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1 GOVERNOR'S COUNCIL ON PHYSICAL FITNESS

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5 DATE: MONDAY, OCTOBER 22, 2007

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7 TIME: 10:00 a.m. - 1:55 p.m.

8

9 PLACE: LAKE NONA YMCA

9055 NORTHLAKE PARKWAY

10 COUNTY COMMISSION CHAMBERS, FIRST FLOOR

ORLANDO, FLORIDA 32801

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REPORTED BY: LYSSA D. URBAN, Notary Public,

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State of Florida

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1 A P P E A R A N C E S

2 GOVERNOR'S COUNCIL BOARD

3 Shannon Miller, Council Co-Chair

4 Jennie Hefelfinger, Executive Director

5 Dave Andreychuk, Community Representative, Tampa Bay Lightning

6 Joshua Butler, Executive Chef, Governor's Mansion

7 Charles M. Castevens, CEO/President, Special Olympics, Florida

8 Carlos Castresana, Attorney

9 Dr. Karen J. Dowd, Executive Director

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11 Dr. Javier Garcia-Bengochea, Neurosurgeon

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13 Robert M. Keiser, High School Student

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16 Dr. Don Rapp, Instructor/Author

17 Dorothy Richardson, Director/Medical Director

18 Mary B. Rumberger, Consultant

19 Julie Ryczek, Teacher

20 Dr. Judith L. Schechter, Assistant Professor of Pediatrics

21 Sheila A. Sheridan, Director, Department of Nutrition Services
22 Dr. Ana Viamonte Ros, State Surgeon General
23 Amy J. Young, Governmental Consultant

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1 A P P E A R A N C E S (CONTINUED)
2 S P E A K E R S

3 Jim Ferber, President and CEO, Lake Nona YMCA
4 Ray Larson, Lake Nona YMCA
5 Ronald Blocker, Superintendent OCPS
6 Jacquelyn Bick, Club FYT and Get Moving Partnership
7 Bob Norberg, Director, Florida Department of Citrus
8 Carole Strange, Program Administrator, Office of Commissioner
Charles Bronson

9

Dennis Scott, Department of Transportation

10

Dr. Toni Moody, Founder, Health Masters Club

11

Julia Recker, Florida Recreation and Park Association

12

Karen Murphy, Chief of Staff for Department of Health on behalf
13 of the Office of Policy and Budget, Executive Office of the
Governor

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T R A N S C R I P T O F P R O C E E D I N G S

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MS. MILLER: I want to welcome everyone to the third meeting for the Governor's Council on Physical Fitness, Orlando meeting. I'm going to now call the meeting to order. I want to thank everyone for taking the time and join us today and support these critical efforts and I certainly want to thank the council members. Some will be arriving shortly, but all of you for taking the time and effort and I thank you for your experience and being here today and your ongoing hard work in this difficult task.

I just want to thank all the technical assistance folks that we have in the audience. We really appreciate all of your help and expertise. I want to thank Lake Nona YMCA and the Northlake Park Community School for accommodating the council meeting today with their meeting space, today and tomorrow.

We are very pleased to see a best practice in action and will be hearing more about this innovative partnership today and tomorrow.

At this time, I'm going to turn the meeting over to Jennie Hefelfinger, our executive director, to do a roll call and housekeeping.

MS. HEFELFINGER: Good morning.

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(Roll call was taken and commentary was made without the use of a microphone and therefore was not heard or recorded by the court reporter.)

(Microphone was turned on.)

MS. HEFELFINGER: I'd also like to point out -- ask everyone to please turn off your cellphones or to put them in silent mode. And, the council members, please remove your phones and Blackberries from the table, as it does interfere with the audio recording. We've also been informed there's limited cell service in this facility.

12 The speakers today, we would ask that you please
13 be mindful of your time. We have a very tight schedule
14 and we're trying to stay on task, as well as to stay on
15 time today. There will be questions and answers after
16 each of the panel presenters speak. There's also,
17 tomorrow, going to be a public comments section. We
18 will not have one today. There will be time allocated
19 at the end of the day, but please sign in to the public
20 comments table today or tomorrow in order to reserve a
21 space to speak.

22 Also, be advised that this meeting is being
23 videotaped.

24 And, finally, this meeting is an open meeting,
25 complies with government and the Sunshine Laws. All

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1 official council meeting business is done in open
2 meeting, in person or over the phone, and all the
3 proceedings from today's meeting, prior meetings as
4 well, are available on the Healthy Floridians website
5 at www.HealthyFloridians.com. Thank you.

6 MS. MILLER: Thank you.

7 Well, first, before we get started, I want to take
8 a moment to announce our two brand-new council members.
9 First, we have Dave Andreychuk, who is a former
10 professional hockey left winger who played in the NHL
11 for Tampa Bay Lightning. He was their captain when
12 they won the Stanley Cup in the '03, '04 season, and
13 he's now retired and serves as the community
14 representative for the team.

15 Welcome.

16 We also have with us Joshua Butler, who serves as
17 the executive chef to Governor Crist. Joshua will be
18 replacing Michelle Brantley. Michelle has taken a job
19 with Big Bend Hospice, and her role as a state employee
20 on the council was made vacant. Joshua has graciously
21 agreed to join the council until a permanent
22 appointment is made.

23 First, I want to take a moment to introduce our
24 exhibitors. We have ten tables set up in the back.
25 You can see some of them. We can all, on the council,

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1 stop over and check those out today and tomorrow. The
2 first table, Knapp Ford School. We have Brevard County
3 Health Department's Step Up Florida and Florida On The
4 Move program, Orange County Health Department's Step Up
5 Florida program, Health Hispanic initiative, Paxson
6 Group, Florida Beverage Association, Florida Department
7 of Health Youth Empowered Ambassadors for Health, and
8 the Orange County Health Department-Women, Infants and
9 Children program. We also have two others back there
10 that we do not have the names of yet.

11 At this time, I want to go ahead and approve the
12 minutes and commence with the speakers.

13 Do I have a motion to approve the minutes?

14 MS. RYCZEK: I will.

15 MS. MILLER: Do I have a second?

16 MR. CASTRESANA: Second.

17 MS. MILLER: Any discussion? Good.

18 (No reply.)

19 MS. MILLER: No discussion. Minutes are approved.

20 Before we introduce the first speaker, I'll remind
21 the council and all of the speakers that you do have to
22 push the button on the base of your microphone in order
23 to speak. We're getting some feedback leaving them on.

24 We are going to actually start with our second
25 speaker today. We are pleased to welcome Jim Ferber,

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1 president and CEO of Lake Nona YMCA. Mr. Ferber has a
2 lifelong career with YMCA, serving more than 32 years.
3 With the Central Florida YMCA, for the past 14 years,
4 Jim's leadership has resulted in tremendous growth for
5 the now \$70 million association, which consists of 27
6 family centers in six counties: Orange, Seminole,
7 Osceola, Brevard, Lake and Marion. And, of course,
8 more than 2,000 part- and full-time staff. He
9 supervised over \$150 million in capital expansions and
10 has been instrumental in creating several public and
11 private partnerships, including an integrated YMCA
12 elementary school in the Lake Nona community.

13 Thank you, Mr. Ferber.

14 MR. FERBER: Thank you for being here. It's great
15 to see everyone here. We're always delighted to be
16 able to show off one of our -- what we think is one of
17 our crown jewels throughout Central Florida, is that
18 we -- and with me is -- our vice-president of Outreach
19 is Ray Larson.

20 Ray.

21 MR. LARSON: As Jim said, Ray Larson, senior
22 vice-president of Community Outreach in Education. I
23 just want to add my words of welcome to what we think
24 is an extraordinary place for children and families.

25 MR. FERBER: I think I'm pinch-hitting for the

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1 superintendent today to welcome you here to Central
2 Florida and Orlando and from Orange County Public
3 Schools. I'm sure that he'll probably be coming in a
4 little bit later and he'll probably do his welcome at
5 the same time.

6 But this is kind of one of those unique
7 opportunities and really tremendous partnerships that
8 we have with Orange County Public Schools, with the
9 developer --

10 And I'm thinking, who else is our partner, Ray, on
11 this?

12 MR. LARSON: Tavistock.

13 MR. FERBER: Tavistock, the developer, the school
14 system, the YMCA. And one of the things is we --
15 several years ago, the mayor, Mayor Hood, when she was
16 here in Orlando, developed a blue ribbon task force to
17 kind of look at schools, to take a look at what makes
18 great schools. And one of the things that kind of
19 struck a lot of folks, but one of the things that
20 really struck me at that time was there was one thing
21 that you could look at and you could see if you were
22 going to a great school. And a great school is making
23 sure that you're producing smart kids, but, at the same
24 time, are you producing healthy kids.

25 The one thing that kind of stuck in our head that

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1 made great sense is parent involvement. If you have
2 parents involved with kids' education is -- then,
3 you're going to a pretty good school. And that's
4 pretty easy to say. And I imagine the whole council
5 says, well, that's kind of -- that's a no-brainer. But
6 as we looked at schools, we could measure the success
7 of those schools by the way that the parents were
8 involved or if they weren't involved.

9 So one of the things that we talked about, what
10 would be a way of acting -- what could be a magnet to
11 attract parents back involved with their kids? So when
12 we started talking about what that magnet might be, we
13 started thinking about, how about something in a very
14 positive way? You know, people started talking about
15 Pizza Huts and things like that and we thought: Well,
16 maybe that's not quite the idea, especially talking to
17 this group would be the right idea. So we started
18 thinking about: What about building a gymnasium and
19 swimming pool and tennis courts and ball fields?

20 So that's kind of what we've done here at the Lake
21 Nona YMCA and the NorthLake Park School, is that we
22 built a YMCA that acts as that magnet. It attracts
23 people back involved with their kids' education, but it
24 also, more importantly, becomes the community center,
25 it becomes the hub. It's the energy center for this

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1 entire community. This is where everybody meets in
2 that neighborhood in a very positive environment and an
3 environment where you see positive role models, where
4 kids can kind of view and take a look at what a healthy
5 lifestyle might look like.

6 This is open, this schooling is open from six --
7 six o'clock in the morning until ten o'clock at night.
8 It's open Saturdays and Sundays. It's open June, July

9 and August. So as we talk about, how do you get access
10 to these kind of facilities, is that you build a YMCA
11 and you put a partner in there, that we are responsible
12 for the building when the building is closed. We think
13 this makes tremendous sense. And then The "Y" shares
14 all the after-school programs, and we share all the
15 facilities. So this is an elementary school that has a
16 gymnasium in it. Most elementary schools in the state
17 of Florida do not have an elementary school -- or have
18 a gymnasium. But at this school, we have a gymnasium.
19 Upstairs, on the second floor, we have a 5,000 square
20 foot wellness center. We have a swimming pool.

21 You notice that when we built the facility, is --
22 you walked into a two-story lobby. The lobby also has
23 the music room and art room off the side of it. That
24 sets the tone and the culture for everything that we do
25 here.

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1 The school is about a hundred-thousand square feet
2 and The "Y's" piece of it is about 30,000 square feet,
3 so you're talking about a total of about 130,000 square
4 feet. The magic of this, it's -- and as we tried to
5 explain it, it's just not a YMCA and a school coming
6 together, but this is a fully-integrated program. This
7 is something that the parents don't have to worry about
8 their kids when the kids -- between the hours of
9 three o'clock and five o'clock. Our whole goal here is
10 to make sure that kids are in some kind of positive
11 activity, like an extended day. It's not baby-sitting
12 that we're doing here, but it's an extended-day program
13 of the school.

14 And so we keep kids healthy, yet -- we have all
15 the sports programs, we have swim teams, we have
16 cheerleading, we have basketball and soccer and all
17 those other things, but we also have music classes. We
18 also have drama. You'll see in the cafeteria that we
19 have a place where the kids can perform. And so that's
20 kind of an area that acts as a place -- a family
21 gathering area.

22 Ray.

23 MR. LARSON: If I could just jump in there. We
24 now have about seven years of data on this model and,
25 in fact, since it's been eligible to be scored in the

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1 FCAT standardized testing, this school has scored an
2 "A." It's also, for all seven years, achieved adequate
3 yearly progress and no child left behind, so the
4 national standards, as well. And we think that's
5 attributable to a number of different things.

6 As Jim mentioned, when you walked in, you probably
7 noticed it's a different experience walking into this

8 facility than maybe your typical school. What you did
9 not see, because you weren't here when the children
10 arrived, is that every child is greeted as they come
11 in. When you have an opportunity to walk through the
12 facility, you'll see that all the teachers' credentials
13 and certifications are on their door, plaques on their
14 door. We value and celebrate the professionalism of
15 our teachers.

16 The "Y" provides another hundred caring, trained,
17 screened adults in the lives of the children that are
18 here.

19 We've consulted the 40 developmental assets,
20 research about what helps children to thrive, infant
21 brain development, different learning capabilities, the
22 different intelligences and the like, and have really
23 incorporated those into the programs that we have here.

24 As Jim mentioned also, we think that part of the
25 reason that children achieve better -- and, in fact,

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1 this school has about a 40 percent free and reduced
2 lunch population. We've compared that to like
3 populations throughout Orange County, and the children
4 in this school achieve more highly.

5 The mission of the Central Florida YMCA is to
6 build strong kids, strong families, and a strong
7 community. And we think it's because we pay attention
8 to all three of those components that we have the
9 impact that we do on the lives of the children.

10 There's a wellness center just upstairs. One of
11 the parents was sharing with me that you have a
12 different experience with the principal and the teacher
13 when you're working now side by side on the tread
14 master running along, when you see the principal in her
15 shorts sweating beside you. It's a different type of
16 relationship and there's more opportunity to talk about
17 the lives of the children and the lives of the children
18 in this community as they go forward.

19 As you walk around the facility, there's a
20 beautiful swimming pool here, as well as a zero-depth
21 school. Every child that comes to this school has the
22 opportunity to learn how to swim. But also, with the
23 fields, the gym, the pool, there are countless
24 opportunities to be active, to do different things.

25 As you know, a lot of times children don't know

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1 how to be active, their families don't know how to be
2 active together, or there's not enough variety for
3 them. This is a place where there's plenty of variety
4 to do different activities. We know that about 70
5 percent of the students and families that go to this
6 school use YMCA programs, whether it be youth sports,

7 swimming, extended-day, those types of programs.

8 Also, we note the importance of parental
9 involvement. Simple things sometimes make a big
10 difference.

11 The YMCA has an early childhood development center
12 here. That's so that families can come and, as
13 parents, work out, there's a place -- a great place for
14 their children to be, but, also, it's available to
15 parents when they want to volunteer in the school.

16 This is an elementary school, so a lot of the parents
17 that have children in this school also have younger
18 children and, oftentimes, that's a barrier for them
19 being part of the lives of their child in this school.

20 Their younger siblings can come to the early childhood
21 development center, have a great experience there. Mom
22 or dad has an opportunity to be part of the life of
23 their child in the school. That's good for the child.

24 It's also -- for those of us who have had small
25 children, it's good for the parents, too, to be in a

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1 different atmosphere, as well, as they go forward.

2 As Jim mentioned, this is a facility that really
3 is available to the community. The average school is
4 open about 1500 hours a year in Florida, opening
5 sometime in the morning, depending on the age group,
6 and closing after school. And this facility is opened
7 over 4500 hours, so it has the opportunity to be the
8 meeting place for a community; it has the opportunity
9 to be the place where families gathers.

10 This is a unique room in that in the morning, if
11 we weren't here, there'd be children right now having
12 P.E. About noon, the middle fence comes down and
13 families start having basketball leagues, and adults
14 start having basketball leagues and are able to be
15 there. And then when the school bell rings at
16 three o'clock, the cafeteria becomes one of the areas
17 we use for our extended-day programs, as well as the
18 field.

19 As Jim said, what's important to know about this
20 model is it's not two organizations sharing space, it's
21 two organizations that have become integrated. So in
22 the life of the child, there's no difference for them
23 when they're in different parts of the building, they
24 just know this is a great place to be.

