

1 28TH MEETING OF THE SECRETARY'S ADVISORY COMMITTEE
2 ON HERITABLE DISORDERS IN NEWBORNS AND CHILDREN

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Friday, September 14, 2012

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MORNING SESSION

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8:30 a.m. - 12:15 p.m.

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Humphrey Building

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HHS Headquarters, Room 800

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200 Independence Avenue, S.W.

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Washington, D.C.

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APPEARANCES

COMMITTEE MEMBERS:

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- JEFFREY BOTKIN, M.D., M.P.H.
- CHARLES HOMER, M.D., M.P.H.
- FRED LOREY, PH.D.
- DIETRICH MATERN, PH.D.
- STEPHEN MCDONOUGH, M.D.
- ALEXIS THOMPSON, M.D.
- CATHERINE A.L. WICKLUND, M.S., C.G.C.

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- CHRIS DEGRAW, M.D., M.P.H.
- DENISE DOUGHERTY, PH.D.
- KELLIE B. KELM, PH.D.
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5 JANE P. GETCHELL, DR.P.H., M.T. (ASCP)

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9 MICHAEL S. WATSON, PH.D., F.A.C.M.G.

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P R O C E E D I N G S

CHAIRMAN BOCCHINI: All right. Good morning. Welcome to day two of our meeting.

First order of business is to take attendance. So we'll go ahead and do that.

Jeff Botkin?

DR. BOTKIN: Here.

CHAIRMAN BOCCHINI: Coleen Boyle?

DR. BOYLE: I'm here.

CHAIRMAN BOCCHINI: Sara Copeland?

DR. COPELAND: Here.

CHAIRMAN BOCCHINI: Denise Dougherty?

DR. DOUGHERTY: Here.

CHAIRMAN BOCCHINI: Welcome.

DR. DOUGHERTY: Thank you.

CHAIRMAN BOCCHINI: Melissa Parisi?

DR. PARISI: Here.

CHAIRMAN BOCCHINI: Charles Homer?

DR. HOMER: Here.

CHAIRMAN BOCCHINI: Kellie Kelm?

DR. KELM: Here.

CHAIRMAN BOCCHINI: And I think Fred Lorey

1 is still on his way.

2 Chris DeGraw?

3 DR. DEGRAW: Here.

4 CHAIRMAN BOCCHINI: Steve McDonough?

5 DR. MCDONOUGH: Aye.

6 CHAIRMAN BOCCHINI: Dieter Matern?

7 DR. MATERN: Here.

8 CHAIRMAN BOCCHINI: And then Alexis
9 Thompson?

10 DR. THOMPSON: Here.

11 CHAIRMAN BOCCHINI: Cathy Wicklund?

12 MS. WICKLUND: Here.

13 CHAIRMAN BOCCHINI: And Andrea Williams is
14 not here. Don Bailey is not here. I am here.

15 Okay. All right. Thank you.

16 Because Fred has not yet arrived, we're
17 going to change the order of the presentations from
18 the subcommittees, and we're going to start with
19 Beth Tarini giving the report on the Subcommittee on
20 Education and Training.

21 Beth?

22 DR. TARINI: Thank you, Dr. Bocchini.

1 Okay. Perfect. No, I'm okay.

2 Okay. So the subcommittee charge, as many
3 of you may be familiar with, I'll review, is -- oh,
4 and by the way, I'm channeling Don Bailey. He's in
5 Turkey. You will see him. Don't be worried.
6 You'll see him return for the next meeting.

7 So the subcommittee charge is to review
8 existing educational and training resources,
9 identify gaps, and make recommendations regarding
10 five groups. And those five groups subdivided into
11 two categories are parents and the public, as well
12 as health professionals, which include health
13 professionals, screening program staff,
14 hospital/birthing facility staff. And that is the
15 makeup we try to mirror of the membership.

16 So our goals for this meeting were to
17 review ongoing activities and updates from member
18 organizations and to review progress to date and
19 identify next steps and goals regarding our priority
20 projects for the January 2000 -- actually 2013.
21 We're not going backwards in time.

22 But lest you think the time devoted

1 relates to the font size, we spent the majority of
2 our time focused on our priority projects. But
3 briefly, not to forget the member organization
4 updates, these updates were done. We didn't discuss
5 them at length. They were submitted to the
6 committee, distributed, and then questions were
7 asked, pointed questions as they arose.

8 But just to review some, the AAP has
9 released an EQIPP newborn screening quality
10 improvement course, entitled Newborn Screening:
11 Evaluate and Improve Your Practice. Actually,
12 registration is closed, I believe. But to let you
13 know that that course was open until August 30th.
14 And that course is to help providers with training
15 of how to document, record positive newborn
16 screening results and also how to discuss them with
17 families.

18 The Genetics and Primary Care Institute
19 continues. This was a 3-year collaborative
20 agreement between Maternal and Child Health Bureau
21 and the American Academy of Pediatrics. Those
22 ongoing projects are the Quality Improvement

1 Initiative, which is to start in the spring -- late
2 winter, spring in the network practices that are
3 part of the QuIIN network of the AAP.

4 There is an upcoming Genetic Literacy in
5 Primary Care Colloquium that Dr. Bob Saul is
6 spearheading in October at the AAP. And work is
7 being recently started on the development of a
8 pediatric family history tool in collaboration with
9 NCHPEG and HRSA.

10 And NCHPEG also alerted us to their
11 prenatal history tool, updated us on this. You'll
12 hear more about this today, I believe, from Dr.
13 Scott.

14 So priority A is to track, provide input
15 on, and facilitate integration of national
16 initiatives and committee-initiated activities. Our
17 priority A project, the aim of which was to conduct
18 a scan to determine major education and training
19 needs that extend into areas other than newborn
20 screening and to do so using a prototype condition
21 through which would identify major education and
22 training gaps.

1 So our specific objectives were to
2 identify or our ongoing were to identify one
3 heritable condition that is not part of the RUSP and
4 for which screening and treatment most likely would
5 occur at a later point in child development. Later
6 as in reference to newborn. In partnership with
7 professional parent organizations, we will identify
8 major education and training needs for that
9 condition.

10 So our first step has been to create a
11 list of possible prototype disorders, the
12 characteristics of which are the following: not
13 currently on or previously considered for the RUSP.

14 It's a specific heritable condition, i.e., not
15 under the larger rubric of developmental disorders,
16 as opposed to Rett syndrome itself.

17 Has a specific genetic etiology known. We
18 try to avoid a complex condition that has a
19 multitude of genetic and environmental components.
20 There's availability of screening procedures, and
21 the effectiveness of screening will prevent costly
22 diagnostic odyssey.

1 You'll notice that treatment effectiveness
2 is missing because we define that loosely. These
3 are not meant to go strictly along the Wilson-
4 Jungner criteria.

5 So from May through September, we
6 solicited input from members of the Education and
7 Training, Long-Term Follow-Up, and Laboratory
8 Standards Subcommittees, as well as SACHDNC members
9 and the regional collaboratives. And at this
10 meeting, we created a list to present to the
11 committee for additional input. A list of 10 or
12 less was our goal, which we achieved under time.
13 Well, 8 minutes, but that's pretty close. That's
14 within a competence interval.

15 So here is our list of possible prototype
16 conditions in alphabetical order -- thank you, Emily
17 -- so as to not imply that there is a value judgment
18 in the order. We have Duchenne muscular dystrophy;
19 Ehlers-Danlos Type 4; familial adenomatous
20 polyposis, FAP; Fanconi's anemia; fragile X,
21 Friedreich's ataxia; long QT syndrome; Marfan
22 syndrome -- there should be a D there; Turner

1 syndrome; and Wilson's disease.

2 So this is a preliminary list that we'll
3 present to the committee in the hopes at the next
4 meeting coming down to one within the subcommittee
5 to come back and present. Input from the
6 subcommittee at this time or later would be helpful
7 as to particularly the values which types of
8 disorders, or which particular disorder in this case
9 as well, would provide useful direction as to the
10 needs for education and training and gaps to address
11 that might also overlap with newborn screening
12 conditions that are considered for the RUSP.

13 So, on the one hand, the goal being to
14 specifically improve education and training for a
15 specific disorder, but along the way, the process
16 will identify procedures, gaps that are probably
17 generalizable as well to newborn screening
18 conditions.

19 I don't know if we want us to have
20 discussion here? Particularly about what kind of
21 impact we're looking for as regarding the disorder
22 about treatment versus quality improvement of life,

1 et cetera.

2 CHAIRMAN BOCCHINI: Thank you, Beth. That
3 was a good presentation and a good summary.

4 And so, at this point, this goal, as Beth
5 said, was really to give this committee an
6 opportunity to sort of test looking at a condition
7 for which we would be potentially making
8 recommendations outside of newborn screening. So to
9 meet the full spectrum of the requirements of the
10 committee or the charge of the committee to look at
11 heritable disorders in both infants and children.

12 So it gets us from newborn screening to
13 screening at an older age. But to use this as sort
14 of a model for what sort of things we might run into
15 if we were to look at a condition and make
16 recommendations for screening at an older age.

17 So this is the list, as Beth said. And I
18 have to say I didn't realize Beth could be so tough
19 in trying to get this done in time and cull the list
20 from I think we started with --

21 DR. TARINI: We started with 12. We went
22 up to 15 and then down to 9.

1 CHAIRMAN BOCCHINI: And she got us down
2 pretty nicely. So now we need input from the
3 committee to sort of look at these 10 conditions and
4 consider, give additional thought to and perhaps
5 some additional recommendations that we can go back
6 to the subcommittee with and kind of argue for one
7 or another of these conditions to be considered as
8 the final condition.

9 So we'll sort of open it for general
10 discussion. Charles?

11 DR. HOMER: I like thinking about the
12 criteria that you said the committee didn't use,
13 which was thinking about is there an effective -- I
14 said I like thinking about the criteria which the
15 committee didn't use, which was this idea of whether
16 there's effective therapies.

17 DR. TARINI: Didn't use exclusively.

18 DR. HOMER: Didn't use exclusively. No, I
19 think great for getting that on the list, but then
20 in culling this list and thinking of if part of what
21 we're intended to do is make recommendations for
22 things that should be screened for clinical practice

1 or through a public health system, it seems to me
2 that that criteria would apply.

3 I would then ask the expertise in the
4 room. I mean, for me, long QT syndrome jumped out,
5 but that's because there was just an article in the
6 Globe about the problems with treatment thereof if
7 your pacemaker gets all messed up.

8 So that makes me think we should screen
9 and identify it because then we could treat. But
10 again, that's really based on my USA Today level of
11 clinical knowledge, rather than --

12 (Laughter.)

13 DR. HOMER: -- more sophisticated. But
14 I'd suggest that be a filter for which we might use
15 looking at this.

16 DR. TARINI: So that's particularly the
17 discussion point that we'd like the committee's
18 input on because during -- what we did was not
19 exclude some disorders on the list for which there
20 was not extremely compelling evidence that a
21 treatment would lead to improved medical outcomes
22 for the child.

1 Because there was discussion that we would
2 first solicit input from the committee as to whether
3 or not they felt they would like a broader list or
4 to consider a condition for which treatment would
5 provide access to services, knowledge ahead of the
6 disorder coming, access to support emotional
7 services for which there may not be a substantial
8 evidence base.

9 So the degree to which the committee feels
10 that should or should not be considered, we'd be
11 happy to oblige.

12 DR. MATERN: I don't know how you did
13 this, apparently, since I wasn't there. But I guess
14 you could either choose a condition that has already
15 been brought forward to the committee for
16 consideration into the inclusion into RUSP. And few
17 years ago, the Friedreich's Ataxia Research
18 Association was here not to propose it at the time,
19 but suggest that it might be coming.

20 And obviously, one of the conditions that
21 we are testing right now is Friedreich's ataxia.
22 Another one on that list is Wilson disease. Then we

1 had the 22q deletion people here, and I assume they
2 will come back at some point. And what other
3 conditions? MPS1 was here as well, too. So that
4 would be one way.

5 And the other way, if you look at the
6 incidence of these conditions, would that help you
7 in picking one out?

8 DR. TARINI: That's on the docket as a
9 possible issue.

10 So I just want to go back to this actually
11 was discussed, Dr. Matern, the idea of whether or
12 not something was on the RUSP. Because the
13 committee, the subcommittee is sensitive to not
14 being perceived as giving a "leg up" to disorders as
15 they come up for either immediate or potentially
16 immediate review, or those that have passed through
17 the evidence review, we don't want it to be seen
18 that we're showing favoritism. That's not our goal.
19 Even if that's not our intention, we're sensitive
20 to that perception.

21 That being said, we realize that there are
22 some disorders for which it may not be imminent that

1 they're added to the RUSP, but it may be in the next
2 few years. And so, it becomes a slippery slope of
3 how one -- how deep one goes into potential for
4 being added to the RUSP.

5 So, for instance, that came up with
6 Duchenne's and, as you say, with Friedreich's. So
7 we kept them on, but we also wanted to point that
8 out. And I think if we're bringing it up to the
9 committee that at what point is -- also fragile X.
10 These have been discussed in terms of newborn
11 screening, and we would rather focus on another
12 disorder perhaps that's rarer, perhaps that's higher
13 in prevalence.

14 DR. PARISI: So is one of the
15 considerations the potential utility of being added
16 on to the newborn screening panel? Because it
17 sounds like your criteria really are looking for
18 things that have more of a pediatric onset, but I
19 notice there's a pretty broad range of age of onset
20 for these conditions from infancy for about a third
21 of girls with Turner's syndrome through adolescence
22 for some of the others like Friedreich's, et cetera.

1 So I'm curious about what the committee
2 thinks in terms of age of onset and whether the goal
3 is ultimately to promote something that could be
4 added to the RUSP or whether that's not part of your
5 consideration?

6 DR. TARINI: So the goal is not to promote
7 anything that could be added to the RUSP. "Could"
8 being a word you could define -- I feel like I'm in
9 a Senate hearing.

10 "Could" being a word you could define a
11 number of ways. At least not immediately being
12 considered was one strict definition we used. So we
13 are trying to get out of the newborn period as best
14 we can, focusing on later times.

15 Sometimes those disorders will roll back,
16 and there will be an infancy presentation, which
17 will then roll you back into the potential for
18 having a newborn screening disorder. That being
19 said, to your second point, we did have extensive
20 discussion on, for instance, Marfan syndrome as an
21 example of we have a disorder presentation that
22 seems also to roll into adolescence, and in some

1 cases, diagnosis will be elusive until adulthood.

2 So what we did was a gross assessment of
3 do the majority of cases present in the pediatric
4 age range? They can span the pediatric age range
5 using loosely like 18. But if it was starting in
6 adolescence and nearly all spilling over, a majority
7 spilling over into adulthood, we tended to shy away
8 from those disorders.

9 So that was another discussion point we
10 had.

11 DR. LOREY: Just a comment on Turner
12 syndrome. We, in addition to newborn screening, we
13 do all of the prenatal screening for the State of
14 California. And although our targets are 21, 13,
15 and 18, you pick up a lot of Turner syndrome in
16 prenatal screening.

17 DR. TARINI: Right on. So this was
18 another discussion point. If some of these
19 disorders are being screened and prenatally --
20 fragile X, Turner -- then what is our value added,
21 A, of beginning a campaign of sorts to improve
22 education and training, and B, also then what is its

1 proximity to them perhaps soon coming onto the RUSP?

2 So this was also another point that came
3 up.

4 DR. BOTKIN: Yes, I think my understanding
5 of this exercise, too, was to say that newborn
6 screening is, by definition, sort of population
7 based. We take all comers.

8 With these other sorts of screening
9 modalities, we might well be targeting and perhaps
10 targeting broadly just girls or targeting more
11 specifically based on family history or that sort of
12 thing. So I want to make sure I have that
13 understanding correct with how the screening might
14 work with these other types of conditions.

15 DR. TARINI: That's correct. There was
16 this particular emphasis on the fact that there do
17 not have to be a test interpreted as one takes blood
18 and sends it through a machine. A test could be a
19 procedure or process like family history screening,
20 could include that, or could be clinical evaluation.

21 And it could target -- and it was not
22 necessarily, as Dr. Botkin points out, it was not

1 necessarily that all, it was not necessarily
2 universal screening. It could be targeted
3 screening.

4 CHAIRMAN BOCCHINI: Carol?

5 DR. GREENE: It's all fascinating. I
6 would -- I want to point out that long QT has --
7 there's already been discussion about long QT
8 screening in the neonatal period because there is a
9 mechanism, and there's lots of arguments for it.
10 But I think it might be one that's relatively close
11 to being proposed for the RUSP.

12 And I would be -- I think it might be
13 important to look at something that is fairly common
14 because, otherwise, it might not be a so useful
15 experience to study it. And I keep coming back,
16 looking over the list, to Turner because there's
17 such interesting questions. What is it useful for?
18 What is the mechanism?

19 I think you should screen boys. I think
20 the majority of the Turner's cases that I see are
21 not picked up on newborn screen. They're picked up
22 too late to go on growth hormone therapy. What kind

1 of screening should they actually be having?

2 If we knew they had Turner, they'd be --
3 so there's actually a protocol and a management
4 protocol, and it introduces utterly different
5 questions. Of all the things on the list, it seems
6 to be probably the most common and the one that
7 introduces the most novel questions to explore.

8 CHAIRMAN BOCCHINI: Other questions,
9 comments?

10 (No response.)

11 CHAIRMAN BOCCHINI: Well, if not, this was
12 a good discussion. I think it adds some good depth
13 to the considerations and I think that -- Steve?

