EDUCATION & INFORMATION TECHNOLOGY COMMITTEE

OF THE

SUFFOLK COUNTY LEGISLATURE

MINUTES

A meeting of the Education & Information Technology Committee of the Suffolk County Legislature was held in the Rose Y. Caracappa Legislative Auditorium of the William H. Rogers Legislature Building, 725 Veterans Memorial Highway, Smithtown, New York on April 30, 2013.

MEMBERS PRESENT:
Leg. Sarah S. Anker, Chairwoman
Leg. Wayne R. Horsley, Vice Chair
Leg. Thomas Cilmi
Leg. Jay H. Schneiderman
Leg. John M. Kennedy, Jr.

ALSO IN ATTENDANCE:
Deputy Presiding Officer Wayne R. Horsley, 14th Legislative District
Leg. DuWayne Gregory, 15th Legislative District
George Nolan, Counsel to the Legislature
Renee Ortiz, Chief Deputy Clerk of the Legislature
Donald Rodgers, Commissioner/Information Technology
Ben Zwirn, Intergovernmental Office/Suffolk County Community College
Benny Pernice, Budget Review Office
Kevin Peterman, Faculty Association/Suffolk County Community College
Michael Pitcher, Aide to Presiding Officer Lindsay
Thomas Vaughn, County Executive Assistant III
Ken White, Brookhaven National Lab/STEM Program
Rick Brand, Newsday
Amy Ellis, Aide to Leg. Anker
Christina Delisi, Aide to Leg. Schneiderman
Paul Perillie, Aide to Leg. Gregory
And all other interested parties

MINUTES TAKEN BY:
Diana Flesher, Court Stenographer

THE MEETING WAS CALLED TO ORDER AT 1:08 PM

CHAIRWOMAN ANKER:
Will members of the Education and Information and Technology please come to the horseshoe.

Okay, we're going to begin our Committee meeting. Please rise for the Pledge of Allegiance led by Legislator Horsley.

SALUTATION

Please remain standing for a moment of silent meditation as we think of those people throughout the world, especially our military who need our prayers.

MOMENT OF SILENCE OBSERVED

Thank you. Okay. I don't have correspondence. I don't have public comment.

PRESENTATION

We're going to go straight to our presentation. Today we have Ken White. Come on up. We have a table up front here for you. Founding Director of the Portal to Discovery and Manager of the Office of Educational Programs at Brookhaven National Lab. He's here today to present the Long Island STEM Hub Program. And, again, it's a pleasure having you here. I know we've worked together for many years. And I think it's vital, especially being here as part of the Education Committee, that we promote the STEM Program. And I know Brookhaven has been one of the leaders on Long Island to do that. So, welcome here today.

MR. WHITE:
Thank you, Legislator Anker. And thank you to the rest of the Committee for allowing me to present this today. STEM, Science, Technology, Engineering and Mathematics, which I assume this Committee is pretty familiar with, but some people are not so I'll spell it out. It is a passion of mine. I've run the education programs at Brookhaven National Laboratory since around 2004. And we're -- as Legislator Anker indicated, we're doing an awful lot of work to help advance the workforce in that area. And so I'll talk a bit about that today.

I wanted to make sure that I put it in the context of why we would do this as a National Lab. And I assume most of you have been out there at some point or another. It's a 5,000 plus acre facility right off exit 68 on the Expressway, established back in 1947. It used to be Camp Upton during War World I and II when we were inducting people for the draft to go overseas to various wars.

The Department of Energy picked that up later on as -- or actually it was the Atomic Energy Commissioner earlier and turned it into a multidiscipline research laboratory. And so what you see in the photo is the bulk of the site where we have active research projects going on. We have seven noble prizes credited to our work there. It's about 3,000 people and we host about 4,000 visiting scientists every year with about a $700 million budget. And you can see the jobs it turns into both on-site and off-site from that funding.

The tools that we run and the reason that we're so interested in a STEM workforce are premier in the world. What you see on the top left is a center for functional nano materials. It's a fairly new facility out there. We're looking at things that are down at the atomic scale. And what's really interesting there is not the size so much. Everybody gets all excited about tiny, tiny, tiny. What's really exciting there is that when you take bulk materials and you break them down into the atomic scale or very close to that, that they begin to change properties. And you can do things like develop materials that could replace platinum, a very expensive catalytic material for fuel cells with

something much cheaper and make those types of technologies efficient.

To the bottom left you see our relativistic heavy ion collider. Believe it or not, this thing's about the size of a four-story colonial home. It's enormous. You get a bit of the sense of scale from the gentleman standing inside it. The technology that we have here is to detect the origins of the universe. Looking back at what the Big Bang would have looked like at its -- a few microseconds after it occurred. And you can see the kind of electronic systems, electrical systems, mechanical engineering requirements that it takes to build something of this scale. That ring is about two-and-a-half miles in circumference with detectors like that at six points -- are available at six points around that ring.

On the top right source you see the national synchtrons light source. This is where many of our users come from across the world to do material science. A lot of work in medicine and protein structure-type work. You may not realize it, but the LYME disease vaccine, the proteins for that were actually analyzed and researched at that facility and turned into that vaccine at some point. And below it, you see our newest machine, which is replacing the national synchtrons light source. It's our light source two. It's a billion dollar machine. When it comes on line in about a year-and-a-half or so, it will be the best in the world again.

And so these are the types of machines we run for scientists from all across the world and the country. And we do work in all the various areas I mentioned: Physics, Chemistry, Biology, Medicine, Earth Science, Environmental Cleanup, Bio-fuels. You name it, we're doing that kind of work. And so we're really interested in both the scientific workforce and even more so a technical workforce. Only about a third of our people are actually scientists and engineers. The rest of them are working in various positions around the Laboratory that support those sciences and also need to have a good technical background.

My own programs, and I won't belabor these, actually this -- the Suffolk County Legislature has been very gracious with these -- the first competition on there, the Elementary School Science Fair. They bring the winners in every year and have a very nice day with that. We run programs from grades one through six. We're running some really interesting summer programs now. They're a week long in duration and we run some interesting programs outside of those. On the bottom you see the special programs, the Open Space Stewardship Program. The environment is a really good way to get kids out and learning science. They can take a lot of data. They're interested. It's their own backyard. And we have them working with people like Suffolk County Parks, Town of Brookhaven, Department of Environmental Conservation doing that work. So they, in fact, are becoming good citizens as well while they do that.