25 MR. FERBER: This won an Urban Land Institute

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1 award about five or six years ago, and it was use of
2 land, is that we sit on a city park -- one of our
3 partners is the City of Orlando. And most of us like
4 to have about 25 to 30 acres. The school likes to have
5 25 or 30 acres for their elementary schools. So the

6 school has their 25 to 30 acres. The "Y" likes to have
7 25 to 30 acres for their YMCAs, and the park has 25 to
8 35 acres. So, in this case, we were able to combine
9 all those entities on one piece of property. We have
10 25 to 30 acres here that, instead of using 75 acres --
11 and so as think -- as we go forward and roll out what
12 things look like in the future, we think this is where
13 the future's going to be.

14 We have our -- our long-range goal is to build ten
15 more of these over the next five to six years. Is that
16 we think -- and we have our second one in Apopka, and
17 it's going to be our first high school. People are
18 saying, well, this can be successful because you're in
19 this neighborhood or because of this or because of
20 that. We think that if we do ten of these, that we can
21 help revolutionize education and health and wellness
22 for children. Is that this can become the model, not
23 only for the State of Florida, which we think is
24 important, but for the entire country. Is we hope that
25 we can do a couple in each one of our different

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1 counties. We serve six different counties. So we
2 think a couple in Brevard County, a couple in Osceola
3 County, a couple in Marion County, a couple in those
4 counties in all different types of neighborhoods,
5 because we think this works in every community.

6 So we think that we can change the landscape. And
7 you can see the culture of this "Y" -- or in this
8 school is much different than the other cultures, when
9 you walk in.

10 Let us stop there and maybe answer any of your
11 questions that you might have, and then we're looking
12 forward to -- is taking you on a tour to be able --
13 because it's hard -- I understand it's hard to
14 understand what we're talking about, but once you see
15 it, you start getting a feel for what it -- how it all
16 comes together.

17 MS. RYCZEK: (Indicating.)

18 MS. MILLER: Did you have a question?

19 MS. RYCZEK: Yes. I have a question, Jim. This
20 is a wonderful and magical. You used the word
21 "magnet". I'm an elementary school teacher at a magnet
22 school. And you used the word "magnet". Is this a
23 magnet school and do the parents -- is it a -- where
24 you have to -- is it choice? Is it enrollment?

25 MR. LARSON: No, ma'am, it is a community school.

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1 So it's a regular school zone. So the children within
2 this enrollment zone come to it. It's not a special
3 choice to come to this school.

4 MS. RYCZEK: So if you live in this area, you will

5 automatically get --

6 MR. LARSON: Yes, ma'am.

7 MS. RYCZEK: And -- for example, how many buses --
8 how about transportation?

9 MR. LARSON: You know, it's interesting, I just
10 happened to be here the other day for when the buses
11 came in. Typically, there's only three to four buses.
12 This community was built as a walkable, rideable
13 community, so many of the children -- you probably see
14 many more bikes and children walking than you would in
15 a typical school.

16 MS. RYCZEK: Right. When I drove in here, it had
17 a magical feeling.

18 I have a couple of other questions. You have ten
19 more slotted and you -- the YMCA is six counties. Do
20 you see it, then, going to the state level and going
21 throughout the YMCAs; and would it be building of new
22 schools on new property and new YMCAs, or do you see it
23 having the YMCA and then building a school on the
24 property?

25 MR. FERBER: Yes, we think -- we'd like to do ten.

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1 And it doesn't necessarily need to be in new schools.
2 We think that we can renovate -- we were looking in
3 Osceola, for example, of taking an older school and
4 being able to renovate that school.

5 Since you're an elementary schoolteacher -- and
6 one of the other things -- and we get a little
7 criticism for this -- is that we have the best and the
8 brightest teachers. We have created an environment
9 where teachers want to teach.

10 MS. RYCZEK: Absolutely.

11 MR. FERBER: And we think that that's part of the
12 magic. Certainly having parents involved. I say
13 "parents" because parents make sure you have great
14 teachers, you have a great principal, you have a great
15 staff and everything is taken care of. So we think
16 that this is kind of part of that magic, is that the
17 rooms are a little bit bigger, we have a place where
18 they can get off -- every room has a restroom. And
19 when we looked at the curriculum, we were very cautious
20 and concerned about the curriculum that this school was
21 going to offer when we built the school.

22 MS. RYCZEK: I have one more question. With being
23 an elementary schoolteacher, and every person coming
24 off and on school campus, they need to be screened and
25 fingerprinted, and that I see as a road block, because

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1 then you have the community coming out to the YMCA to
2 do the classes. Are those people screened and
3 fingerprinted, as well?

4 MR. LARSON: Yes, ma'am, all the volunteers with
5 the Central Florida YMCA go through a full screening,
6 as well.

7 MS. RYCZEK: I understand the volunteers and the
8 staff, but I'm saying, you know, the people off the
9 street.

10 MR. FERBER: Right. As a member, no, you're not
11 fingerprinted. Although we have some members that
12 really do need to be fingerprinted, we think, there.
13 But we do not do that currently. We are building our
14 first high school, and screening is going to become
15 much more of an issue as people come in, is that you
16 will notice when we go on the tour, that -- that
17 this -- we think this school is -- we have not had an
18 incident yet in this facility. But when you walk
19 through it, you'll see that we have -- the school is
20 completely locked off from where the YMCA is. The only
21 place where they're coming together right now, today,
22 is right there at the lobby, where our members are
23 coming down this -- coming down towards the right side,
24 my left right now.

25 MS. RYCZEK: I have one more question. I'll be

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1 brief. Because Governor Crist mandated the 150 minutes
2 of physical education, are you seeing any road blocks
3 with that? Obviously not, but I just wanted to see how
4 you felt -- and being the model, what are the road
5 blocks that you've seen?

6 MR. LARSON: Well, in our experience here, it
7 certainly -- like I say, there's really a culture of
8 being active, and lots of different opportunities. I
9 know that teachers are working to be able to log the
10 time and the -- that they have to have. So they're
11 trying to measure those times. And, also, this is kind
12 of a unique place because so many of the children
13 participate in activities after school.

14 MS. RYCZEK: Are you counting those as the 150
15 mandated minutes?

16 MR. LARSON: No, the school is not counting those
17 as -- but I think maybe --

18 MS. RYCZEK: We could.

19 MR. LARSON: We should, yeah, in this
20 circumstance, right.

21 MS. RYCZEK: That could be an option. Well, this
22 is wonderful and thank you. I can't wait to see it.

23 MR. FERBER: I can't wait to show it to you.

24 You're going to really like it.

25 DR. DOWD: (Indicating.)

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1 MS. MILLER: Yes, down on the end?

2 DR. DOWD: Madam Chairman and Chairman Ray, I

3 apologize for being late.

4 You have put a -- you have renovated a YMCA on a
5 campus where there is a school. Could you tell a
6 little bit about that to the council, because that was
7 a reverse that you did that -- and then Lockheed Martin
8 joined in. It's a public/private type of a partnership
9 that's interesting.

10 MR. FERBER: We're going to tag team a little bit
11 on this. We have a YMCA, which is right -- we think
12 the school -- we have a thing we call, the school
13 initiative, and that's part of this whole \$50 million,
14 and certainly we think that part of the school
15 initiative is having a YMCA located -- but it might
16 take a different shape and different form. And what
17 Mary's talking about right now is that we built a
18 YMCA -- renovated a "Y" right beside a school that is
19 struggling, a "D-F" school called Oak Ridge. It's in a
20 very challenged neighborhood in that the -- we are not
21 on campus, but The "Y" sits catty-corner -- and we're
22 allowing the kids to come over.

23 We developed a wonderful relationship with
24 Lockheed Martin, who is going to -- we're trying to get
25 kids as excited about math and science as they are

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1 about basketball and football. Can we get kids fired
2 up? And everybody probably knows -- kind of like the
3 obesity issues that kids are going through right now,
4 but that we're not producing enough engineers. And
5 certainly Lockheed's concerned about engineers and math
6 and science, so we're building a technology center
7 right inside The "Y" and this technology center will be
8 \$250,000 with the big platinum -- and the screens and
9 things like that. It is, by far, one of the coolest
10 things that we've done. You'll be able to watch space
11 shuttles and space lift-offs and F-35s, where they have
12 these planes now that are able to land on boats,
13 straight up -- just take off straight up -- anyhow,
14 there's a lot more technology than I'm capable --

15 Ray.

16 MR. LARSON: Yeah, I'd just mentioned that, as Jim
17 said, it's a kind of unique community, and maybe not as
18 unique as it once was, but the children that go to
19 school -- there's the high school students who go to
20 school, there -- I think there's over a hundred
21 countries of origin. When you go into their cafeteria,
22 they have the flags of the country of origins. It
23 looks like the United Nations. When we were visiting,
24 the principal said, those are the Bosnian steps, those
25 are where the children from Bosnia hang out during

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1 their -- I don't know if they call it "recess," but

2 their time not in classes, as they go forward.

3 It's a community that's really made up of -- it's
4 kind of the American story of families that have come
5 to our country, are working hard. Oftentimes, kids
6 don't have a lot of other things to do, not because
7 their parents don't care but because they are working
8 so hard. YMCA teen centers used to have foosball
9 tables and ping-pong tables, and they have a lot of
10 those now, but at this center, it's going to be one of
11 the most high tech kind of areas.

12 And these are kids that have incredible potential,
13 they just don't know it yet. And this is going to be a
14 place where they're attracted to be being part of the
15 high-tech economy that we're really trying to nurture
16 here in the Central Florida community.

17 MR. FERBER: One of our middle school programs
18 offers a class in rocketry, and it's really physics and
19 chemistry. If I walked in -- especially for me, if
20 somebody walked in and said, how many of you would like
21 to sign up for more physics and chemistry, I probably
22 wouldn't have been that guy. But if we got to blow off
23 rockets every Friday, I'd have been that guy. And
24 that's kind of what we're trying to do, is have kids be
25 able to learn through fun and excitement.

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1 DR. ROS: (Indicating.)

2 MS. MILLER: Surgeon General.

3 DR. ROS: I just wanted to ask -- it's a beautiful
4 facility and the partnership that you've created, it
5 truly is a model for the rest the state. My question
6 is: Since you began the program, do you have any
7 measures as to how this type of partnership has
8 impacted students' BMI or students' activity levels or
9 fitness?

10 MR. LARSON: We do, and we're trying to do a
11 better job of collecting that data, to be honest with
12 you. As I said, we know that over 70 percent of the
13 students and families that are involved in the school
14 are involved in activities. We haven't measured hours
15 of activity or those kind of things. And you'll be
16 hearing about another YMCA program called "Club Fit"
17 where we are tracking BMI and nutritional choices and
18 portions and those sort of things. So we're trying to
19 get a little bit more rigorous in that so we can
20 communicate a little bit better.

21 MR. FERBER: When you walk through the school,
22 you'll see the opportunities that we still have. We're
23 not done, this is work in progress, but a great place
24 to build a garden, for example. We think a garden --
25 we think that we could even control the cafeteria, when

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1 we start measuring water consumptions. We think that
2 we have the opportunity to really make this the -- not
3 only a smart place but the healthiest place.

4 MS. MILLER: Mary, did you have one question?

5 We have time for one more after that.

6 DR. DOWD: I have one more question, and it may be
7 that you're going to cover it later. But you touched
8 on your Apopka project. Is that something you're going
9 to cover later or could you expand on that just a
10 little bit?

11 MR. FERBER: Well, we have 10 to 12 slides we'd
12 love to show you, that they're queued up, Mary. But
13 we -- in our high school, it's very similar to what
14 we're doing here, we're building a \$75 million high
15 school. The old high school is coming down and we're
16 building a \$7 or \$8 million "Y." There's things that
17 the school can't do anymore and there's things that The
18 "Y" can do. For example, a swimming pool. The schools
19 cannot build swimming pools anymore. Well, we're swim
20 teams. And a great way of health and wellness, and as
21 we think about the future, we think more and more
22 people are going to be going into aquatics. As that
23 baby boomer continues to age and they start getting
24 some aches and pains, is that aquatics is going to be
25 the future. But, at the same time, through

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1 programming, we can build swimming pools.

2 So, in this case, we're going to be building two
3 swimming pools, a gymnasium, and a wellness center.
4 And it -- once again, it acts as that community hub.

5 But I think there's some slides going up now
6 that's showing you just some renderings of our new
7 Apopka YMCA project. And Representative Andy Gardener
8 is chairing our capital campaign.

9 MS. MILLER: We have time for two more brief
10 questions.

11 Dot.

12 MS. RICHARDSON: Dot Richardson, the director
13 of -- medical director of the National Training Center
14 and vice chair on the President's council of physical
15 fitness and sport. Commend you. This is beautiful.
16 Love the vision, love what you're doing, but a couple
17 tough questions: Are you finding people in other
18 businesses, such as Boys and Girls Club and other ones,
19 finding -- providing friction or concern or any input
20 in regards to the partnership between the schools and
21 the YMCA at all?

22 MR. FERBER: We have a great partnership with the
23 Boys and Girls Club. With our middle school, we split
24 the schools, they do 50 percent and we do 50 percent.
25 And my counterpart there at the Boys and Girls Club

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1 said, you can't have too many Boys and Girls Clubs and
2 you can't have too many YMCAs.

3 Wouldn't that be a wonderful day when we say that
4 we have too many YMCAs and too many Boys and Girls
5 Clubs?

6 We're not there yet, but both of us are working
7 real hard that we worry about what each other's doing.
8 We just think that we need to have more of both.

9 MS. RICHARDSON: My understanding is that the
10 children have access during school hours. After the
11 school hours, not all of them do, because I'm assuming
12 they have to become members of the YMCA.

13 MR. LARSON: No, the students would transition
14 right into the extended day or do youth programming
15 right afterwards, so --

16 MS. RICHARDSON: At cost or no cost?

17 MR. LARSON: With the extended-day program,
18 there's a fee, but it would be the same fee that
19 everyone else pays.

20 MR. FERBER: And there's also a financial
21 assistance, that we raise over \$2 million as an
22 organization so that -- we try to make sure that no
23 child is turned away from any of our programs because
24 of their inability to pay.

25 So, in this case, this YMCA raises over a

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1 hundred-thousand dollars a year to provide memberships
2 and program fees for kids who can't afford it. At this
3 particular site, we -- and I don't know if any of our
4 sites -- that we turn any of our kids -- any kids are
5 turned away because they can't afford coming into their
6 YMCA after-school program.

7 MR. LARSON: Ms. Richardson, if I could just add,
8 though, because you touched on an important thing, and
9 that's the partnerships, and we work very hard on that,
10 both -- with Orange County Public Schools but with
11 other community partners, so that's a -- when we talk
12 about the integratedness (sic) of this, that's a real
13 important component of it, is working through those
14 relationships.

15 MS. RICHARDSON: The other question that was
16 mentioned was the Jessica Lundsford Act, when you have
17 adults in a situation with younger children. I know
18 you mentioned some are on the other side, but obviously
19 there is an opportunity of interaction with the members
20 of The "Y". I'm surprised that that wasn't looked at a
21 little bit more or --

22 MR. FERBER: When you take the tour, you'll see
23 some of the security, that all the doors are locked and
24 all the exterior doors are being monitored. We have

25 cameras on every one of our exterior doors, all being
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1 monitored every hour that the school is open.

2 We actually think this school is more secure than
3 any other school in Central Florida, because of all the
4 security that we went through to make sure that this
5 was -- that was one of the big issues as we were
6 dealing with parents, is will the place be safe? And
7 safety and security are number one and number ten, is
8 that we cannot afford to have any incidents of anything
9 happening here at this school, that's for sure.

10 MR. LARSON: I think it's a case also that,
11 actually, a lot of thought and time was put into, but
12 we worked also very hard for it not to be intrusive, so
13 that there's a lot of safeguards that a child wouldn't
14 necessarily be aware of, or even a family coming
15 through, that there's not access to certain parts of
16 the building. As Jim said, they're monitored. When
17 you come in, that's the single entrance that people can
18 come in, and there's a video monitoring of all the
19 hallways from there.

20 MS. RICHARDSON: I just again want to commend you.
21 I think it's great. As you look at the scope through
22 the nation, is it just The YMCA and schools that are
23 partnershiped that way and there's other
24 organizations? I don't know. You know, I think that
25 that is -- you're setting a good example, and it's

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1 whether or not is it always The "Y" and schools, public
2 schools throughout the country? I don't know.