14 DR. MCDONOUGH: Mr. Chairman,
15 procedurally, would it be between now and the next
16 meeting, could the committee do some voting, top
17 three picks or something like that, so we can narrow
18 this down to a couple for the next meeting to
19 perhaps discuss what our priority would be?

20 CHAIRMAN BOCCHINI: Yes, I think that the
21 subcommittee is going to start looking at with each
22 of these disorders considering some of the

1 suggestions made within the subcommittee and now by
2 the full committee about what criteria to then
3 apply, to apply them to each of these and sort of
4 look at each of these conditions with those
5 criteria. Perhaps cull the list a little further
6 based on those things, and then bring it back to the
7 full committee for either a vote prior to our
8 meeting or at the next meeting so that we can.

9 So I think that's the -- those are the
10 next steps.

11 All right. Alexis?

12 DR. THOMPSON: Can I also ask that as we
13 look at creating a matrix for these, if we can
14 actually look at whether or not there are advocacy
15 organizations for each one of those to look at where
16 our opportunities are to work together?

17 So if we actually knew that, not only
18 things like frequency and treatment or no treatment.

19 But if I actually knew that there were additional
20 resources that we could consider for getting more
21 information.

22 DR. TARINI: I think that's a good point

1 that was brought up at the end of the discussion.

2 Thank you. The idea of having the potential to --

3 so let me actually ask then.

4 Some were saying, some were arguing it

5 either way. Some said, oh, if there's advocacy

6 groups, they already have attention shined on them.

7 What you're saying is if there are advocacy groups,

8 they could be used as sort of a mechanism and

9 leverage to disseminate information.

10 So it was actually discussed the opposite

11 way in the subcommittee meeting. So I want to make

12 sure I understand what you're saying.

13 DR. THOMPSON: I think simply knowing that

14 they exist, without necessarily saying how one will

15 use them.

16 DR. TARINI: Okay. And then moving

17 quickly through. Priority B was to promote newborn

18 screening awareness among the public and

19 professionals. And these were our overall

20 objectives. We'll focus on this one because, as you

21 can see, we had a robust discussion about

22 conditions.

1 So we focused on supporting and providing
2 input around the 2013 newborn screening awareness
3 campaign plans and activities, how we could be
4 involved in each of the various activities being
5 planned. The star of the show was the CDC and APHL,
6 Carla and Jelili came and briefed us on the
7 impressive progress they've made to date.

8 To summarize briefly, there will be an
9 APHL newborn screening symposium meeting in May
10 2013. There will be a book, coffee table book
11 documenting achievements in newborn screening over
12 its lifetime.

13 There will be a D.C. celebration event to
14 coincide with the September 2013 SACHDNC, and it
15 will include a day on the Hill, I believe, preceding
16 it. There will be a traveling exhibit of newborn
17 screening historical artifacts, as well as social
18 media messaging being developed.

19 And the next steps that we discussed at
20 the subcommittee were the value of adding advocacy
21 groups, involving them in spreading awareness, and
22 the need for messages, press releases, specific

1 statistics that can be used by member organizations
2 to increase awareness of newborn screening and in
3 particularly in a standardized way. So we're all
4 using the same messages and the same facts, both for
5 improving awareness and being standardized.

6 And then next steps for after 2013 so that
7 it doesn't die with the 50th anniversary would be
8 one idea was creating a toolkit for individual
9 States to use when they themselves celebrate their
10 50th anniversary.

11 And finally, priority C, to provide better
12 guidance for advocacy groups and others regarding
13 the nomination and review process. The problems
14 here to be solved, as we see them, are to increase
15 public transparency for what we do and the rationale
16 behind the decisions made and to provide feedback to
17 nominators regarding next steps and support future
18 nominators in preparing successful application
19 packages.

20 So this priority is being worked on in
21 collaboration with the condition review group to
22 develop a public-friendly Web site information and

1 to start specifically with a public-friendly summary
2 of evidence review.

3 Next, so we understand the issue of the
4 Web site in general, but we start specifically with
5 one task, that being the evidence review summary.
6 And we know, going forward, this is also going to be
7 a priority for the condition review group.

8 So that being said, we'd like to use it as
9 a test case sort of looking back at ones that have
10 already been completed. And to help -- also that
11 will help the condition review group going forward
12 as they develop their future lay summaries.

13 So our next steps in discussion were to
14 seek clarity on technical constraints on revisions
15 to the SACHDNC Web site, what we can and can't do.
16 And work on harnessing potential of SACHDNC and
17 newborn screening clearing house Web sites to
18 disseminate public-friendly material. And as I
19 said, to create a subcommittee to assist with the
20 creation of public-friendly documents, starting with
21 a past evidence review.

22 That's all.

1 CHAIRMAN BOCCHINI: Thank you, Beth.

2 Any additional questions or comments? If
3 not, thank you for -- oh, we got one? Sorry.

4 DR. BOTKIN: I wonder if we're currently
5 providing a lay language-friendly summary of what
6 the committee's decisions are on conditions so that
7 people understand what the nature of the concerns
8 were, what needs to be done as part of next steps?
9 Are we doing that?

10 CHAIRMAN BOCCHINI: That is part of it,
11 yes.

12 All right. Dieter?

13 DR. MATERN: Is that a concern that we
14 have proactively, or has somebody said, "I don't get
15 it." I mean, there are the letters from the
16 chairman on the Web site, indicating why something
17 was not accepted. I understand them, but that
18 doesn't necessarily mean anything.

19 But has anybody complained that it's not
20 clear?

21 DR. TARINI: I know of no specific
22 complaints, but general discussion that some of the

1 material is difficult to digest for the public
2 without -- but I know of no specific complaints.

3 MS. BONHOMME: Hi. Yes. I mean, we've
4 had some phone calls of people saying, "Oh, can you
5 walk me through this?" Just people who are wanting
6 to understand with the nomination process and things
7 like that. So it does seem like there is that need.

8 DR. TARINI: Thank you.

9 CHAIRMAN BOCCHINI: Thank you.

10 Other comments?

11 (No response.)

12 CHAIRMAN BOCCHINI: If not, Beth, thank
13 you very much. Appreciate your report.

14 Next we'll have a report from the
15 Subcommittee on Laboratory Standards and Procedures.
16 Fred Lorey will give that report, or is he -- oh,
17 Fred, can we call on you to give your report at the
18 present time?

19 Sorry about that.

20 (Pause.)

21 CHAIRMAN BOCCHINI: All right. So we have
22 technical difficulties. We'll go ahead and change

1 the order again and then put Fred as the final.

2 So, Carol, are you ready to give your
3 report? We have the Subcommittee on Follow-Up and
4 Treatment. Dr. Carol Greene will give this report.

5 (Pause.)

6 DR. GREENE: So, good morning. And do I
7 advance the slides? Yes, I do.

8 So thank you very much to the committee --
9 subcommittee for an extremely useful discussion and
10 also to a lot of work that has happened since I made
11 the attempt to step into Coleen's shoes. And we
12 have to report on some work that was done as part of
13 subcommittee activities or spinoff from subcommittee
14 activities that's all owing to her leadership. And
15 then we'll talk about some of the new things.

16 We started our meeting with some changes
17 in the membership. We said a farewell and thank you
18 to Michelle Fox, but we also reminded her that once
19 you're on the subcommittee you never get to stop
20 working for it, which is where a lot of the
21 volunteers come from.

22 And we welcomed two new members, State

1 Health Department -- State Health Department of
2 Maryland, Debbie Badawi and Kathryn Hassell, who's -
3 - Debbie Badawi, you may remember a presentation
4 last meeting about CCHD implementation in Maryland.

5 And Kathryn, Kathy Hassell has been working a lot
6 on the sickle cell project that we've started.

7 We should also say that -- I'll talk in a
8 minute about what we've been doing. So we had some
9 updates. Some of these, again, are a direct result
10 of subcommittee efforts. We heard from Brad
11 Therrell that the work that had been done on the
12 sort of points to consider or review of connecting
13 newborn screening blood spots and birth certificates
14 is published.

15 Sue Berry reported on revision in process
16 for publishing the manuscript on the work on
17 coverage of medical foods and supplements that was
18 started in the committee and then involved multiple
19 regional collaboratives.

20 And Rani Singh reported on -- and this is
21 not an activity of the committee, but definitely
22 important -- that Newborn Screening Connect, which

1 is, I think, an activity of a regional collab, has
2 gone live and has started to get some interest
3 connecting families and patients as a voluntary
4 registry, and they envision knowing where people are
5 and having people connected with each other and
6 making sure people have access to -- it's a two-way
7 access for the metabolic healthcare provider and
8 research community to have access to talk with the
9 parents and parents to talk with each other and vice
10 versa.

11 Sue Berry reported, and she sent me
12 another email this morning, but I didn't get a
13 chance to include it. So if there are any important
14 comments we can add. But she's been working, and
15 Kathy Hassell is part of that project as well, on
16 newborn screening long-term follow-up data, a
17 project that's gone to REDCap to start to enter
18 data. And there are quite a number, I understand
19 from the email this morning, of cases already being
20 entered.

21 Nancy Green, who spells her name wrong,
22 reported on --

1 (Laughter.)

2 DR. GREENE: -- publication of the paper
3 on the key considerations for point of care
4 screening of newborns, which will be important when
5 we talk about one of our upcoming projects.

6 And I really want to single out for
7 upcoming especially Nancy Green and Kathy Hassell
8 and Cindy Hinton, who've been doing a lot of work,
9 And Alexis Thompson, who's been doing lots and lots
10 of work on the sickle cell project, which I will
11 talk about last because I think there's likely to be
12 the most discussion.

13 So we have been working. We've been
14 having regular phone conference calls monthly and
15 some added on for subgroups, workgroups working on
16 specific projects. We're focusing on the priority
17 areas and products previously -- our marching orders
18 by this committee that we had reviewed with Sara to
19 make sure the projects that we develop are in line
20 with the -- Sara and Joe to make sure they're in
21 line with the plans.

22 And subcommittee members and volunteers

1 have formed workgroups, and we're good at roping in
2 volunteers. So we've just roped in Sylvia for the
3 EDHI group as well.

4 And I'm going to talk about our priority A
5 project and our priority C project. But I am first
6 going to remind folks that our priority B is not a
7 freestanding project, but it is a reminder to us, as
8 we discussed in May, that as part of our case
9 studies, the project A and the project C, we are
10 wanting to include an interest in learning what are
11 the current and what are the variable roles and
12 responsibilities and make sure that all of our case
13 studies look at that question. It's not a specific
14 separate project.

15 So our project that goes with our -- and
16 A, B, and C, it's not like ranking which one's more
17 important. They're just so we can name them.

18 So our project focusing on implementation
19 of point of care testing, assessing the challenges
20 of new point of care tests and start by asking what
21 we can learn from the experience with EDHI and what
22 ways is it different from, similar to, what can we

1 learn that will help us in the real time of
2 implementation of CCHD?

3 So this project is in early stages. It's
4 not yet clear what our outcome is going to be.
5 Well, that's true for the other one, but it's even
6 less clear here what the end product will be. But
7 we're also moving very fast because to start with,
8 we have a limited time that we've got Brad Therrell,
9 who started -- and sorry, I went with Therrell and
10 White because I don't remember -- it's Karl White,
11 right?

12 Brad has been working on some relevant
13 information, and he reported on it. And we have a
14 limited time to access that work. So we need that
15 stage at least completed before the end of December
16 is my understanding.

17 So they reported on the status of -- the
18 current status of really focusing on reporting and
19 communication among other questions. Does the
20 information go on the blood spot? Where does the
21 information go? How is it handled? What are the
22 laws and regulations in the various States that

1 govern that?

2 And you know, whatever are the laws and
3 regulations, what is actually done? Because
4 sometimes what's done, as was pointed out, is much
5 more than is required by either law or regulation.
6 And Alan discussed issues of -- does anybody besides
7 me have the experience that when you type "EHR," it
8 always wants to make it "HER"? It's really
9 annoying.

10 (Laughter.)

11 DR. GREENE: So I kept changing it back.
12 Discussed issues of electronic health records and
13 point of care screening. And the incredible
14 potential for help there and what are some of the
15 current limits. And reminded us, and this will come
16 round again, that we want to both use the electronic
17 health record in any visions of future studies that
18 might be carried out, but we also want to study the
19 question of how EHR is being used and how it can be
20 used.

21 So that led to general discussion around
22 the issues, project goals. And really reminding

1 ourselves that the focus of this one is on what does
2 the EDHI experience offer? Since it's been up and
3 running, what does it offer to understand as we look
4 forward to implementing other point of care
5 screening?

6 And after the meeting, but I thought this
7 was important enough to capture, we did mention
8 during the meeting the paper that was recently
9 published on key points or key issues in point of
10 care screening. And at least one idea for future
11 development of this is starting with that paper,
12 which has laid out a lot of the issues as maybe one
13 of the contributions of this committee would be to
14 begin to explore a roadmap of what are some of the
15 issues?

16 Now, again, that's reaching far down. We
17 haven't yet decided what it's going to look like
18 because the first question is what lessons did we
19 learn from EDHI that would be relevant to others?

20 Because we're wanting to be sure we take
21 advantage of the resources we have available to us,
22 that will be the subject focus entirely of our next

1 phone call. Any questions about that?

2 DR. COPELAND: I would encourage not just
3 the regional collaboratives be included, but also
4 the CCHD grantees, the six States that were funded
5 or, actually, it's more like nine States that were
6 funded. So please enlist their knowledge, too,
7 since they're actively being paid to do this.

8 DR. GREENE: Okay. Obviously, I wrote it
9 down so I don't forget. I think my inclination
10 might be to start to loop them in early and make
11 sure we have some folks on the workgroup.

12 But to really -- we have been focusing on
13 EDHI first and then CCHD, and we have that resource.

14 But I think we want to loop the CCHD people in
15 early so we know we're asking the right questions of
16 the EDHI folks.

17 So, Jill, if you could and if the EDHI
18 workgroup could start to think about how we make
19 sure we have somebody representative involved early,
20 if we don't already. Okay?

21 Priority C, real-world impacts and
22 outcomes. I split this into two slides. This is

1 we're calling for shorthand our sickle cell case
2 study. And this is the -- there are three bullets.

3 The next one will be on -- the third bullet
4 describing the study will be on the next slide.

5 And our goal is, and we're just -- there's
6 so many ways we could do this. There's so many
7 important questions that one of the things that we
8 kept doing during our discussion is reminding
9 ourselves. What are the goals? What have we agreed
10 with this full committee to do?

11 So our goals are to explore the extent to
12 which -- you can read it. Are we doing a good job,
13 you know? Have we been successful? Are we
14 improving health? And there was a very strong
15 reminder during our subcommittee meeting it's not
16 just health. It's development. It's psychosocial.
17 It's long-term outcomes.

18 And that there are a number of things they
19 were specifically interested in looking at, but it's
20 by no means a complete list. But very specifically,
21 we are looking at the question of variable
22 notification in trait, and we are specifically

1 looking at issues to do with electronic health
2 records. And we're definitely looking at the
3 variability of impact in difference in clinical --
4 sorry, impact of variability in clinical care.

5 Question?

6 DR. COPELAND: My understanding was that
7 you guys were going to take the public health long-
8 term follow-up goals and apply sickle cell to see
9 how that works?

10 DR. GREENE: Yes, we are.

11 DR. COPELAND: Okay. Because that is more
12 like what our demonstration and treatment projects
13 are funded to do, as opposed to having --

14 DR. GREENE: Right. That's the next --

15 DR. COPELAND: Okay. As opposed to having
16 a subcommittee of an advisory committee do the
17 outcomes evaluation.

18 DR. GREENE: That's the next bullet.

19 DR. COPELAND: Okay.

20 DR. GREENE: That's why I said this one
21 was too long to put all on the same slide, okay? So
22 as Sara just said, we had to keep on reminding

1 ourselves that as tempting as it is to actually try
2 to --we're not -- first of all, we're not going to
3 do the project. And the idea is that we should not
4 duplicate. We should work on thinking about
5 harmonization.

6 Our goal, what we could add as value as
7 this committee, the subcommittee bringing ideas to
8 this committee, is to bring the wisdom and the
9 concerns and the experience of the newborn screening
10 world to make sure that the efforts carried out to
11 collect long-term data actually answer the questions
12 of the newborn screening community. Okay?

13 And with that in mind, does that -- need
14 to add something?

15 DR. COPELAND: No, I think it's going to
16 be an ongoing discussion because there's a potential
17 for duplication of effort, and I really want to make
18 sure that the focus is more on the long-term follow-
19 up and the system and how it looks, as opposed to
20 what sickle cell is doing. Because those are two
21 separate issues.

22 DR. GREENE: Right. And we did

1 continually also remind ourselves that the committee
2 asked us to look at sickle cell as an example to
3 make sure that this ends up being a model for how
4 you can look at any newborn screening condition, and
5 does the system succeed in improving outcomes?

6 So, with that said, we started with a
7 presentation, and that is -- there was a very lively
8 discussion, especially of, well, both matrices. And
9 the first matrix, just again to focus everybody's
10 attention on what Dr. Copeland just said, which is
11 to apply our long-term follow-up systems analysis --
12 that's work that was done when Coleen was chair, and
13 we were all very, very, very proud of it. And that
14 first matrix, everybody remembers who was in the
15 room, down the left side are the four different
16 parts of the system that we had laid out in that
17 paper.

18 And then on the other axis, the matrix
19 looks at the different populations who are
20 interested in different questions, how those fit
21 into those four elements of newborn screening. And
22 begin to use that matrix to make sure that we have

1 captured the questions that are important to us.

2 Okay?

3 So that's the first matrix, and that was
4 presented by Cindy, populated as a first draft with
5 information that we took from Alexis Thompson's
6 presentation before.

