doctor of Philosophy degree in Environmental
17 Sciences from Rutgers University in New Jersey.

18 Thank you, Dr. Polidori and thank you for hosting us
19 here today as well.

20 DR. POLIDORI: Thank you very much for inviting
21 me. The commute for me was really, really short because my
22 office is about 500 feet from here.

23 Today my talk is about basically our experience
24 with working with low-cost sensors for measuring air
25 quality.

1 So just a few general kind of words about low-cost
2 sensors:

3 They are rapidly proliferating, meaning that
4 nowadays you can find low-cost sensors for measuring both
5 gases and particle pollutants pretty much every everywhere,
6 on specialized websites, you can go on Amazon and buy, I
7 don't know, PM sensors for, you know, \$50 to \$200 depending
8 on what you buy. So they are out there.

9 For the most part they are easy to operate, but of
10 course the big question is, how reliable, how accurate are
11 they?

12 You know, back in 2014 when we started this
13 program that I am about to discuss, we wanted to know how
14 well this type of technology is working and we wanted to
15 basically lay the ground for systematically evaluating the
16 performance of these devices.

17 So AQ-SPEC stands for Air Quality Sensor
18 Performance Evaluation Center.

19 It was established back in July of 2014 so, you
20 know, it's a three year old center.

21 It was created with about \$600,000 worth of
22 investment. These are all internal funds.

23 Of course, the main goal and objectives are to try
24 to understand the reliability and overall performance of all
25 commercially available sensors and, you know, minimize the

1 confusion that, you know, some of the citizen-scientists but
2 also people working for governmental organizations and for
3 the private industry, might have about what can be done and
4 what cannot be done with this technology.

5 So we basically, you know, tried to evaluate the
6 performance of everything we found on the market.

7 The biggest three categories of this technology
8 are optical sensors for mostly measuring particulate matter,
9 electrochemical sensors and metal oxide sensors for
10 measuring gasses.

11 Most of them allow you to measure air pollutants/
12 air pollution in real-time or near-real-time, meaning that
13 you can buy a PM sensor that measures, let's say, like 5
14 minutes average PM concentration, and the same can be said
15 for gaseous sensors.

16 So what essentially we do, we deploy these sensors
17 in the field at one of our monitoring stations and we
18 compare them against the performance of an EPA-approved
19 method. So if it is a PM sensor we have the corresponding
20 FEM, federal equivalent method, for measuring PM and we do a
21 very simple one-one correlation.

22 So after the field testing we bring back those
23 sensors that have demonstrated some promise. We bring them
24 back in the lab and we do some laboratory testing by varying
25 the concentration of the pollutant of interest but also by

1 varying the environmental condition in the chamber. Then
2 I'll show you a few pictures of our environmental chambers.

3 So at the end the results basically -- you know,
4 we are not a certification center yet, we are an evaluation
5 center. Meaning that, you know, we only tell you how well
6 these sensors performed against an EPA-approved method.
7 There are many other issues, calibration, durability and
8 many, many other issues related to the use of local sensors.
9 But those, we have like technical reports that address those
10 concerns. But for the most part we want to let the public
11 know and other people know how well they compare against
12 more reliable and more expensive instruments.

13 So the three major -- so what we want to do is
14 basically to bring together the three major players in the
15 air quality sensor wars. So vendors that sell these types
16 of devices, sensors or manufacturers; air quality officials,
17 there's a lot of organizations like the South Coast AQMD,
18 EPA, ARB is starting to working with sensors too; and also
19 the community. As the previous presentation was mentioning,
20 the community of Imperial Valley, they have a network of
21 about more than 40 PM sensors already that has been up and
22 running for several months already. So we want to bring
23 together and share the same information with all of these
24 major players.

25 So field testing started, as I said before, the

1 field testing itself started a little after we created the
2 Center in September of 2014.

3 Every sensor is tested in triplicate, meaning that
4 when we get one model we buy three units of the same model
5 and we deploy them in the field for about two months.

6 The low-cost definition is a little vague but, you
7 know, more or less we tend to purchase all of those devices
8 that cost \$2,000 or less.

9 If they cost more we lease them, we borrow them,
10 we steal them, we do everything that we can to be able to
11 test them.

12 So our main testing locations are Rubidoux, our
13 Rubidoux station which is located inland. It is a fully
14 instrumented station. We have every kind of EPA-approved
15 air monitoring device there and so we are able to do pretty
16 comprehensive field testing.