3 MR. FERBER: Well, this is a very sustainable
4 model. And that's what we looked, is sustainability.
5 How do you sustain it? And so that when we are able to
6 charge, like, membership fees, and make sure that this
7 thing is going to be sustainable. And what the great
8 news is is that there's not taxpayers' dollars going
9 into paying for the use of The "Y," is our membership
10 fees -- our membership fees and program fees are paying
11 for the use -- or the maintaining of the YMCA.

12 MS. RICHARDSON: Well, it's a smart decision
13 because you're with your clients, you know, you're
14 parents are here and say, well, my kids are here, why
15 don't I join The "Y"? I think it's a smart decision.

16 MS. SCHAECHTER: (Indicating.)

17 MS. MILLER: Yes, Judy.

18 MS. SCHAECHTER: Judy Schaechter. Thank you for
19 hosting us here. A nice way to open up the morning.

20 First, in terms of initial building and start-up
21 funds, were those costs shared? Were there outside
22 players that contributed? Can you give us an idea of
23 that.

24 MR. FERBER: We are very fortunate to have a
25 wonderful developer that we're working with. This

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1 school was built five years too early. When we built
2 the school and the Y -- there wasn't anybody living in
3 this area at one time, if you can imagine that. You
4 know what's happened to this whole Lake Nona,
5 Narcoossee Boulevard. This is where the medical
6 school's going to be. This is where Nemours is going
7 to be. This is where Bernaum's going to be. So
8 there's going to be 50 to 75,000 people living in this
9 neighborhood.

10 The developer, front-end, everything here that he
11 paid for the school, he paid for The "Y", until there
12 was enough homes and housing to be able to do --
13 support the operation of this particular facility.
14 Now, we don't have that luxury at -- in a lot of
15 places, like in Apopka we don't have that luxury, and
16 we're going to be doing it a little bit differently.
17 But at this particular school, the developer,
18 Tavistock, really stepped up and said that this was
19 important -- this was a -- a school and a "Y" were here
20 first before the homes were built, and so as people
21 were looking for a place to locate, is The "Y" and the
22 school was already here.

23 So I think from their standpoint and from
24 absorption rates and from what it probably costs per
25 lot, they could -- it probably made business sense with

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1 them at the same time.

2 MS. SCHAECHTER: It sounds like you would have a
3 huge incentive, actually, in where you can take it, but
4 nonetheless, a partnership is really very interesting
5 in terms of the sustainability you mentioned, you
6 mentioned the wellness membership. I would imagine
7 that a lot of your refurbished sites and sites even
8 where The "Y" isn't across the street, but there aren't
9 really 25 to 30 acres to build on and you may have to
10 go in on partnerships that don't have facilities, that
11 you're going to have to pare down to school and
12 after-school programs.

13 In that case, does it hurt your sustainability?
14 And in terms of the outcome, the principal on the
15 treadmill next to you kind of thing, are those
16 essential qualities enough or we need all four
17 components of the child care, the school, the
18 after-school and the wellness?

19 MR. LARSON: I don't know that we're willing to
20 give that up yet. And I want to share with you, we
21 have in, our association, what's called "Home Mission."
22 And five cents of every membership dollar goes into our

23 Home Mission fund. I work with our community Outreach
24 program, so I'm glad to have the opportunity to share
25 it with you. So that makes it possible for us to have

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1 just an incredibly beautiful YMCA.

2 As Jim was saying, at Oak Ridge, which is a
3 community that's not able to support it through
4 membership alone, we're able to provide a full-scale,
5 first-class YMCA with all the components that you would
6 expect at the YMCA child development and the like, and
7 then that partnership with the high school.

8 That's also true in Pine Hills and other
9 community -- in Tangelo Park, and we have several other
10 Outreach programs. We do the same thing in our other
11 programs. Just as a point of information, we share, in
12 that whole mission sense, to be able to provide full
13 service to those other communities.

14 So I think that rather than giving up being able
15 to give the type of program we think has impact on
16 families -- like I said, our mission is strong kids,
17 strong families, strong community, and we think it's
18 because it's all free that we have the impact that we
19 do; that we look for those innovative partnerships and
20 innovative ways of doing things so that we can provide
21 those things and really create an opportunity to change
22 lives.

23 MS. MILLER: I'm sorry, we're overrunning, a
24 little bit behind, we will have to move on. But thank
25 you so much, Mr. Larson and Mr. Ferber, for your time.

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1 We could ask you questions all day. And I know that
2 we're all looking forward to our tour. Thank you.

3 MR. FERBER: Thank you.

4 MR. LARSON: Thank you so much.

5 MS. MILLER: I want to remind everyone to go ahead
6 and speak really loudly into your microphone. We want
7 to make sure that everyone can hear. It's not just
8 here, but everywhere else they're listening from.

9 At this time, we are pleased to welcome Orange
10 County School District's superintendent, Ronald
11 Blocker. Ronald Blocker was named Orange County's
12 superintendent in July 2000, and leads the nation's
13 eleventh largest school district. He's worked for
14 Orange County Public Schools since 1977 and before
15 becoming superintendent, served as deputy
16 superintendent of operations.

17 Welcome.

18 MR. BLOCKER: Thank you. That's probably more
19 information than you wanted to hear. Thank you very
20 much, though.

21 When I heard that you were meeting here, the head

22 of our superintendents' association, Bill Moffitt,
23 thought it would be good for you-all to hear what a
24 school district does as far as health and wellness.
25 And so I'm speaking on behalf of Orange County, but

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1 it's probably some approaches that other districts are
2 using as help.

3 First, let me start to say that we're proud to be
4 a partner with the Central Florida YMCA in making this
5 facility work for this community and also our
6 employees, but it's -- one of the things that I wanted
7 to do is just share with you some of the things that we
8 do here in Orange County Public Schools.

9 As you all know, a school district alone cannot
10 solve the problem with health and fitness and the
11 challenges that our students face, because basically we
12 can do some things during the school day -- and a lot
13 of things have to happen in the community. You-all are
14 familiar with the research about the increase -- or the
15 impact that we have with Type II diabetes and the fact
16 that this generation may be the first one that may not
17 outlive his parents.

18 So it's a pretty serious mandate, I think,
19 everybody has, whether this council exists or not. But
20 the way we stepped up to the plate is that we wanted to
21 make sure that we had a wellness policy in place that
22 would guide the District's actions and that we would
23 use that policy to pretty much dictate our thinking on
24 how we approach it. Because as you work in the
25 individual schools, you're going to find out that

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1 pretty resourceful people will come up with pretty
2 innovative ideas on how to implement certain policies,
3 and you want to give them some consistency.

4 At all of our schools, we have a health school
5 wellness team in place, and the members of this team
6 are responsible for assessing and planning
7 health-related goals for staff and students. And
8 essentially what that means is the team will take our
9 school wellness policy that the board has approved,
10 school board has approved, and kind of overlay it on
11 the school's practices and determine if there's some
12 gaps, and if there's some gaps, then that wellness team
13 will then determine and develop strategies to kind of
14 eliminate those gaps.

15 Now, that can take a different profile depending
16 on the school and the school's needs, but the bottom
17 line is: One hundred percent of our schools have
18 school wellness teams in place to do just that. Some
19 of these gaps can be eliminated within a year, some of
20 them are a multi-year plan, but the important thing to

21 remember is there is a focus on eliminating the gaps
22 that we have.

23 In our cafeterias, you will find healthy choices,
24 not the school lunch that you may remember from years
25 ago. We are limiting trans fats in our kitchen. We're

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1 serving more grains, lean meats, and students are
2 requesting more salads. Last year, we served 339,000
3 pounds of salads. So I think that's born out by that.
4 Every day, a student can select a fresh fruit or a
5 vegetable in our cafeterias. And just last week our
6 school lunch program gained international attention
7 when the Voice of America news network videotaped the
8 cafeteria in one of our local high schools, University
9 High School. The reporter will air this story in 20
10 counties, and he keyed in on how we offer food that
11 students have requested, and some of those items
12 include Asian stir fry dish and Latino-inspired dishes.
13 Students enjoy one of our black bean dishes so well, as
14 a matter of fact, the cafeteria manager reported she
15 never expected kids to like beans, but she now makes
16 sure that her kitchen is fully stocked.

17 So what that's saying is even though we deal with
18 great diversity within this district -- and we do have
19 great diversity, we have 179 nationalities represented
20 in our district and they speak 132 different languages
21 and dialects -- we try to cater to the desires of the
22 local population but keep it within the framework of
23 healthy food offering.

24 We try to be creative about our instruction, and
25 some of that, as I said, goes beyond the school day,

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1 to -- in try to involve our parents in to helping kids
2 develop a healthy way of living.

3 Just this month, we held a healthy food challenge
4 at two of our elementary schools and -- in the evening
5 where we got together teams of three students and an
6 adult -- and yours truly was one of those adults to
7 kick it off -- where they demonstrated in front of a
8 standing-room-only room of parents, a cafeteria full of
9 parents, in the evening, how you can prepare healthy
10 foods and what you should have in your kitchen. So it
11 doesn't appear to be a challenge for parents to shift
12 to that.

13 A nutritionist, along with our community health
14 partners -- and we have community health partners in
15 the Winter Park Health Foundation, which is attached --
16 affiliated with Winter Park Hospital, the HealthCentral
17 Foundation, which is affiliated with another hospital,
18 Orlando Regional, and these health partners provided us
19 sacks of groceries and cooking utensils, and we had to

20 provide the recipes. So each student team had to
21 develop a recipe on the spot with the healthy choices
22 they had before them.

23 And I was at the one at Dommerich Elementary,
24 which is in our Maitland area, and I was quite
25 impressed with the way the students went through their

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1 problems. You know, as a superintendent, you look at
2 various levels of learning here. But one of the things
3 they did as they prepared the dishes -- you know, they
4 named them. Let me give you an example. One dish that
5 my team prepared consisted of lean pork cubes, along
6 with rice and beans, the fourth graders decided to call
7 theirs "porkness." Another one took -- the pineapple
8 salad really is sliced pineapples, fresh, sliced
9 pineapples, applesauce and raisins, and they just
10 really got into not only the healthy part of it but the
11 presentation. So by the time it was all over -- we all
12 had a good time. I didn't take anything home, but we
13 still had a good time.

14 When Governor Crist -- and this is being repeated
15 through other schools, by the way, because we believe
16 in bringing the parents into the picture.

17 When Governor Crist signed the physical education
18 bill into law, we were already preparing, here within
19 this district, how to comply with the law and also
20 encourage students to choose a healthy, lifelong,
21 active lifestyle.

22 Right now, we conduct trainings every month for
23 teachers to learn innovative ways to teach physical
24 education. And, at the beginning of next month, every
25 one of our physical education teachers is required to

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1 attend the Florida Alliance for Health, Physical
2 Education, Recreation, Dance and Sport Conference held
3 here in Orlando.

4 We have realized that in order to implement this
5 with fidelity and effectively, you really have to
6 continue ongoing training to have -- to not only deal
7 with the turnover you may have in instructional staff,
8 but also the mind-set that you want to create. And
9 what's happening with the physical education teachers,
10 will be integrated in the other classroom instructions:
11 Math, science, reading; it doesn't matter. We are
12 trying to establish lifestyle as a way of addressing
13 the needs of obesity and other health-threatening
14 issues for our youth.

15 And, of course, we're doing what a lot of other
16 districts are doing. I would like to think that we
17 were one of the leaders, but everybody's kind of seemed
18 to realize the importance of changing what you offer in

19 your vending machines in the high schools. And so we
20 have eliminated all sugary, carbonated drinks. And we
21 are kind of worried about it because the schools also
22 were looking at the bottom line. The proceeds from
23 those vending machines helped them buy extra things
24 that they need for the campuses. The principals were
25 quite concerned, but also realized that an overriding

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1 priority was to have -- if you can't offer healthy
2 offerings in the school, where can you do it? And, so,
3 at least three years ago, we started shifting toward
4 that. And we realized there was a slight dip in
5 profits, but as time moved on, students realized that
6 if you were going to buy a drink on campus, bottled
7 water or juices, that was the only thing that was going
8 to be offered; and they adjusted. And so that's no
9 longer an issue. Snacks, unhealthy snacks, are no
10 longer offered.

11 So those -- those are the approaches we've used
12 here in Orange County Public Schools.

13 MS. MILLER: Thank you.

14 Do I have any questions from the council?

15 MS. RYCZEK: (Indicating.)

16 MS. MILLER: Yes, Julie.

17 MS. RYCZEK: Well, first of all, I want to say
18 thank you for being the superintendent and starting it,
19 because it needs to be the top down.

20 Again, my name is Julie Ryczek and I'm an
21 elementary school from Pinellas County.

22 MR. BLOCKER: Okay.

23 MS. RYCZEK: My understanding is that you have a
24 health school wellness team at every -- is that
25 elementary, middle, and high school?

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1 MR. BLOCKER: Yes, ma'am.

2 MS. RYCZEK: So it is placed in your SIP plan?

3 You have your --

4 MR. BLOCKER: I don't know if they've worked them
5 into the school improvement plans. I do know that they
6 know that that's their purpose for existing.

7 Did somebody give me an A-okay on that?

8 MS. RYCZEK: Yeah. Yes.

9 MR. BLOCKER: Okay. There's the person who knows
10 more about it than I do. Okay.

11 MS. RYCZEK: And you have said this year you
12 started with the trainings for the teachers. Is it the
13 whole staff?

14 MR. BLOCKER: All of the physical education
15 teachers are being trained on this, but we're also
16 going to move that through orientations and workshops
17 and faculty meetings and anywhere else, into the

18 thinking of integrating it into other classes.
19 MS. RYCZEK: Well, in a nut -- I have a question:
20 Do you feel that we provide adequate financial
21 resources at both state and federal and national level
22 to support quality physical education and health
23 education in the classroom? Because as you know as a
24 superintendent, we don't have the same model as the
25 curriculum, reading and science, for the TPR.

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1 MR. BLOCKER: Right.

2 MS. RYCZEK: So, for example, a physical education
3 teacher could have 60 kids out there, one P.E.
4 certified teacher and then two aides, where we come
5 back into the classroom, we, you know, we have the 25
6 or 32.

7 MR. BLOCKER: Right.

8 MS. RYCZEK: How do you feel about that?

9 MR. BLOCKER: Okay. Well, see now, at first, I
10 thought you were asking a trick question, because
11 whenever you ask a superintendent, do you have enough
12 resources, the answer -- I got a flash card, I
13 automatically know.

14 But in reality, I think if you map out where you
15 want to be and what we have now, whether it's Orange
16 County Public Schools or whether it's Miami-Dade or
17 Monroe, you don't have enough. Because where you want
18 to be, you need enough time to do the things you need
19 to do. That may require a longer school day, it may
20 not, I don't know. You may need resources to jump
21 start where you need to be. Because there -- depending
22 on the levels of readiness, some districts or schools
23 within a district may be more on top of it than others,
24 and how do you close that gap and bring those others
25 there?

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1 And it requires a very focussed way of thinking.
2 I mean, right now, we're doing things at the district
3 level and there are some things that came through state
4 law, for instance, the Governor's latest legislation,
5 but is there -- I think everybody has -- agrees that
6 something needs to be done, but no one has given the
7 focus on how to get there. And you're going to be kind
8 of scattered throughout the nation and throughout the
9 state in how you accomplish that. And at the end of
10 day when that child matriculates out of high school,
11 will they have an understanding of how to conduct
12 themselves the rest of their lives; and how to raise
13 their children appropriately; and how to establish the
14 right foundation within their families? And I think if
15 you have that as an overall goal, I think we would even
16 shift our whole way of thinking on this. But, you

17 know, how do you beat an elephant one bite at a time?

18 MS. RICHARDSON: (Indicating.)

19 MS. MILLER: Yeah, Dot.

20 MS. RICHARDSON: Dot Richardson. Hi,
21 Superintendent. Good to see you again.

22 MR. BLOCKER: Good to see you again, too.

23 MS. RICHARDSON: Has there ever been discussion of
24 extending the school day to where a normal school hour
25 goes to about 5:00 or 6:00, giving parents time to get

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1 back, in utilizing the facilities of schools with the
2 children there in regards to hitting the needs of
3 physical activity and hitting the needs of the creative
4 side and even study hall, things like that?