7 And the second matrix looks at the -- some
8 of the questions crossed with or looking at where
9 the data sources are. And not to say, and this was,
10 I think, a nice breakthrough from Cindy and Nancy,
11 we had initially started thinking about individual
12 data sources. But instead, they started breaking it
13 down into what kind of data is available from
14 primary care providers, from individuals and
15 families from the public health, from the specialty
16 care providers.

17 And then we can begin to populate that
18 with an understanding of who's doing what work and
19 use this whole landscape to see exactly what kind of
20 product we're going to end up with that will help
21 the people doing research to make sure that outcomes
22 research answers the questions that are important to

1 this committee.

2 Always remembering avoidance of
3 duplication, focusing on harmonization. There were
4 some key points that came -- or some interesting
5 points that came up with a lot of passion during our
6 discussion, and that was a reminder to include
7 concerns about privacy.

8 A very strong reminder to -- I think this
9 would be on the next slide would be to remember to
10 include not just health and medical outcomes, but
11 outcomes of importance to family and the individual,
12 and also to remember that we, again, can look at the
13 use of EHR and to study the use of EHR and to
14 envision -- not to use because we're not doing the
15 project, but to envision the use of EHR in projects
16 looking at outcomes.

17 We also reminded ourselves about some of
18 the very different issues in terms of what are the
19 questions and where are the data sources in sickle
20 cell and sickle trait? We talked about whether this
21 would include other hemoglobinopathies, and the
22 answer was S cell, but not the others because we

1 want to make this manageable. And the psychosocial
2 outcomes, and we talked about where the data is.

3 After, just to give you an example, and I
4 really -- please forgive me. I really did change
5 the slides a lot. But just to give an example that
6 people are quite passionately interested in this,
7 and folks were working very late last night and
8 working together as a group. And then Nancy sent me
9 some slides, and here's just a modification and
10 culling of them.

11 This would be, because one of the very key
12 points that while we want to keep this rich and
13 capture everything and make sure that we're looking
14 broadly, in the end, if you're going to help
15 somebody to envision a project, that project is
16 going to have to be simple and doable.

17 And we are looking at a tension between
18 getting roped into the, well, we're going to study
19 this because that's what data we have available,
20 where our marching orders say let's ask what are the
21 important questions. And if there are gaps in the
22 data available, let's identify those gaps and say

1 people need to start figuring out ways to collect
2 that data because it's important.

3 But with that tension there, it's still
4 this is some late-night and very cool and
5 interesting efforts by a small part of the workgroup
6 thinking about how you would envision way down the
7 line what could we be informing and thinking about
8 selecting a key indicators. And we know there's
9 lots of people working on what are the key
10 indicators and what are the outcomes.

11 And there are people who are working on
12 guidelines and lots of projects. And so, one of the
13 keys here is going to be understanding who's doing
14 that, and that's going to be one of the first things
15 that we do on the next phone call, one. But in the
16 meantime, people are going to be pulling together
17 information because, remember, we have that matrix
18 to populate to say where is the data and, therefore,
19 where might be the gaps?

20 And thinking about in the end what might
21 be practical, but also we're identifying gaps. And
22 already thought about what are some of the key

1 indicators and what are some of the key outcomes if
2 you really want to look down the road. And so,
3 thinking then back to the subcommittee, looking at
4 next steps, we're still envisioning what the final
5 product would look like. We have some ideas.

6 It has to be useful in future decisions
7 about implementing newborn screening. So the goal
8 is to -- it's a case study, and we care about sickle
9 cell. There is a lot of work done about sickle
10 cell. The goal is to take advantage of what's
11 happening about sickle cell to see if there's an
12 opportunity to make it better and also to learn how
13 to do work understanding outcomes of other
14 disorders.

15 It should be useful in designing future
16 data collection, useful to promote development of
17 future simple projects that would actually look at
18 the effectiveness in newborn screening. We might
19 end up with a white paper. We might end up with
20 HRSA or somebody else writing RFAs.

21 It's all sorts of possibilities, but we
22 have a lot of work going on. And I think our next

1 steps are clearly -- our immediate next steps are
2 identifying other groups and ongoing efforts to
3 understand what are the available data sources,
4 who's doing what. Identify the gaps in information
5 that's currently tracked. In other words, what key
6 questions are -- cannot be answered with current
7 existing data sources or strategies for outcomes
8 evaluation?

9 We really want to be thinking about
10 harmonizing key questions and looking at
11 harmonization of outcome indicators, data element
12 strategies. We can't do it, but that's what we're
13 thinking about, how to help facilitate that.

14 And not the next meeting because that one
15 will be EDHI focused, but the meeting after that
16 will be sickle cell focused. In the meantime, some
17 work will be done, and we will be reporting back at
18 the next Advisory Committee meeting. And I hope I
19 didn't mess up anything.

20 CHAIRMAN BOCCHINI: Thank you, Carol.

21 Questions and comments? Denise?

22 DR. DOUGHERTY: Well, while I'm thinking

1 of it, and Charlie mentioned it to me, the CHIPRA
2 quality measure development effort has Gary Freed at
3 University of Michigan working on some quality
4 indicators for sickle cell care. And one of the
5 issues is even though that program, because it's
6 under the Child Health Insurance Program
7 Reauthorization Act, is focused on measures for
8 Medicaid and CHIP. It's clear that those measures
9 may not be adopted by some States because they just
10 don't have enough sickle cell patients.

11 So we're actively looking for other
12 opportunities for implementation of these measures.

13 Plus, the meeting I was at yesterday, Gary was
14 there. And he was saying we have so many possible
15 measures and, as you're saying, so many possible
16 questions and topics, which are the most important
17 ones?

18 So I'd like to put the committee in touch
19 with Gary so that we can start working together.
20 But what would be helpful is to have sort of a one-
21 paragraph description of what it is the committee is
22 trying to do. Because I see lots of possibilities

1 here, but I'm not sure I could actually summarize it
2 in, you know, the old one-pager.

3 DR. GREENE: We can work on that. It's --
4 it's pretty much those -- it really is those first
5 three bullets, and beyond that, we're still working
6 on clarifying. But I can work on that with Sara and
7 Joe.

8 DR. DOUGHERTY: That'd be great. Thank
9 you.

10 DR. COPELAND: I would propose that
11 probably our grantees are a more appropriate place
12 to take that, as opposed to a subcommittee. Because
13 our grantees are the ones that are implementing the
14 quality measures and working with Charlie, and
15 they're the ones doing the work.

16 It's not a -- sickle cell follow-up is not
17 -- sickle cell treatment is not a State program. It
18 is a clinician program, and I think that there's
19 when you look at a Federal advisory committee trying
20 to tell clinicians what to do, you run into some
21 problems.

22 DR. DOUGHERTY: Well, but I thought the

1 whole purpose of the Long-Term Follow-Up Committee
2 was not for the States or a committee to tell
3 clinicians what to do, but what is State role in
4 facilitating and monitoring the successes and
5 failures of the clinical community in doing the
6 follow-up and treatment?

7 Certainly, the State can monitor. If the
8 State can see where the gaps are, then the State
9 could possibly help facilitate some amount of the
10 treatment and follow-up. But I thought that was the
11 goals. So I'm not --

12 DR. COPELAND: We can discuss it offline.

13 But I think that we need to make sure that we put
14 the burden on the appropriate people.

15 DR. DOUGHERTY: Well, just for purposes of
16 these quality measures, I just want to make sure
17 that there is -- that people are aware of what each
18 other is doing. There's some expertise on this
19 committee and subcommittee that I think could be
20 helpful to Gary out in Michigan developing these
21 measures and trying to figure out which ones are the
22 best ones.

1 So, you know, I mean, there was an effort
2 in the Office of the Secretary that was trying to
3 coordinate across everything that the department was
4 doing, all the different entities. CDC, you were
5 involved in that. And that seems to have dropped
6 off, but I don't think we should forget that those
7 of us who were involved in that effort to
8 coordinate, collaborate, should not continue to try
9 to do that.

10 CHAIRMAN BOCCHINI: Coleen?

11 DR. BOYLE: I was going to elaborate just
12 a bit, and I guess I would love the committee's
13 reaction to this of our discussion yesterday. And
14 this is just one piece of it.

15 So in my mind, building on Alex's or the
16 committee's matrix from yesterday, you know, where
17 we were talking about the evidence, the scientific
18 evidence for the efficacy of screening. And then we
19 were imposing that reality base of readiness and I
20 guess it was feasibility was the other aspect, I
21 guess I was thinking of a fourth dimension, and I
22 know we don't want to go into the fourth dimension

1 here.

2 (Laughter.)

3 DR. BOYLE: But thinking about
4 availability, not so much availability of services.
5 So that's not right. But more what needed to be,
6 and again, that's more readiness and feasibility,
7 it's like what are the treatments and how you would
8 monitor the uptake of those essential treatments for
9 children?

10 So as part of the committee's work and
11 part of sort of structuring the recommendation, I
12 was thinking that there could be this fourth
13 dimension, which was sort of the treatment piece of
14 it. And then in a real crisp way so you're thinking
15 about what those necessary treatments were and then
16 perhaps how that information would be captured and
17 by whom to make sure that that was happening.

18 So sort of laying this framework out as
19 you were going about implementation. So that's what
20 we were tossing around a bit. I don't think it's
21 sufficiently developed or gelled. But I actually do
22 feel like that's the committee work.

1 It's sort of setting that I don't know if
2 it's the floor or the ceiling, but setting the bar.

3 DR. HOMER: And just building on that and
4 tried to integrate some of these other comments. We
5 did start with the framework that the previous
6 committee, Coleen's committee had worked on. And it
7 was very helpful, and I think the process also in
8 running through that with the example of sickle cell
9 disease is not only informing whether the world at
10 large and how the extent to which sickle cell has
11 fulfilled that, it also, I think, is informing the
12 model.

13 Because we then looked at that model and
14 say is there enough clarity in that model or not?
15 So, for example, it says medical home. Well, that's
16 important and hard to assess. It says evidence-
17 based care. Well, you know, that's sort of
18 everything that was on that list.

19 So I think -- and it also says research as
20 though that were separate from evidence-based care.

21 So I think, actually, Sara, this goes both ways.
22 In other words, by using this model, using the case

1 of sickle cell disease, we're not only saying to
2 what extent has newborn screening for sickle cell
3 disease fulfilled this promise, but it's also
4 reflecting on to what extent does the model that
5 we've already developed as a committee actually is
6 it complete, or does that model itself need some
7 tweaking?

8 And I think we're going to come back and
9 inform that model through the conversations.

10 And just to build on Denise's point. One
11 time there was substantial discussion in the
12 committee, and it may or may not be our committee's
13 role. But an acute awareness that there are
14 multiple Federal efforts right now, which are
15 related to establishing measures of whether the
16 system of care and research and monitoring for
17 individuals with sickle cell disease is functioning
18 to the way that it should.

19 And we were conscious that we did not want
20 to contribute to the cacophony of creating a
21 different voice, but we also were aware that we may
22 have a potential voice as an advisory committee to

1 encourage unity amongst those voices. So if we
2 could use our good offices to encourage the multiple
3 parties that are involved to become more aligned, I
4 think the community at large would be appreciative.

5 DR. COPELAND: I understand that, and I
6 would emphasize that I would much rather than it
7 informed the model than tried to inform sickle cell
8 disease because you don't have all the players on
9 the subcommittee. You don't have NHLBI there, and
10 you don't have the blood disorders group, per se.
11 Althea Grant isn't there.

12 And I mean, they're in your center. But I
13 still think that the project officers that are at
14 the base level, I just think there's more players
15 than are necessarily included in your subcommittee.

16 And so, I want to make sure that we don't -- don't
17 start stepping on toes.

18 DR. DOUGHERTY: Could I? One of the
19 things that subcommittees used to do and this
20 committee used to do was to have the different
21 players come and have a set of presentations so the
22 subcommittee or the whole committee could find out

1 what everybody was doing and then be more informed
2 about what the role of the subcommittee or this
3 committee could be.

4 And so, that's rather than say we need to
5 limit what we're doing -- we couldn't even inform
6 the framework and build upon, I think, without
7 hearing all these other things that are going on.
8 So I would suggest that we have -- you know, we have
9 had workshops before on different topics. I would
10 suggest that just because the Office of the
11 Secretary isn't telling us to coordinate, I think it
12 is an opportunity for this committee.

13 DR. THOMPSON: This is just a question for
14 information. Sara, the trans-Federal efforts to
15 collaborate with sickle cell, is there actually an
16 advisory component to that effort? I mean, it seems
17 to me that if we're working under the auspice of the
18 Secretary that it would be useful to have some
19 advisory group somehow interfacing with these
20 different Federal partners that are seeking to
21 coordinate efforts across sickle cell.

22 Does that entity, does that trans-Federal

1 -- I don't know, I'm not sure if it's called a
2 collaborative or exactly what the name of that
3 entity is, does it actually have an advisory
4 component to it?

5 DR. COPELAND: It used to, and -- well, I
6 don't know about advisory. But right, it was never
7 an official advisory group. But that being said, we
8 can't -- we can't autonomously develop an advisory
9 committee to the Secretary. So we need to be -- we
10 can advise the group, and we can use the tools we
11 have.

12 But there is a trans-agency group that's
13 not meeting currently. My understanding is it'll
14 start up again soon. So --

15 DR. THOMPSON: I mean, it just seems that
16 if -- it's just connecting the dots I think is all
17 we're asking for without necessarily asking for any
18 change in the actual structure of things. I see
19 your point in terms of avoiding this drift to taking
20 on things that legitimately are being taken care of
21 and probably even more effectively being taken care
22 of by other entities.

1 But it also -- it would seem that wanting
2 to have some opportunity to create a clearing house
3 so that, in fact, we are clear on what's already
4 going on, as well as being able to provide the
5 opportunity for input in terms of how those projects
6 are coming together.

7 The other question is, is that in sickle
8 cell, there are a variety of reasons why there has
9 been this effort to collaborate across Federal
10 agencies. One of the questions in my mind is that
11 wouldn't that be wonderful if that happens for even
12 more disorders?

13 And if we anticipate that happening, us
14 clarifying how those different agencies will work
15 together on behalf of citizens who are affected by
16 these diseases. It seems to me that understanding
17 how that model will work, including how they would
18 interface with either a subcommittee of this
19 committee or exactly how we would avoid duplication
20 in the future to the extent that that would happen
21 for other conditions.

22 DR. GREENE: I think that that was very

1 well articulated, and this is getting to the tension
2 between is it a sickle cell project or is it the
3 implications of sickle cell for newborn screening
4 outcomes projects in the future? And perhaps one of
5 the points here is that this is an advisory
6 committee for heritable disorders, and the question
7 is not just the role of the committee, but also
8 what's the scope of the project?

9 So we'll continue to work on that. And I
10 realize I did forget to say one thing that was very
11 important. I mentioned privacy, but not up on the
12 slide was a report on or an update on another
13 project because -- I forgot to put it on a slide
14 because I gave that report on behalf of Mike Watson,
15 who gave me some information.

16 And this sparked some interesting
17 discussion on the issue of privacy that the NCC with
18 Alissa -- I'm going to blank on her last name --
19 looked at the existing laws and regulations that
20 govern the ability of the public health system to
21 access individual records, which is where some of
22 the data for outcome studies comes from. And the

1 concern raised that certain types of privacy
2 advocates for certain individuals might have
3 discomfort about that process and then the
4 importance of transparency.

5 And that's another one of the projects
6 that's already been funded and carried out by HRSA
7 that needs to be considered as we go forward and
8 thinking about future studies.

9 CHAIRMAN BOCCHINI: Questions or comments?

10 I think this has been a good discussion, and I
11 think with the insights of Sara and Denise and I
12 think we have a good opportunity to kind of
13 coordinate things in a better way to sort of focus
14 down on the right questions for this committee, as
15 well as to contribute to the overall efforts to
16 coordinate things.

17 So I think that's good. And thank you,
18 Alexis, for your comments. That's good.

19 Okay. Thank you, Carol.

20 All right, let's bring Fred up. Okay.
21 Now Fred Lorey is going to present the report from
22 the Subcommittee on Laboratory Standards and

1 Procedures.

2 DR. LOREY: Good morning. We actually
3 covered quite a bit of material yesterday.

4 (Pause.)

5 DR. LOREY: Excuse me. We started out
6 with Dr. Chen giving us a presentation on the CDC
7 recommendations for good laboratory practices in
8 biochemical genetic testing for newborn screening
9 for metabolic disorders.

10 The intent of the recommendations, and I
11 believe one of the slides may have a Web site if you
12 want copies -- if not, we can provide it -- to
13 provide quality management guidance for genetic
14 testing -- excuse me -- performed for screening,
15 diagnosis, monitoring, and treatment of heritable
16 disorders.

17 Consider biochemical testing and newborn
18 screening separately when practices differ.

19 Clarify the CLIA requirements and provide
20 additional good laboratory practice recommendations.

21 And complement the 2009 CDC guidelines for
22 molecular testing.

1 Some of the recommendations for good
2 laboratory practices include the following intended
3 audiences: laboratory professionals, surveyors,
4 inspectors, users of laboratory services, standard-
5 setting organizations, professional societies, and
6 IVD manufacturers.

7 Expected outcomes are to improve the
8 quality of laboratory genetic services and improve
9 healthcare outcomes for genetic testing.

10 We had a discussion afterwards, and I
11 think the subcommittee felt it wasn't quite ready to
12 go forward to the full committee. But we're going
13 to request additional information on how this would
14 impact State programs.