Introducing synchtrons into the classroom is a program where we train teachers how to use that national synchtron light source, which is not as difficult as you might imagine. And those teachers then become sort of scientists on their own. And they will work with an entire classroom. So instead of one scientist working with one student, we've now got whole classes of students working with a scientist on a project they designed, developed, they wrote the proposal for it. And, in fact, in many cases didn't get accepted. They were writing a proposal for beam time, which is exactly what our scientists do. They write a proposal. They look for beam time. They either get it or they don't. If they don't, they get a nice review and they come back and they figure out what they did wrong in their experimental design and they resubmit. And so it turns out to be a really interesting process to make students think analytically, isolate their variables and do the things that you would want in a business setting for a student to be able to look at in different conditions and circumstances.

We do similar programs at the undergraduate level, 10 and 16-week internships, paid internships. We'll have about 180 students who will show up there June 3rd. They'll spend ten weeks with us working with our scientific staff. And all told we serve about 40,000 students a year through these

programs and participants. So we do this because we -- one, we have a mission to do that. But secondly, we really want a STEM workforce.

So one of the things we realize is that we had a really good model for bringing students into a business setting, putting them out there working with engineering staff, research staff and others. And about a year-and-a-half ago, maybe two years ago now, I was approached by a group from the Empire State STEM Learning Network. They were trying to establish a STEM network in New York State. They wanted to put ten hubs together in the ten regions representing the state. And so I worked with what was Long Island work, {Cheryl Davidson} and now she's with North Shore LIJ doing this work. And we put together the Long Island Regional STEM Hub. And so that's really what I want to focus on today is this Hub and what we're trying to do to build the workforce for Long Island in the high tech industries. And it's not necessarily approaching every student, but trying to get enough students interested in the high tech industries that we have what we need.

So that's the focus of the Hub, is it prepares the students for -- and teachers because teachers tend to get a lot of training in academic course work, you know, pedagogy, and they tend not to get as much of an opportunity to actually learn about the sciences and the technology. And you have a hand-out with you now, the vital signs, that gives you a sense, I believe, in that particular handout of how much time is actually spent on science.

The challenge for us in the STEM Hub, many of the other Hubs were trying to work hard on curriculum and teacher professional development. How do you prepare them to teach the Sciences and other things? And what we thought is we have a pretty good school system here. Our academic institutions are quite good. Our K 12 schools are. Our colleges are good. What we're really lacking is when a student takes physics or a student takes Chemistry or Biology, they're not necessarily taking it because they like that course and they want to go into those fields. They're taking it because you have to do well if you want to get into college of your choice to go on and do some other profession that may or may not be -- have as much employability when they come out as a STEM job would. And we'll talk about that in a moment.

So what we've been trying to do is to set up a system where the high tech businesses of Long Island work more closely with academia, both at the K 12 and college level and with places like our own, who have a pretty substantial informal education facilities. 40,000 kids a year is a lot of kids going through there. Groups like the Cradle of Aviation, the Center for Science, Teaching and Learning over in Rockville Center, there's many across the Island. So working together as a team to try and do these things. And so I kind of took this on as an added responsibility. And I think -- you know, why bother? Why would Suffolk County Legislature care about this? And I think personally it's really important. As a taxpayer, I see lot of money going into accelerate Long Island. I see money going into the Long Island Angel Network, Industrial Development Agencies, all of these things that we're trying to put together as a community to really drive high tech businesses to come here and to stay here.

And if we're going to do that, we have a serious problem. It's a system. And that system has to be met in many areas; things like the housing and other things and other committees here are looking at to attract young people here. But the other thing we have to do is prepare the workforce. And if you look at that vital signs report, and I realize I had a typo here, it's 3.6, not 3.7 unemployed people, but if you look at that vital signs report, you see one unemployed person for every 1.7 jobs in STEM; yet we're spending a tremendous amount of energy to bring these STEM jobs here. And there's not enough people to fill them right now. For every unemployed person, for every 3.7 unemployed people, there's one non-STEM job. So this looks -- you know, this starts to explain why we have some of the unemployment rates we do and what the businesses are looking for.

So the reason to bother with this, is that I think the STEM Hub is one, not the, but one of the solutions towards encouraging our young people, so when they take Physics, they take Chemistry,

they take Biology, they get some hands-on practical application for this, some relevance from business partners who partner up with our academic institutions, to give them a reason why they should do that. Why Math? You know, you don't take Math for the opportunity of becoming a Math teacher. You take Math because every high tech job needs it. Even non-high tech jobs, you know, somebody even at a cashier level.

And so how do we get the kids to start to relate what they're doing to the businesses that are here on Long Island? And that's really what the core focus of the Hubs is, making it easier for businesses to engage with the school and university systems, using the informal assets that we have, like, the Laboratory and other museums and informal settings to help build those capabilities. BOCES, I think, is a really critical part of this. Asset mapping and gap analysis. So we did a little bit of work. I'll talk about that in a moment. But really understanding what we have and what we don't and what we need. And that will allow us to -- the bottom bullet there -- integrate some of these settings and begin to search for opportunities and fill those gaps with the right resources, because we have those resources here.

And, finally, one of the reasons we're doing the asset mapping and gap analysis, to develop a cohesive one-stop shop for STEM. If you have a fifteen-year-old student, maybe they're in 9th, 10th grade, and they're interested in engineering, where do you go to find an Engineering program for that student? And that's really hard to find right now. Where do you find a Chemistry program, if you're a Chemistry teacher and you want to take your class on a field trip, where do you go? It's not easy to find those things. And so this is what our asset mapping and gap analysis is about. So the STEM Hub is a place you can go, there's a searchable database that we're putting together there that you can find these things and have a sense of where you can start to keep your children engaged in those activities.

So, the structure of the Hub, it's an Island-wide approach. It's one of the reasons that we're involved, is we think we're a relatively neutral agency. If you put the program with some of the Colleges or some of the other institutions, it becomes their program. We're trying to keep it a community effort. And so the Laboratory in North Shore Long Island Jewish Health systems have taken on the role of stewardship. And we've set up two anchors to make sure it's Island-wide as well. The Laboratory in the Cradle of Aviation in Nassau County, Andy {Parton}, the Executive Director there, is a very active part of this initiative.