5 I mean, as a superintendent, is your group a very
6 powerful group of teachers? You know, has there ever
7 been a discussion?

8 MR. BLOCKER: We periodically discuss extending
9 the school day. In Orange County, it's kind of hit the
10 financial wall because what we -- the high schools that
11 would put in -- placed in an additional class period,
12 where we have done that is where we've tried to catch
13 some lower-performing schools up to where we needed to
14 be as it related to the school grade.

15 But, quite honestly, it's been, you know, out of
16 pocket, so to speak, how that happens. For instance, I
17 think a wonderful thing happens at the middle schools
18 in this area, the county government, in working in
19 partnership with our local YMCAs and boys and girls
20 clubs, offer an after-school program for middle
21 schoolers, and that, I think, has an impact. And when
22 you know you have these students for this period of
23 time, other than some of the other activities they're
24 working on, this is a wonderful time to work with a
25 captive audience on that. It helps the kids not become

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1 latch-key kids while their parents are, you know, not
2 home yet, and it allows us to provide supervision for
3 them completing assignments, but it also allows an
4 opportunity to provide enrichment activities, and
5 that's what happens.

6 At the elementary schools, you have what we call
7 extended day. But the difference between the
8 extended-day program in the elementary schools' and the
9 middle school after-school program is that the parents
10 pay for that; they cover the expense themselves and
11 they pay for that. So not every parent may take
12 advantage of that. And even though we have means of
13 helping at-risk families to deal with that, you're
14 still not reaching everyone. And then the lessons we
15 learn from offering summer programs for those who don't

16 pass a third grade reading test -- you know, when you
17 have a couple thousand kids that's basically guaranteed
18 not to be promoted to the next grade until they --
19 unless they go through a summer program, and then the
20 parents are fully aware of this and they choose not to
21 send their children to the summer program, then -- you
22 know, we have about 40 percent of the students in
23 Orange County that are eligible for this that don't
24 take advantage of that.

25 So the lessons you learn from that is, you pretty

0050

1 much have to be prescriptive in what you do and make it
2 available to as many parents as possible so that it
3 removes the excuse of economics and it removes the
4 excuse of time commitment. Because, left to their own
5 designs, not every parent -- and I don't mean to paint
6 with a broad brush, but not every parent will take
7 advantage of what you're talking about.

8 So my answer to your questions is: It would help
9 to have more time in which to do that.

10 MS. RICHARDSON: Because I wonder, when you talk
11 about extending time, are you thinking of every faculty
12 member staying or are you looking, like, in sports
13 where there's a stipend provided for a coach, that
14 there's the opportunity for these teachers to get a
15 stipend if they stay and are in charge of physical
16 education, of the study hall hour, and of the creative
17 arts selection? I mean, I just...

18 MR. BLOCKER: Well, if you offered an additional
19 class period, say if you extended the day to account
20 for additional class period -- and please don't take
21 this as dictum because I don't want the teachers' union
22 here in Orange County to saying, hey, you didn't
23 negotiate that. But when you offer that extra class
24 period, then you can approach it in a very positive
25 manner, because then you provide -- you increase your

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1 course offerings of recreational and physical
2 education, and you allow the students to be able to
3 take advantage of it.

4 And that becomes, I think, a little bit more
5 practical because it's a thing of choice and you have
6 time in which to do that. That's just me thinking off
7 the top of my head right now.

8 MS. RICHARDSON: Because I know on the national
9 level, CDC has shown an increase in added obesity in
10 our children correlating with a decrease of physical
11 education provided in schools. So I just thought that
12 was interesting that we can do -- I guess that's why
13 we're here. Thank you.

14 MS. SHERIDAN: (Indicating.)

15 MS. MILLER: Sheila.
16 MS. SHERIDAN: Good morning, Superintendent.
17 MR. BLOCKER: Good morning, Ms. Sheridan.
18 MS. SHERIDAN: There's so many good things going
19 on; it's so exciting. I'm the food service director in
20 Collier County, and I know your director, Laurel, very
21 well, and all her staff. I just have a couple of
22 questions. You said that you have students coming from
23 179 counties -- countries.
24 MR. BLOCKER: Countries, yes, uh-huh.
25 MS. SHERIDAN: I know there's only 67 counties in

0052

1 Florida.
2 In Collier, what we found was that you change the
3 menu overnight but you can't change the kids overnight.
4 And when we take students that are coming from other
5 places, we say, here's a slice of whole grain bread,
6 they will reject these nutritious foods because they're
7 not familiar with them.
8 MR. BLOCKER: Uh-huh.
9 MS. SHERIDAN: And I just wondered -- what you
10 realize quickly is that you have to tie that hand and
11 hand with nutrition education in the classroom, taste
12 testing tests and things like that, so that the kids
13 become familiar with these foods.
14 Have you been involved in that kind of thing with
15 nutrition education?
16 MR. BLOCKER: Now, I'm not as close to the
17 implementation as, say, Laurel would be, but I do have
18 taste -- we do, I guess, some type of marketing
19 activity where our food services people will provide
20 these opportunities for kids to taste and give reaction
21 to menu items prior to the menus being made permanent
22 in our offerings.
23 MS. SHERIDAN: Well, I'm talking about the
24 curriculum, K through 12, just generally, with
25 nutrition and health education in the classroom.

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1 MR. BLOCKER: Oh, okay. We're evolving in that
2 area. The -- we realize that the more that we educate
3 students in a variety of ways, the better it will be.
4 But we are not where we want to be with that yet.
5 MS. MILLER: We have time for one more question.
6 Monty.
7 MR. CASTEVENS: Superintendent Blocker,
8 Monty Castevens with Special Olympics Florida. Of
9 course, it being the program that we are, we're
10 intensely interested in ensuring that people with
11 disabilities of all types have equal access, equal
12 opportunity there. You-all have been very innovative
13 in your approaches to that, and very much appreciated.

14 How do we spread those approaches across the
15 state, because it doesn't exist in many, many systems?

16 MR. BLOCKER: Wow. Well, first, when I became
17 superintendent seven years ago -- and this really
18 precedes -- I think the mind-set precedes me taking the
19 helm, but the first direction I gave to everyone is
20 that we educate all children, regardless; all children,
21 and when you take that attitude that whether they're
22 rich or poor, black or white, from another country or
23 not, disabled or nondisabled, that basically they
24 are -- they're entitled to the best education we can
25 give them. So if you first establish that, then

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1 everything else is secondary.

2 You really -- in Orange County, something unique
3 happened, and I think it goes back many years, we kind
4 of prided ourselves on how we worked with the disabled
5 learner and it became an industry of its own. And so
6 when our folks, even in Special Olympics, asked for
7 people to help out, they get more than enough help
8 because people just feel good about what we do.

9 So I guess the -- spreading it throughout the
10 state would be providing some models that work so that
11 people are not highly anxious about, you know, taking
12 on the task. And so if we can find as many successful
13 models as possible, maybe we do it that way. But we
14 really -- I just have to believe we just have a great
15 group of people that have the right attitude about
16 working with different learners. I'm very proud of
17 them.

18 MS. MILLER: Thank you so much, Mr. Blocker. I
19 appreciate your time.

20 MR. BLOCKER: I'm excused now?

21 MS. MILLER: And next, we want to bring out
22 Ms. Jacquelyn Bick, who is Miss Central Florida, U.S.
23 Jackie holds a bachelor of science degree in healthcare
24 administration with a specialization in business and
25 communication from Ohio University. As a national

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1 account manager at the Human Performance Institute,
2 Jackie works with hundreds of Fortune 500 corporate
3 executives in the areas of increasing productivity,
4 engagement and performance. Jackie consults on various
5 implementation processes for energy management training
6 according to the company's interests and needs. Jackie
7 is an active community advocate for proactive health
8 and lifestyle choices and currently holds the title of
9 Miss Central Florida, U.S.

10 Welcome.

11 MS. BICK: Thank you very much. That's actually a
12 mouthful, I apologize. I would have made something a

13 little bit more concise.
14 I'd like to welcome you-all here today to Lake
15 Nona, where I also reside in this wonderful community.
16 As I talk to you a little bit, I took some notes --
17 because they gave me about ten minutes and I could talk
18 probably for hours about my passion, which is proactive
19 lifestyle choices. And I think that's where our
20 country is lacking in our healthcare system because
21 we've become adapted to this reactive behavior, so
22 please think about awareness, access, and achievement.
23 An A-plus community is where I want to live, work, grow
24 and play. And I don't know about you, but that's what
25 brought me here to Central Florida.

0056

1 As a community advocate for proactive health and
2 lifestyle choices, being that I'm neither a
3 nutritionist or an exercise physiologist, it is just
4 one reason why I say if I can do it, then so can you.
5 What is "it," you may ask? Taking responsibility for a
6 healthier future now. Of course, taking responsibility
7 for not only my health and my family's health but my
8 friends' and my community's health. We need more
9 community partners in the healthcare field, as well as
10 nonrelated fields, to take a stand together.

11 As the current Miss Central Florida, United
12 States, my platform is to "get moving," helping people
13 recognize their responsibility for a healthier future
14 now, for tomorrow is already too late. Now I'd like
15 our community, as well as the State of Florida, to
16 assist with helping people recognizing their
17 responsibility for a healthier future through two ways:
18 First one was access; the second one, awareness. I
19 think that's where most of our simple steps can start
20 and continue and carry us through as a nation's leader
21 of the state. Awareness that there are tools and
22 resources out there that work. One of them working on
23 creating synergy with a couple of after-school
24 programs: Club Fit, which is a middle school
25 after-school program, which is locally recognized, and

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1 Recharge, which is an action for healthy kids
2 elementary school after-school program, and is
3 nationally recognized.

4 You see I grabbed a locally-recognized,
5 after-school program with a nationally-recognized,
6 after-school program to create a quick synergy to take
7 Club Fit nationally in a quicker format. I have been
8 working with them over the past few months in my lunch
9 hours and my evening hours, because I have a very busy
10 day job. We are currently coming up with effective and
11 efficient ways to promote awareness and access to these

12 programs. The first one is to allow the public and
13 private schools to have an awareness that they actually
14 exist, and the second one is to have access, whether
15 it's leaders or funding, to actually utilize these
16 programs.

17 That's just one example of access and awareness.
18 I'm sure you have many, and then you'll hear them
19 throughout our speakers today.

20 So how can we provide a proactive and unlimited
21 awareness for our community's children, leaders,
22 parents, teachers, et cetera, to what is accessible to
23 them?

24 We are all very aware of what we're doing wrong.
25 The stats tell us this through the media, and the data

0058

1 definitely shows us that obesity is on the rise and
2 it's been an epidemic for a while. So, instead, why
3 don't we share awareness and access to healthier
4 proactive and alternative lifestyle choices to have a
5 better, clear understanding of why we should choose
6 option "A" or "B" versus "C" or "D," whether this is
7 nutrition related, stress related, movement, exercise
8 related?

9 Why don't we celebrate, on a larger scale, family
10 health and fitness day? Which is, in case you're
11 unaware, the last Saturday of September. Which is
12 something I just learned in October, so I was a little
13 late in finding that out. Maybe it's because I didn't
14 read about the activities that were available on
15 September 29th of this year or maybe I didn't even know
16 that the day existed. There's actually a huge list of
17 calendar events designated to different health and
18 awareness programs, some I'm sure you're aware of,
19 which is World Health Day, April 7th; October, which is
20 breast cancer awareness; and public health week, which
21 is the first full week in April.

22 Here's another project that I'm working on: There
23 are 5-Ks and family runs for multiple types of diseases
24 and cancers, so why don't we recognize family health in
25 this way: With a proactive measure, such as a 5-K or a

0059

1 family-run mile of fun where the profits and proceeds
2 support and provide access for schools to integrate
3 after-school programs, such as Club Fit and Recharge,
4 or do we have to wait for children and parents to die a
5 premature death, death related to obesity, heart
6 disease and preventive illnesses before anybody, such
7 as our healthcare providers and large community
8 leaders, actually sponsor an event such as this?

9 So my final word is that the community and
10 state -- excuse me, that a community in a state that I

11 know that I want to live, work, grow, and continue to
12 play, can have a breakthrough through this epidemic
13 through these simple steps of access and awareness,
14 focussing on new, simple lifestyle choices instead of
15 reading or being lectured on what we're doing wrong; we
16 get that, and we still continue to do the behaviors
17 that we choose.

18 I would like to leave you with a quote from an
19 MSNBC article, "The Fast Road to Fat City", that was
20 actually published on September 12th: "The
21 environment" -- which is our community -- "has
22 complicated both the cause and the solution to the
23 obesity crisis." So I would say, let's take on our
24 responsibility for our health and well-being, as well
25 as hold each other accountable for each other's. As we

0060

1 know, tomorrow is already too late. That's it. Thank
2 you.

3 MS. MILLER: Thank you.

4 Do we have any questions?

5 (No response.)

6 MS. MILLER: Thank you very much.

7 MS. BICK: You're welcome.

8 MS. MILLER: We're going to move right on and try
9 to catch up some time.

10 Next, we're going to hear from Bob Norberg -- if
11 you want to go ahead and join us -- deputy executive
12 director of the Florida Department of Citrus.
13 Mr. Norberg is responsible for research and operations.
14 The FDOC conducts scientific, economic and consumer
15 research for the Florida citrus industry. The FDOC
16 uses the positive health and nutritional benefits of
17 Florida citrus as a motivator for consumers.

18 Welcome.

19 MR. NORBERG: Thank you, panel, for having me
20 here. The Department of Citrus is happy to contribute
21 to what's a very important effort. I brought a small
22 slide show. I'm going to start off just a little
23 bit -- talk a little bit about the Department of
24 Citrus, give you an idea of what we are, who we are,
25 and then bring some pragmatic recommendations -- as we

0061

1 went through the executive order, we tried to look at
2 where we could fit in, what would be our role, and --
3 so we're going to make a couple of recommendations
4 hopefully that you'll find interesting.

5 Next slide, please.

6 So, like I said, I'm just going to start off, give
7 you a brief overview of who we are.

8 Next slide.

9 In 1935, the citrus growers of the State of

10 Florida went to the state legislature and asked the
11 legislature to form an executive agency. We report
12 directly to the governor. We're governed by a
13 commission, 12-member commission, and we're
14 responsible, basically, for regulation, research, and
15 marketing, market promotion of citrus products.
16 We're -- the regulation, we basically have a -- rules
17 and -- that we -- that we create to monitor the
18 movement of citrus products across the state of Florida
19 and into commerce. We do research, both nutrition
20 research, as well as plant research, on citrus products
21 growing, as well as consumption. And then the biggest
22 part of our -- of our activity is in market promotion.
23 We do national and international advertising of citrus
24 products.
25 Next slide, please.

0062

1 We're funded by an excise tax that is assessed on
2 every box of citrus that is produced in the state. Our
3 commission basically votes on the tax rate. The
4 commission is made up of citrus growers, so it's kind
5 of a self-funded agency. This year, our budget is
6 about \$57 million, and 70 percent of that goes to
7 market promotion, for both international and domestic
8 promotional activities.
9 You may have recognized some of our TV
10 advertising. We're the "healthy, pure and simple" --
11 "drink Florida orange juice," those types of ads. We
12 do ads for grapefruit juice and grapefruit across the
13 globe.
14 Next slide, please.

15 Our mission statement today is to grow the market
16 for citrus products and, basically, what we use as our
17 platform is the nutritional benefits of citrus
18 products. We find that to be very motivating for
19 consumers, as well as it's something that can set
20 Florida citrus apart from its competition. So we
21 talked to consumers in both education -- educational
22 and motivational tones to convince them to consume
23 citrus products, potentially spend more of their
24 disposable income on citrus products based on the fact
25 that you will get not only a tasty beverage and a

0063

1 refreshing beverage but a healthy and nutritional
2 beverage.
3 So our mission is basically to grow the market for
4 citrus products, and we have the research and
5 regulation behind it to help us do that.
6 Next slide, please.
7 Florida citrus, as you guys are very well familiar
8 with, it's a very big industry in the state of Florida.