15 Next Jelili Ojodu gave us a presentation
16 similar to yesterday, but he gave us more detail and
17 actually showed us some of the actual examples of
18 data collection. I'm sorry. This is Harry Hennon
19 went next to discuss the CLSI document on newborn
20 screening for SCID.

21 This document, it's not completed yet, but
22 addresses the detection of SCID by population-based

1 newborn screening using the TREC assay. And they
2 are asking for volunteers to review the draft. It's
3 gone through several reviews, but they would like
4 additional comments, should anybody want to
5 volunteer. There's quite a distinguished list of
6 authors on this document.

7 And it looks like it will be a
8 particularly valuable document to States that
9 haven't yet begun the screening because it's really
10 going to cover everything about SCID testing and the
11 disease.

12 Moving on to Jelili's presentation.
13 Priority B is one of our subcommittee's priorities
14 to provide guidance for State newborn screening
15 programs in making decisions about lab integration,
16 follow-up, and quality assurance. It's important to
17 confirm the quality of the data, as you heard
18 yesterday, provide feedback to the States based on
19 data received.

20 And he made it clear they were very
21 interested in getting feedback from the States. The
22 States could use the new data repository and

1 NewSTEPS. That's their new program he spoke of
2 yesterday. And it's important to discuss with the
3 States what do States get back?

4 In other words, it's a workload for States
5 to provide data input to several different groups.
6 How will this data be meaningful to the States? And
7 what would this be valuable to States?

8 Some of the input from State reps on the
9 subcommittee or among the guests is just asking them
10 to remember not to duplicate efforts and don't
11 reinvent the wheel. Because a lot of times, those
12 of us in State programs end up entering basically
13 the same data in several different datasets. And
14 so, that was just our input, and he was very
15 receptive to that concern.

16 And then, again, Jelili talking about case
17 definitions, as he did briefly yesterday. Also
18 supports priority B for this laboratory
19 subcommittee. Several States have volunteered to
20 beta test this NextSTEPS document on test
21 definitions.

22 And discussion on how to get outcome data

1 back to the States so they could improve their
2 programs, something the ACMG is already looking at.

3 So these are -- in a previous slide, you
4 saw priority B. These are our priority projects.
5 Priority A is to review new enabling, innovative
6 technologies. And the first example that we've
7 decided to look into is the succinylacetone assay.
8 You might remember a couple meetings ago, there was
9 some discussion about this and how it sort of
10 evolved, replacing tyrosine as the marker for
11 tyrosinemia type 1.

12 And the question was raised why aren't all
13 the States using this now? Because they did not --
14 all of them are not. So we had several volunteers
15 to form this workgroup that this was just decided
16 yesterday. Carla Cuthbert and Victor at CDC,
17 Dieter, who worked extensively on developing this
18 assay and putting it into the primary screen, and
19 Stan Berberich from Iowa.

20 And this may be rosy, but we proposed to
21 present something at the May 2013 meeting.

22 Also, providing guidance for State newborn

1 screening programs and making decisions about lab
2 integration, follow-up, and QA. One project is
3 comparative performance metrics, which is already in
4 process. We would like to develop a slide deck for
5 State labs so when a new condition is added to RUSP
6 -- and emphasizing after it's added, a decision has
7 been made -- what types of information is it helpful
8 to the States to provide to, I don't know, I'll call
9 them decision-makers, which include CMOs,
10 legislature, hospitals, et cetera?

11 And we decided that since it's already
12 being worked on and Amy's done quite a bit of work
13 on it with SCID, we'll use that as our first example
14 or our template. And then we had volunteers to work
15 on this as well.

16 And this last one was an interesting
17 discussion. Establish a process for regular review
18 and revision of the RUSP and recommend specific
19 changes to technology when indicated. Work with the
20 condition review group, who I think is taking the
21 lead. This was something they wanted to do, and I
22 think all of the groups, all of the subcommittees,

1 to be a joint project.

2 And we just had a small discussion about
3 how nothing has really been reviewed since the
4 initial thing, other than the addition of SCID and
5 congenital heart defects. And do we need to
6 periodically go back and reexamine what's there? Do
7 we need to talk about moving anything from one
8 category to the other, and what is the process?

9 We're also having a membership drive.

10 (Laughter.)

11 DR. LOREY: So the HRSA folks have agreed
12 to help us out with an email distribution list and
13 mailing out a self-nomination form. I think we only
14 had about six people there yesterday on the
15 subcommittee. We had more guests than committee
16 members.

17 And these are some of the areas we've
18 identified that we feel we need more strength.
19 State lab people, particularly those States with
20 molecular expertise. Which is actually very few
21 when you're talking about newborn screening.

22 Commercial labs, clinicians, and

1 pathologists. So you'll probably be seeing this.

2 I'm guessing you're on their distribution list.

3 And then we had an update on the health
4 information technology. The new version of the
5 LOINC newborn screening panel is available at this
6 Web site. I'll leave that up for a while so you can
7 copy it down.

8 And they would like feedback. Are there
9 new codes needed for second screen tests? And what
10 they mean by that is the mandatory second screen
11 tests, do we need -- what happens when there's a
12 positive followed by a negative or vice versa?

13 And as we all know, that sort of depends
14 on what the disorder is. But that's what they're
15 asking. Do we need codes for that?

16 And how are newborn screening laboratories
17 reporting mutations found in mutations testing for
18 newborn screening where they do the genetic testing
19 themselves?

20 I'll turn it back to Dr. Bocchini.

21 DR. COPELAND: I just want to make a
22 clarification on priority C. The consensus then was

1 to let you all lead the way in terms of the
2 condition review group and the other subcommittees,
3 and we'll participate once something comes out.
4 Wasn't that the consensus that we had?

5 DR. LOREY: Yes, absolutely.

6 DR. COPELAND: I just wanted to make sure.

7 DR. LOREY: Sorry I didn't make that
8 clear.

9 DR. MATERN: I just wanted to clarify
10 again about the membership. Pathologist is a very
11 broad term, and I think we want a board-certified
12 molecular geneticist and not just a pathologist.

13 CHAIRMAN BOCCHINI: Okay. And as I
14 understand from Sara, those efforts are already now
15 underway to begin to develop the request for the new
16 members in the categories that you've defined. So -
17 -

18 Any other questions or comments?

19 (No response.)

20 CHAIRMAN BOCCHINI: Okay. Fred, thank you
21 very much. Appreciate it. Looks like you got a lot
22 of work done yesterday.

1 We are now scheduled for a 15-minute
2 break. We're a couple of minutes ahead of schedule.

3 So we'll just get started, reconvene at 10:15 a.m.

4 Thank you.

5 (Break.)

6 CHAIRMAN BOCCHINI: All right. Next on
7 the agenda is a presentation by Dr. Stuart Shapira
8 on multistate analysis of single tests or routine
9 second testing in newborn screening for
10 hypothyroidism and congenital adrenal hyperplasia.
11 This is an update.

12 Dr. Shapira is a medical officer on the
13 pediatric genetics team in the National Center on
14 Birth Defects and Developmental Disabilities. His
15 research activities include birth defects,
16 epidemiology, dysmorphology of autism, gene and
17 nutritional interactions for adverse reproductive
18 outcomes, and newborn screening.

19 Dr. Shapira received his Ph.D. degree in
20 genetics and his M.D. degree both from the
21 University of Chicago. Completed residency in
22 pediatrics, a clinical fellowship in genetics and

1 metabolism at Boston Children's Hospital. He also
2 completed dual research fellowships in genetics and
3 metabolism and allergy and immunology at Harvard
4 Medical School.

5 Dr. Shapira is board certified in clinical
6 genetics, biochemical genetics, and molecular
7 genetics. We welcome you to the committee, Dr.
8 Shapira.

9 Thank you.

10 DR. SHAPIRA: Well, thank you. And good
11 morning.

12 It is a real pleasure to have the
13 opportunity this morning to share with the committee
14 an update for this study, to talk about the results
15 that we have so far, as well as some of the
16 challenges for the future in this area.

17 I'd like first to go through the
18 acknowledgments. There have been a very large
19 number of individuals who've been involved in this
20 study. There are a number on the study development
21 and data analysis group from APHL, the CDC, and from
22 the Wisconsin State Laboratory for Hygiene listed

1 here who've been integral with moving this -- the
2 analyses forward. As well as we've received
3 database development and support from APHL.

4 And then each of the laboratories have
5 been involved in providing case information from the
6 States, from the laboratory as well from the follow-
7 up programs. And so, all the individuals who've
8 been involved in these aspects are listed here from
9 Alabama, California, Delaware, Maryland, Oregon,
10 Texas, and Wisconsin.

11 And then Brad Therrell from the National
12 Newborn Screening and Genetics Resource Center, the
13 NNSGRC, was involved very early in protocol
14 development and support for this study.

15 So, very briefly, some background. When
16 newborn screening began in the 1960s, specimens were
17 obtained typically at 48 to 96 hours after birth,
18 and the reason for waiting this long was to decrease
19 the proportion of false negative results or
20 essentially missed cases that would come either
21 because the infant didn't have adequate nutritional
22 intake to diagnose the metabolic disorders or

1 because of delays in the elevation of TSH or
2 thyroid-stimulating hormone, which is the
3 pathognomonic abnormality that's seen for primary
4 congenital hypothyroidism.

5 But there were pressures over time to
6 decrease healthcare costs, and this resulted in
7 early discharge of mothers and newborns before 48
8 hours of life. And although the American Academy of
9 Pediatrics and others have addressed this issue,
10 these early hospital discharges still occur
11 frequently, and this has impacted the newborn
12 screen.

13 And therefore, there are nine States that
14 have mandated a second screen be collected at 8 to
15 14 days of age on all newborns, and this is thought
16 to reduce the chance of missing cases of clinically
17 significant disorders particularly related to this
18 early discharge. This second screen is collected on
19 all infants, regardless of what the result was on
20 the first screen.

21 And these are the States that have this
22 mandated second screen. And Oregon also screens for

1 the last three -- Alaska, Hawaii, and Idaho. So a
2 large proportion of infants in those States receive
3 a second screen. And births in these States, so the
4 infants that have the second screen account for
5 about 17.3 percent of all U.S. births.

6 Now in addition to these States that have
7 a mandated routine second screen, there are three
8 States that have a recommended second screen, and it
9 does occur on at least 85 percent of all newborns in
10 those States. And the three States are Alabama,
11 Maryland, and Washington. And that accounts for an
12 additional 5.1 percent of all U.S. births.

13 So the total percent of the U.S.
14 population with a routine second screen is about
15 22.4 percent, and those States with the mandated
16 screen are shown here in mauve. And those with the
17 highly recommended second screen are shown here in
18 yellow.

19 Now a number of questions had been raised
20 over the years as to what is the utility of doing
21 the second screen on all newborns? So, for example,
22 is a required second screen the appropriate means to

1 detect cases that would otherwise be missed?
2 Because almost 80 percent of infants born in this
3 country do not receive a routine second screen, and
4 yet it's felt that the States that don't do the
5 routine second screen and may do some targeted
6 second screen and are not missing infants.

7 So is this the most appropriate means?
8 Are there biochemical or are there laboratory-based
9 practices that impact whether or not a case is
10 detected on the first screen versus the second
11 screen? And does the second screen really detect
12 treatable cases and prevent negative outcomes?

13 In some sense, it's felt that maybe the
14 infants picked up on the second screen are not
15 really -- don't really have clinically significant
16 conditions. So it doesn't matter whether or not
17 they're picked up by screening or picked up later on
18 clinically.

19 And finally, is the second screen a
20 reasonable, cost-effective public policy? It's
21 expensive to screen every single baby twice.

22 So a number of these questions we could

1 look at with this study. We can't look at some of
2 these. For example, this was not a cost-
3 effectiveness study. So the last question, in
4 particular, could not be addressed.

5 Now I wanted to give very brief history of
6 this study. In February 2006, the project was
7 proposed to the Laboratory Standards and Procedures
8 Subcommittee of the Secretary's Advisory Committee,
9 and this is directly from the minutes of that
10 meeting, stating that scientific literature
11 indicates that all cases of congenital
12 hypothyroidism -- indicates that cases of congenital
13 hypothyroidism and CAH are missed on the initial
14 screen but are detected on a routine second screen.

15 And most newborn screening programs do not support
16 the operation of a routine second screen.

17 So in order to better understand the
18 justification for a second screen, we are proposing
19 a study to investigate the effect of the routine
20 second screen.

21 This is the timeline that was developed at
22 that time. And during the first year, the timeline

1 was fairly well adhered to with initial subcommittee
2 approval, draft proposal, further committee review.

3 APHL and the NNSGRC were involved with the planning
4 of a meeting with stakeholders and with State
5 screening programs. And then the initial project
6 was to begin in early 2007.

7 So this meeting in 2000 and in 2006 did
8 occur on December 4th and 5th. It was called Issues
9 in Requiring Routine Second Testing in Newborn
10 Screening, and I mentioned who the sponsors were.

11 The newborn screening laboratory and
12 follow-up representation were there from all of the
13 States, almost all of the States that have the
14 required second screen, as well as the three States
15 that have highly recommended, high numbers of second
16 screening that occur, as well as three States that
17 do just a single screen -- California,
18 Massachusetts, and Wisconsin.

19 There were endocrinologists present from
20 all of the States listed, as well as a number of
21 Federal representatives, as well as the Secretary's
22 Advisory Committee, Pediatrix, and CARES Foundation

1 had representatives at this meeting. And during the
2 meeting, there were presentations by panels of
3 endocrinologists on their experiences from newborn
4 screening in the areas of second screening for
5 hypothyroidism as well as for CAH.

6 And there was a discussion of
7 participation by State newborn screening
8 laboratories and follow-up programs in two studies.

9 One would be a 1-year prospective study, and the
10 second would be a 5-year retrospective study where
11 the 5 years would occur between 2003 and 2008.

12 Now I'll get to that in a little more
13 detail. So during the meeting, and subsequently by
14 email and conference calls, the group decided upon
15 data elements to be reported and collected to
16 include demographics, laboratory data, and clinical
17 data. And every State present at the meeting
18 verbally agreed to participate and to provide data
19 elements on confirmed cases of hypothyroidism and
20 CAH, but this would be pending IRB approvals.

21 So with regard to the data elements, the
22 demographics included information such as sex and

1 race/ethnicity. There were data elements related to
2 factors that might affect the newborn screening test
3 results, such as the feeding status of the infant at
4 the time of screening, the birth weight, whether or
5 not the infant was transfused prior to screening.

6 Also laboratory testing factors, such as
7 algorithms, the actual laboratory screening test
8 results, the cutoffs, and how long the period of
9 time was between sample collection and testing. And
10 then a number -- then whether the infant was
11 identified on the first screen or on the second or
12 subsequent screen or also whether it would include
13 infants that were not detected by newborn screening
14 that were picked up later clinically.

15 And then a number of clinical factors such
16 as confirmatory test results, whether or not the
17 infant was treated and how the infant was treated,
18 information on family history and on clinical
19 characteristics as shown here for CAH.

20 So these were the data elements. APHL was
21 responsible for developing a Web-based data
22 repository for the data. And individual-level

1 anonymous data were to be submitted to APHL for
2 analysis.

3 Now the Laboratory Standards and
4 Procedures Subcommittee was updated on the project
5 toward the end of December 2006, and these are from
6 the notes. It was planned that there would be a
7 retrospective study with 3 to 5 years of cases.
8 This was expected to begin in February 2007 with
9 data collection and submission over a 6-month
10 period.

11 And then, based on that, there would be a
12 protocol developed for a prospective 1-year study of
13 cases refined based on the retrospective study
14 results.

15 Now although there was unanimity at the
16 big stakeholders meeting in December 2006 about
17 proceeding with the study, when everyone left and
18 went back to their jobs, enthusiasm waned. People
19 became busy with other tasks. There were changes in
20 laboratory director and staff changes.

21 And the IRB approvals really bogged down
22 the process. In fact, not enough States could

1 obtain approval for the prospective study. So this
2 was scrapped, and what I will discuss today is just
3 the results of the 5-year retrospective study.

4 There were also problems with development
5 of the data repository. It took more time and
6 effort than expected, and there were no dedicated
7 resources for data collection, although APHL did
8 ultimately provide some funds to State programs to
9 support the activity.

10 So these were the States that were
11 eligible for inclusion in the study based on their
12 participation in the stakeholders meeting. And the
13 States shown in mauve I will call in the future two-
14 screen States. The States shown in green are one-
15 screen States. But after all is said and done,
16 these are the States that contributed data for the
17 study.

18 So the two-screen States being Oregon,
19 Texas, Alabama, Maryland, and Delaware. The one-
20 screen States, California and Wisconsin.
21 Massachusetts is shown hatched here because we don't
22 have data yet from them but expect to receive that

1 in the near future.

2 Now a presentation of the initial data
3 analysis and results occurred at the Laboratory
4 Standards and Procedures Subcommittee this past
5 February. And since that time, the analyses have
6 been refined. Additional variables have been
7 evaluated. Multivariate analyses have been
8 performed. The cases from Alabama were included in
9 the study just this past August, and we're working
10 toward including the cases from Massachusetts.

11 Now I'm going to get to the actual data
12 and analyses that have been done, and in future
13 slides, any table that's shown in green is in
14 reference to hypothyroidism, and most of this will
15 be in reference to primary congenital
16 hypothyroidism. Anything shown in orange is related
17 to congenital adrenal hyperplasia.

18 So these are the years covered by cases
19 that were submitted for the study. The only thing
20 of note is that Alabama was not able to submit cases
21 for the 2003 to 2007 period. So all of their cases
22 for both hypothyroidism and CAH come later.

1 The only other difference is related here
2 for California. Only half a year of CAH in 2005,
3 compared to a full year for hypothyroidism cases.