We also have a Board of Champions that we just put together, some of our top business leaders across Long Island, both in the academic institutions and in the business community. Steering Committee and a core team. There are people like myself who have our feet on the ground actually doing this work. And Regional Industry Councils that I'll talk a bit more about, it turns out that the STEM Hub was launching right about the time our Regional Economic Development Councils were being formed across the State. So everybody was being asked to put together this strategic plan for economic development. And we rolled this in as one of the core components for workforce development and education in that Economic Development Council.

As we did that, we started to look at what are the emerging industries on Long Island, or the existing ones that we think we'll build. And this is the list we came up with, these eight that you see represented in here (indicating) under our Regional Industry Councils. And so the idea is that these Industry Councils, led by people who are business leaders across -- and academic leaders across the Island, have pulled together their colleagues and they're working to figure out what is it that our academic institutions need to do to prepare our workers for their businesses? How do we do that? And how do we start to pull their colleagues and peers in to give them an easy way to engage?

And so I'll give you an example, energy and environment, actually Suffolk County is helping to lead that along with home performance technologies. We have -- the information technology group being is being led through a program called Connect a Tech with Motorola solutions, a group called Impact

Systems. And another one called Vascom who are very involved in computing; the healthcare and life sciences are being led by North Shore Long Island Jewish Hospital; and Engineering is being led by New York Institute of Technology and Cameron Engineering. Aviation has Jet Blue and the Cradle of Aviation involved in that.

And so the idea is to fulfill the needs that you see below there, the career academies, K through 12 supportive activities where there's job shadowing, internships, whatever it might be. And the teacher faculty work experience. And I want to come back to that a bit. I mentioned teachers don't get an opportunity to do this. So we're always focused on internships for our students, but what about a teacher who really needs to understand how their curriculum applies to the work setting? And so one of the things we're looking at is how we can begin to get teachers out into the workforce, spend a summer working with an engineering firm? Spend the summer working with the laboratories, spend a summer working in an aviation setting. There's a lot of advanced manufacturing on line. There's a group of teachers I was talking to had advanced manufacturing equipment. They have never seen it used in an industrial setting, and yet they're teaching their students how to do this. And so how do we match these things up? And that's the idea, as we work in each of these communities, finding the best way to get these businesses to work with these academic institutions.

So the activities we have emerging out of this since December 11th when we launched in 2011, we've got a website up, the listemhub.org. On that website you can -- if you're a student or teacher, you can apply for internships at the high school, college or teacher levels. We have conducted the initial gap analysis and asset mapping. We've got 870 programs plus that we identified across Long Island that are offered in the STEM areas. And we're working with Connect The Tech, the Information Technology Regional Council, to get that up online and searchable database. We'll actually launch that May 9th. And we're working with the different schools who are interested in career academies. And if you're not familiar with those, it basically is a school, takes like a sub-school within their school setting and they focus the teachers on a particular industry.

So, for example, in Homeland Defense, you might have something like -- I was over at the LIFT Center, Long Island Forum for Technology the other day. And they had a group in there that was able to -- for emergency services look at mapping, identify traffic patterns, all kinds of things through there. And so you would think that a student maybe in a technology course that focused on Homeland Security could use something like that as a guiding tool and relevance. Why am I learning this? Our emergency services during Sandy really could have used some of the technologies from that.

From the Laboratory I look at it and say what about Homeland Security? We've very active in nuclear non-proliferation. And what better way to talk about world history, world events, things looking, like, at North Korea, Iraq, Iran, how do we look at those things? And nuclear non-proliferation is a very active component of that, the International Atomic Energy Agency. So instead of just looking at Social Studies for the sake of Social Studies, start looking at it in terms of a career, what could you do and how could you use it? And that's what the career academies are about. And a couple of those are launching, too, and we're trying to help that along.

Finally, May 9th, we have a celebration that was supposed to be a one-year celebration. We postponed it because of Sandy. That's taking place at the Cradle of Aviation. It precedes the Regional Economic Development Council and we have pretty strong hopes that the Lieutenant Governor will be there to join us. He's non-committal at the moment but that's the way they work. But we do expect he'll be there and greet students. There's a student showcase that day as well.

And finally I wanted to wrap this up with my vision for the Laboratory and what we're doing. I refer to it as the Portal to Discovery. The Laboratory is a Department of Energy, a Federal facility; has a lot of hurdles to go through to bring other sources of money in and to do some of the things we'd

like to do in the STEM fields. So we partnered up with the Long Island Matrix for Science and Technology, or LIMSAT. It used to be the Long Island Museum of Science and Technology. And they are not-for-profit, 501 (c) 3, very interested in providing STEM resources to students. And they have joined us on this Portal to Discovery. Our longer term goal is to un-bury the educational programs we have at Brookhaven, because right now they're behind the fence and back in the site. We'd like to bring that to the forefront of the Laboratory, put a large Science Education, Science Learning Center at the entrance of the Laboratory outside the secure perimeter that's open to the public and really opens up the opportunity for students and teachers and general public to come in and learn about the Laboratory's work; also learn a lot about the tech transfer things we're doing working with the industrial community across Long Island, where we could showcase that type of new emerging technology as well.

We also think it can be a citizens science center for open space. So you look at it, it's the gateway to the Pine Barrens. We can use it for a research center for teachers and students to essentially be very much like the Laboratory is to the main scientific community, providing tools and resources that they simply don't have access to in their own classrooms. They would be able to come here and do things and use our machines and tools. And so that's my vision to bring that forward, have this be the STEM Hub central for Suffolk County, working with the rest of Long Island and the Cradle of Aviation to do that.

So that's the STEM Hub. That's what we're doing. And thank you again very much for the opportunity to share this with you today.

CHAIRWOMAN ANKER:
And, again, thank you for coming out here. Again, I think this is -- it's so vital to start early when we're trying to address the problem of kids leaving Long Island. We can't sustain ourselves as an economic force if we don't have future generations sticking around, you know, having the jobs, living here. And this is just one of the many parts that we have to address. And, again, I appreciate all the time that you're putting towards this.

Do you have questions? Questions? Legislator Gregory.

LEG. GREGORY:
Thank you, Madam Chair. And I think you're absolutely right, that this is such a vital part of Long Island's future, Suffolk County's future in that we're a high-cost-of-living-area, we have to in some fashion attract high wage jobs. And those jobs generally rely -- or lie in the STEM field. But I would be interested to know, you said there are 40,000 students K through 12 that go through the program. I would like to know out of those students who graduate or who go onto actually go into the STEM fields -- because I think that's part of the problem that we're not attracting those students to go to -- it's not sexy enough or something where they're not majoring in those fields and there's certainly a need for it.