9 It contributes about \$9.3 billion to the state economy
10 every year, in both direct and indirect economic
11 benefits. It creates over 80,000 jobs, \$2.7 billion in
12 labor income, as well as \$300 million dollars in tax
13 base, both sales tax, property taxes, et cetera.

14 Next slide.

15 So as we kind of looked at this executive order
16 and said, what are we going to bring to the table here,
17 we said -- you know, amongst all of the "A" through "Z"
18 action plans that's attached to this executive order,
19 there was about a half a dozen that we would like to
20 talk to you about in terms of a marketing plan for
21 motivating Floridians to make healthy living and eating
22 choices. What we find, it's all about figuring out --
23 you know, do your basic research and start with what
24 are -- who your consumer targets are, and then
25 determine what those -- will motivate those targets.

0064

1 Whether it be the school children, the adult population
2 or the older population, each one of those segments
3 have different motivators. But the bottom line is,
4 you're trying to motivate people to make the healthy
5 choices that we know are beneficial to them.

6 So, in that vein, we turned this over to our
7 public relations agency and we said, come up with some
8 programs that we've either used in the past or programs
9 that could be modeled that could help and be relatively
10 inexpensive programs that could be modeled and used to
11 help motivate consumers.

12 Next slide.

13 So we came up with a half a dozen. All of those,
14 I'm sure you are very well aware of -- as a matter of
15 fact, the superintendent talked about some things that
16 he's doing in the school that we think are very
17 important educational tools to talk to children, as
18 well as to use that same type of methodology to talk to
19 their parents about the reasons why they want to make
20 healthy eating choices.

21 Next slide, please.

22 What I did was I took a look again at the action
23 plan and I assigned a program to various elements of
24 the action plan. And, to paraphrase, action plan
25 letter "F," you know, you were asked to create a

0065

1 student wellness center and after-school programs for
2 families. And a program that we've used in the past,
3 actually, that could be expanded upon, is a squeeze and
4 breakfast program. It's basically a program to teach
5 children that the importance of a nutritional breakfast
6 include, of course, citrus products in that breakfast
7 choice. But that could be expanded upon to give those

8 same breakfast tip cards to parents to bring -- or
9 students to bring home to their parents. We
10 basically -- again, it's about education, talking to
11 them in terms of what are the reasons for wanting to
12 eat a healthy breakfast and what types of food make up
13 a healthy breakfast, and making it fun for them by
14 bringing in, you know, dieticians or chefs. Again, as
15 the superintendent mentioned, bring in those people to
16 add to the wisdom and add to the education of students
17 and their parents about the benefits of eating a
18 healthy breakfast.

19 Next slide, please.

20 Another program that is actually available right
21 now is we have created a citrus 101 curriculum. It's
22 on our website, and by de facto, it's the Healthy
23 Floridians website. It's linked to the Florida
24 Department of Citrus website. We've created a
25 curriculum that is basically for all school levels. It

0066

1 includes materials that could be used -- use citrus to
2 educate students about -- or educate students in the
3 curriculums of math, reading, history and science.
4 It's downloadable. It's available online right now.
5 It's kind of a fun way to learn about citrus in terms
6 of the healthy benefits of citrus, as well as the
7 importance of citrus to the state.

8 Next slide, please.

9 One of the other action plans was to deal with
10 promoting Florida agriculture in the workplace. And
11 I'm sure my cohort from the Department of Agriculture
12 will have much to say about this, but one of the
13 programs that we think could be very influential would
14 be to take -- take an education program to the
15 workplace, partner it with employers and insurance
16 companies, to talk to employees about the breadth of
17 Florida agriculture and the importance of Florida
18 agriculture.

19 Now move on to the next slide.

20 In conjunction with that, as we all know,
21 locally-grown produce is a big movement in the United
22 States today. One of the things that consumers are
23 looking for, to look for healthy and nutritional
24 products, as well as those products that are grown
25 locally. I think it would be important for us to

0067

1 educate -- again, educate consumers in Florida about
2 where they can find these locally-grown products and
3 what times of season they can find these strawberries,
4 the oranges, the tangerines and so forth, those items
5 that are grown here in Florida, that we're a major
6 producer of, and that all have very healthy benefits

7 attached to them.

8 So putting that information on your Healthy
9 Floridians' website, I think would be a benefit to the
10 citizens of the state of Florida.

11 Next slide, please.

12 Another program that could be pretty -- could be
13 developed pretty easily would be to develop the "shop
14 right guides." We've done this with citrus products,
15 where it basically shows consumers -- it's an easy tool
16 for consumers to take to the market with them or take
17 to the restaurant with them that basically says, here
18 is where you can find those healthy products in the
19 shopping center, in a grocery store. Very easy to code
20 a generic store map with where the healthy products are
21 or where the products that you might want to avoid.
22 But it's an easy tip and it's also a reminder for
23 consumers, on a regular basis, these are the healthy
24 choices that I should be trying to make.

25 And, then, finally, my last program, these --

0068

1 there's a multitude of programs, obviously, that we
2 could take on or could be done, but expanding public
3 awareness is really what it's all about. We've all
4 talked about it. The three speakers that I've heard so
5 far, as well as the questions from the panel, how do
6 you expand public awareness, one of the things is we
7 have a vast number of visitors that come to the state,
8 we need to educate those visitors that -- when they
9 come in, that Florida is committed to healthy choices,
10 healthy living and eating choices, and sponsoring
11 contests, like prettiest grove photo contest or drawing
12 contest, for educational -- for elementary school might
13 be one way to bring some awareness to the topic, as
14 well as, you know, stimulate some ideas from educators
15 and our travel and tourism industry.

16 So, my final slide, basically, is, you know, the
17 Department of Citrus can be a partner in educating
18 consumers -- Floridians on how to make healthy choices.
19 We have a consumer research department, a market
20 research department and a scientific research
21 department. We have five scientists and a nutritionist
22 on staff that is -- basically does nothing more than
23 commit themselves to looking at the nutritional
24 benefits for citrus products, as well as those
25 associated products. We specialize in advertising and

0069

1 public relations in citrus products, and we'd be glad
2 to partner in any way we can with this council. Thank
3 you.

4 MS. MILLER: Thank you.

5 Do we have any questions from council?

6 (Indicating.)
7 MS. MILLER: Yes -- I can't see you, but Julie.
8 MS. RYCZEK: Your program sounds wonderful. I'm
9 all about the poster contest. And, again, as an
10 elementary school teacher, we do that frequently. And
11 I'm looking at "F," as in fat, Obesity Policies, 2007,
12 and, as you know, I know the statistics for the cost of
13 fruits and vegetables have increased 40 percent since
14 1985 and the 2005 dietary guidelines for Americans for
15 a 2,000-calorie per day, we need to increase fruit
16 consumption by 132 percent. So it's something that we
17 really need to look at.

18 All of your programs are wonderful and I can't
19 wait to download it, but where are we going to get the
20 funds for this? Are you going to look to the U.S.D.A.?
21 Are you going to federal funds? How can we do this?

22 Because the breakfasts are great at the schools,
23 but it's -- there aren't any fruits that are offered at
24 some schools, and we need it more, as well as a -- let
25 the children know what these fruits look like. Some of

0070

1 them have never tasted them. Kids Bite Back, the
2 Farmer's Market, there are so many programs, but we
3 need the funds. So many things are getting dropped,
4 the grants are getting dropped. So how can we partner
5 with you but have the money?

6 MR. NORBERG: I mean, that's -- that's a very good
7 question. The funding for these types of programs is
8 going to have to come from some creative,
9 out-of-the-box thinking, like partnering with producers
10 of these types of products, partnering with those eight
11 companies that benefit from Healthy Floridians, like
12 insurance companies. The Florida Department of Citrus
13 has some funding that we apply and we use to schools,
14 but our funding is limited also and so that's why we
15 try to reach out to groups like the teachers or the
16 nutritionists and talk to them directly and have them
17 be the influencers for us.

18 But I think that that is a -- that's a big concern
19 that the council is going to have -- is going to
20 struggle with. I don't know where the funding is going
21 to come from.

22 MS. RYCZEK: Funding, as well as time. Because I
23 can get all the instructional information, I just -- we
24 don't have the time to give your curriculum. But thank
25 you so much, and I'm very excited on what you offered.

0071

1 MS. MILLER: Thank you.
2 Any more questions?
3 (Indicating.)
4 MS. MILLER: Yes, Judy.

5 MS. SCHAECHTER: Director Norberg, hi. Thanks for
6 coming. I really am pleased to draw on your expertise.
7 Before I ask my two questions, I'll mention that I was
8 recently back in Leone County and saw the citrus
9 exhibit in the historical museum, which is very
10 informative.

11 MR. NORBERG: Good.

12 MS. SCHAECHTER: I don't know if you had anything
13 to do with that.

14 My first question concerns limits on juice.
15 You're well aware, I'm sure, the American Academy of
16 Pediatrics and other organizations have put limits on
17 the amount of intake children should have regarding
18 juice. I think the cutoff is age seven, four to
19 six ounces for kids under that, eight to 12 for kids
20 over that. The reasoning behind that is that we --
21 while it's a good source of nutrition, they get a
22 whole lot of calories and it's not anti-citrus at all
23 but, rather, we'd rather see them eat the fruit, get
24 the benefit of the fiber, and that when they drink the
25 juice instead, they end up not subplanting those

0072

1 calories, in other words, they still eat the food in
2 terms of calories.

3 And so my question would be, what do you have to
4 comment on that question, first, and how would the
5 producers react?

6 MR. NORBERG: Well, we do have a nutritionist on
7 staff and she has recently published an article in the
8 Journal of Food Science, and in that article it talks
9 about the balance between calories and nutritional
10 benefits in the contents of nutrient density. And when
11 you score citrus juices against other popular juices,
12 hundred percent juices, the nutrient density for
13 those -- for citrus juices is so much higher than the
14 other juices that we hope to create a dialogue that
15 there is a balance between the number of calories or
16 the amount of carbohydrates in juices versus the other
17 nutritional benefits, the other vitamins and minerals.

18 We're constantly looking at the benefit of those
19 vitamins and minerals. There's been a whole lot of
20 tests on all types of food products in a test tube.
21 There has not been as many tests conducted on other
22 food products in vitro, in humans, as there has been in
23 tests to -- we're trying to focus our research on, how
24 are all of the combinations of these nutrients, vital
25 nutrients, antioxidants, et cetera, in juices, how do

0073

1 they all work in combination in the human body?

2 We think that there's a balance there. We
3 understand the recommendations for children under

4 seven. If we can get them all to drink four ounces of
5 citrus juice, we'd have it made. But that doesn't
6 happen today anyway, so I don't know that that is a big
7 barrier to the producers. The producers are -- want
8 kids to get off on the right step, eat healthy
9 products, then we know that hopefully they'll continue
10 to eat healthy products going forward.

11 MS. SCHAECHTER: Permission to just follow it up?

12 MS. MILLER: (Nods head.)

13 MS. SCHAECHTER: Thank you. I would look forward
14 to the article, because -- and I'm behind you --

15 MR. NORBERG: I have a copy of it.

16 MS. SCHAECHTER: -- absolutely, citrus is
17 preferable to the apple juice, et cetera, et cetera,
18 and that was a different question. So that would be
19 great.

20 The other is, our nutrition committee has looked
21 at how we can encourage schools to use local-grown
22 produce for the reasons you describe in terms of the
23 health benefit, as well as it's one of our objectives
24 in the plan.

25 We've been told that there are procurement

0074

1 difficulties, barriers to that; in other words, that
2 the bids that the schools must have, mean many times
3 produce, including citrus from California, will come in
4 cheaper than from Florida. How can we work with you to
5 get around that or solve that?

6 MR. NORBERG: If you will call me next time you
7 hear that the bids from California are cheaper than the
8 ones from Florida, we'll work directly with you.

9 MS. MILLER: Thank you.

10 Any others?

11

12 MS. SHERIDAN: (Indicating.)

13 MS. MILLER: Sheila.

14 MS. SHERIDAN: Just a quick question I have.

15 Again, I'm from Collier County school, food service.
16 We do serve fresh oranges. And when you're serving
17 breakfast for 800 students, you can't hand a child an
18 orange and say, here, happy breakfast. So, of course,
19 the only way to do it that we know of is the
20 sectionizers, cut the orange and it comes out in six or
21 eight pieces and then the children get a half of one.
22 They're much more likely to eat it once it's cut up
23 because they can pull that away. But now we're looking
24 more at trying to buy produce that's already prepared
25 like that. Where are we with --

0075

1 MR. NORBERG: Well, the type of fruit that you can
2 get that's prepared like that are tangerines,

3 obviously, and we grow a fair amount of tangerines in
4 the state of Florida. To sectionize a Florida orange
5 that's juicy and has a relatively thin peel, that -- we
6 haven't come up with a variety yet that's going to be
7 easy and not messy to eat whole.

8 MS. SHERIDAN: Right. I'm just saying, with 800
9 children, there's one person standing there pushing
10 this down 400 times -- carpal tunnel or something,
11 tennis elbow.

12 MR. NORBERG: Right. We used to have a very big
13 sectionizing industry in Florida. That went away about
14 15 years ago. I think that as fresh is pushed more and
15 more, for instance, through the pyramid, the guidelines
16 say, you know, fresh is better than juice, I think that
17 that becomes more prevalent, that you'll see commercial
18 entrepreneurs get into that business and start creating
19 those products.

20 MS. SHERIDAN: Great. Well, our bids say "only
21 Florida orange juice," because we believe that when it
22 comes to us very quickly it's higher in nutrient
23 density than if it's been on a truck for four or five
24 months before we get it --

25 MR. NORBERG: A lot of the county procurement

0076

1 offices do require Florida citrus products.

2 MS. SHERIDAN: Right. The only concern we had was
3 that working with our Department of Agriculture in
4 Collier County, was that they said that many of the
5 growers already had contracts for their products. And
6 so when we wanted to maybe get some product directly
7 from the growers, they said they wouldn't be able to
8 guarantee anything like that.

9 MR. NORBERG: Okay. Again, I know two large
10 growers that would be happy to supply oranges to --

11 MS. SHERIDAN: Great. We want to field test that.

12 MS. MILLER: Thank you, Mr. Norberg. We
13 appreciate your time.

14 MR. NORBERG: Sure.

15 MS. MILLER: Next up is Carole Strange, program
16 administrator for the office of Commissioner
17 Charles Bronson at the Florida Department of
18 Agriculture. Ms. Strange is part of the executive
19 staff and is responsible for the administration of
20 grant and special programs on both the state and
21 federal level.

22 Welcome.

23 MS. STRANGE: Good morning. Seeing all of the
24 previous presentations just reinforces, on behalf of
25 Commissioner Bronson and the Department, our

0077

1 willingness to be here. We thank you for the

2 opportunity, and we certainly want to be a part of the
3 solution.

4 I'd like to start by sharing with you some of the
5 initiatives that we have conducted on health and
6 nutrition.

7 Next.

8 Several years ago, we were fortunate enough to
9 have a speciality crop block grant, and I know Sheila
10 was one of the ones that helped with this program. And
11 what we did, we started -- it was called, "Eat your
12 colors every day," the Florida school pilot program,
13 and it was to increase fruit and vegetable consumption
14 in targeted counties throughout the state.

15 One of the most amazing things about this program
16 that I have to mention is these school districts did
17 not receive any additional funds, budget, anything, it
18 was out of their own initiative and willingness to just
19 start some new health and nutrition programs within the
20 schools. We provided tools and resources with produce
21 for better health, which was the national five-a-day
22 group. We worked with the Department of Education,
23 School Nutrition, and the Florida School Nutrition
24 Association and provided how-to materials.

25 Next.

0078

1 The pilot was year 2002, 2004. And you can see
2 the different counties listed. We had a total of ten
3 counties over a two-year period that were part of the
4 program, and we implemented the school pilot to help
5 get more fruits and vegetables, specifically Florida
6 fruits and vegetables, into the schools. And the
7 comment that Sheila just made is just so true, there's
8 so many constraints to work around, not just budget but
9 staff time and the form that your food product comes
10 in. And we just saw amazing initiative on the part of
11 these Florida school food service directors.