4 Now there are differences in the States in
5 relation to screening algorithms and the primary
6 analytes screened. And the main difference has to
7 do with hypothyroidism as shown on the next slide.
8 So the one-screen States use TSH here, thyroid-
9 stimulating hormone, as their primary screening
10 analyte.

11 The two-screen States, for the most part,
12 use T4, a thyroid hormone, as their primary analyte
13 and then, basically, for abnormal, then check TSH.

14 Delaware is the only one of the two-screen States
15 that uses TSH as the primary analyte.

16 So the differences that we observe may in
17 part be due to the differences in screening. It
18 will be helpful to have Massachusetts as another
19 one-screen State because they use T4 as their
20 primary screening analyte.

21 And now on to the data. These are the
22 cases that have been submitted for all types of

1 hypothyroidism for the study, over 2,700 total
2 cases. The cases were either identified on the
3 first screen. In the States that do two screens
4 listed over here, two-screen States, identified on
5 the second screen. Or there were some cases in the
6 one-screen States that -- on the third line down
7 that were identified by targeted second screening.

8 But for the remainder of the presentation,
9 I will focus specifically on primary hypothyroidism
10 because direct comparisons can be made between those
11 cases identified in one-screen versus two-screen
12 States. And the first thing to point out that in
13 the States that do two screens, of the cases that
14 were reported, almost 12 percent were identified on
15 the second screen for primary congenital
16 hypothyroidism.

17 So the first question to raise is what's
18 different between cases that were identified on this
19 second screen in comparison to the cases that were
20 identified on the initial screen in these two-screen
21 States? So those are the analyses that I'm going to
22 show first. Or in other words, what characteristics

1 are predictive of a case being identified on the
2 first screen versus being identified on the second
3 screen in two-screen States?

4 So these characteristics I'm showing just
5 the significant results. And in these results, the
6 second column from the left is the odds ratio of a
7 particular characteristic for those cases being
8 identified on the first screen versus being
9 identified on the second screen.

10 And if the odds ratio is less than one, it
11 means it's less likely to have been identified on
12 the first screen compared to the second screen in
13 relation to the referent characteristic. If it's
14 greater than 1, like this last line here, female, it
15 means that cases, female cases were more likely than
16 male cases to be identified on the first screen
17 compared to cases on the second screen.

18 So, again, more likely to be female than
19 male on the first screen. Less likely to be black
20 or Asian/Pacific Islander in comparison to white as
21 the reference group on the first screen compared to
22 the second screen.

1 Other significant characteristics had to
2 do with birth weight. So less likely to be
3 extremely low birth weight, less than 1,000 grams on
4 the first screen, compared to normal birth weight.
5 Less likely to have been transfused prior to
6 screening for those cases identified on the first
7 screen versus the second screen. And also more
8 likely to have had the sample collected at greater
9 than 24 hours and less than 24 hours in comparison
10 to less than 24 hours. And these were more likely
11 detected on the first screen than on the second
12 screen.

13 Now when all of these significant
14 variables were put into a multivariate model in
15 order to assess which were the predictive variables
16 for identifying a case on the first screen versus a
17 second screen, it turns out only a single
18 characteristic was significant, and so as each
19 nonsignificant characteristic was removed, still
20 only a single characteristic was significant.

21 And so, the most predictive characteristic
22 for whether or not these cases were detected on the

1 first versus the second screen was race/ethnicity.
2 That was the only thing that fell out from this
3 analyses.

4 These are the odds ratios. So in
5 comparison to white, black infants and Asian/Pacific
6 Islander infants were less likely identified on the
7 first screen compared to the second screen, whereas
8 for Hispanic and infants of other ethnic groups were
9 equally likely compared to white infants to be
10 identified on the first versus the second screen.
11 And these are the actual numbers of cases shown
12 here.

13 Now why might there be a difference based
14 on race/ethnicity in relation to the cases picked up
15 on the first versus the second screen? And we
16 hypothesized that maybe there are differences
17 related to -- physiologically related to cases of
18 primary congenital hypothyroidism for infants in
19 different racial/ethnic groups.

20 And this appears perhaps to be the case,
21 and let me orient you to this slide. What we began
22 to look at was how abnormal the screening test value

1 was from the cutoff for screening. So for these are
2 looking at the percent, the percent of the TSH value
3 above the cutoff for cases identified on the first
4 screen versus those cases identified on the second
5 screen.

6 So if the cutoff value for TSH is 20 and
7 the screening result is 40, that's 100 percent above
8 the cutoff. If the screening value is 400, that's
9 1,000 percent above the cutoff. So this is the
10 arithmetic mean for all cases down here at the
11 bottom, and this is shown on the first line for
12 white.

13 So for cases, white cases identified on
14 the first screen, this is the percent, TSH percent
15 above the mean, over 1,300. For the cases
16 identified on the second screen, the TSH value above
17 the cutoff is much less. It's about 530 percent
18 above the cutoff.

19 Now it turns out that when you look at
20 some of the racial/ethnic groups, for Hispanic, it's
21 not significantly different from white. But when
22 you look at black infants, the percent TSH -- this

1 is the arithmetic mean -- the percent TSH above the
2 cutoff is about half of what you see in white
3 infants on the first screen. It's a little lower,
4 but not significant for the second screen cases.

5 And for Asian/Pacific Islanders, it was
6 somewhat lower than white and Hispanic on the first
7 screen and much lower on the second screen for the
8 level of TSH above the cutoff.

9 Now we hope to do or plan to do some
10 additional modeling to look at other characteristics
11 to see how they're impacting this percent above the
12 cutoff. But this is giving us some indicators that
13 maybe there are differences from a racial and ethnic
14 standpoint in the physiology of primary congenital
15 hypothyroidism that could impact whether or not
16 cases are detected on the first versus the second
17 screen.

18 Now for the remainder of the
19 hypothyroidism presentation, I wanted to focus on
20 cases that are picked up in one-screen States here
21 versus cases that are picked up in two-screen
22 States. And for this, we compared cases identified

1 on just -- if each State did just a single screen.
2 So the States that do one screen did just their
3 single screen, and States that do two screens did
4 just a single screen and not their second screen.
5 Are there differences in the characteristics between
6 cases picked up on that one screen and within --
7 between one-screen States versus two-screen States?

8 And for example, there are differences
9 based on race/ethnicity. So a child is more likely
10 to be Hispanic or to be Asian/Pacific Islander and
11 picked up on States that do one screen and less
12 likely to be black. So this is for cases. So cases
13 were less likely to be black. Cases were more
14 likely to be Hispanic or Asian/Pacific Islander.
15 And these were the odds ratios compared to white
16 infants.

17 Now there are problems with interpreting
18 these data because this is looking at cases, and we
19 don't have the denominator. We don't know how many
20 Hispanic infants and Asian/Pacific Islander and
21 black and white infants were screened in each of the
22 States. That was not part of the initial protocol

1 or study. We did not request those data, and we
2 really need to know the denominator in order to
3 assess whether there are significant differences
4 between cases picked by various characteristics
5 picked up in one-screen versus two-screen States.

6 Now we do have a proxy for some of these
7 characteristics. So from Vital Records, we can get
8 the live birth information based on race/ethnicity
9 for infants during these time periods in the States
10 and can use that, for example, as a proxy. And
11 we've done that to look at incidence of cases in the
12 States overall and based on race/ethnicity.

13 And the first thing we notice when we look
14 at all cases of primary congenital hypothyroidism,
15 the rate of primary congenital hypothyroidism was
16 higher in one-screen States than in two-screen
17 States. More cases in relation to total births in
18 those States.

19 And when we look based on race/ethnicity,
20 it turns out that for white infants, it was also
21 higher, but just borderline significant. The real
22 difference is in Hispanic infants. So among

1 Hispanics, the rate was higher in one-screen States
2 compared to in two-screen States.

3 For black infants, it was -- the rate was
4 also higher, but it wasn't statistically
5 significant. And for Asian/Pacific Islanders, it
6 was actually the other way around. The rate was
7 higher in two-screen States compared to one-screen
8 States.

9 So we see differences based on
10 race/ethnicity, and at the very end of the
11 presentation, I'll comment on why there may be
12 differences. But without knowing the denominators,
13 it's really impossible to interpret these data.

14 So for other characteristics, we also saw
15 differences such as differences based on sex, on
16 infant feeding status, on birth weight, on
17 transfusion prior to screening. But we could obtain
18 proxies for some of these variables such -- from
19 Vital Statistics, such as for infant sex and infant
20 birth weight.

21 But for the others, in order to interpret
22 the data fully, we'd have to go back to States and

1 ask for their experience with screening all infants
2 during those periods, what the proportions of
3 infants were in each of the categories. For
4 example, how many were transfused and how many were
5 not transfused prior to screening.

6 There were also differences based on the
7 age of the infant at collection. They were more
8 likely to have been collected at less than 24 hours
9 and shorter periods of time between collection and
10 assay in one-screen States versus two-screen States,
11 but this may just be a systems difference between
12 those States. So, again, we need denominators.

13 Now very quickly, since you're now
14 familiar with the analyses that we did for
15 hypothyroidism, I can breeze through the ones for
16 CAH, or congenital adrenal hyperplasia. There were
17 a total of 374 cases that were reported for the
18 study for one-screen and two-screen States. But if
19 you look at just cases that were picked up on the
20 first screen or the second screen or a second-tier
21 test, in the two-screen States, almost 40 percent of
22 infants were picked up on the second screen with a

1 form of congenital hypothyroidism.

2 And again, what are the characteristics
3 that differ between these cases picked up on the
4 first screen versus the second screen? And only
5 Alabama and Texas of the five two-screen States
6 identified cases on the second screen. So the
7 analyses were limited to those two States.

8 The significant variables in a univaried
9 analyses were race/ethnicity, less likely to be
10 Hispanic on the first screen, more likely to have
11 had the sample collected at greater than 48 hours
12 compared to less than 48 hours, and less likely to
13 be classical simple virilizing or nonclassical in
14 comparison to classical salt wasting. Less likely
15 on the first screen than on the second screen.

16 When these variables were put in a
17 multivariate model, the only variable that was
18 significant was the type of CAH. That's the best
19 predictor for whether or not a case is going to be
20 picked up on the first versus the second screen, as
21 shown here. And these are the actual numbers of the
22 cases that were -- the types of CAH and the cases

1 that were picked up on the second screen shown over
2 here to the far right. Nine cases of classical salt
3 wasting, 23 cases classical simple virilizing, and
4 60 nonclassical cases picked up on the second
5 screen.

6 Now one question that's been raised about
7 the utility of second screen is are these cases that
8 are picked up on the second screen clinically
9 significant? And one proxy for that is did the
10 endocrinologist treat these cases, these infants in
11 some way with some medication? And to me, that
12 would seem to mean that these cases are clinically
13 significant. They underwent some treatment.

14 And that's shown here on the next slide.
15 All nine or 100 percent of the classical salt
16 wasters were treated. Over 80 percent of the
17 classical simple virilizers, and about a third of
18 the nonclassical cases were treated in some way. So
19 over 50 percent total, a significant proportion of
20 these cases did undergo a treatment.

21 Now this is the incidence data comparing
22 one-screen and two-screen States for the type of

1 hypothyroidism. It's reassuring to see that the
2 incidence for salt wasters was the same between one-
3 screen and two-screen States. But again, simple
4 virilizers and nonclassical cases were much more
5 likely identified. The incidence rate is much
6 higher in the two-screen States than in the one-
7 screen States.

8 And when you compare the cases picked --
9 detected on the first screen in one-screen States
10 with those identified on the first screen in two-
11 screen States, the only significant characteristics
12 had to do with the age of collection at less than 48
13 hours or the time from collection to assay being
14 less than 4 days. These were more likely the case
15 in the one-screen States than the two-screen States.
16 Nothing else was significant. And again, this
17 could reflect systems differences.

18 So one question that's been raised is what
19 about cases that are not detected by newborn
20 screening? Because we did ask that these cases be
21 reported for the study, and everybody wants to know
22 what about these "missed cases." Now this was not a

1 focus of the study. The ascertainment is probably
2 incomplete, but we do have information on these
3 cases not -- that were reported to us, not detected
4 by newborn screening.

5 So for hypothyroidism, both States that do
6 one screen as well as two screens will not detect
7 cases using their screening algorithm, and they will
8 not detect primary hypothyroidism cases, as well as
9 other types, some other types of hypothyroidism.
10 Again, understanding these are small numbers. There
11 is incomplete ascertainment, and we can't really say
12 anything about the characteristics of these cases
13 that were not detected because the numbers are so
14 small.

15 For CAH, also cases were not detected by
16 the screening algorithm in one-screen and two-screen
17 States, but all of the classical salt wasting cases
18 that we are aware of were not detected in the one-
19 screen States. There were none that were reported
20 to us or reported to the labs that they were aware
21 of that had classical salt wasting in the two-screen
22 States during these time intervals.

1 So, very briefly, the summary points, what
2 did we learn so far from the study? That among the
3 States that we evaluated as part of the study, that
4 in the two-screen States about 12 percent of primary
5 congenital hypothyroidism and 38 percent of
6 congenital adrenal hyperplasia, which includes 9
7 percent of all classical salt wasting cases, were
8 detected on the second screen.

9 So if the two-screen States stopped
10 performing the second screen and only performed the
11 first screen the way that they're now performing it,
12 we presume that these cases would not be detected
13 because they all had normal first screening test
14 results.

15 All of the primary congenital
16 hypothyroidism and more than half of the CAH cases
17 detected on the second screen were treated,
18 indicating that they were clinically significant.
19 In the two-screen States, the characteristics that
20 were predictive of cases being detected on the first
21 screen versus the second screen for primary
22 hypothyroidism, the only significant predictor was

1 race/ethnicity where black and Asian/Pacific
2 Islander infants were more likely detected on the
3 second screen than the first screen compared to
4 white infants.

5 Now these race/ethnicity differences are
6 perhaps attributable to physiologic differences in
7 how primary hypothyroidism manifests itself, and we
8 plan additional analyses in order to evaluate this.

9 For CAH, the only significant predictor
10 was the type of CAH, where the simple virilizers and
11 the nonclassical cases were more likely detected on
12 the second screen. Now comparing the cases from
13 one-screen versus two-screen States, there was a
14 significantly higher incidence of primary congenital
15 hypothyroidism in one-screen compared to two-screen
16 States, and this is mostly attributable to the
17 higher incidence among Hispanics in one-screen
18 compared to two-screen States.

19 Now these incidence rate differences could
20 actually be the effect -- well, they could be the
21 effect of different screening practices between one-
22 screen and two-screen States, or they could be

1 differences in genetic or environmental factors that
2 affect the true incidence of congenital
3 hypothyroidism in these racial or ethnic groups.

4 Now this would require other types of
5 studies to evaluate, and it's really outside the
6 scope of this routine second screen study. And with
7 regard to salt wasting CAH, there were statistically
8 equivalent incidence rates between one-screen and
9 two-screen States, but significantly higher rates
10 for simple virilizing and nonclassical cases in two-
11 screen States.

12 Now there were other characteristics that
13 in addition to race/ethnicity that were different
14 between the one-screen and two-screen States. But
15 as I mentioned, we really need denominators to look
16 at these further. These are the characteristics
17 that we found.

18 But I'll point out the ones here in
19 yellow, age of collection and time from collection
20 to assay, may actually reflect systems differences
21 in the screening parameters and processes in one-
22 screen versus two-screen States.

1 So there are a number of limitations to
2 this study. First, it's retrospective. So data
3 were incomplete for some variables. The labs could
4 only -- and the follow-up programs could only report
5 the data they had on hand.

6 The final diagnoses, particularly for
7 hypothyroidism, were not necessarily determined
8 after adequate follow-up so that transient
9 hypothyroidism cases could be mixed in with these
10 primary hypothyroidism cases that we evaluated.

11 There were different screening algorithms
12 between the one-screen and two-screen States, and
13 that limited the ability to make comparisons for
14 other types of hypothyroidism, such as secondary
15 hypothyroidism. And the results are, of course,
16 somewhat biased by States that contributed the
17 largest number of cases.

18 But there are a number of strengths to the
19 study. It's the only comparative study between one-
20 screen and two-screen States. This is a much larger
21 sample than any previous study, and those are the
22 numbers of cases. And these come from among 4.6

1 million births during the time period.

2 There were numerous laboratory and medical
3 variables available for analyses, and the fact that
4 these were all individual-level data -- so not group
5 data -- allowed for multivariate analyses in order
6 to tease out specific associations.

7 So, with that, I thank you for your
8 attention, and I would love to take questions.

9 CHAIRMAN BOCCHINI: Well, thank you for a
10 very thorough presentation and very clear.

11 Fred?

12 DR. LOREY: Thanks very much. That's
13 great. I know that was a lot of work, and there is
14 so much information in there and a lot of
15 interesting observations.

16 A couple of things I noticed, and you
17 mentioned the denominator issue, is I think the
18 California data is responsible for some of the
19 things you're seeing because we're a big one-test
20 State with 52 percent Hispanic births. And we all
21 know that hypothyroidism is much more common among
22 Hispanics.

1 We're also, I believe, the only State
2 whose time limit for recollection is 12 hours and
3 not 24. And I also wanted to thank you for
4 presenting the data as they were and not making any
5 assumptions because what we still don't have is that
6 issue of what if this test in this case detected in
7 this two-test State were tested in the one-test
8 State?

9 Because we know that some of the States
10 with mandatory second tests already make some
11 assumptions or some differences in their first
12 screen. So, for example, some of them don't follow
13 inadequate because they know they'll get it on the
14 second screen. So cutoffs may be different, all
15 that kind of stuff.