MR. WHITE:
Yes. So there's a couple of things here. So the 40,000 is -- it would be really hard to say how many of those go into the STEM fields because a lot of those students are at one-and-a-half hour experience at the Laboratory. So those are the Laboratories programs independently. We could say for the college programs, there's about -- most of those students are heading on into it and the persistence rate is very high for them. About 80% of those students stay in Federal or academic research areas. They're pursuing careers. About 30% of them go onto graduate degrees and, you know, Masters and PhD level at the college -- the college programs.

The real -- part of the real problem, I think, as you've suggested, is persistence of how you keep them engaged throughout there. And so the problems we see are -- particularly around that middle school level where social things change, academics change. I think even if you go down into 4th and

5th grade level where the Science and the Mathematics starts to get more difficult, and a lot of our teachers aren't well prepared in -- particularly in the science areas at those upper elementary grade levels and into the middle school area. And so getting them to do more than kind of do -- go through the programs is rare.

Now we do have very good school systems. So a lot of the schools have other ways to accommodate that. But tying them into things like these career academies where they begin to see the relevance of the academics is where, I think, it really -- you really start to see a difference. There are some -- there's a really good career academy in East Islip led by {Izzy Malanowski} And that program is just now beginning to show some of the statistics that you would look for, I think, in the impact of industry engagement with the academic system and the focus of that school on a career academy. And the numbers are coming out quite well in term -- quite high, I should say, in terms of students pursuing fields that they've been exposed to during that time period.

LEG. GREGORY:
Great. Thank you. I think this is -- this is excellent. I think, you know, whatever we can do to encourage our schools to really put an emphasis on the STEM fields will be better -- good for us locally, but I think nationally there's a need for it as well. So, thank you for your contribution. And it's a pleasure to see you again.

MR. WHITE:
Yeah, thank you. And nice to see you again as well. And I think our focus as we -- you know, the help we need from Suffolk County includes, I think, business support, business engagement, perhaps the IDAs. And the STEM Hub itself is right now funded under a -- actually I was pretty successful in getting a grant for that through the Empire State Development Corporation. And so longer term we are going to look at how -- we have to look at it how we sustain this effort. And there are different options, I think, we have as a community to do that. And I can probably use some help over time as we explore that process to make -- I think first, you know, under this grant money we have to make it work. We have to start showing real proof of concept and start to see these results merge that you would need to see to provide longer term support, but it will be necessary.

CHAIRWOMAN ANKER:
I wanted to -- I also wanted to mention, you had mentioned in your presentation how important it is that the teachers have the leadership ability to teach our children what they need to learn in order to be able to excel in that career track. And it makes me wonder, you know, if everyone's talking about, teaching for the test. And, you know, I have a 12-year-old in the middle school. My two other children have been through that. There is so much testing going on during that vital time of trying to understand where that person is going to go with the rest of their lives; where is their career track? I think you're going to provide a vital part in allowing some creative expression in understanding options available for our kids. Because, again, as a parent and just knowing what the teachers go through and what my kids are going through, there's so much time and stress and focus on a test. And it's hard to think out of the box, where are they going to be 10 years from now or 15 or 20 years from now? So I think it's wonderful that you have this option for them, this, you know, this place that they can actually go to and continue on with their ideas or dreams of what they want to grow up to be, you know, especially with the Science, Technology, Mathematic and Engineering.

Legislator Cilmi has a question.

LEG. CILMI:
Thank you, Madam Chair. Appreciate that you mentioned East Islip in your presentation; very near and dear to me in my district. And I've been a big supportive of the Career Academy Program over there. Izzy's a great guy and does a wonderful job. And, as you know, I'm sure you know, that

their Career Academy Program has evolved over the years and grown tremendously. And they started with their Green Academy, Green Career Academy. And, in fact, I had a student here with me yesterday from that Green Career Academy at our EPA meeting. So -- and I think this year they grew into the health field, which is -- which has been tremendously popular at the school. They had a fair today. And I think next they're going into an engineering -- the engineering aspect.

So what other school districts are there, though, in Suffolk County that offer career academies as part of their curriculum?

MR. WHITE:
There's a mix of them. So there were a few that were really starting out pretty strongly back when Long Island Works was working close with them. So I think a couple out in the Hamptons had things moving along that way. And now, forgive me if I'm wrong --

LEG. CILMI:
It's okay.

MR. WHITE:
It's -- South Huntington is starting one up as well in their middle school. I'm not quite sure if that falls -- which side of the border line that falls on, but -- so there's relatively few. And there's -- there is some resistance to this. And it's in part because of the things that Legislator Anker mentioned, you know, there's the testing and all the issues that come along. And there's a perceived need for a lot of funding to make the change in there --

LEG. CILMI:
Perceived being the underlined word.

MR. WHITE:
Right.

LEG. CILMI:
Right.

MR. WHITE:
And it really doesn't take that much. It's a realignment of your resources and a partnership with the local businesses that can make that work. You have to teach the programs regardless. And, you know, if you look for data, Legislator Gregory mentioned something about data. If you look for data on the impact of that kind of work, you don't necessarily have to look at a career academy structure to do it. You could just as easily look at BOCES programs. When you look at those students who were in often times kind of pushed over that way is, you know, you're not ready for College, go do this work, which I think is really a shame that it gets branded that way, but regardless, when those students go over there and they start to see purpose in their academics, their scores go up. And there's lot of documentation on that, that academic performance improves when the students see relevance. And I think you can pull data like that that would very easily show that kind of work.

And so how you reallocate resources, meet the needs of -- it's going to take a bit before this accountability piece goes by and people get more comfortable with it. But I think as people -- or groups like East Islip -- Baldwin High School in Nassau has a very successful career academy program and has for many years. And as schools start to see a model of how they can do that and what it takes to do it and how effective it is, I think it'll catch.

You know, the STEM Hub was a pretty daunting initiative to take on. We dragged our feet for a long time because it just seemed too big and too bulky for a group like ourselves to do that. And {Margaret O'Sheta} who was leading the State program at the time and is now leading the National

program said "just start." And so we did. We pulled in the people that we knew were very passionate about this and had the ability, were good partners, we're going to actually make things happen. And Izzy in East Islip are one of those partners. And we think as their results start to emerge and people start to see the successes here, they're going to come on board and they're going to start to do these things. So there's not a great number of them but they'll be growing.