17 We have a second station right next to the 710
18 freeway. The idea was to use that for testing VOC sensors.
19 There's very few VOC sensors on the market so that portion,
20 it has not been fully developed yet but I will tell you more
21 about VOC testing in a second.

22 So this is a picture of our laboratory testing
23 chamber. It is a state-of-the-art chamber. As far as I
24 know there is no other air quality agency that has something
25 that is specifically designed for testing local sensors in

1 the lab.

2 So as you can tell basically we have -- we can
3 test both for particle sensors and gaseous sensors. Like on
4 the top here we have two different particle generation
5 systems to generate particles with different sizes, at
6 different concentrations, different compositions, size
7 distribution and so on and so forth.

8 And also we do have a gas generation on the back
9 for, you know, gas testing.

10 This rack basically includes all of the reference
11 instruments for measuring different gasses from all of the
12 criteria pollutants. We even have a methane/no methane VOC
13 monitor there. Again, you know, we can test for pretty much
14 all of the criteria pollutants, we can test for H₂S as well.

15 We cannot test for VOC yet. We are thinking about
16 hooking up a GCFID system to basically do a more
17 comprehensive evaluation of VOC sensors. The state of
18 technology for VOC sensors is still underdeveloped at the
19 moment so there's possibly, you know, just a few. And those
20 few VOC sensors that are available in the market are not,
21 you know, that great but that doesn't mean that you cannot
22 use it and I'll show you a VOC sensor application later on.

23 Basically we can recreate every different type of
24 environmental condition by varying the temperature and
25 relative humidity conditions inside the chamber. We can go

1 from near-freezing to 50 degrees C and the relative humidity
2 goes between 5 and 95 percent.

3 This is the first commercial break. Of course we
4 had to create a website to communicate to the public and to
5 other governmental agencies and to other interested parties
6 the results of our testing. This is the main address of our
7 AQ-SPEC website.

8 You will find every kind of information about
9 sensor technology. I guess one of the nicest features about
10 the website is that if you go under Sensors there you will
11 find all of the thirty-plus sensors that we have evaluated.
12 And then you can click on, you know, one of the pictures.

13 In this case this is an Italian sensor for
14 measuring, I believe, NOX. No, in this case this is for CO.
15 If you click on that page, you know, basically you can find
16 all the information about technical specifications, type of
17 applications, what it can be used for, what it cannot be
18 used for. In some cases we even have like a link to an
19 YouTube video that shows you how to set it up and how to
20 retrieve data from that sensor.

21 And then we have our summary table for -- we have
22 two different kinds of summary tables. One is for PM
23 sensors specifically, so there you will find basically, you
24 know, sensor name, the type of sensors, most OPM sensors are
25 optical sensors. The type of pollutant it measures and

1 approximate cost. And there you have a Field R^2 ; it is
2 basically a correlation between the EPA-approved method and
3 the particular sensors. As you well know, if it is "zero"
4 it is basically a random number generator; if it is "one"
5 there is perfect correlation between the two, the instrument
6 and the sensor.

7 So generally speaking we have seen that most PM
8 sensors have a minimal down time. Just to give you an idea,
9 over a two month period we have been able to retrieve more
10 than 95 percent of the data at one minute time resolution
11 for most PM sensors, which is quite impressive.

12 A moderate intra-model variability, meaning that
13 if you buy three units of the same sensors more or less they
14 perform the same, which is also very encouraging.

15 The have a strong correlation with the FEM, as I
16 said. If you take a look at all these numbers, I know they
17 are very small and you cannot see them here, but you will
18 see that a lot of PM sensors have an R^2 above 0.8, mostly
19 for $PM_{2.5}$. For PM_1 and for PM_{10} maybe it's a little different
20 but, you know, they actually perform quite well.

21 However, one of the major drawbacks is that they
22 do not come calibrated. The linearity, the correlation
23 could be 1.0 but, you know, maybe they might read twice as
24 much as the reference system. So if you are thinking about
25 using this type of technology it is extremely important to

1 check the calibration. Maybe if you live -- you can contact
2 your local air quality agency and maybe asked them to do one
3 or two day's worth of co-location to see if these devices
4 are calibrated.