16 And this doesn't purport to answer that
17 question, but a lot of interesting data. But I
18 think you do need to look at the denominators, and
19 it also will affect the sex ratio. One thing I
20 noticed is the sex ratio is greater among Hispanics.
21 It's more like 3 to 1, instead of 2 to 1.

22 So that's going to reflect again, I think,

1 a bias between the California data and the other
2 data. So those are all things that could be looked
3 at when you have your denominator.

4 DR. SHAPIRA: Right. I mean, fortunately,
5 that on the other side, so with States that do two
6 screens, there is Texas, which has a large number of
7 Hispanics. So the Hispanic births were fairly
8 comparable. There were more in California than in
9 Texas. But overall, it was fairly similar.

10 So what's interesting that among
11 Hispanics, just looking at Hispanics irrespective of
12 the numbers, is that the incidence was higher,
13 significantly higher in the one-screen States, which
14 is primarily California, but also includes some
15 Wisconsin cases, than in the two-screen States,
16 which is primarily Texas. But there are also
17 Hispanics from some of those other States.

18 So the fact that the Hispanic rate of --
19 incidence rate of hypothyroidism was different.
20 Again, we were using vital statistics as a proxy for
21 that denominator. It might be different going to
22 the State and having the information of what was

1 reported to them on the newborn screening card
2 instead of what was reported on the birth
3 certificate to Vital Statistics. There may be
4 differences.

5 DR. LOREY: One other comment was I don't
6 know if you were going to go on with this or go into
7 more detail in the future or whatever, but one of
8 the things -- because we have so many cases in
9 California and because our demography is so unusual,
10 we've done an awful lot of racial analysis broken
11 down into much finer categories.

12 The Asian/Pacific Islander, lumping that
13 category makes it meaningless really because some
14 have much higher rates and some have much lower
15 rates.

16 DR. SHAPIRA: Right.

17 DR. LOREY: So it really makes a
18 difference what that subcategory is.

19 DR. SHAPIRA: Right. Even with this large
20 number of cases, it was necessary to do some lumping
21 in order to get something significant. So you're
22 right, and I'm sure that the makeup of this

1 Asian/Pacific Islander group among California
2 infants is different than among Texas infants.

3 So it's difficult to make that comparison,
4 and it's not unexpected that we would see
5 differences in the incidence rate between the one-
6 screen and the two-screen States. What was
7 surprising was seeing the difference in the
8 incidence rate for Hispanic in one-screen compared
9 to two-screen States because I would suspect that
10 the makeup of Hispanic, although not identical, is
11 probably somewhat similar between the one-screen
12 States, primarily coming from California, and the
13 two-screen States, primarily coming from Texas.

14 So that was a surprising result that
15 perhaps needs further investigation.

16 CHAIRMAN BOCCHINI: First, Beth Tarini and
17 then to the microphone.

18 DR. TARINI: Thanks, Stuart.

19 I have a quick question. Before one
20 posits a race-based biology for the difference
21 between a first and second screen State -- well,
22 this is a comment and then a question. I think it's

1 important to determine the denominator because if
2 you are less likely to be screened based on your
3 race, you're then less likely to be identified
4 unless -- you don't have the opportunity to be
5 identified as a case, and therefore, you don't have
6 the opportunity to be a case.

7 So if one knew, for instance, that 20
8 percent of the population, knowing 100 percent of
9 newborn births were screened in State X and 20
10 percent were black. And then in the second screen
11 of the total screened only 10 percent were black,
12 then that suggests that blacks don't have -- aren't
13 being screened a second time, suggesting there might
14 be an access issue that's sort of driving this
15 likelihood of blacks not being identified or
16 Hispanics or whichever the group may be. And
17 getting the data from the card might be helpful.

18 DR. SHAPIRA: Right. I mean, that's a
19 great point, and it's unfortunate that there wasn't
20 the foresight. We didn't think about the need for
21 having the denominator data at the time that the
22 protocol was developed and data was requested from

1 the States.

2 Hopefully, if we move forward on this, the
3 State programs will see -- understand the importance
4 of pulling those data together, realizing we don't -
5 - it would be ridiculous to ask for individual-level
6 data, and we wouldn't want to do, spend the effort
7 to do multivariate analysis to see if there were
8 interactions.

9 But at least to have group data for the
10 denominator during the time interval, the proportion
11 of for the first screen or second screen in two-
12 screen States, or in the one-screen States, the
13 single screen, the proportion of infants in each
14 category that underwent screening.

15 DR. TARINI: But just as a follow-up, I
16 think, in fact, the States might be compelled by the
17 fact that if I were in a State with two screens and
18 I knew that my black, Hispanic, or Asian population
19 was disproportionately not getting a second screen,
20 it would suggest to me that we have an access issue.

21 So on some level, the individual data may
22 be compelling for the States apart from this

1 project.

2 CHAIRMAN BOCCHINI: At the mic?

3 DR. OSTRANDER: Bob Ostrander from NYMAC.

4 Did you look at the CAH data for Ashkenazi

5 Jewish populations separate from other things?

6 Because my understanding is that their nonclassical

7 CAH rate is much higher and might provide some

8 information about whether targeted second screening,

9 for instance, might be valuable?

10 DR. SHAPIRA: That's an interesting point.

11 Unfortunately, we don't have that information. And

12 as I'm not aware that it's reported specifically to

13 any State program, but it is a very interesting

14 research question. But we can't address it.

15 CHAIRMAN BOCCHINI: Jeff?

16 DR. BOTKIN: Yes, I wonder if the study

17 had the opportunity or has the data to look at the

18 incidence of false positive results between the two

19 types of State categories. And here I'm thinking

20 about false positive in terms of parents being

21 notified that a second or additional evaluation is

22 necessary.

1 DR. SHAPIRA: And that's also an important
2 point, but again, it wasn't a focus of the study.
3 So we weren't provided with those data. The States
4 should have information on false positives, but we
5 don't have that information.

6 CHAIRMAN BOCCHINI: All right. If there
7 are no further questions or comments, thank you
8 again.

9 DR. SHAPIRA: Great. Thank you.

10 CHAIRMAN BOCCHINI: We appreciate your
11 presentation.

12 Next on the agenda is Dr. Bin Chen. Dr.
13 Chen will discuss CDC recommendations for good
14 laboratory practices in biochemical genetic testing
15 and newborn screening for inherited metabolic
16 disorders.

17 Dr. Chen is a geneticist in the Division
18 of Laboratory Sciences and Standards, Office of
19 Surveillance, Epidemiology, and Laboratory Services
20 of the CDC. Since 2002, she's been a genetics
21 expert in CDC and led a number of projects to
22 improve quality management for genetic testing,

1 including developing and enhancing regulatory
2 oversight, initiating a sustainable process for
3 improving the availability of quality control
4 materials, improving quality, availability, and
5 accessibility of genetic testing for rare diseases,
6 providing training in quality practices for genetic
7 testing, and developing good laboratory practices.

8 Dr. Chen has been a leader in
9 international laboratory standard-setting
10 activities, including efforts of the Clinical
11 Laboratory Standards Institute, CLSI, and the
12 International Organization of Standardization.

13 In the agenda, there is indication that
14 there will be a vote to support this product. But
15 given the decision by the subcommittee to not bring
16 this to the full committee for a vote at this time,
17 that will not occur at this meeting.

18 So, Dr. Chen, thank you for coming, and we
19 look forward to your presentation.

20 DR. CHEN: Thank you.

21 Good morning. It's a great pleasure to be
22 here and present to you, the Secretary's Advisory

1 Committee, the recently published CDC
2 recommendations for good laboratory practices in
3 biochemical genetic testing and newborn screening
4 for heritable metabolic disorders.

5 Okay. So green one is forward. Okay.

6 Now this slide shows on the, okay, on the
7 left the cover page of the CDC recommendations
8 document, which was published in the CDC's Morbidity
9 and Mortality Weekly Report, or MMWR,
10 recommendations and reports series of publications
11 on April 6, 2012.

12 And on the right is the list of contents.

13 And as you can see, this is a quite comprehensive
14 document covering the background information,
15 discussing the areas needing quality improvement in
16 biochemical genetic testing as well as newborn
17 screening, describing the process of developing the
18 recommendations and also providing the recommended
19 practices that I will highlight for you in a minute.

20 To briefly recap the process or the long
21 process of developing the recommendations, this
22 project started in 2009 following the publication of

1 the CDC recommendations addressing good laboratory
2 practices for molecular genetic testing for
3 heritable diseases and conditions. Initially, a
4 biochemical genetic testing workgroup of the
5 Clinical Laboratory Improvement Advisory Committee,
6 or CLIAC, was formed to provide input for CLIAC
7 consideration regarding quality practices in
8 biochemical genetic testing.

9 The workgroup consisted of experts
10 representing both biochemical genetic testing and
11 newborn screening, including directors of
12 laboratories performing biochemical genetic tests as
13 well as diagnostic tests following newborn
14 screening, clinicians who use biochemical genetic
15 tests or are involved in newborn screening systems,
16 and individuals representing State newborn screening
17 programs, newborn screening quality assurance, broad
18 State public health programs, IVD industry, and
19 general laboratory practice.

20 The workgroup reviewed the areas in
21 laboratory, the areas of laboratory practices and
22 issues that were identified as needing good

1 laboratory practice recommendations and also
2 reviewed the comprehensive coursework prepared by
3 CDC summarizing Federal and State requirements,
4 accreditation standards, voluntary guidelines, and
5 international standards that either broadly address
6 biochemical genetic testing practice issues or
7 specifically address issues in this area of
8 laboratory practice.

9 Based on this comprehensive evaluation,
10 the workgroup report was developed and then was
11 reviewed by CLIAC at the February 2010 CLIAC
12 meeting. The CLIAC adopted many of the workgroup's
13 suggestion and also made modifications to a number
14 of them.

15 CLIAC recommended that a CDC guidance
16 document be developed and that the recommended
17 practices apply to biochemical genetic testing as
18 well as newborn screening, considering the
19 commonality and connection between many laboratory
20 procedures.

21 So, in recognizing that these
22 characteristics of newborn screening and to ensure

1 that CDC recommendations are developed after being
2 adequately vetted with all stakeholders, during 2010
3 and 2011 we collaborated with other Federal agencies
4 and organizations to obtain additional input to
5 complement the CLIAC recommendations.

6 For example, we worked with NIH to obtain
7 advice from the Secretary's Advisory Committee on
8 Genetics, Health, and Society. We collaborated with
9 Dr. Puryear's office and now Dr. Copeland's office
10 in HRSA to obtain consultation from this Secretary's
11 Advisory Committee, and that was around the
12 committee meeting that was held in September 2010.

13 We solicited input from APHL committees
14 and at APHL and ACMG annual conferences, and we also
15 circulated draft documents with these and other
16 stakeholders for comment and input.

17 So thanks to all this input, we were able
18 to prepare the CDC recommendations in the document.

19 You have seen this document from the subcommittee
20 report earlier this morning. So to recap that, the
21 CDC document is intended to provide quality
22 management guidance for genetic testing performed

1 for screening, diagnosis, and treating and
2 monitoring of heritable metabolic disorders.

3 And many of the recommended practices
4 apply generally to biochemical genetic testing and
5 newborn screening, and where practices differ
6 between these two areas, the recommendations are
7 discussed separately. And you also heard that the
8 document served to clarify clear requirements that
9 are applicable to biochemical genetic testing and
10 newborn screening and to provide recommendations for
11 additional quality assurance measures.

12 The reason for structuring the document
13 this way is that previously there was no official
14 clarifications made of how clear requirements
15 applied to biochemical genetic testing or newborn
16 screening, well, that we were aware of. And as we
17 know, when there is no guidance, when there is no
18 clarifications, different laboratories may have
19 their own and different interpretations regarding
20 regulatory requirements.

21 So because of that, variations in practice
22 may occur. So it is our intent to clarify the

1 minimum Federal -- the Federal minimum standards to
2 help laboratories understand what the low bar is and
3 from there what the recommended good laboratory
4 practices are, and we do encourage laboratories to
5 strive for perfection, to strive for continuous
6 quality improvement. And this does not exclude
7 laboratories from pursuing even higher standards
8 recommended by any specific professional
9 organization.

10 Now again, this document serves to
11 complement the previous CDC MMWR published in 2009
12 providing good laboratory practice recommendations
13 for molecular genetic testing.

14 This diagram illustrates how the
15 recommended practices align with the laboratory
16 testing process and workflow. Starting on the left,
17 test validation or test performance establishment
18 and verification, which is required before any new
19 test can be introduced for patient testing, and the
20 specific components of the pre-analytic, analytic,
21 and post analytic phases of patient testing are
22 addressed in the document by first clarifying

1 applicable clear requirements and then discussing
2 additional recommended good laboratory practices.

3 The recommendations also cover personnel
4 qualifications and competency assessment, practices
5 to ensure confidentiality of patient information and
6 test results, and the quality management system
7 approach.

8 Now the next few slides will briefly
9 highly some of the key recommendations in the
10 document. In the area of test performance
11 establishment and verification, laboratories should
12 not only ensure adequate establishment and
13 verification of any test analytic performance, but
14 also document available information on clinical
15 validity.

16 The recommendations cover, for example,
17 the selection and inclusion of samples in test
18 validation, including considerations of both
19 positive and negative samples, considerations of
20 representative sample types, and addressing the
21 varying sample conditions that may occur in patients
22 -- that may occur in patient testing.

1 Also clarified are the performance
2 characteristics that need to be determined,
3 including accuracy, procedure reference range,
4 reportable range, analytic sensitivity and
5 specificity, and additional performance
6 characteristics.

7 Also in certain situations, if the
8 laboratories need to use reference values provided
9 by manufacturers or publications without having
10 adequate samples to verify them, and these
11 situations are not unusual when dealing with
12 inherited metabolic disorders, which are also
13 considered rare diseases, the laboratories should
14 inform their clients or users of their laboratory
15 services of this situation, ensure ongoing
16 monitoring of the appropriateness of these values,
17 and make adjustments when appropriate.

18 Truth in advertising means the claims made
19 by any laboratory on test performance should be
20 scientifically sound, should be scientifically
21 valid, and are appropriate for the laboratory's
22 patient population. And there are additional

1 recommendations addressing test performance
2 establishment for newborn screening, including
3 considerations of the specimen collection window and
4 how it impacts the screening windows for different
5 diseases.

6 The considerations of the number and
7 storage of the samples, consideration of varying
8 sample conditions, including samples that are not
9 meeting the criteria for satisfactory samples, and
10 how these samples will align with the laboratory
11 specimen acceptance criteria.

12 For specimen submission and referral,
13 laboratories should provide information and
14 communicate with clinicians on any need for patient
15 preparation before specimen collection. The
16 laboratory should have written criteria for specimen
17 acceptance. Again, that are consistent with the
18 types and conditions of samples that were included
19 in test validation whenever practical and feasible.

20 The laboratory should also determine
21 whether samples that are not ideal -- for example,
22 hemolyzed blood samples -- will still meet the

1 laboratory specimen acceptance criteria. Any
2 specimen's deviation affecting test performance and
3 test results should be noted on the test report.
4 Also as a reminder, laboratories should refer
5 patient samples only to CLIA-certified laboratories
6 or laboratories meeting the equivalent standards.

7 There are specific recommendations for
8 addressing newborn screening specimen submission and
9 handling. For example, laboratories should inform
10 submitters that dried blood spot specimens should be
11 transported or mailed to the newborn screening
12 laboratory within 24 hours after collection.

13 And I had submitted a previous version of
14 this presentation with a significant typo. So if
15 you have seen that in your briefing book, please
16 forget that and then replace that with this one.
17 It's 24 hours after collection, not after birth.

18 Also laboratories should have policies and
19 procedures to address the time-sensitive issues of
20 newborn screening testing -- the handling of varying
21 infant conditions, such as pre-term, low birth
22 weight, and illness -- and those to address whether

1 unsatisfactory specimens will meet the laboratory's
2 established acceptance criteria. For unsatisfactory
3 specimens, a second specimen should be requested.

4 In terms of control procedures, in general
5 we made clarifications on the general CLIA
6 requirements for control procedures, including
7 performing control procedures to monitor the
8 accuracy and precision of the entire analytic
9 process of any test or system. In general, control
10 procedures for biochemical genetic tests should be
11 performed once each time patient specimens are
12 assayed or with each batch or run of patient
13 specimens.

14 Controls should be as comprehensive as
15 possible and be selected based on the patient
16 population, prevalence of the disease, and purpose
17 of testing. And we also clarified acceptable
18 control practices for time-consuming testing using
19 single channel or single column instruments, such as
20 amino acid analysis, rare disease testing, as well
21 as acceptable alternative control procedures.

22 Test reports should provide information

1 that is needed for accurate understanding and
2 interpretation by clinicians and other users of test
3 reports and must comply with general CLIA test
4 report requirements. The laboratory should assess
5 the needs of users or its clients to determine the
6 media, format, style, and language of the test
7 reports, and to the extent possible, the terminology
8 and nomenclature in test reports should be
9 understandable by health professionals who are not
10 geneticists or experts in the specific field.

11 And there are separate recommendations for
12 the test report contents for biochemical genetic
13 testing and newborn screening out of range results.

14 In terms of retention, overall test
15 reports should be retained in compliance with CLIA
16 and State requirements. However, biochemical
17 genetic test reports indicating genotypes should be
18 retained for a longer timeframe, at least the 21
19 years, to accommodate the patient testing needs.