LEG. CILMI:
Yeah, to the extent that you can help us, me, whatever sort of spread the word about those career academies, because I've seen the success at East Islip and I talk about it with all the School Districts that I represent. There's a Robotics Program that's tremendous here on Long Island, Long Island First Robotics. And a number of the School Districts who don't have career academies, per say, do have robust -- robotics programs. In fact, Connetquot School District just went to the National Championships a weekend ago or so.

But I think to the extent that you can help expose our students to the practical applications of the Science, of the Math, etcetera, I think that will lend itself well to those kids going into those fields more. You know, it's easier to conceptualize. And it's interesting because it's sort of -- it's not as objective, but it's easy for a student to conceptualize "I want to be a teacher" or "I want to be a psychologist", or you know. You say, "well, I want to be in business." Well what exactly does that mean? Or you want to be in engineering. What does that -- you know, what is that? It's a lot of college, lot of education, you know, it's a lot of math. It's hard.

You like physics? Well, what does -- you know, as you say, you can be a teacher. But other than that, "what are the actual job opportunities available to me if I pursue that field?" So to the extent that you can expose our students to those opportunities, then, I think it will lend itself naturally to our students pursuing those fields more -- more so.

MR. WHITE:
Thank you. One of the things that was pretty clear to me, at least, the Laboratory and Motorola, Computer Associates, even North Shore LIJ, there's no -- there's no lack of students who want to do this. I have -- of 180 I'll place, I had to turn another 800 down for this opportunity. And, you know, that's a national program, but in the high school research program, I'll take on about 50 to 60 high school students doing the same thing, working to five to six weeks over the summer. And I will have to turn down at least that many. And I don't advertise, because I hate -- I hate to disappoint people. And so at least that many are not going to find opportunity with the Laboratory.

So part of what we're trying to do is there's an awful lot of small businesses out there that don't know have to get an intern, they don't know where to find one, they don't know what it takes to host one because there's a lot of labor law issues that you have to deal with and -- so what we're really trying to focus on, if I could take those 50 kids that applied at Brookhaven, and I can work with small and midsize businesses and show them how to do an internship, show them the ways to do it right, the things they need to have in place -- and that's part of what the STEM Hub is trying to do, then maybe we can get these smaller businesses who are kind of, you know, hidden behind buffer zones and other areas, you don't even know they're there, and give those kids an opportunity to work with those small to midsize businesses.

A really good example of what you were talking about, Legislator Cilmi, is the -- D'Addario. A lot of people didn't know D'Addario Company was here, yet they make the greatest guitar strings in the world. And they have a little three-minute video that Rick Drum, the President of D'Addario, puts as a tag on his e-mails. And if you --

LEG. CILMI:
I have to ask you a question and interrupt. Did you -- like did you do some research on my life before you -- you mention East Islip, my wife works for D'Addario, it's -- go ahead. (Laughter)

MR. WHITE:
Nobody know it's there, right?

CHAIRWOMAN ANKER:
Well, Ken -- while Ken was visiting me in my office, it happened to come up. But I was wondering do you have that video? There's an online video that -- it's a wonderful presentation of connecting something so simple as a guitar string and as beautiful -- the beauty of the -- of music to the engineering features of what's involved in creating a guitar string. Do you happen to have that presentation?

MR. WHITE:
Well, if they have internet access, we can bring it up if you wanted to take the time to do that.

CHAIRWOMAN ANKER:
How long is that video? It's like two minutes?

MR. WHITE:
Three minutes.

CHAIRWOMAN ANKER:
Three minutes.

MR. WHITE:
Just over three minutes. I don't know, if you want to do it, we can certainly --

LEG. CILMI:
If I could just explore one other question then I'll yield, Madam Chair, if that's okay, you sort of -- you mentioned the capacity problem that you have.

MR. WHITE:
Yes.

LEG. CILMI:
You could only provide, you know, opportunities for so many students and there are so many more that -- so the term Hub obviously denotes a central location and then you have spurs off of that location. So how difficult would it be, and maybe this something that you're doing, how difficult would it be to create mini-labs, you know throughout the County, throughout the region, not necessarily -- obviously not to the extent that you --

MR. WHITE:
Yeah.

LEG. CILMI:
You know, you couldn't have -- but to the extent that you could create working groups, maybe at the School Districts or maybe at our Colleges or whatever, that, you know, sort of simulate what goes on at BNL.

MR. WHITE:
I think -- I think we have those. And I think those are our places of business and our other schools.

LEG. CILMI:
So it's just a matter of sort of cultivating those.

MR. WHITE:
I think so. I think it's pulling the people in who want to do this. So this is where we start with the people who really are already interested in doing it. You know, I mentioned Cameron Engineering, for example, leading the engineering group; very actively involved. And the advanced manufacturing, for example, Suffolk Community College has great programs in there. And so the Hub -- I probably didn't explain this well enough in the beginning, the Hub is not really a Brookhaven Lab thing. Again, it's something that we've tried to really make it more of a clearing house, because we can't provide enough programs for everybody. And there's actually a lot of people out there providing, but how do we -- I'll give you an example of like the gap analysis piece. If we look at somebody who wants to come in and do middle school Biology, we do it, Cold Spring Harbor Laboratory does it, Stony Brook does it with their Sesame Program up there. We really don't need another group doing middle school Biology.

But if you look at that 10th grade Chemistry program, nobody does it. So if we look across the Island, there's plenty of people who could do it. And so if that's a need, how do we just find the right people to provide that need? And I think we have enough businesses enough and institutions around that have that capacity to do it. We just need to make sure that we're -- you know, Legislator Gregory talked about a pipeline, a persistence through there. We need to find the places where we're not sustaining that interest and just find the right partners. We have tons of assets here. I think it's just a matter of -- the Hub is -- its goal is to make those more cohesive in the approach, you know, a more collaborative one, you know, in how we do that. I think we have it.

CHAIRWOMAN ANKER:
Legislator Horsley has a question.

D.P.O. HORSLEY:
Hi, Ken. You know, it's a pleasure to hear. This is -- a lot of folks have been talking about for an awful long time the relationship between businesses in our public schools and how they could intertwine. And, I -- frankly, I did an IDA deal with the D'Addario and -- they are an extraordinary -- the guy from beginning to end -- what's the name of that -- that program from Japan that they're always pushing?