5 There is also some bias in the algorithm that is
6 used to convert particle number concentration into particle
7 mass concentrations. Most of these devices, I would say all
8 of them, they measure particle number concentrations,
9 they're optical counters. Every manufacturer has developed
10 an algorithm to convert number to mass and so there is some
11 bias in there too.

12 For gaseous sensors I think the overall picture is
13 not as encouraging. I would say that for sensors that
14 measure CO, NO and also ozone there are very good
15 alternatives out there.

16 This particular monitor is commercialized by 2B
17 Technologies, a portable monitor. It is battery-powered,
18 has an R^2 of 1.0 and also in terms of calibration it
19 compares extremely well to our FEM ozone monitors. The
20 problem is the cost, more than \$4,000. So it uses exactly
21 the same type of technology you would find from -- in a
22 monitor at our network station, UV absorption. It is very,
23 very small but it is still expensive but the technology, you
24 know, is getting better. This is possibly one of the best
25 if not the best performing quote/unquote sensors that we

1 have tested.

2 So for electrochemical sensors in particular you
3 might have some interference between ozone and NO₂. There's
4 a lot of NO₂ that is also measured by the ozone monitor.

5 There is some interference also when you have, you
6 know, high relative humidity so you have to be careful about
7 taking that into account when you evaluate the performance
8 of these sensors.

9 And then, you know, for SO₂, H₂S and especially
10 VOCs, these are difficult to measure with available sensor
11 technologies. Again, it doesn't mean that you cannot use
12 it. It depends on the specific type of application that you
13 have in mind and I'll show you an example in a few minutes.

14 So basically one of the questions that we are
15 asked by community members, for example: What is the best
16 sensor, what should I use, right? What they are asking is
17 that what is the sensor that compares the best to the EPA-
18 approved method?

19 That's a good question but I think that, you know,
20 a better way to approach the problem is that what is the
21 type of application that you have in mind, right? If you
22 ask that question first and then you select the sensor based
23 on the application that you want -- based on your needs.
24 There's a lot of, I would say relatively accurate,
25 relatively precise, relatively good sensors that can be used

1 for many, many different applications including characterize
2 spatial variations, permitting, fence-line monitoring
3 especially and to resolve certain community concerns.

4 For example, if you live downwind of a refinery
5 and all you want to know is whether or not there's no VOCs,
6 some VOCs and a whole lot of VOCs, maybe a \$200 PID detector
7 can be good enough for you, right?

8 If there is a spike, if there is a leak, if there
9 is an explosion -- if there is an explosion it's a different
10 story. But if there's a lot of VOCs out there you are going
11 to be able to see it. So that \$200 VOC sensor that most
12 people would consider as a so-and-so sensor is actually very
13 useful as an alarm system, right? So it is very important,
14 I think, to establish the type of application you have in
15 mind and then to select the sensors for the specific
16 project.

17 So these are some of the pilot studies that we
18 started conducting, you know, last year actually.

19 We basically deployed a sensor network at the
20 fence line of a disposal facility in Southern California.

21 There we have about 9 sensors, boxes. These were
22 developed in-house. They are solar powered, there is a
23 solar panel here to power them, and they use a \$450 device
24 that is manufactured by a British company called Alphasense.

25 This tells you PM_1 , $PM_{2.5}$ and PM_{10} , in real-time.

1 We are using it at five minute time resolution.

2 There is a central node here that transmits all of
3 that information back to headquarters so we can monitor
4 pretty much, you know, PM concentration at the fence line
5 24/7 and we have been doing that for about one year.

6 So one of the interesting things that can be done
7 with these massive amounts of data, definitely, there is
8 some preliminary data validation; eliminate all of the
9 outliers, eliminate all of the time where the sensor boxes
10 were not working properly.

11 But, you know, what we can do, we can create these
12 heat maps to basically tell us which part of the facility
13 emits the most PM, so where most of the fugitive emissions
14 are coming from.

15 And this was a concern because it is well-known
16 that in the southern part of this facility - sorry, this is
17 the facility - in the southern portion of the facility, this
18 is where there basically is a lot of industrial equipment
19 that basically gets crushed. There's a lot of industrial
20 waste that gets dumped in there, cement blocks, so it
21 generates a lot of fugitive emissions.

22 So right now the facility is in the process of, is
23 undergoing an improvement project so they are basically
24 building an enclosure in this part of the facility. One of
25 the reasons why we developed this network, we want to see if

1 this enclosure is effective, right?