20 Retention of test records must comply with
21 CLIA and other applicable requirements. And in
22 terms of specimens, it is good practice to retain

1 tested specimens after completion of patient testing
2 for the longest possible timeframe as permitted by
3 sample stability and integrity, technology,
4 laboratory space, and cost considerations.

5 Biochemical genetic testing specimens
6 should be retained at least after the final result
7 reporting and, if possible, until the next
8 proficiency testing or alternative performance
9 assessment. The retention of newborn screening
10 specimens must comply with applicable Federal,
11 State, and local requirements.

12 Because the qualifications of laboratory
13 personnel are critical for the quality of laboratory
14 services, the document has specific recommendations
15 for the qualifications and responsibilities of
16 laboratory personnel for biochemical genetic testing
17 and newborn screening. For example, laboratory
18 directors must meet CLIA qualification and
19 responsibility requirements for high complexity
20 testing.

21 Technical supervisors for biochemical
22 genetic testing should either have qualifications

1 equivalent to CLIA qualification requirements for
2 clinical cytogenetics technical supervisors or have
3 current certification in clinical biochemical
4 genetic testing by a board approved by HHS.

5 Technical supervisors for public health
6 newborn screening must meet the CLIA qualification
7 requirements for high complexity testing, have at
8 least 4 years of laboratory training or experience
9 in newborn screening systems, and must also meet any
10 additional State requirements.

11 Clinical consultants, general supervisors,
12 and testing personnel must meet the respective CLIA
13 requirements and also have relevant training or
14 experience in the testing or laboratory services
15 that they perform.

16 And so, in a nutshell, this document is
17 intended to provide a comprehensive guide for
18 laboratory professionals performing biochemical
19 genetic testing to ensure the quality of the
20 laboratory services and also highlight laboratory
21 practices that are critical for quality improvement
22 in newborn screening.

1 We also hope that this document will serve
2 as a resource for healthcare professionals and users
3 of laboratory services to facilitate their
4 collaboration in newborn screening systems and also
5 help them with effective use of biochemical genetic
6 tests. We also hope that the recommendations might
7 help standard-setting organizations and professional
8 societies in developing future laboratory standards
9 and guidelines. Also it is our hope that the
10 recommendations will help IVD manufacturers in
11 developing testing products that are consistent with
12 the recommended laboratory practices.

13 And the recommended practices are all
14 voluntary, and we expect that the incorporation of
15 these recommendations in practice will improve the
16 quality of laboratory genetic services and lead to
17 improved health outcomes for patients and families.

18 So I'm going to switch gear now and talk a
19 little bit about the continuing education activity
20 that we provide for this document, which has been a
21 very helpful way for us to obtain feedback on these
22 recommendations. So last month, 107 individuals

1 registered for the CE activity, of which 69
2 completed it and earned CE credit.

3 The most frequently requested CE category
4 are the generic CEU, followed by the CNE for nursing
5 professionals, and CME for physicians.

6 And I should confess that these are not
7 particularly large numbers and should only reflect a
8 fraction of individuals who have read this document.

9 However, we do feel that the feedback provided by
10 these CE participants is very helpful. For example,
11 many CE participants commented that the contents of
12 the document was helpful, was informative, and had
13 provided a great learning experience for them.

14 Some CE participants requested that more
15 information be provided on how to explain the
16 laboratory practices in easier terms to patients and
17 as well as parents. Quite a number of CE
18 participants commented that the document was long,
19 was a lot of information to absorb, and requested
20 that more CE credits be awarded.

21 And also there were very encouraging
22 feedback to us, such as "keep up the good work."

1 Most CE participants either agreed or
2 strongly agreed that the content and materials of
3 the document had addressed a need or gap in their
4 knowledge or skills, the activity effectively met
5 their educational needs, and then, more importantly,
6 if given an opportunity, they can apply the
7 knowledge gained as a result of learning these
8 recommendations.

9 And also it seems that the availability of
10 the CE credit was a big influential factor for them
11 to take -- to participate in this activity.

12 We also obtained responses in terms of
13 changes to the CE participants' competence, skills,
14 and practice. For example, one person commented,
15 "The document helped me improve my understanding of
16 quality management of newborn screening," and
17 another person said, "After reading the materials,
18 I'll start to collect newborn screenings on time."

19 And another person said, "The document
20 reaffirmed my understanding of the quality practices
21 required by newborn screening and assisted me with
22 designing a performance validation protocol."

1 Also the CE participants planned to use
2 these recommendations as the basis for educational
3 materials and, to a lesser extent, laboratory
4 policies and procedures, laboratory standards and
5 guidelines, and public policy. They also gave us
6 suggestions in terms of the best way, the best
7 educational ways to increase awareness and uptake of
8 these recommendations including wider electronic
9 dissemination, interactive Web-based training,
10 dissemination of hard copies of the document, and
11 conducting educational sessions either outside or at
12 professional conferences.

13 And here I have some resources. So the
14 CDC document is available from the CDC MMWR site as
15 well as from the Web site of our program office, and
16 the continuing education activity is available from
17 CDC's MMWR site.

18 So this is actually my favorite slide.
19 This shows that, well, this work owes big, owes
20 greatly to our collaborators, all the experts and
21 our colleagues who contributed thoughts, input,
22 feedback, talents, and expertise to this work. And

1 also since this is like my returning presentation to
2 this committee, I want to thank SACHDNC and HRSA
3 again for giving us the opportunity to present this
4 work here.

5 So if there are questions, I'll try to
6 address them.

7 CHAIRMAN BOCCHINI: Thank you, Dr. Chen.

8 That was a thorough presentation and
9 certainly been a tremendous effort to update the
10 recommendations and guidelines. So thank you very
11 much.

12 Any questions or comments from the
13 committee?

14 (No response.)

15 CHAIRMAN BOCCHINI: Not at the present
16 time. All right. Well, again, thank you very much.
17 We appreciate you coming.

18 Next presentation is from Joan Scott, the
19 Executive Director of the National Coalition for
20 Health Professional Education and Genetics. She
21 will discuss the Prenatal Family History Project,
22 provide data and an updated report.

1 As Executive Director, she leads the
2 national effort to promote health professional
3 education and access to information about advances
4 in human genetics. And as a research scientist at
5 the Berman Institute of Bioethics to Johns Hopkins
6 University, she studies public and stakeholder
7 attitudes about genomics.

8 Ms. Scott's career has focused on the
9 application of genomic discoveries to healthcare.
10 She is a certified genetic counselor with more than
11 30 years of experience in clinical genetics,
12 genetics education, laboratory medicine, the
13 biotechnology industry, and the ethical, legal,
14 social, and policy implications of advances in
15 genomics.

16 Thank you.

17 MS. SCOTT: Thank you very much. And
18 thank you to the committee for inviting me here to
19 present the data.

20 I want to emphasize that the information
21 that you'll be seeing is the result of a
22 collaborative effort with our key partners,

1 including Genetic Alliance, March of Dimes, Harvard
2 Partners, and of course, HRSA and the funding that
3 we received through them.

4 I would want to acknowledge in particular
5 my colleague Emily Edelman. Please wave. Emily is
6 the project director at NCHPEG who actually did the
7 work that I'm going to be presenting and interfaced
8 with all of our partners.

9 So if the committee has any questions
10 harder than why did you name the tool the way you
11 did, Emily will be answering those questions.

12 I also want to acknowledge that we had a
13 very large and stellar advisory group that
14 represented prominent stakeholders and a wide range
15 of healthcare providers who play a role in women's
16 prenatal care.

17 So what I'm going to do today is describe
18 some components of the tool and some key business
19 decisions that we made up front in the development
20 of the tool, present implementation data from four
21 sites, and then share with you some preliminary data
22 around patient and provider response to the tool,

1 and then talk about next steps.

2 I want to remind the committee that this
3 project is an outgrowth of recommendations that was
4 identified and the needs that was identified by this
5 committee, as well as additional individuals at HRSA
6 and ACOG that led to the 2008 request for proposals
7 to develop a tool to implement family history and
8 newborn screening information into health history
9 and to help with clinical decision-making and to
10 educate both the provider and the patient.

11 The original intent was to address the
12 life span of the woman, and we ended up -- and I'll
13 talk a little more about scope in a minute -- but
14 emphasizing that first prenatal visit.

15 So our overarching business goals that
16 guided the development of this tool was that we
17 wanted a tool that would help the very busy
18 clinician to be able to utilize family health
19 history in clinical care and that engaged the
20 patient as part of that process and to develop
21 clinical decision support to help guide clinical
22 decision-making and provide patient and provider

1 educational materials.

2 We also wanted this to be available,
3 freely available for use. We adapted the Hughes
4 Risk App, which was developed for use in cancer
5 centers to identify hereditary cancer, risk for
6 hereditary cancer. And so, this is an application
7 or sort of part of that application that is
8 addressed for specifically the prenatal setting.
9 And I'll talk a little more about the availability
10 of the program at the end.

11 So I'm going to talk just briefly about
12 two methodological and developmental sort of key
13 decisions that we made up very early in the
14 development process. And one was what is the scope
15 and what are the conditions that we should be
16 screening for on this tool?

17 We did decide that we would limit to the
18 first prenatal visit, but even then, you could --
19 you know, how broadly do you throw your net? So the
20 project group set three specific criteria for
21 conditions that would be included on the tool.
22 There had to be evidence that screening for the tool

1 resulted in some actionable items that would improve
2 outcomes for the pregnancy, mom, or the baby. There
3 had to be professional society support and it be
4 considered practice of care.

5 So we did an extensive review of the
6 literature of existing practice guidelines, expert
7 opinions, et cetera. We also did a scan of what is
8 currently included on a wide variety of prenatal
9 intake forms. I don't think we looked at every
10 single intake form in the United States, but we
11 certainly looked at a lot of them.

12 And so, out of the initial I would say
13 well over 100 conditions, using this criteria, we
14 narrowed it down to these 27. And your slide, by
15 the way, in your briefing book isn't completely
16 accurate. If you count, there's two that are
17 missing around intellectual disability and autism.

18 So let me just stop and make another point
19 here, and these are the list of the conditions --
20 and I'm not going to go into them in detail -- sort
21 of grouped by sort of major areas. One of the early
22 recommendations from our advisory committee members,

1 however, is that the tool should include screening
2 questions for conditions that would be part of a
3 regular woman's first prenatal visit. So the woman
4 wasn't filling out a separate tool around family
5 history from all of the other screening questions.

6 So we do include screening questions on
7 the tool around lifestyle issues, screened for
8 abuse, maternal disease, et cetera, that would be
9 normally part of an initial intake tool. We don't
10 provide decision support around those. It does come
11 out in the report, and they are flagged. But these
12 are the conditions for which we provided clinical
13 decision support.

14 So the second sort of main task then was
15 to develop the clinical decision support around
16 these, and the goal here was to take practice
17 guidelines and translate those into machine-readable
18 algorithms and then developing the appropriate
19 messaging around that. That was done by the content
20 experts within our project group. All of the
21 algorithms and messaging, however, were externally
22 reviewed by content experts either on our advisory

1 committee or from outside, if we needed to go beyond
2 that.

3 We also did formative evaluation with both
4 the prenatal patient and with providers. And as
5 part of the provider formative evaluation, we
6 included an assessment about the clinical decision
7 support and the messaging.

8 So this is what an example of a
9 consideration or a message that would get flagged by
10 the tool, and the example here is if a woman
11 answered that she had a family history of autism.
12 And so, there would be two actually flags that would
13 come out, one to consider -- and we call these
14 considerations, not recommendations. But to
15 consider referring for genetic counseling for autism
16 and intellectual disability and the potential for
17 carrier, fragile X carrier screening. Yes, fragile
18 X screening.

19 The other point I want to make here,
20 though, is that this what the considerations table
21 looks like. But again, at the recommendation of our
22 advisory committee early on, they felt that

1 exporting the report into a format that was
2 recognizable already by the prenatal provider would
3 improve and enhance acceptance.

4 So we actually adopted -- or adapted the
5 ACOG antepartum questionnaire and prepopulated that
6 with all of the data that we collected. Now that
7 had mixed success in the implementation, which I'll
8 share with you because it did generate, in some
9 cases, a really long -- a really long report.

10 This is our vision of how this would get
11 implemented into a site then. A woman comes in for
12 her first prenatal visit. This is on a PC tablet.
13 She would fill out all of the questionnaires, hand
14 it back to the staff. The information gets wirely
15 transmitted to the database, which sits on a
16 computer there in the office, generates the risk
17 assessment. A report is generated. The physician
18 can review that prior to going in with the patient.

19 During our formative evaluation, the
20 provider said it would be very important to have a
21 provider interface so that if they wanted to change
22 the information that the person gave them, they

1 could go back into the tool, change the information,
2 and rerun the algorithms. And then after the visit,
3 document their visit or print out the patient
4 educational materials if they wanted to.

5 A couple of points here is that for a lot
6 of reasons, and I'm sure you can appreciate, we did
7 not integrate this into an electronic medical
8 record. So it was a standalone report, but it could
9 be scanned and then added as a part of the person's
10 medical record.

11 And then the patient educational
12 materials. So for all of those conditions that you
13 saw, we generated lay-friendly informational tools.

14 There was also a lot of educational messages that
15 was incorporated in the actual screens themselves
16 that we're going to ask you blah, blah, blah because
17 of blah, blah, blah.

18 And at the very end, there was also some
19 specifically around newborn screening, some
20 educational messages about newborn screening.

21 All right. So now with that as a
22 background, I'm going to present some implementation

1 and evaluation data. And again, because of the
2 limited amount of time that we have today, a lot of
3 this is going to be sort of at high level. But it
4 will give you a sense of what our initial findings
5 were.

6 So these are the questions that we wanted
7 to ask in our pilot project. We wanted to know how
8 does this actually work in clinics, and what's the
9 implementation into a clinic? And so, we did that
10 by an initial needs assessment, ongoing
11 communication with the staff, and then we did some
12 structured qualitative interviews with
13 administrators of different parts of the projects.

14 We wanted to know patients' response
15 around their acceptability of the tool, ease of use,
16 confidence, et cetera. We did that by asking them
17 to fill out a survey after completing the tool.

18 And we wanted to know from providers did
19 using the tool impact their knowledge or confidence
20 in using family history and their overall
21 perceptions about the different components of the
22 tool, the clinical decision, et cetera? And we did

1 this with both pre- and post surveys.

2 That was the initial evaluation plan. At
3 the recommendation of our advisory committee, we did
4 add some outcomes data, and I'll share with -- and
5 that was done by chart audits. And that, I'll share
6 with -- some of with you today.

7 So these are the four sites that we
8 piloted. They are geographically diverse in Maine,
9 New York, North Carolina, Indiana. Three of these
10 are OB clinics. One was a family medicine clinic.
11 Overall, over 600 patients were seen, and 65
12 providers utilized the tool.

13 So we -- I thought it was going to give
14 you some demographic information. I'll get to that
15 later.

16 So we assessed from the staff a lot of
17 information about what were the key steps to
18 actually implement this into it. And there were
19 many in that preplanning cannot be underemphasized
20 in having a tool that's accepted and used into the
21 clinic.

22 We also looked carefully and obtained data

1 on the impact of clinic flow, and I'll make a couple
2 of points here. One is that in three of these
3 sites, this tool was an add-on to what their already
4 patient flow and protocols were. In one site, this
5 replaced their -- so both of those had implications
6 as far as acceptabilities from the providers.

7 In all of the sites and what this little
8 diagram, which you're not supposed to be able to
9 really see, but what it just illustrates visually is
10 in that flow chart that I showed you, there was
11 adaptation and modification of the flow needed in
12 every single -- every step along the way in order to
13 maximize the patient's experience with it and the
14 provider's efficiency.

15 Initially, there was disruption in the
16 clinic flow that they all reported, not
17 surprisingly. But providers did adapt as they
18 gained experience with it. So we documented a lot
19 of barriers and successes along the way, and
20 certainly key to the success was having dedicated
21 staff, recognized champions to make this happen and
22 buy-in from the IT folk, which we did not actually

1 get in several of the sites. And it required some
2 work-arounds to do that.

3 We also documented or asked for what
4 changes needed to be done to the tool to implement
5 for future use, and key among those was to develop a
6 Spanish language version, which we did not have. It
7 was an English-only. To be able to tailor the tools
8 and the report to the clinic and the clinic's needs,
9 and then to be able to integrate into electronic
10 health record, which, of course, we would like to
11 have the opportunity to do.

12 So, in summary, customization we found was
13 critical all along the steps of the implementation,
14 and it did require continued sort of tweaking.
15 Customizable of the tool, particularly the providers
16 asked for this, and then having internal support was
17 very important.

18 So now let me share with you some data on
19 the patient feedback. So we asked everybody to fill
20 out a survey afterwards, and we got 513 responses of
21 the 618 patients who used the tool.

22 This provides you with the demographic

1 background. I'm not going to go into a lot of
2 detail here except to say that we had two sites,
3 Maine and New York, which were low volume sites.
4 And then two much higher volume sites. Across all
5 four sites, we did see a range of ages and
6 educational backgrounds, with Indiana being somewhat
7 the outlier being the oldest and the most educated
8 group.

9 Somewhere between 20 and 40 percent of the
10 women that we saw, this was their first visit.

11 English as the first language was high across all of
12 the sites, and English, of course, was a requirement
13 because we only had the English version of the test.

14 And we also saw very high support across all of the
15 -- or high comfort level with using computers across
16 all of the sites.

17 This is the ethnic and race demographics
18 breakdown. Most notably here, New York was being
19 was -- predominantly a nonwhite patient population.

20 Okay. So across all sites, and there was
21 no significant difference amongst any of the sites,
22 patients found it very easy to use and easy to

1 understand. It was at a sixth grade level. And
2 that nor were they worried about the confidentiality
3 of their information going into this kind of tool.