LEG. CILMI:
LEAN.

D.P.O. HORSLEY:
LEAN, yes. I went in there and I got LEANed to death. And it was -- Jim D'Addario was an amazing guy. I mean, he's a visionary. But, anyway, besides that -- my question is -- you know, we see the Intel Award winners, we see the different science award winners. They always seem to come from some of the better -- not better -- better is improper -- some of the more affluent communities.

MR. WHITE:
Right.

D.P.O. HORSLEY:
My fear is that the underserved communities, that we're losing folks. And how does the Hub reach out to those schools that maybe don't have the monies to put into science, who are teaching towards a test and -- how does that, you know -- how do we grow into the full body of our students throughout Long Island?

MR. WHITE:
I think that's a really, really good question and a difficult one; probably an easier one to answer than it is one to do.

D.P.O. HORSLEY:
I'm sure.

MR. WHITE:
However, the approach that we're taking with the Hub, and this will take time to bear true, but, you know, the same communities that you're talking about that have the schools and perhaps less affluent communities around them, are also the ones where our businesses tend to be located. And so as we start to pull these businesses in and we start to work with them more closely, I think they're going to find that the Districts around them and the opportunity there are going to match up very well. And so groups like -- you know, schools like Brentwood, Roosevelt, Wyandanch, there are lots of businesses around those areas. And as they come on board with what we're trying to do, I think they can begin to do an awful lot to help work with that.

One area, for example, we really ought to be focusing on, I think, is one that's prominent through the Economic Development Council, and that's Wyandanch Rising, for example.

So I think that's -- I think that's the way we're going to make this work, is we bring businesses in. A lot of times those businesses like to work within communities around their -- their facilities. And I think we can start to make that match.

D.P.O. HORSLEY:
That's great. By the way, did you guys get federally -- any -- do you have Federal monies in the actual Hub itself? I mean, did Sequester tackle you guys as well? Or how does that --

MR. WHITE:
There was really no addition of funds to our program for the Hub. So it kind of take it on.

D.P.O. HORSLEY:
It may have affected the Lab, but you guys are okay.

MR. WHITE:
We're okay. And my educational programs in particular are the ones I'm responsible for are funded federally and actually they're in as good shape as they've been. The one disappointment I would say is over the last several years they defunded the Teacher Program. And one of the reasons I'm so passionate about the teacher-work experience program is the Federal Government had a Teacher's Academy for creating science -- teacher scientists. And it was a three -- they spent three summers with us at the laboratory. And the really rewarding thing here is that teachers who were part of that are now part of our family. They're in and out of the Lab all the time meeting with scientists, they're pulling them into their classrooms, they've got all kinds of networks set up. And so that's the one that suffered a bit, but we're -- in terms of the work that we're doing and workforce development, we're just fine. I have to say the Laboratory leadership has been very generous in that regard throughout the years. Because most of the work that we do at the elementary level was -- is done through overhead, basically a taxation on the science to do that.

See, if we can find this for you. It's not what I expect to do, show my technology proficiency here but --

CHAIRWOMAN ANKER:
Okay, so what we're going to see possibly, it's a presentation from D'Addario.

MR. WHITE:
It's -- as Legislator Anker says, it's really a outstanding -- I think it's an outstanding example of what most of us don't realize here is available to students as work. And I believe --

MR. FLACK:
Go to Youtube.

MR. WHITE:
Yeah, I want to go Google, actually.

And as Legislator Anker says, you see Chemistry in here, you see Engineering, you see Research, you see Advanced Manufacturing. And I would imagine that a young person in a garage band who's also very good at math and science would not think they might find a career in this type of environment.

(D'ADDARIO VIDEO PRESENTION)

MR. WHITE:
I love the ending.

CHAIRWOMAN ANKER:
That was great. Any more questions for our presenter? Ken, thank you again for coming today. If there's anything we can do, you know, to help you -- again, this is a Suffolk County company, you know, that we presented here today unexpectedly, of course, to you, but again, it just shows how we can relate to technology by music, by experiencing, you know, the -- by experiencing music just in general. So, please, come back again and let us know how you're doing. And I look forward to working with you with the JOBS, the Job Opportunity Board that I'm going to be starting soon to help you with your internship and tuition programs. And, again, looking forward to having you back.

MR. WHITE:
All right. Thank you very much. And thank you for allowing me to show that video. I didn't expect to do that. But, again, it shows, I think, every aspect of what we're talking about. Here's a small company that takes on interns, engineering interns. When I talk to them, I was surprised there was engineering interns. And you see they need them. They've got Computer Modeling, Chemistry, R&D Engineering and they're one of -- they're one of hundreds across the Island that have these needs. We need to involve them.

So thank you, again, for the opportunity to speak here. And I look forward to working on the Committee with you.

CHAIRWOMAN ANKER:
Great. Thank you.

TABLED RESOLUTIONS

We're going to continue on with our agenda. We're going to go to Tabled Resolutions. We have **IR 1235, Appropriating funds in connection with the acquisition of an IFMS Release 3 (CP 1782). (Co. Exec.)** I'll make a motion to approve.

LEG. KENNEDY:
Second.

CHAIRWOMAN ANKER:
Second. All in favor? Opposed? Abstention? Motion carries. **(VOTE: 5-0-0-0)**

INTRODUCTORY RESOLUTIONS

We're going to continue to, we have **IR 1296, Designating Poet Laureate for Suffolk County (Pramila Venkateswaran). (Anker)** Would you like --

LEG. SCHNEIDERMAN:
Can we table this so we can get more information? (Referring to IR 1235)

LEG. KENNEDY:
Through the Chair, I had asked for it to be tabled specifically because of not knowing whether or not the Comptroller or the Treasurer supported it. And actually Mr. Vaughn did furnish us with the comments from both of them, both offices in support of the upgrade. So my questions were answered on it. That's why I seconded it. I was fine. But, I don't know, maybe there were other questions that you had.

LEG. SCHNEIDERMAN:
Well, if I may, can we bring Commissioner Rodgers up?

CHAIRWOMAN ANKER:
Commissioner Rodgers.

LEG. SCHNEIDERMAN:
We had discussed this last time. We were trying to get to whether it was really necessary to get the latest version of this software. We have a -- what you describe as a working version, but you said if we don't stay current, we lose our service agreement. I know those service agreements, the technical support's information, but this was also, I think several hundred thousand dollars to get the current version. And, you know, if we had to pay for service, I didn't know which would be more cost effective, whether we lose the service agreement and have to pay for somebody to service the system or whether we should upgrade. We just -- I just wanted more information before moving forward.