12 We worked very closely with the Department of
13 Education, School and Nutrition Services, and their
14 staff went out -- we actually went into the school
15 districts -- and I can say that even
16 Commissioner Bronson has eaten at some wonderful
17 lunchrooms throughout the state. We were able to go
18 where the children had celebrations and different
19 curriculum presentations to celebrate some of their new
20 ideas and what their school was doing; they were very
21 proud.

22 Next.

23 As part of the partnership for the Department and
24 Department of Education, we also developed a resource
25 guide, it was called "The fresh to you food service

0079

1 guide," and it shows how you could do more fruit and
2 vegetable options. Basically, some ideas to get around
3 some of the logistics for constraints with what you
4 have as far as your school cafeteria and, again, with
5 some of the labor and time prep for fruits and
6 vegetables.

7 The Department partnered with DOE, and we made
8 this available to every school district in Florida at
9 no charge. One of the best things that happened
10 afterwards was the fact that this very publication was
11 made the template for the national U.S.D.A. fruits and
12 vegetables lure, which is part of the federal school
13 lunch program.

14 Next.

15 You may recognize some of the faces on this next
16 slide. This past March 28th, the five-a-day program
17 changed their slogan to "fruits and veggies, more
18 matters," which is more reflective of the overall goal.
19 And we get very excited when we talk about Florida
20 fruits and vegetables and promoting "Fresh from
21 Florida." So we were pleased to host, along with the
22 Department of Health and Department of Education, a
23 kick-off event at the capital, and Secretary Viamonte
24 Ros and Lieutenant Governor Kottkamp were there and
25 helped speak and make comments just to really get this

0080

1 kicked off. It was a really fun event and I can
2 honestly say that people came together from all the
3 different agencies. There were in excess of 400 people
4 there.

5 If you'll go to the next slide.

6 I wish you could see the colors. Because we had
7 everybody there from Florida citrus, Florida fruit and
8 vegetable, Florida strawberry, watermelon and, the most
9 wonderful thing of all, we were able to bring our chef,
10 who I know works closely with Chef Joshua Butler, and
11 they actually cooked up fruits and vegetables and just
12 all this stuff. It was just like a celebration on the
13 plaza. And I -- we even had steel drum bands. We
14 figured anything that much fun, it would be a crowd
15 drawer. Which was a huge success. We've already
16 gotten calls this year saying, well, are you going to
17 do it again? And we would certainly hope so.

18 Next.

19 Some of our special programs our division of
20 marketing conducts, one is an African-American health
21 awareness campaign, which we were very fortunate to
22 have Donna Richardson serve as spokesperson. It's
23 basically -- this is targeted to South Florida with the
24 highest density of population so that our media and
25 marketing campaigns can reach the most people. This

0081

1 was in partnership in Miami-Dade and Palm Beach, and
2 there were special events, special PSAs, and there were
3 posters. And specifically on our website, there's
4 information, and Donna has comments and suggestions for
5 resources and how to have better health and nutrition.

6 Next.

7 The campaign itself promotes healthy lifestyles,
8 it's to address health issues, combat obesity,
9 obesity-related issues. And, again, we have a
10 spokesperson and information on the website, which, as
11 everyone knows, it's very helpful to have somebody
12 who's a recognized expert providing suggestions to
13 people.

14 Next.

15 One of the other campaigns is the 2006, 2007 NFL
16 partnership called "Kick off to better health." And
17 this involved our staff going statewide and hosting
18 events in Miami-Dade, specifically Broward, Palm Beach.
19 Individuals who attended some of these health kick-off
20 events where we promoted "Fresh from Florida" fruits
21 and vegetables and had demos with our chef and just
22 different suggestions and told people where to come
23 within our department to find out ideas and resources.
24 They were automatically eligible to win Super Bowl
25 tickets.

0082

1 Next.

2 We also partnered with Sprint in what we call
3 "Fresh from Florida Sprint Kids," and starting
4 April 21st through October of this year, in
5 partnership, we sponsored family fitness weekends and
6 sports events in eight locations throughout Florida.
7 And, of course, there's always Florida fresh fruits and
8 vegetables, and some of our chefs are on hand doing
9 demos. And these events are to encourage families to
10 participate together in health and fitness activities
11 and just make it an overall fun family event.

12 Next.

13 We've also had a Hispanic health awareness
14 campaign called "Fresco de la Florida," to promote food
15 at agriculture shows for -- Hispanic food shows
16 throughout Florida, and basically to encourage the
17 Hispanic community to add more fresh fruits and
18 vegetables, eat healthier, also encouraging a smart
19 weight, improve prenatal care. And this was all done
20 through PSAs, retail ads and special events, both
21 English and bilingual. And one of the things that ties
22 into that that we found when we worked with the schools
23 was the fact that you have a lot of ethnic diversity
24 with culinary preferences, and you do need to promote

25 things differently, from a marketing standpoint.

0083

1 So we've tried to do this in these areas, as well
2 as school food service. That became a real fun thing,
3 and I know even in Collier County they had children who
4 liked special events and themes that just kind of grew
5 on the kids and it became something that they could
6 join in with.

7 Next.

8 We are very pleased to have Chef Justin Timineri,
9 who, I will say now, teamed up with the governor's
10 chef, Joshua Butler, this past year. They won one of
11 the Great American Seafood Cook-offs for the United
12 States and took the title. They did this in New
13 Orleans. So we are very proud of both of them.

14 Chef Justin is our culinary ambassador to promote
15 "Fresh from Florida." He creates recipes, attends
16 trade events and he is always sought out for cooking
17 demos. And I'm sorry he couldn't be with us here
18 today. We had hoped maybe that was an option. We will
19 get your agenda for the other meetings and certainly
20 see if we can't do that. I know he would love it, and
21 we would, too. He does demonstrations, and one of the
22 things he is so adamant about is education for children
23 with nutrition.

24 Next.

25 He does what they call "extreme cuisine," and

0084

1 you'll see -- the classes are in April and May, and
2 this is strategic planning so that it's just before the
3 end of the school year and summer break, and it teaches
4 them all kinds of tips about making healthy snacks, and
5 it's kind of a way to learn and sneak in all these
6 nutrition in areas of things that they may -- it's like
7 rocket science, if you do it differently and they think
8 this is a culinary demonstration and they're with a
9 chef -- this is great fun. If you say, well, we're
10 going to sit down and learn about nutrition, how many
11 want to sit at table one? They love Chef Justin. And
12 because the program has been so overwhelmingly popular
13 and we only have Chef Justin, what we've done is team
14 up with County Extension, Florida Farm Bureau and
15 community volunteers to come in, and we teach them how
16 to replicate the program in their schools.

17 Next slide.

18 Bureau of Food Distribution is another area of
19 program for the Department. We administer U.S.D.A.
20 commodity support for the national school lunch program
21 and we also provide community -- over 200 agencies for
22 school peer food banks and feeding organizations, which
23 you typically here TFAT, the emergency food

24 organization. And we do this and try and get more
25 fruits and vegetables even in with the U.S.D.A.

0085

1 commodities for emergencies. This is also for -- I
2 said your school -- your pantries. Schools are both
3 public and private, and your TFAT, as well as the
4 pantries.

5 Next.

6 The Bureau of Food Distribution, this past '06,
7 '07 year, distributed over 83 million pounds of food in
8 Florida, served over 2,000 soup kitchens, food banks,
9 pantries combined. The dollar value of the food
10 distributed exceeded \$56 million, and our records show
11 that an estimated three million people were reached
12 daily.

13 Next.

14 Another program area that the Department works
15 with, the Department of Health is the WIC Farmer's
16 Market Program. This past year, booklets totalling
17 \$699,000 were given out to 39,000 WIC clients. You'll
18 see those counties listed below for those who
19 participated in this past program. We also have
20 agreements in place with 211 farmers throughout Florida
21 to provide direct to these WIC markets.

22 Next slide.

23 Okay. Also, we're one of the lead agencies for
24 emergency disaster for the state. You'll see that in
25 '06, '07, although it was a relatively calm year, we

0086

1 dispatched 135 trucks for emergency supplies and water.

2 Next.

3 I'll leave you on this note because I know I'm
4 running out of time, but just as a tickler, to let you
5 know, we have a campaign that will be launched in the
6 next few weeks, so be watching for "Fresh from Florida
7 Kids." This is a campaign we're getting ready to
8 implement to help increase fruit and vegetable
9 consumption in low-income children and families. For
10 more details, you'll hear our press release and
11 information on the website.

12 And I also wanted to say that later this week
13 we're also meeting with Florida Impact and
14 Dr. Debra Susie to see how we can become involved in
15 the campaign to end child hunger. And we welcome the
16 opportunity to play a vital role in any of the programs
17 that result from the presentations and the
18 recommendations.

19 If there are any questions, I'll be glad to --

20 MS. RYCZEK: (Indicating.)

21 MS. STRANGE: Yes.

22 MS. RYCZEK: "Fresh from Florida Kids," that will

23 be school based, in the schools?

24 MS. STRANGE: No, this would be out of -- a
25 campaign statewide, direct out of the Department. I

0087

1 think they were afraid I'd say too much. They wouldn't
2 give me all the details on this one. They said I could
3 just kind of plant the seed. I know we're doing this
4 in collaboration, but the main concept is that we're
5 trying to work with low-income families who might not
6 otherwise have the information or access to fresh
7 fruits and vegetables.

8 MS. RYCZEK: Wonderful. Well, I will look forward
9 to that, because I want --

10 MS. STRANGE: I'm sure there will be a big press
11 release.

12 MS. RYCZEK: And this will be coming in 2000- --
13 this year?

14 MS. STRANGE: This should be here by December, mid
15 December.

16 MS. RYCZEK: Wonderful. And also the extreme
17 cuisine, have you looked into looking at the magnet
18 schools, the culinary schools -- high schools?

19 MS. STRANGE: We have. They said you have to be
20 very careful when you go on the school property and
21 have everyone cleared. Wherever we can get volunteers,
22 we've been doing that. If there's a culinary school --
23 Orlando is a great place, right here, but if you could
24 get volunteers and bring them into the schools, and
25 they would already have the training, and then what we

0088

1 do is try and train volunteers in schools.

2 MS. RYCZEK: Well, we have magnet high schools
3 that are culinary schools, as well.

4 MS. STRANGE: If you let me know, I'll let
5 Chef Justin -- that would be an ideal venue.

6 MS. RYCZEK: Wonderful. Thank you.

7 MS. SCHAECHTER: (Indicating.)

8 MS. STRANGE: Yes.

9 MS. SCHAECHTER: Thank you. The -- one of the
10 things we've discussed is encouraging the schools to go
11 beyond the U.S.D.A. guidelines in terms of what they
12 serve in schools, and, in particular, I'm thinking of
13 things like whole grains, where there really isn't a
14 guideline -- a requirement on that, or trans fats.

15 Given that you-all orchestrate the commodities
16 part of that program, do you see any unexpected
17 barriers to that? What might be your reaction to that?

18 MS. STRANGE: As far as the U.S.D.A. commodities?

19 MS. SCHAECHTER: Right.

20 MS. STRANGE: I think most of that -- and I'll
21 speak to Sheila, too -- this is more on the local. You

22 get U.S.D.A. commodities and you get what they can
23 purchase. I know a lot of the purchasing has shifted a
24 great deal, even with the changes in the food pyramid.
25 They've redone a lot of publications. But it just

0089

1 depends on what U.S.D.A. can buy, and it all comes back
2 to budget constraints.

3 I think the true creativity and the greatest
4 initiatives are within the school food service within
5 the state. I have seen them -- I mean, U.S.D.A. gives
6 you canned pears, and I have seen the school districts
7 take canned pears and do puree and smoothies. And the
8 kids think they're a Tropical Smoothie or -- it's
9 amazing what they can do with all the ideas and the
10 creativity. As far as U.S.D.A., those changes, what is
11 handed down to the states, that would have to be on a
12 federal level.

13 MS. SCHAECHTER: Then, Ms. Strange, I apologize,
14 if I misunderstood. The commodities program you
15 outlined here is a separate Florida commodities
16 program?

17 MS. STRANGE: The commodities program is the
18 support program for the national school lunch program.
19 That -- the actual school lunch program is out -- is
20 School Nutrition Services within the Department of
21 Education. Where we parallel is the fact that the U.S.
22 Department of Agriculture gives commodities to the
23 State Department of Agriculture to be distributed to
24 the school districts.

25 MS. SCHAECHTER: Thank you.

0090

1 MS. STRANGE: So you pretty much receive what they
2 can procure, both within their budget and within their
3 availability.

4 And feel free to add to that -- I know you work
5 with that directly -- if there's anything I missed.

6 MS. SHERIDAN: Not really. They just have to take
7 off the market what they need to control for the
8 prices, and so you may get asparagus one day and the
9 next day fresh apples. We don't know what's coming or
10 when it's coming, so it's hard to plan it in your menu.
11 But we've learned to be very creative over the years,
12 as you know.

13 MS. STRANGE: I do know that on a federal level
14 the school nutrition division of U.S.D.A. took on a
15 real initiative and did this book, "Fruits and
16 Vegetables Galore," hoping that with the shift of the
17 food pyramid there would be some changes. So we're
18 hoping that -- and one thing I hear a lot is that, you
19 know, when schools want to purchase from local farmers
20 in Florida, which we are all for, I do know that there

21 are some road blocks, not on a state level but because
22 of some of the federal procurement restrictions and
23 guidelines. And I think -- you know, some of the
24 Florida dietetic, national dietetic and School
25 Nutrition Associations, their legislative groups are

0091

1 trying to address some of those issues, which we would
2 support fully, any way we could help.

3 MS. MILLER: Thank you, Ms. Strange.

4 MS. STRANGE: Thank you.

5 MS. MILLER: We'll now have the Active Lifestyle
6 panel.

7 If you will all three go ahead and join us.

8 And we'd like to remind you to please keep your
9 comments to ten minutes so that we are not late for
10 lunch with the children.

11 First up, we have Dennis Scott, state
12 pedestrian/bicycle coordinator, Department of
13 Transportation. Dennis has served since 2002 as state
14 pedestrian/bicycle coordinator for the Florida
15 Department of Transportation, after holding a similar
16 position with the Delaware Department of
17 Transportation.

18 MR. SCOTT: Thank you. I want to go very quickly
19 through a lot of what we do at Florida DOT in regard to
20 the Pedestrian and Bicycle Program.

21 Next.

22 This program has been in DOT since 1980. It's one
23 of the oldest in the nation. The basic goals are to
24 increase usage of walking and bicycling for many good
25 reasons and, secondly, to increase the safety of these

0092

1 modes. You can go to the website. And you'll get our
2 handout later, I believe, that will give you our
3 website.

4 I'm sure you've talked about, and it's certainly
5 clear to us, that the built environment definitely
6 impacts active transportation.

7 Go next, please.

8 You can't see those pictures very well. We have,
9 in the upper left corner, a not uncommon sight in
10 Florida, a very narrow, two-lane road in a city and
11 there's no sidewalks and there's no bicycle
12 accommodations. Not a place that would attract anybody
13 to walk or bicycle; but still some do.

14 Next.

15 Recently, about a month ago, I had the opportunity
16 to visit another planet, really, it was called Davis,
17 California. It was about 80 square miles surrounded by
18 reality. But in Davis, California, 40 years ago, they
19 decided that they were going to pursue a community

20 policy to encourage bicycling and walking. Today,
21 25 percent of all the trips in Davis, California are by
22 bicycle -- there's no place in Florida that comes close
23 to approaching that -- and there's many people walking.

24 There's interesting pieces of research that show
25 us that in those communities where more people walk and

0093

1 bicycle, it's actually safer for them on a per person
2 basis because motorists become more and more aware that
3 there's other people using the transportation system.

4 A recommendation I might make to you-all is that
5 you consider recommending to other communities in this
6 state, take a look at what Davis has done and other
7 communities, such as Madison, Wisconsin, and try to
8 make your communities bicycle and pedestrian friendly.