2 So if you take a look at the heat map, this is
3 just an example, but you will see that like the red dots,
4 which are indicative of high concentration, for the most are
5 only in the southern part of this facility right here.

6 So, you know, this is part actually of a PhD
7 thesis of one of my staff members. What he is trying to do
8 is, as I said, try to see if this improvement project is
9 going to work. So after they spend -- I think that the
10 project is about \$10 million. After spending \$10 million
11 worth of improvement are we going to see those red dots?
12 You know, is the impact of these fugitive emissions large or
13 small on the school that is located downwind of the
14 facility.

15 So one of the other things he is trying to do, he
16 is trying to correlate all of these PM concentrations with
17 time activity logs. So when is the time of the day where
18 most of the trucks are coming in? Is that a correlation
19 between that information and the PM concentration? So
20 there's a whole lot that can be done by just analyzing this
21 data set.

22 So this is another sensor network that we have
23 created in the San Bernardino and Redlands area. So in this
24 area we mostly -- we have about two monitoring stations. So
25 before deploying in this case 31 low-cost PM sensors we only

1 had two stations basically where we could monitor PM_{2.5}
2 concentration. Right now we have still the two stations but
3 they are complemented by PM information from 31 more
4 monitors. So that can tell you a lot more about temporal
5 variabilities, spatial variability, it can also tell you
6 whether or not those two stations are well-sited or not,
7 maybe we should move one of them to a location that shows
8 higher PM_{2.5} concentration.

9 So there is a lot that can be done with this type
10 of information that, again, is not super-accurate, is not --
11 you know, cannot be used at this point for enforcement
12 purposes, but there is a lot of information that you can
13 draw from, from this.

14 One of the other cool things we are doing, we have
15 a small NASA grant. Actually it's not that small but it's
16 the first phase of a two-phase grant. In the first phase we
17 are trying to basically use this type of information from
18 ground-based sensors to validate and improve the accuracy of
19 satellite data.

20 Again, then we'll have the two station, we'll have
21 information from the network and we'll have satellite PM
22 information to get a much better understanding of PM
23 concentration all over the South Coast.

24 This is another project that is another grant from
25 EPA. It is a Community Scale Grant. And the idea is

1 basically to use local sensors and more expensive Optical
2 Remote Sensing technology to measure VOC emissions at the
3 fence line of let's say a refinery.

4 The idea is to deploy -- this is the first design
5 of what we call an SPOD. It is essentially a PID detector
6 for monitoring VOCs plus a 2D anemometer on top. The idea
7 is if you deploy four of these at the corner of a facility,
8 right, and there is a leak, let's say from a tank. You are
9 not interested in accuracy, you are interested in the
10 relative variation of the VOC concentration. So I believe
11 -- I think you made a comment about that before, possibly a
12 few presentations ago.

13 You know, what you are able to do with this type
14 of VOCs, if there is a leak you're going to see it. So we
15 don't have the sensors telling you, I don't know, there's
16 200 ppb of benzene. There could be 300 or there could be
17 150. The point is that there is a lot of benzene coming
18 out, right? And by mean of different trajectory models we
19 are able, or at least that is the idea, we would like to be
20 able to understand where the fugitive emission was coming
21 from; so that's the idea.

22 You know, at the same time we are working with a
23 company called Flexense (phonetic). They are running \$1.2
24 million worth of equipment there so they will be able to
25 validate our sensor data.

1 And also -- I apologize for the very bad animation
2 but that will give you an idea of what we'll do. So they
3 will do fence line monitoring but it will also drive inside
4 of the community to see if there is, you know, an impact
5 from VOC emissions from this particular facility.

6 So this was the concept and this is what we did a
7 couple of months ago actually, yes, even like a month and a
8 half ago.

9 So we developed the second version of these SPODs.
10 This is all done in-house. The enclosure is 3D-printed.
11 There is a solar panel to basically power this particular
12 device 24/7. And there is, again, a 2D anemometer for
13 basically monitoring the wind direction and wind speed
14 continuously.

15 The cost of this setup is about \$2,000, but again,
16 there's a lot that can be done with those. It's a
17 relatively high cost if you compare it to a \$200 PM sensor.
18 But the type of information you could potentially get is
19 really, really important.