COMMISSIONER RODGERS:
Not a problem. Good afternoon. Donald Rodgers, Commissioner of IT.

If I can, I just wanted to give you a quick timeline on the acquisition and cost that IFMS has been -- have incurred so far. It was acquired in 1996 at a cost of $2 million. In 2000 we went to release 2 at 2.1 million. In 2005 we went to release 3 for $500,000 with an annual maintenance fee of $183,000.

LEG. SCHNEIDERMAN:
Can you just say that again? 2009?

COMMISSIONER RODGERS:
2005 we had -- we went to release 3 at a cost of $500,000. And $183,000 maintenance fee. In 2007 we went to release 3.5. That was $400,000 and a $210,000 maintenance fee. In 2012 we expended $111,000 to analyze the appropriateness of the next release of the system. So the last time we upgraded the system was in 2007 when we went to release 3.5.

Now we are talking about the planned upgrade to 3.9. And the significance of this is as a result of the -- as part of the analysis that was done, is to allow us to run the software on Sequel or to upgrade to the latest release of Oracle, which it will not currently run on as well.

Now, in addition, this release will include the new IRS code changes that are required by the Feds. So that's -- those changes are currently on hold by the Feds, but we do expect them to be released.

CHAIRWOMAN ANKER:
Tom, would you like to say something?

LEG. SCHNEIDERMAN:
I just want to clarify. So there's one aspect of it that has to do with the Federal requirement that actually hasn't been required yet, but we're anticipating it's going to be required to have the IRS codes within the software?

COMMISSIONER RODGERS:
Correct.

LEG. SCHNEIDERMAN:
It mean it's -- on one hand we could wait until that becomes a requirement. What -- you know, you mentioned Oracle and compatibilities with other things. If we don't do this, what's the impact of not voting for it?

COMMISSIONER RODGERS:
We would be running multiple versions of Oracle. We have currently upgraded the present Oracle environment. We would have to maintain this in any earlier release level than where we are at right now. So we would be running more than one version of Oracle. Now the other thing --

LEG. SCHNEIDERMAN:
What's the actual effect? What does that mean?

COMMISSIONER RODGERS:
It means greater maintenance for our staff in terms of having --

LEG. SCHNEIDERMAN:
Does it mean data transfers more slowly? I mean, what's the practical --

COMMISSIONER RODGERS:
Practical impact of that is when we do work or when staff does work, they have to know which -- which release of Oracle they're actually operating in. We have to maintain the data in that release. So we do have conversions that we would have to address. Now the other -- the other --

LEG. SCHNEIDERMAN:
Oracle, that's all, like, our network program?

COMMISSIONER RODGERS:
Oracle is the current data base that IFMS resides in. Now the other part of this is I am implementing a conversion to Sequel so that we can look to reduce our overall Oracle licensing costs. Sequel is a much less expensive environment to operate in. And I'm looking to do that so that we can provide a standard across the County and produce standardized tools for us to work with.

LEG. SCHNEIDERMAN:
Could we do that quicker and then not have to do this? I mean could we live with this current -- the release we have now and change over to Sequel?

COMMISSIONER RODGERS:
The conversion is not going to happen overnight for us. It will take us the better part of six months to a year to do that.

LEG. SCHNEIDERMAN:
Meanwhile we're spending -- I forget the number on this resolution.

COMMISSIONER RODGERS:
The number on this is 380,000.

LEG. SCHNEIDERMAN:
Three hundred eighty thousand.

COMMISSIONER RODGERS:
It's a Capital Project for the upgrade to the new release.

LEG. SCHNEIDERMAN:
Right. It's Capital so we'll be paying debt service on that. I mean, we're -- you know, I'm looking for your guidance here, but I'm also trying to save the County every dollar at this point we can. You know, if you tell me, you know, we have to have this to keep our systems functioning, and to secure data and, you know, meet the County's needs, you know, I'll agree. But if you say we can live without it, I gotta say then we should live without it.

COMMISSIONER RODGERS:
I honestly don't feel we can live without it. From the standpoint of staff maintenance, from the standpoint of us staff maintenance, from the standpoint of us being current, of us having to deal with code changes that we know are coming, what we're doing is simply increasing our overload -- our overhead when it does happen.

LEG. SCHNEIDERMAN:
Don, I mean you come from this field. Why is it so expensive to get an upgrade to software we already own?

COMMISSIONER RODGERS:
With any software, Legislator Schneiderman, you basically are a prisoner of the manufacturer. You constantly pay for what they've identified as their R & D costs. So whether we're talking about Oracle, whether we're talking about Microsoft, whether we're talking about Apple, you pay what they determine is their overall cost of having to develop the product and then release the product. So, there's not an easy answer to that question unfortunately. You know, I mean, I wish there ws. If we were looking at what's the actual cost of the item, it's nothing. But the cost is associated with what the vendor attributes to it.

LEG. SCHNEIDERMAN:
Right. Well, what do we get out of it? If we're just picking up some bells and whistles, that's great, but we can, you know, we don't need that. But if you're saying that we have to have it because there is Federal requirements coming down the line, then, I guess we don't have a choice. It's again another unfunded mandate. That's unfortunate. I'm just trying to save the County where we can. Tom?

MR. VAUGHN:
Legislator Schneiderman, I certainly appreciate that thought. And, you know, we're all looking to make sure that we save the County money wherever we can. I would just point out a couple of things just to go back to the timeline that the Commissioner reviewed with you. And that would be that, you know, it wasn't -- we haven't upgraded this system since 2007. We don't have a maintenance agreement -- we won't have a maintenance agreement in place. I know that if I hadn't maintained the oil in my car since 2007, it'd probably stop running. And it's -- you know, it's work that needs to be done unfortunately. It's technology and keeping up those systems; is very similar to our roads, to our cars and everything else. We've skipped multiple releases in order to save -- in

order to save money. This is where we're at at this point in time.

We haven't -- you know, if you notice on that timeline that the Commissioner's pointed out, we've gone -- we have skipped -- let's see. We skipped an entire generation when we went from 2 to 3. We skipped what appears to be at least 4 or 5 iterations when we went from 3 to 5 in a two-year period. And then -- now we're at 3.9 and that was -- that's over six years ago. That's a pretty longtime to go in between upgrades.