9 Next.

10 One thing we have done at the Department of
11 Transportation is sponsor liveable communities
12 workshops. These have been one-day workshops that
13 could be tailored to be longer or shorter. Basically,
14 they teach the integration of land use and
15 transportation to make communities more liveable,
16 walkable, bicycleable -- that didn't go through my
17 spell check, by the way -- safer and energy efficient.

18 During the past three years, 18 of these workshops
19 have been offered statewide and based on the three that
20 were held this past summer, we have not begun to tap
21 the demand, that people want to see these workshops.
22 They're for elected officials, upper-level city and
23 county staff, developers and others.

24 So my recommendation would be that you think of
25 how we can partner with other agencies and bring more

0094

1 of these workshops to the state.

2 Next.

3 Safe Routes to School. Dr. Moody, next to me,
4 will be talking about a specific program funded with
5 Safe Routes to School funding, but, basically, this is
6 a national program that's come to each state to
7 increase walking and bicycling in K through eighth
8 grade, and improve the safety of children already
9 walking and bicycling.

10 In the state of Florida, we have \$29 million for
11 the five-year program. We're roughly halfway through
12 those fiscal years. The bulk of the money goes for
13 infrastructure projects, such as sidewalks or paved
14 trails, but a large portion of the money actually goes
15 to noninfrastructure, that would be for education and
16 marketing programs, to encourage parents and children
17 to see how walking and bicycling could work for them.

18 A recommendation I would make is perhaps the state

19 could say that this is such a great program and that
20 \$29 million spread over a state this large is a very
21 tiny drop in the bucket when one sidewalk project can
22 cost \$500,000.

23 Next.

24 Each of our seven districts selects the projects.
25 We do have a "Safe Routes to School" coordinator who

0095

1 oversees and reviews those project selections. We do
2 have a website you can check out, SRTSFL.org. The next
3 call for applications is not even set, but it should be
4 pretty soon. I would say within the next six months.

5 Next.

6 One program we oversee is the Florida Bicycle and
7 Traffic Safety Education Program. That's the catchy,
8 short title. This trains trainers to teach bicycle and
9 pedestrian safety to grades K through 12. It's been in
10 many schools throughout Florida. Some school
11 districts, the entire K through eight, have had this
12 program. Basically, it tends to be largely in the
13 fourth and fifth grade setting, though in the younger
14 grades, also. There's a driver's education component
15 where young drivers are taught how to better deal with
16 pedestrians and bicycles in the transportation systems.
17 Something that is actually barely in normal training.

18 Next.

19 This program also oversees the nation's only
20 program for school crossing guards, that requires each
21 crossing guard in the state to be trained and
22 certified, at least in all of the more urban counties.

23 We have a website. You can check that out.

24 Next.

25 The legislature, several years ago, came up with a

0096

1 "Conserve by Bicycle Program" for Florida DOT to become
2 involved in.

3 Next.

4 The purpose of the program, which was to be kicked
5 off with a study, which I'll tell you a bit about --
6 the study and the program is to find ways through
7 bicycling to provide recreational opportunities
8 throughout the state, and to help reduce obesity and
9 healthcare costs, and to provide safe ways to school.
10 And, obviously, due to the nature of the title, to save
11 energy. And, of course, you might realize that a
12 bicycle/pedestrian program is done at the state level.
13 It's more than about fitness. It's more than about
14 safety. In this current climate, it's also about
15 global warming and other issues of this nature. So see
16 the intertwining of bicycle and pedestrian in our
17 communities.

18 Next.
19 The first phase of the "Conserve by Bicycle" study
20 has been completed and we'll be starting the second and
21 last phase shortly.

22 Now, Florida DOT has, for many years, provided for
23 pedestrians and bicyclists in many of our road
24 construction and reconstruction projects. People have
25 come to me and asked, well, how many miles or what

0097

1 percentage of state roadway has these accommodations,
2 and we really didn't know, so we did a study.

3 Next.

4 And the bicycle facility study found that 72
5 percent of our rural, nonlimited access roadways had
6 bicycle accommodations in the form of paved shoulders
7 or bicycle lanes. And 56 percent of our urban area
8 roads, nonlimited access, had bicycle lanes or paved
9 shoulders. So we're probably ahead of most in the
10 interstate, in terms of the state highway system.

11 Next.

12 The pedestrian facility study, which was very
13 recently completed, found that 51 percent of state
14 highways in urban areas that are nonlimited access have
15 sidewalks on at least one side. And the extent of the
16 sidewalk coverage varies from one of our districts to
17 another. Our more rural districts tend to have more
18 gaps in their urban areas than the more urban
19 districts. For instance, our panhandle district has
20 more sidewalk gaps than our Miami, Ft. Lauderdale area.

21 Next.

22 Lastly, I wanted to kind of paint a broad picture
23 of where some of our problems come from. They're very
24 systemic and, in a way, you might say it comes from our
25 system of incentives and disincentives for

0098

1 transportation mode choice. Our modal choice, that is,
2 how we decide to travel, is very greatly determined by
3 the various sets of -- as I said, in cities and
4 business centers. Just a very clear example, one of
5 dozens and dozens of examples, is free parking
6 everywhere you go, virtually. That is an incentive to
7 driving.

8 I'm going to recommend that this organization
9 consider that we ought to look at those incentives and
10 disincentives that actually have a very negative impact
11 on our decisions as far as active transportation.

12 And, lastly, I would say, you might consider a
13 team of state government folks looking at how state
14 government actually treats this whole setup system of
15 incentives and disincentives for state employees and
16 try to make us a role model at the state level. Thank

17 you.

18 MS. MILLER: Thank you.

19 We'll hold questions until the end.

20 Next, we have Dr. Toni Moody, founder of Health
21 Masters Club, on the Safe Routes to School Program.
22 Dr. Moody's the founder of Health Masters Club, a
23 nonprofit charity dedicated to ensuring the well-being
24 of children.

25 DR. MOODY: Thank you and good morning. I am

0099

1 Dr. Toni Moody. I'm a physician specializing in
2 pediatrics, and I began Health Masters Club to address
3 the obesity epidemic. Health Masters Club was founded
4 four years ago based on the Healthy People, 2010 model,
5 and the Steps to a Healthier U.S. program. So today
6 I'll talk with you about Step Up to School Wellness and
7 all of the things that we're doing -- integrating, both
8 sides of the energy balance equation, the calories in,
9 calories out.

10 Before I start with that, I'd like to share with
11 you a little bit about our other programs, because we
12 span the lifespan of a child -- we cover the lifespan
13 of a child and their family by beginning with the first
14 way to prevent obesity: Breast feeding. We have a
15 program called Healthy Breasts 2020, which is launching
16 this Saturday, where we're launching it of course,
17 during breast cancer awareness month, to stress two
18 things that we've talked about all morning: Awareness
19 and prevention.

20 We know that awareness is the first step to
21 healing. If you don't know you have something, how are
22 you going to fix it? One of the questions parents ask
23 me all the time is, does my child have a problem? Is
24 my child overweight? And now we're saying "obesity,"
25 when in the beginning we said "at risk" and

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1 "overweight." Now the question is, is my child obese?
2 So we start early by letting them know breast feeding,
3 of course, is the first step in preventing childhood
4 obesity, not to mention all the other wonderful
5 benefits of nursing.

6 The other programs that we do -- we know that the
7 school is the place for change. Evidence has shown
8 that school-based programs are the way to go for kids.
9 That's their work site, if you will. So we'll talk
10 about Step Up to School Wellness. And we have two arms
11 of that, Take the Team Nutrition Challenge and Safe
12 Routes to School. We know that the energy balance
13 equation is what we're all working with improving. And
14 I'd like to share that with you and we'll talk about --
15 something we've talked about, nutrient density, we're

16 going to talk about wellness density.
17 Health Masters Club is a place where wellness
18 density is at an all-time high, so if you'll let me
19 start with that. What I did as a pediatrician was to
20 kind of be a nosy body, anywhere I could go, anyone who
21 would listen, whether it was at Florida Department of
22 Chronic Disease and Prevention, whether it was at
23 Florida Department of Agriculture, Department of
24 Health, Orange County School Board, Orange County, City
25 of Orlando, City of Apopka, Windermere, et cetera, I

0101

1 said, this is something -- this is a big baby, we all
2 can hold it up. It's going to take all of us to
3 address this. So we started by getting a resolution
4 from our leaders to embrace our Safe Routes to School
5 Program and our childhood obesity prevention
6 initiative.

7 Next slide, please.

8 The mission, you have it. The initiative, is a
9 huge one; it can last throughout our lifetime.

10 Next slide.

11 Step Up to School Wellness was based, as I said,
12 on Healthy People 2010, and the particular objective to
13 is objective 19-3. We know that that's our goal and
14 that's what we trying to do, is reduce obesity in
15 children. And, obviously, if we reduce obesity, we
16 reduce all those ill effects, which are affecting not
17 just their life span but their quality of life today.
18 Children have Type II diabetes today. Children are
19 hypertensive today. Children have sleep apnea today.
20 So we striving to make that a change.

21 Step Up to School Wellness has the same outcomes
22 that Dennis has outlined, many benefits and benefits
23 beyond. We know that when we're walking with our
24 children, we're talking to them, we're taking time to
25 listen to their needs and address those issues which

0102

1 are stressing them out. We know that kids today are
2 dealing with a very different lifestyle than when we
3 were growing up and they need that time with their
4 parents, with their caregivers to talk. And what a
5 better time than first thing in the morning.

6 Next slide, please.

7 So I went back to school. People say, Dr. Moody,
8 what are you doing at my school?

9 Well, I'm coming here to teach a class or to work
10 with a parent or to train a food service staff on
11 Healthy Edge, which is something I do, or to talk with
12 the P.E. teacher about an activity, a fun closet that
13 they can do for incentives to get the other teachers
14 from giving away candy for an incentive. So I went

15 back to school and I did what we've all asked every
16 person to do, join the healthy school team.

17 Health Masters Club is actually a community member
18 on the school team in that school, so that we're doing
19 what they need. The Take the Team Nutrition Challenge
20 is the U.S.D A.'s program that in Orange County only
21 about ten percent of our schools are enrolled in that
22 program, which offers free resources that we've talked
23 about, resources like a tool kit and like a fruit and
24 veggie chart. So we basically are the scout, we're
25 wellness scouts for the teachers and we bring in the

0103

1 resources so they don't have to -- since you don't have
2 the time -- and we not only bring in materials and
3 information but we bring in expertise.

4 Next slide, please.

5 Some of those activities are listed there.

6 Next slide.

7 We had fun with doing MicheLee Puppet Extreme
8 Health Challenge, where we provided grants to our
9 school, that all they had to do was say, I want to be a
10 part of your team. Didn't have to write a thing, and
11 they received grants to bring a puppet show which
12 taught the food-guided system and the dietary
13 guidelines.

14 Next slide.

15 That's also something, we were one of the two
16 pilot schools in Orange County to bring Extreme Cuisine
17 Cooking School to Orange County from the Florida
18 Department of Agriculture, and they've continued to
19 work with us.

20 So my team consists of not only community members,
21 physicians, dieticians, nurses, parent volunteers --
22 like I said, you name it, you're interested in
23 wellness, come on board.

24 Next slide. And next slide, please.

25 The Safe Routes to School was a Godsend. As

0104

1 Dennis said, it's just a drop in the bucket to help the
2 ongoing efforts that we're doing to promote wellness,
3 not just wellness 101. Because wellness 101 we all
4 need the information. We're talking about children who
5 need a second level, because those kids who are already
6 overweight need a little more than wellness 101, and
7 then those children who are obese need even more, they
8 need treatment. So we're bringing, at Health Masters
9 Club, expert guidance on primary, secondary and
10 tertiary level of care based on that child's needs and
11 their level of obesity.

12 Next slide.

13 Of course, being -- safety is a part of being

14 healthy.

15 And next slide, please. Next slide. Thank you.

16 Our model that we use is that we train health
17 coaches. This Health Masters Camp is a place where
18 we've hosted for four years, a wellness camp.
19 Everybody knows your child needs that booster dose
20 before school or they can't get in, if they don't get
21 their shots. We give them a wellness booster, because
22 we believe healthy kids are better academically. And
23 so we've done a camp for four years at national
24 training center, where Dotty Richardson has
25 participated in that camp, as well.

0105

1 We know that wellness is lifelong, so we believe
2 in walking the talk. We all hear that all the time,
3 and don't do as I -- do as I say, do (sic) as I do. We
4 believe in doing it, and being health mentors. We want
5 the kids, when they look at us -- and when they see me,
6 they know, you know, I'm eating that chocolate chip
7 cookie, or, I did my steps today, or, I exercised
8 today. So we teach children by being health coaches,
9 by being on the ground working with the teachers, the
10 administrators, the leaders, to take a stand for
11 wellness, and we do that through the Step Up to School
12 Wellness, Team Nutrition, and Safe Routes. Thank you.

13 MS. MILLER: Thank you very much.

14 Next, we have Julia Recker, a consultant for the
15 Florida Parks and Recreation Association.

16 MS. RECKER: Hi. I was going to say good morning,
17 but it's already afternoon, and my stomach is growling,
18 so I know you guys are about ready to just head for
19 that lunch line.

20 I just want to talk briefly about the role of
21 public parks in our obesity issue and our community and
22 fitness and wellness issues. Just a couple of things.
23 The Florida Recreation and Park Association is a
24 membership organization. We represent a variety and
25 tapestry of different parks' professionals around the

0106

1 state from cities and counties. We have got over 250
2 departments represented with well over 3,000 members.
3 These professionals execute programs of, you know,
4 fitness and wellness, working partnerships with, for
5 instance, DOT, YMCAs, Boys and Girls Clubs to help
6 offer fitness and wellness programs.

7 Just one fact from the National Recreation and
8 Park Association states that citizens who had better
9 access to parks and visited parks more frequently and
10 engaged in physically active park behaviors also made
11 fewer visits to their doctors for reasons other than
12 regular checkups. So access to parks is very critical.

13 One of the things that we tried to emphasize in
14 our community planning is if you can walk to your
15 neighborhood park, either with a sidewalk or a bike to
16 it on a bike lane, you're going to be more active in --
17 whether it's walking your dog, flying a kite,
18 participating in sports perhaps. And so one of the
19 things that we want to try to emphasize is, and people
20 don't often realize, is that public parks run the
21 gamut. It's just not your neighborhood parks. We
22 start with our state parks, greenways and trails, even
23 our national parks and national seashores, all the way
24 down to your community parks and regional parks where
25 there are sports program, sports leagues, aquatic

0107

1 centers, community centers that host senior programs,
2 all the way from karate to ballroom dancing. All of
3 these are available to citizens in your community for
4 either -- very affordable or no cost.

5 We get into some fabulous partnerships with our
6 school districts, where we offer after-school programs,
7 summer camps, where we emphasize, you know, fitness,
8 sports, lifelong leisure and try to integrate aspects
9 of nutrition and skills that help kids further their
10 development in physical fitness and well-being.

11 One of the things that I think I want to just kind
12 of move towards, though, is if you keep all the public
13 park resources in mind for executing whatever public
14 policy comes out of your group, one of the things that
15 I want to try to emphasize is that -- in the county
16 that I worked for, Osceola County, which is just south
17 of here, community planning has the other aspect of
18 role in parks and planning for quality communities.
19 Osceola County, just south of here, Orange County, is a
20 small, agricultural community. We have about
21 150-plus-thousand residents, but we're right next to
22 Orange County, Orlando and Walt Disney World.

23 As the parks and recreation director there, in
24 trying to integrate parks into community planning, one
25 of the things that I found out is with the aspects of

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1 high growth that we all faced in your communities,
2 parks are often overlooked for other community needs,
3 such as police, fire, on roads. Obviously, the DOT is
4 under a lot of pressure to keep our traffic problems
5 moving. But one of the things I would like for you-all
6 to consider as far as infrastructure and park planning
7 is that as a state and the Department of Community
8 Affairs has the responsibility to convey and review
9 information from the different cities and county
10 planning departments, and one of the things that we all
11 have as a tool is our comp plan, comprehensive plan and

12 land development codes. Parks, recreation, streets,
13 schools, all have different aspects of this comp plan.