20 So what we did, we did deploy three or four
21 sensors at one small facility in Signal Hill. So while we
22 are still in the process of analyzing some of this SPOD data
23 we were able to see with the more expensive and more
24 accurate optical remote sensing devices is that every time
25 or most times that you drive around this facility the

1 concentration of benzene is extremely, extremely high. I am
2 not really sure, I should tell you how high they are but
3 they are a lot higher than background.

4 So one of the things that we did, we tried to
5 figure out where that type of leak was coming from. This is
6 actually a FLIR video from that specific facility. We took
7 this back in 2015 and this was taken, you know, as part of a
8 different project. But we really think that the leak was
9 coming from this big tank that is located right in the
10 middle of the facility. Of course we had to send inspectors
11 there. Over time we have seen that benzene concentration
12 for the facility has been coming down. So this is proof
13 that developing and applying this type of technology
14 actually works and this is just a pilot study.

15 We received another EPA grant and this is
16 something that we are quite proud of. It's a STAR grant,
17 it's a research project. As far as we know we are one of
18 the first if not the first governmental agency to get this
19 particular research grant from the EPA.

20 There were 99 applicants nationwide and only 6
21 grants. The other 5 agencies and universities that got
22 these grants include Carnegie Mellon, MIT, University of
23 Washington, RTI -- I forgot the fifth one. They are all
24 universities; we are the only governmental agency that got
25 this grant.

1 Basically the main objective here is to provide
2 California communities with the knowledge necessary to
3 select, use and maintain low-cost sensors to correctly
4 interpret and collect the data. So this is an educational
5 project for the most part.

6 There are four specific aims:

7 1. Develop educational materials for communities.

8 Of course number 2. We have the AQ-SPEC center to
9 evaluate and identify suitable candidates for deployment.

10 Number 3, which is becoming one of the major
11 objectives actually of the proposal, is deploy about 150
12 sensors throughout California.

13 And then, of course, communicate the lessons
14 learned to other communities and to the public.

15 There are two co-PIs on this project, one is UCLA,
16 the other one is Sonoma Technology.

17 But also this was basically, you know, a proposal
18 that was submitted by CAPCOA, right. Actually back when
19 Barbara was part of CAPCOA she gave us a whole lot of help,
20 you know, kind of finalizing the proposal, making sure that
21 not only the South Coast AQMD but other CAPCOA agencies such
22 as the Bay Area AQMD, Santa Barbara is also involved and
23 Sacramento is also thinking about joining forces. So this
24 is like a multi-agency proposal. It is led by the South
25 Coast AQMD but we will try to pretty much involve as many

1 CAPCOA agencies as possible.

2 So we are also very excited about the fact that a
3 few months ago we contacted Weather Underground and they
4 would also like to participate in this proposal by basically
5 installing several other PM monitors in the Los Angeles
6 area. We are also with University of Auckland to deploy 100
7 extra sensors to measure PM, NOX, ozone and CO.

8 So what started as a relatively small project, we
9 were supposed to involve only six California communities in
10 EJ areas and deploy about 150 sensors, now we have about 550
11 sensors to deploy that we have already purchased and nine
12 communities and we are thinking about involving more
13 communities in EJ areas such as the Wilmington area; so this
14 project is expanding. Which is great, up until the point
15 where we have to actually do it.

16 Anyway, so the first workshop with the community
17 is supposed to happen later in August so we are at the point
18 where all of the contracts with all of the co-PIs, we have
19 all of the contracts in place with most of the community
20 groups. So we will have the first community meetings to
21 start recruiting individuals for sensor deployment late in
22 August, so it's happening.

23 Okay. So all of this is extremely exciting. I
24 consider myself very lucky for being able to be involved in
25 a project like this. You know, we are well-funded, knock on

1 wood, hopefully that will continue. We got several grants
2 from EPA but, you know, everything is going well so far.

3 So, you know, when you think about using local
4 sensors and developing sensor networks it is extremely
5 exciting but everybody gets caught by the word low-cost.
6 That is not always, you know, something -- meaning if you
7 are a single-user, if you are a citizen scientist you could
8 buy say a \$300 device. We will help you to deploy it at a
9 good location, in the backyard of your home, you know, far
10 from your diesel truck and far from your barbecue so that
11 you get, you know, realistic information.

12 Then if you are like a small community group that
13 would like to develop a small sensor network with, let's
14 say, 9 sensors, the situation is a little different. Now
15 you need to start thinking about maintenance, calibration,
16 how you are going to data, data validation, visualization,
17 so you are going to spend a little more. Possibly we will
18 still help you if you are really serious, like for example,
19 for communities interested in participating in the STAR
20 project. This is something that can be done with the help
21 of a local agency, let's say.