4 The length of it was more variable across
5 sites, although again almost 80 percent thought the
6 length was okay. In our pilot, it took about --
7 where we actually sat with women while they did it
8 and then asked some questions afterwards, it was
9 about 20 minutes to fill out the tool.

10 There was a lot more variability depending
11 on how it actually got implemented at that
12 particular site. A high percentage, 80 percent,
13 were as comfortable putting the information into the
14 tool as to giving it directly to their provider.
15 And that was those two were the preferred methods
16 over writing a paper form or typing it into a Web
17 site at home. And interestingly, it would be
18 interesting to see if this shifts over time,
19 entering the data into a cell phone or a smart
20 phone.

21 So, in summary, we tested the tool across
22 a diverse set of patients, and there was high

1 usability and acceptability across all of the sites,
2 and patients were very comfortable in entering their
3 data into this format.

4 All right. So now I'm going to share some
5 data about the providers' response, which was a
6 little more mixed, not surprisingly. So we had them
7 fill out again both pre- and post surveys, and the
8 data that I'm going to show you was on 25 providers
9 where we had both the pre- and the post data.

10 This is the breakdown of the providers.
11 There are 13 OBs, 8 family medicine physicians, and
12 then 4 nurse and other categories. The volume that
13 they used, the number of patients that they saw with
14 this varied from about a little under half to saw it
15 with just a small handful to over half using it from
16 anywhere from 12. And then I'm sure these were
17 residents who saw the 200 to 275 patients.

18 About half of our providers were residents
19 and half of them were attending. So we also have
20 that data that we can look at.

21 I'm going to show you the data on just the
22 physicians because that is a little different, and

1 the numbers are small for the nonphysician. And
2 there are some interesting difference between the
3 OBs and the family practice docs.

4 So we had eight items on the pre- and the
5 post that measured knowledge, and then six items
6 that measured confidence around the use of family
7 history and identifying individuals at risk and
8 providing follow-up around, and we used some very
9 common specific conditions like neural tube defects,
10 sickle cell, CF, et cetera.

11 And we found that the OBs actually did
12 very well pre- and post, and so we didn't see a
13 significant change in their knowledge. However, the
14 family medicine docs, there was a significant
15 improvement in their knowledge scores.

16 The reverse was sort of for the
17 confidence, and I don't have the actual intervals
18 here on the slide. But the OBs showed significant
19 improvement in confidence in five of the six items
20 that we had, whereas the family practice really only
21 documented an increase in confidence in one of the
22 items, and that was referring for genetic

1 counseling.

2 So this is some of the data around
3 different or we tried to measure different responses
4 to different parts of the tool. And these are some
5 questions, both quantitative and qualitative data
6 that we received around their perceptions of the use
7 of this tool in clinic.

8 So about half thought that having this
9 prepopulated data form was useful in having the
10 pedigree available. There was a lot less enthusiasm
11 about the actual structure of the report. And
12 again, this sort of gets back to being able, them
13 wanting to really customize this for their setting.

14 Some of the positive comments that we
15 received -- it made the process of seeing patients
16 easier, reduces time taking family history,
17 preformed questions allowed me to focus on more
18 details, et cetera. However, we did get a number of
19 negative comments that, in fact, it hindered the
20 productivity of visits. It was difficult
21 documenting sort of more immediate pregnancy-related
22 issues, and they had to spend a lot of time on the

1 follow-up.

2 The interesting thing is all of the
3 negative comments was from a clinic where this
4 replaced their previous procedures. These are some
5 assessments around the patient-provider engagement
6 and the educational materials. Again, a little over
7 half thought the patient questionnaire was very
8 useful and the educational materials were useful.

9 The positive comments that we got was that
10 it made conversation about family history easier,
11 engaged the patient, allowed the patient to open up,
12 helped me to give more educational info to patients,
13 et cetera. One individual, however, said that's
14 time I would have been using to establish my rapport
15 with the patient.

16 These are some items around the actual
17 clinical decision support part, and again, we see
18 somewhat mixed responses. So about a little over
19 half thought that the ethnicity-based clinical
20 decision support was useful or the complex birth
21 information was useful. We begin to see some
22 falloff, though, for conditions -- again, remember,

1 we had a lot of screening conditions on there that
2 were just pregnancy-related and not necessarily that
3 we provided clinical decision support for.

4 So less support for that or for conditions
5 that did not directly relate to the current
6 pregnancy, like cancer risk.

7 So some of the positive comments. It was
8 the right screening tool. We like the
9 recommendations. On the negative side, again about
10 the report, it was too lengthy, too much paper, it
11 was unfamiliar. That came from the site where it
12 replaced their previous. Hard to decide what to do
13 with all of it.

14 There was some perception on one of the
15 site there were too many referrals were being called
16 out about the tool, and I think that deserves some
17 follow-up.

18 And this is interesting, more ultrasounds
19 were ordered. And that was because that particular
20 site could not refer to a genetic counselor without
21 an ultrasound order. And so, again, it just sort of
22 shows you the amount of adaptation that needs to

1 occur within specific sites.

2 So, in summary, I think we showed that
3 from the provider perspective, there was definitely
4 an increase in confidence in identifying and
5 managing risk, certainly within the OBs and there is
6 value perceived in the patient questionnaire and in
7 the engagement and the educational parts of this.

8 There was more mixed reception, though, to
9 the workflow and the value of some parts of the
10 clinical decision support. And again, this real
11 need to tailor to the actual clinical setting.

12 So, lastly, and you do not have these
13 slides in your briefing, I'm going to share a little
14 bit of data around the provider behavior part of it
15 that we added on at the end. So this is data from
16 three sites. We're still waiting for chart audit
17 data from the fourth site.

18 So it's on 522 patients that were seen and
19 then 285 chart audits. So this slide shows five of
20 the six performance measures that our advisory
21 committee recommend that we use. And I'm going to
22 share data with you on the first three. We're still

1 look at the data on the second two.

2 So it's the three-generation family
3 history, documenting the ethnicity and the
4 ancestral, and then providing counseling around
5 cystic fibrosis. So just to orient you to this
6 data, this is the first around generating the three-
7 generation -- and we were, yes, three-generation
8 family history. So here are the three different
9 sites.

10 And let's see, did I miss a slide here?
11 Yes, I'm sorry. So this is the three-generation
12 family history. We were very liberal about what got
13 included as a three-generation family history, the
14 three different sites. So with the tool in North
15 Carolina, there was 250 patients seen, 40 in New
16 York, 228 in Indiana, and then these were the number
17 of chart audits, pre-tool chart audits that we used
18 to compare.

19 So the first thing you'll notice is that
20 there's considerable variability with how well sites
21 are doing about that issue. I know that's a shock
22 for you all to hear that. And so, one of the sites

1 was doing extremely well beforehand, and they
2 continue to do extremely well. One wasn't
3 collecting it at all, and so they could only go up
4 from there. And then the other one was doing sort
5 of intermediate.

6 This is the data on documenting race and
7 ethnicity of both the patient and the father of the
8 baby. And this slide is, first of all, just showing
9 you of the patient. And again, we see variability,
10 although two of the three sites were already doing a
11 good job of this, and the third site not doing so
12 well and then showed a significant improvement.

13 This is on the father of the baby, which
14 shows even more dramatic. And essentially, none of
15 the sites were doing very little to none of
16 obtaining information on the father of the baby.

17 This is the data which is even more
18 dramatic around documenting country of origin.
19 First of all, you see that people know this
20 information less than in some of the -- and so, a
21 lot of the data was not filled out when they were
22 answering the questionnaire. But essentially

1 nobody, on either the patient or the father of the
2 baby, was obtaining that, documenting that family
3 information.

4 This is the data on the cystic fibrosis
5 screening, which we actually saw that, again,
6 variability for what was being done at the sites had
7 a lot to do with the patient population that they
8 were seeing. And it turns out sites were already
9 doing a pretty good job around that, and so we
10 didn't see much of a change, any significant change
11 with the tool.

12 So, in summary, then we're obviously still
13 going through some of this data. We did see that
14 the tool collects more and more quality types of
15 family histories, particularly when it comes to the
16 father of the baby and the ancestry. The cystic
17 fibrosis was fairly similar pre- and post, and we're
18 continuing to look at the other areas.

19 We're going to be doing some additional
20 outcomes analysis. So if there are outcomes data
21 that you think we should particularly look for, we'd
22 be very interested in hearing from the committee.

1 So, in summary, I would say that we have
2 had a very successful pilot project here in
3 developing a tool that met our overall business
4 goals. We've collected a lot of the data around how
5 to implement this kind of a tool into clinical
6 practices, and what are some of the barriers and
7 challenges and key areas to help for success along
8 that.

9 We certainly find that within the patient,
10 there is high satisfaction around and acceptance
11 around using this kind of tool. There is much more
12 variability with the provider -- for the provider
13 information. They do see the value of the patient
14 engagement and education. It does improve
15 confidence. But about some of the actual use and
16 clinic flow and clinical decision support was mixed,
17 and I think all of that needs additional follow-up.

18 So what our next steps are. The tool is
19 available for use in other settings. As I say, this
20 is part of the now sort of a component of the Hughes
21 Risk App. So if you go to the Hughes Risk App site,
22 sign a ULA and user license agreement when you get

1 access to the software, you get the Hughes Risk App
2 along with the prenatal tool.

3 We want to continue to study the impact
4 within the prenatal population. We have gotten
5 supplemental additional funding from HRSA to allow
6 us to do additional outcomes data in the sites where
7 we already have had the tool. And obviously, we'd
8 love to be able to expand that in additional
9 settings.

10 We also want to adapt this for other
11 clinical settings, and again, we're in discussions
12 with HRSA and the American Academy of Pediatrics to
13 develop a pediatric version of the tool for the
14 pediatric setting.

15 We think that there needs to be --
16 obviously, there needs to be a non-English speaking,
17 at minimum a Spanish-speaking version of the tool.
18 But we'd also like to see a Web-based interface and
19 to test that out. And of course, ultimately, be
20 able to see how this could be implemented into -- or
21 integrated into an electronic health record.

22 So that's my story, and I'm sticking to

1 it. And if you have any questions, I'm open to
2 Emily answering them for us.

3 CHAIRMAN BOCCHINI: Thank you very much
4 for that presentation. It's certainly been nice to
5 watch this project develop over time, and so it's
6 good to see some of the results.

7 As far as the physician feedback, were you
8 able to separate from the attendings from the
9 residents, sort of looking at an age difference in
10 terms of computer-based --

11 MS. SCOTT: Yes. We do have that data.
12 We have not had a chance to look at it yet. So I
13 would expect that there's going to be some
14 differences. I would expect there will also be some
15 differences within the patient population around the
16 age.

17 But I have to say it was pretty uniformly
18 accepted across all ages and even the use of the
19 computer tool. So --

20 MS. EDELMAN: If I can add to that -- I'm
21 Emily. Hi.

22 One thing we've seen pretty clearly

1 without doing statistical comparisons with the
2 quantitative provider data is when we compare
3 residents to attending, some of the concerns and
4 criticisms that providers had about workflow and
5 "It's taking a long time for me to get used to
6 this." "I can't find things." "I don't like this
7 report." There are dramatic differences between
8 attendings and residents.

9 So the newer providers who aren't as
10 invested in this particular form or even sometimes
11 with electronic tools, the residents are more
12 comfortable navigating the electronic tool. And so,
13 I think that will be something that we see coming
14 out, which is not surprising.

15 MS. SCOTT: Thank you, Emily.

16 CHAIRMAN BOCCHINI: Cathy?

17 MS. WICKLUND: Thanks, Joan. That was a
18 nice presentation.

19 I was wondering -- and I stepped out of
20 the room. So I apologize if I missed this. As far
21 as the outcome data, is it possible or are you
22 planning on following them further down that

1 pipeline to try to see if we are impacting any
2 identification of people at risk --

3 MS. SCOTT: Yes, yes.

4 MS. WICKLUND: -- or behavior change or --

5 MS. SCOTT: If someone got identified, did
6 they actually go for carrier testing?

7 MS. WICKLUND: Right. And --

8 MS. SCOTT: So that's part of what we're
9 looking at to see whether or not we can do in the
10 second round of doing a little longer. This tool
11 was in the clinical setting for about, I'd say, 3 or
12 4 months in the different settings.

13 And then the chart pulls occurred sort of
14 short or fairly after that. So we didn't get the
15 long-term pregnancy outcome.

16 So that's one of the things we'd like to
17 do is to go back to some of those and do a little
18 longer term about what really happened to the
19 patient and if the woman came back for a postnatal
20 after delivering and maybe getting some additional
21 information there. So we'll have to see what's
22 possible.

1 CHAIRMAN BOCCHINI: All right. Jeff?

2 DR. BOTKIN: Yes, this is really
3 excellent. So thanks.

4 I'm not quite sure how you do this. But
5 the quality of the data that you're getting from the
6 women as they fill out the tool. Is there any way
7 to assess how good the quality is? And it sounded
8 like you did get some feedback in terms of
9 additional time that clinicians may have needed to
10 try to clarify some of the answers.

11 But do you have a way of assessing the
12 quality of the data that they were getting?

13 MS. SCOTT: We did some of that pre-tool.
14 So Emily did an interview -- in our formative
15 evaluation, interviewed some of the women, and it
16 must have been after they used the tool?

17 MS. EDELMAN: Yes.

18 MS. SCOTT: And then compared what she
19 got, as a genetic counselor, in comparing it with
20 the data. So we did some of that pre-tool.

21 MS. EDELMAN: Yes, it was not an ideal
22 study design just because of the limitations we had.

1 We had, I think, 12 women use the tool. They were
2 not pregnant at the time they used it. We did not
3 want to use pregnant women for our initial formative
4 evaluation testing. So we asked women to pretend
5 they were pregnant and think about their boyfriend
6 or their husband's history, and they completed the
7 tool.

8 And then I called them for a follow-up
9 appointment, but without looking at those original
10 data and then collected a genetic counselor
11 pedigree. I don't have all the numbers off the top
12 of my head. Things were pretty consistent. There
13 was a couple things as a genetic counselor I missed.

14 I remember one thing in particular, I
15 collected less instance of mental illness in the
16 family. And so, that was an interesting question
17 about are women more comfortable reporting it to a
18 tool, or am I just not good at asking about that?
19 Because as a cancer counselor, I never thought about
20 that or thought about it limitedly.

21 And then the tool so there were a few
22 things as a genetic counselor also collected that

1 the tool didn't. Rare disorders, single gene
2 disorders in the family, things like that.

3 So we were comfortable based on those
4 pilot data saying we're getting basic family
5 structure okay. We're getting the major conditions
6 we're interested in screening just fine. But a
7 larger scale validation, we're very interested in
8 doing that, but obviously, that's kind of like a
9 randomized control trial or something that's much
10 more extensive.

11 And we'd love to do that, and we've talked
12 about it a bit. But it's just finding the right
13 collaborators and the right support mechanism for
14 that.

15 MS. SCOTT: And the interesting thing was
16 that even in our formative evaluation where the
17 providers were saying we really want this clinical
18 interface so we can go back in and change things and
19 reruns, they actually didn't use that. So we can't
20 document how many might have been rerun because of
21 that issue.

22 And I think partly that was because this

1 was on top of what they were already doing. And so,
2 if there was changes, they would have made it in a
3 different format in the tool or in their chart.

4 So --

5 CHAIRMAN BOCCHINI: Steve?

6 DR. MCDONOUGH: Thank you very much for
7 your presentation.

8 I had a couple questions. What plans does
9 HRSA have to share this information with the largest
10 makers of electronic medical records in the country?

11 And was this information sent to the hospitals when
12 the baby was born so that pediatricians would have
13 access to it when they reviewed the maternal record
14 when they examined the baby?

15 MS. SCOTT: Regarding the second question,
16 it depended on how the report got put into --
17 because they were -- since it wasn't an electronic
18 part. So it would have been scanned as part of the
19 record.

20 MS. EDELMAN: It was per the normal
21 protocol for that OB clinic. So most of the OB
22 clinics, yes, most of the OB clinics we were working

1 with or the family medicine clinics, they kind of
2 sent over via fax or through electronic access the
3 prenatal records for obstetric care. So it was just
4 included in that packet of information. It wasn't
5 highlighted or pulled out in any differential way.

6 We are also quite interested in thinking
7 about the transition of the pregnant patient's
8 pedigree and family history information to the
9 pediatric patient. And that's something we've
10 talked a little bit about, and we'd be interested to
11 explore later.

12 MS SCOTT: Regarding the broader question
13 about, which is a very critical one. At the same
14 time we were putting this into clinics was the times
15 when the first meaningful use was coming deadlines.

16 And so, the IT people did not like even want -- you
17 know, they just didn't want to deal with one more
18 thing.

19 So for the sites that we were working
20 with, we couldn't get that integrated into --

21 DR. COPELAND: And the National
22 Coordinating Center right now has actually been

1 funded to develop some clinical use and clinical
2 decision support. And they're doing that in
3 conjunction with the EMR vendors, and this will be
4 part of it.

5 CHAIRMAN BOCCHINI: Other questions or
6 comments?

7 (No response.)

8 CHAIRMAN BOCCHINI: All right. Well,
9 we're about 5 minutes ahead of schedule. So, so I
10 think probably the best thing to do is we'll stop
11 for lunch at the present time, but try and come back
12 promptly so we can start at exactly 1:30 p.m. Or if
13 you'd like, we come back at 1:25 p.m. And so, we
14 can just in case -- okay, 1:25 p.m.

15 So we're going to start promptly at 1:25
16 p.m. All right. Thank you.

17

18