14 And every community is different. Every community
15 has either a vision or a plan that they follow and they
16 file with the State of Florida Department of Community
17 Affairs that gets reviewed. Parks is one of those
18 aspects that we try to be able to influence in creating
19 that interconnected system of greenways, trails, urban
20 corridors, schools, environmental areas, community
21 centers so that residents of the state of Florida and
22 citizens of the communities that you live in are able
23 to get to these community resources and assets without
24 driving in their cars.

25 So one of the things that I would just like to

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1 close and recommend with is, take a look at your own
2 individual communities. It's a little bit boring, I
3 want to say, the comprehensive plan is. Has anybody
4 ever heard of the comprehensive plan within your
5 counties? This is where you can create -- you have the
6 opportunity to create the blueprint of how your
7 community can grow or can be retrofitted with creating
8 access to not only parks but to schools, roads and all
9 the different types of services that we all want to see
10 as citizens of this state. So with an emphasis in
11 parks, I would probably urge, take a look locally at
12 your comprehensive plans and your land development
13 codes and see how these can be influenced to create
14 public access which can then enhance your community
15 wellness.

16 MS. MILLER: Thank you.

17 Before we start questions, I just wanted to let
18 the council know that Dr. Moody's recommendations are
19 all in your binders, so look for those.

20 Do we have any questions?

21 MS. RYCZEK: I have a very quick question, and I'm
22 looking at, do you continue the "Hearts and Parks"
23 initiative? It's in the National Recreation and Park
24 Association, as well as the Step Up health initiative.
25 And what I'm concerned about -- and my sister works for

0110

1 a county park. And the cities and counties and the
2 budget cuts, and that's what I'm seeing is,
3 unfortunately, we have monies for city parks, but then
4 the county parks, they're cutting the staff, as well as
5 even closing parks.

6 Can you address that?

7 MS. RECKER: Yes. And I think that's one of the
8 things that when you're looking at your community
9 planning and the value system and envisioning that your
10 communities go through, whether it's cities or

11 counties, the Florida Recreation and Park Association
12 has -- and you'll be receiving this packet after we
13 break today. It talks a little bit about what -- an
14 awareness program called "It Starts in Parks." And
15 very often, we're underappreciated as one of those
16 community levels of service. It's very much easier to
17 cut parks, park programs and positions as opposed to
18 things like police and fire and things like that. But
19 I think that when you were to -- if you were to ask
20 yourself what kind of community do you want to live in,
21 the very first thing you would say is, I want to live
22 in a beautiful, safe community that has easy access to
23 parks and schools.

24 So I think your concerns are very real, Julie. My
25 department is a victim of those most recent budget

0111

1 cuts, and so I would probably say that as the state
2 continues to deal with its high growth issues -- land
3 prices have been astronomical, all of that is kind of
4 slowed down now and hopefully we're going to take a
5 collective breath after all this tax cutting goes on,
6 and figure out what is it that we want as a vision for
7 the state of Florida? It takes citizens like you and
8 groups like this to make determinations on, why did we
9 have to wait until the whole country got obese before
10 we're addressing community design and planning issues
11 that we are either going to have to retrofit or be more
12 expensive or deal with healthcare issues that are going
13 to cost us a heck of a lot more? Why don't we plan
14 properly from the very beginning, and if we've got a
15 chance to do it, let's do it right now?

16 MS. RYCZEK: Another quick comment. With the
17 schools where we build playgrounds, unfortunately, the
18 schools are locked. So with the liability, the
19 school -- the playgrounds are not accessible to the
20 public because they cannot come on school grounds. So
21 how do you address that?

22 MS. RECKER: You ask excellent questions. I would
23 urge every county to get into an interlocal agreement,
24 which we did with Osceola County, when I worked with
25 the City of Kissimmee, with Collier County, and the

0112

1 City of Cape Coral. All of those, we developed
2 interlocal agreements with the schools where the park
3 and recreation departments were responsible for safety
4 and security after school hours. We either provided
5 staff or supervised programs and activities available
6 after school and during the summer, and we were
7 responsible and accountable for those.

8 MS. RYCZEK: Wonderful. Thank you so much.

9 I have a quick question. Doctor, I love

10 everything that you have said, but we had Safe Routes
11 to School -- in October, correct, it just came?

12 DR. MOODY: October 3rd was actually
13 walk-a-child-to-school day. It's an international
14 event. But it's -- Safe Routes to School program is
15 ongoing.

16 MS. RYCZEK: And I promoted it and, you know me,
17 I'm going to jump up and down. But, unfortunately, the
18 barrier was that we only had -- or my supervisor said
19 we only had five families that said they, quote,
20 unquote, walked to school.

21 It was done citywide, because I made sure it was
22 happening, and our mayor promoted it. But do you see
23 that as a barrier with the transportation, with the
24 choice schools, with people, you know, traveling an
25 hour going, not to their neighborhood schools but

0113

1 different magnet schools? That's what I see a barrier,
2 children aren't walking -- as well as the safety. And,
3 unfortunately, in our society, that's what I see a
4 barrier. Parents are scared to say, hey, you can walk
5 a mile and a half by yourself, and parents don't have
6 the time. They're already at work. So they're going
7 to get a ride.

8 But I love what you have. And the Go Green
9 initiative, as well; that's wonderful.

10 So those are the barriers that I've come in
11 contact with.

12 DR. MOODY: The barriers are -- they're certainly
13 concerns, and the way to do that, to approach that is
14 education. And, partly, we're educating not just on
15 pedestrian, bike and traffic safety, as well as their
16 other options, like a walking school bus, where a
17 parent who is walking will escort -- bus pool, if you
18 will, maybe up to ten kids to school. So there are
19 other options. Plus, we have been able to get partners
20 like senior citizens who walk in our neighborhood. And
21 they have become partners in this effort, and not just
22 the leaders endorsing it, but also people getting
23 involved.

24 Education is key. We can create the environment,
25 just like this one beautiful environment. If you look

0114

1 at the children as you go to lunch, obesity sneaks in.
2 You can provide all the information, but without the
3 education and the leadership of a person that they're
4 hearing the message over and over and over, and a good
5 message, then we won't make those advances that we're
6 seeking to do so.

7 MS. RYCZEK: Thank you.

8 DR. MOODY: You're welcome. Thank you.

9 MS. MILLER: Thank you.
10 Thank you so much to each of you. And thank you
11 to all the panel members.

12 We are actually going to hold our school site
13 visit reports for the subcommittee break-outs so that
14 we can get to lunch with the students.

15 Right now, if Carter from the YMCA -- Great.
16 Raising your hand for us.

17 He is going to direct us to the school lunch line.
18 We will be dining with the students from NorthLake Park
19 Community School in their cafeteria. So we're all
20 excited about that. And please remember, it's 3, so
21 bring cash. And, also, please be reminded that during
22 lunch we are all subject to the government and the
23 Sunshine law and we will not be discussing council
24 business. Thank you very much. We are at lunch.

25 (A lunchtime recess was taken at 12:30 p.m.)

0115

1 MS. MILLER: All right. Everyone take their
2 seats. We'll go ahead and get started. I'm going to
3 call this meeting back to order. A couple things I
4 just want to mention real quick. First, the books,
5 "The Courage of a Community," these nice Harcourt books
6 that we have, are free to the public and the council
7 members can enjoy those. So make sure to take those
8 with you.

9 Also, we want to welcome Joshua Butler, who has
10 joined us.

11 Good to see you.

12 And we will get on with our agenda. First, we
13 have Karen Murphy. She is the chief of staff for the
14 Department of Health, as of last Monday. Prior to her
15 new appointment, Karen spent approximately three years
16 in the Governor's office of policy and budget. She
17 served as a budget analyst for the Department of Health
18 and policy -- and policy chief for the six health and
19 human services agencies. She is going to talk with us
20 today about policy and budget considerations.

21 Thank you.

22 MS. MURPHY: Thank you.

23 Good afternoon and happy Monday to you all. It's
24 a pleasure to be here.

25 As I listen to the variety of questions and

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1 comments this morning, I thought it was very timely for
2 comments on the budget process for the state. I heard
3 questions such as, where is the money going to come
4 from, current budget constraints, partnerships,
5 innovative, creative, out-of-the-box ways to implement
6 different programs. With that in mind when you guys
7 are breaking out this afternoon into your

8 subcommittees, please keep those things in mind as
9 you're making recommendations.

10 The Governor's office, the staff, are currently
11 working on the recommended budget for the 2008-2009
12 year. As you all are aware, the economy has not been
13 quite as good this year. We just went through a
14 special session where the legislature decreased the
15 current year budget by \$1.1 billion. There is going to
16 be another revenue estimating conference on
17 November 9th. The estimates look a little bit bleaker.
18 However, don't get discouraged. This is a priority for
19 the governor. But be mindful and think of maybe
20 creative, out-of-the-box partnerships ways that you can
21 implement wonderful policies.

22 I wanted to be available for any types of
23 questions. As I noted, the Governor's office is
24 currently working on the budget. He generally releases
25 his -- the people's recommended budget early part of

0117

1 February, then we go in legislative session to
2 implement that budget. If you have any questions, I
3 will be glad to stay and answer.

4 MS. MILLER: Do we have any questions?

5 DR. ROS: (Indicating.)

6 MS. MILLER: Yes, Surgeon General.

7 DR. ROS: I'm delighted you're my chief of staff.

8 MS. MURPHY: Thank you.

9 DR. ROS: Karen, how feasible is it for us to try
10 to get some of those partnership support for funding
11 with commercial enterprises, with insurance companies,
12 with pharmaceutical companies, with -- and the reason
13 I'm asking is, like I shared with you this morning, the
14 California website, which I highly recommend you-all to
15 go on -- and it's Calgov.org, and the physical fitness,
16 nutrition website that they've developed is just
17 phenomenal, but it is sponsored and you can see -- by
18 BlueCross/BlueShield, by General Mills, by Long's
19 Drugs.

20 How feasible, and do you encourage for that to --
21 for us to look into those partnerships or...

22 MS. MURPHY: The state currently has many
23 partnerships for various programs, and so I think
24 anywhere where we can partner and team up to implement
25 policies that would be beneficial to the people of

0118

1 Florida.

2 DR. ROS: And have them then sponsor these
3 websites and sponsor events, is that...

4 MS. MURPHY: I'd have to look into the specific
5 process, but, you know, as I mentioned, a variety of
6 state agencies partner with various individuals and

7 organizations in order to implement the programs.

8 DR. RAPP: In a sense, 18 million Floridians have
9 to be partners in all this.

10 MS. MURPHY: Yes.

11 DR. RAPP: Eighteen million individuals. And then
12 through families, through every organizational entity
13 in the state has to somehow come on board and tell
14 people that this is what we've got to do, really.

15 MS. MURPHY: Right.

16 DR. RAPP: Is there a plan to do that?

17 MS. MURPHY: Well, I think the state plan that
18 you-all will be creating and providing to the state on
19 December 1st will be your recommendations as to how we
20 do that. But as we educate the public and talk about
21 various decisions for healthy lifestyles, and from a
22 state perspective, wherever any program touches an
23 individual, you know, how can we provide information in
24 regards to a healthy lifestyle.

25 DR. RAPP: There's also the element of motivation,

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1 the concept of motivation, and so I hope that's kept in
2 mind in many ways. Because, can you buy motivation?
3 You see. And maybe insurance rates in such a way and
4 help people back into fitness and so forth. Maybe
5 that's a motivational way. But there must be a hundred
6 ways to do this, and that's what I hope we can come up
7 with.

8 MS. MURPHY: We're looking very forward to the
9 recommendations. As I noted and you-all are aware,
10 those are due December 1st. That deadline is very
11 critical, since the Governor's staff is currently
12 working on the budget, from any state-funding
13 perspective.

14 MS. SCHAECHTER: Karen, thank you for coming. I
15 guess I would love to hear a little bit more from you
16 about the expectation for fiscal planning as part of
17 the plan. And what I mean by that is -- you sort of
18 opened with, the economy is not very good this year.
19 However, even when the economy was good, we saw obesity
20 rates and overweight rates rising. There have been
21 many studies -- and I'm sure some of them have focussed
22 on Florida -- on the cost of what's going on in terms
23 of our waist lines, our activity levels, our nutrition,
24 and that we all are in agreement, I believe, that the
25 cost of not moving ahead and not making an investment

0120

1 in terms of prevention far outweighs whatever we are
2 going to spend in terms of prevention.

3 Further, I'd say, you know, while this may not be
4 a great year, this is not a problem that's going to be
5 solved in one year. This is going to be a long range

6 kind of thing, and it will mean that we have to put the
7 shoulder to the wheel on this one.

8 I'd be very disappointed if we spent all this time
9 and brought all these people together to have the
10 conversations stop whenever there's a great idea at "we
11 don't have the money for that right now". I think that
12 shows a bit of shortness of creativity and will. And
13 if you can react to that, I'd love to hear it.

14 MS. MURPHY: I don't think you should hesitate
15 just because there may be a fiscal impact on a
16 recommendation that you make. Keep in mind that once
17 you put forth the recommendations, the staff and the
18 Governor's office will look at what the fiscal
19 implication is, looking at the different priorities
20 across the state and all the programs that are
21 currently being operated. Again, as I said, this is a
22 priority of the Governor's.

23 Shifting towards prevention, as you mentioned, you
24 have the deep end cost on the other side. And then
25 they will -- the state will have to make a decision and

0121

1 look at where they can do cost shifting, where are
2 there other programs where we can shift the funding to
3 fund a recommendation.

4 But I would not be discouraged in regards to -- I
5 mean, there always are the budget constraints, however,
6 that shouldn't stop the creativity of a good policy.

7 MR. CASTRESANA: I'd like to know what your
8 thoughts are on amending existing legislation that is
9 out there but isn't tough enough or the language is
10 weak.

11 MS. MURPHY: I think there's also the opportunity
12 to do that. When these recommendations come forward,
13 my belief is that, again, they will look at, you know,
14 does this need to be done through a legislative
15 process, through changing existing statutes, creating a
16 new statute. What are the physical implications? What
17 are the budgetary needs to go along with this policy?
18 And then the staff will move forward.

19 MS. SHERIDAN: Then we wouldn't necessarily make
20 recommendations for the legislative change, we would
21 just make written recommendations and somebody after
22 this would make that decision?

23 MS. MURPHY: We would look at the policy
24 recommendation that was made -- if you already have the
25 information in regards to, here's what's currently in

0122

1 the law, we can look at it to determine whether or not
2 a legislative change would need to be done.

3 MS. SHERIDAN: Again, but you would do that?

4 MS. MURPHY: We can look at that.

5 MS. MILLER: Are there any more questions from the
6 council?
7 (No response.)
8 MS. MILLER: No?
9 Thank you so much --
10 MS. MURPHY: No problem. And I will be around --
11 MS. MILLER: -- and congratulations.
12 MS. MURPHY: And I'll be around for the break-out
13 committees, if anybody has additional questions.
14 MS. MILLER: That would be great. I'm sure we'll
15 have lots of questions.
16 MS. MURPHY: Thank you.
17 MS. MILLER: Well, if there's not any more
18 questions, we are done. So we are now going to go
19 ahead and break into our subcommittee groups and work
20 on those tasks. We are going to deliberate until 4:30
21 and then, at that time, if you'll go ahead and adjourn
22 your subcommittee groups. And at that time, we're also
23 going to take a tour of the school and YMCA. We'll go
24 ahead and break. Thank you very much.
25 (The proceedings were adjourned at 1:55 p.m.)

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1 CERTIFICATE OF REPORTER

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STATE OF FLORIDA]

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SS:

COUNTY OF ORANGE]

4

5 I, LYSSA URBAN, certify that I was authorized to and did
6 stenographically report the foregoing proceedings and that the
7 transcript is a true and complete record of my stenographic
8 notes.

9 I FURTHER CERTIFY that I am not a relative, employee,
10 attorney, or counsel of any of the parties; nor am I a relative
11 or employee of any of the parties' attorney or counsel connected
12 with the action, nor am I financially interested in the action.

13 Dated this 2nd day of November 2007.

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LYSSA D. URBAN, Notary Public,
State of Florida, My Commission:
DD513440, Expires: March 22, 2010

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