22 But if you are really interested in deploying a
23 large sensor network of, as an example, 100 or more sensors,
24 then your cost will go potentially through the roof. You
25 know, imagine that every sensor, all of these sensors will

1 stream one-minute data 24/7 and then your data validation,
2 your QA/QC procedures are going to have to be really tight
3 in order -- even to set up the infrastructure for sensor
4 connectivity, managing data management and so on and so
5 forth. What started as a low-cost sensor project is now an
6 extremely high-cost sensor network study. So this is study
7 that everyone that is interested in this type of business
8 should always keep in mind.

9 So this is my second commercial break. So on
10 September 27, 28, we will have another conference, sensor
11 conference. The first one we had was November 2014; and
12 again, Barbara here was involved in coordinating and
13 organizing that conference. There were like two different
14 phases. The first conference was in the Bay Area and the
15 second conference was here at the South Coast.

16 Then, you know, three years later, basically, we
17 would like to have another conference that, you know, will
18 mostly be, you know, it will focus on, you know, building a
19 sensor network, how you handle big data, how you communicate
20 that data to the public. But we have different sessions
21 that will involve the public. We will invite EJ
22 communities. Janet actually will participate and will be in
23 a panel session with other representatives of the industry.

24 So we think that is going to be quite interesting
25 so if you are interested in attending here is our AQ-SPEC

1 website. I believe that you can also go on the AQMD
2 website, there is a link there too. So if you are
3 interested I look forward to seeing you in September.

4 Last but not least. Again, I am very lucky also
5 because of the other AQ-SPEC team members. As you see one
6 of the requirements for working in AQ-SPEC is to have a very
7 difficult to pronounce last name but that's a different
8 story. But yes, I would like to acknowledge the
9 contribution of all of these other individuals, they are the
10 heart and soul of the program, so thank you very much.

11 MS. MASCAREÑAS: Thank you so much, Dr. Polidori.
12 (Applause.)

13 MS. MASCAREÑAS: Thank you so much. Again we
14 encourage you to -- we will share Dr. Polidori's
15 information. I encourage you to reach out if you have any
16 questions, for folks on the webcast and in the room today.

17 **Closing Remarks**

18 MS. MASCAREÑAS: We are going to wrap up with some
19 closing remarks and thank you very much, Dr. Polidori.
20 Thank you so much for the audio/visual support from South
21 Coast Air Quality Management District.

22 Without some people at DTSC this symposium would
23 not have happened. Corey Yep, Evelia Rodriguez and Abraham
24 Zhan in particular for coordinating, thinking through and
25 really putting together this fantastic program today.

1 We also have a number of other DTSC staff members
2 who have been helping throughout the day so thank you guys
3 very much.

4 I just wanted to share some thoughts. It has been
5 a long and interesting and fruitful day. Dr. Solomon
6 opening up really with the scope of what we are seeking to
7 address, what we know right now in terms of health research,
8 frameworks we can think about for environmental exposures,
9 cumulative impacts and risks and vulnerability.

10 And why? Because it's the health of our
11 communities and our environment. So what information do we
12 have to better act on exposures now and that we know can
13 directly impact future generations.

14 We also talked about community perspectives,
15 highlighting the need for honest and direct collaboration
16 with communities and for government agencies to not only
17 work together but think ahead a couple of steps in a lot of
18 these decisions that we are making and the information that
19 we are using.

20 The fascinating information around big data,
21 around hyper-local environmental data points. Thinking
22 about how we could use that type of data in every day policy
23 and even personal community decision-making.

24 And then fantastic speakers on environmental
25 justice technical guidance and tools.

1 Looking back on what we have learned, what
2 methodologies and community knowledge have come together and
3 what can move us forward from this point. It's important
4 that we stay grounded in making sure we are coming together
5 with a measurable, visible impact in communities.

6 We also learned about a lot of exciting tools for
7 capturing a broader picture of health and tools for
8 integrating facts and values, construction of preference and
9 some of the rapid analysis of stakeholder information I
10 thought was very interesting. The incredible spectrum of
11 tools that we have right now that have been developed and
12 continue to move forward to capture cumulative impacts and
13 vulnerabilities.

14 I really appreciated the great emphasis and
15 importance on how fruitful it is to listen with your
16 listening ears for the feedback that we are getting and
17 continue to improve our methodologies and the tools that we
18 are bringing.

19 And thank you for also wrapping up today with a
20 systematic evaluation of sensors. Of how some of these big
21 data points and data and community come together. We
22 recognize that all this information is increasingly
23 accessible to people, to government, but across the board,
24 and thinking about how we can use those collaborations as
25 government, community and business to really make sure we

1 are making the best decisions in protecting our health and
2 environment.

3 I am quoting Rick Fears here but I do think that
4 we are moving closer towards a unifying theory, unifying
5 ways of integrating our data and our values, and I just
6 wanted to thank everyone for joining us here today in that
7 conversation.

8 For next steps: You are all on the list to receive
9 information about workshops, working groups that we are
10 going to have to really further explore a lot of these
11 concepts. We shared a lot about the big opportunities that
12 we have. We really want to discuss the limitations as well
13 and have heard that throughout these conversations; but I
14 think it is really important that we are starting from the
15 foundation of evaluating and learning about all the
16 information we have out there.

17 I will open it up if there are any other closing
18 comments. Just really appreciate everyone's time here
19 today.

20 MS. LEE: There is not a lot I can add to what Ana
21 said, she summed up the day really well, I think. I would
22 just like to leave you with my perspective on DTSC's effort
23 in this arena overall.

24 As you probably picked up from some of the
25 comments speakers have made throughout the day, including

1 some of those that Dr. Polidori just made, this is an issue,
2 this is an arena in which I have been working from a number
3 of different angles throughout my career. I started working
4 on air toxics exposure in the early 1990s and have worked on
5 environmental justice issues, on community empowerment
6 issues, on methods of better characterizing and
7 understanding emissions and impacts over the last couple of
8 decades.

9 I truly believe that we are on the edge now of
10 opportunities to completely change the paradigm or the lens
11 through which we approach these questions. These are
12 central questions to improving lives and protecting lives in
13 communities, not just around the state but across the nation
14 and around the world. I believe California is going to lead
15 the way.

16 I think the rapidly expanding access to data and
17 tools like the sensors Dr. Polidori talked about, like some
18 of the analysis tools that our panel here spoke of and
19 earlier speakers, pointed to there are efforts being
20 undertaken and questions being asked and answers being
21 discerned at agencies and in academia and in the private
22 sector and in community organizations. We have all been
23 working and nibbling at this question; but now we have an
24 opportunity as this explosion of information becomes
25 available to us, to shape it into something meaningful.

1 You know, when you're looking for that -- I heard
2 a woman on the plane this morning talking about recently
3 having lost a diamond out of her engagement ring and the
4 challenge of trying to find it somewhere in the house. You
5 know, it's just one diamond and it's a huge house and how do
6 you find it? And that's the kind of problem that we had
7 before.

8 We have an opposite kind of problem confronting us
9 very soon and that is we are going to be looking for the
10 diamond that has meaning for us in a world where we have
11 diamonds all over the floor, diamonds to a depth that might
12 even bury us. There is going to be so much information out
13 there, so much data. And the challenge that we are going to
14 have is taking from that enormous amount of data, meaningful
15 information that can guide the decisions that we have to
16 make as public officials, as private individuals, as we move
17 through our lives.

18 The effort that DTSC is undertaking now is to make
19 a contribution to advance that effort and to help us find
20 some of the ways we can make meaningful information and
21 better decisions out of this vast amount of data that is now
22 going to be available to us.

23 I invite all of you to join us in this effort.
24 This is not something DTSC can do by itself. This is not
25 something DTSC wants to or should do by itself. We will

1 come up with a stronger, better, more useful answer to these
2 questions if all of us are able to contribute to the asking
3 and the answering.

4 So I appreciate the time you have all taken,
5 whether it is traveling here to be a part of the
6 presentation of the information today or simply listening,
7 whether you are in the room or listening via the webcast. I
8 appreciate your effort, I hope you continue to work with us
9 on this. I am so excited that we had the opportunity to
10 take these next steps together so thank you.

11 (Applause.)

12 (Whereupon, the SB 673 Symposium was
13 adjourned at 4:13 p.m.)

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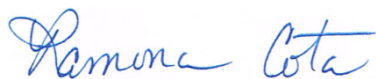
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