LEG. SCHNEIDERMAN:
It depends on what's in those things. If I say what version of Windows are you running, you might say you're using, you know, an operation system that's four-years-old.

MR. VAUGHN:
And I agree. Even Windows 95 doesn't run any more.

LEG. SCHNEIDERMAN:
Right. And that's true, too.

MR. VAUGHN:
Right.

LEG. SCHNEIDERMAN:
Right. So there's a certain point where you have to --

MR. VAUGHN:
Right.

LEG. SCHNEIDERMAN:
-- and there's others that it's nice, but it's not necessary. So that's what I'm trying to assess, is the degree by which this is --

COMMISSIONER RODGERS:
This is the point where we have to. Unfortunately, if we could skip it, I would be more than happy to skip it because it's worked for us as well.

CHAIRWOMAN ANKER:
Okay. Legislator Cilmi.

LEG. CILMI:
Yeah, I just wanted to sort of reiterate what Commissioner said a few minutes ago in that whether or not we upgrade fully -- fully with the Oracle database or whether or not we go to Sequel, and I guess that's an eventuality regardless, this upgrade works with both, with the latest upgrade to Oracle as well as with Sequel; correct?

COMMISSIONER RODGERS:
That is correct.

LEG. CILMI:
Right. So we won't have to go back -- I mean, we have to have this management software anyway. We won't have to go back and change once we change to Sequel to a different version of IFMS. It will be all set. And to the extent, though, that we do have to keep up with further generations of the software, I mean, that's kind of something that we just have to do. Having operated a business and tried to -- you know, we had accounting software called Peach Tree. And you had to upgrade like every year. And if you didn't upgrade every year, it was just a nightmare because once you tried to

upgrade your operating system to, you know, to account for other technologies and other softwares, you know, it would render the previous versions of everything unusable.

So at some point in time you just have to -- you have to catch up. And I think that's what we're doing here. And it sounds like the County's been relatively frugal in terms of how we've pursued these upgrades or succumbed to the upgrades, if you will in the past. And I'm sure that we'll continue that.

COMMISSIONER RODGERS:
At this point that's correct. We have skipped when we could. And I would say a significant part of this is as well that this will allow us to also go to a Sequel environment so we will not have to go back and address it. The current release does not allow us to operate the Sequel environment.

CHAIRWOMAN ANKER:
Okay. All right. That sounds good. I'm sorry, I don't mean to rush us along, we have another Committee meeting and we still have quite a few resolutions to get through. Is everybody okay? We should be good to go with this. Okay, I'm going to continue to the next resolution.

IR 1296, Designating Poet Laureate for Suffolk County (Pramila Venkateswaran). (Anker)
Is she here? I do have her resume. She is a Setauket resident. She has gone to Nassau Community College, majoring in creative writing.

LEG. CILMI:
Madam Chair, she's a -- I see you've sponsored this resolution. Were there any other candidates that we were entertaining?

CHAIRWOMAN ANKER:
No. The reason why I sponsored it, it's more technical. Basically the former Poet Laureate choses the next one. It just a matter of -- it's a committee.

LEG. CILMI:
I'll make a motion to approve.

CHAIRWOMAN ANKER:
Okay, I'll second it. All in favor? Opposed? Abstentions? Motion carries. **(VOTE: 5-0-0-0)** I'll ask her to send --

LEG. SCHNEIDERMAN:
We give her this designation. Should we see what she actually writes?

LEG. CILMI:
That's actually a very good point.

CHAIRWOMAN ANKER:
I will invite her to the next meeting that way she can come.

D.P.O. HORSLEY:
So we're not gonna --

LEG. CILMI:
Can I reconsider my motion? I can't imagine what she might have written that would -- yeah.

CHAIRWOMAN ANKER:
Would you like to reconsider? We'll have her come -- yes? Okay.

LEG. SCHNEIDERMAN:
No, I think we should let it go to the floor.

LEG. CILMI:
That's fine.

LEG. KENNEDY:
Hold on, hold on, hold on.

LEG. SCHNEIDERMAN:
But we should -- I think at least one of us review some of her poetry.

LEG. CILMI:
Yeah, let's just -- did we call the vote? Did we call the vote? Did we call the vote? I'll make a motion to reconsider then. I was on the winning side. I guess everybody was.

LEG. KENNEDY:
I'll second that motion.

CHAIRWOMAN ANKER:
Okay. All in favor? Opposed? Abstentions? Motion carries. **(VOTE: 5-0-0-0)** We will reconsider that vote.

LEG. CILMI:
And I'll make a motion to table.

LEG. KENNEDY:
And I'll second.

CHAIRWOMAN ANKER:
Second, okay. All in favor? Opposed? Abstention? Motion carries. We will table that until we find out more about our Poet Laureate.

LEG. CILMI:
Do we have her resume?

LEG. SCHNEIDERMAN:
I'd like to see at least one sample of her poetry before we --

LEG. CILMI:
Maybe just e-mail us with her resume with a poetry sample.

CHAIRWOMAN ANKER:
She has an extensive resume. But, again, I don't have exact, you know, her poetry in front of me. We will have her -- you know, we'll have the information for you.
LEG. SCHNEIDERMAN:
We're giving her an official County title here. So I think we have to do our due diligence.

CHAIRWOMAN ANKER:
No problem. That's why we're here. We're here to vote. Okay.

We're going to continue to **IR 1300, Ensuring Suffolk County Government Internet Content is accessible to the print-disabled. (Schneiderman)**

LEG. SCHNEIDERMAN:
Motion to approve.

CHAIRWOMAN ANKER:
Motion to approve. On the motion, I have -- second? Is there a second? I'll second it just to continue the conversation.

LEG. SCHNEIDERMAN:
I'll be happy to explain it. So people who are visually impaired, whether they're blind or, you know, for whatever reason can't see a monitor, most government or a lot of government websites have encoding within the program that allows devices called print readers to take the text that appears and actually speak it so they can hear what the websites says. You know, County websites provide job opportunities, they provide emergency notifications, meeting schedules. It's important. And we have a number of people who are visually impaired in Suffolk County.

This doesn't change the way these websites appear. They still like identical to the way you see them now. But in the programming, embedded into that programming, is information that these print readers can then translate into spoken word. It's a simple thing. ADA actually requires this type of thing. I think it's time for Suffolk to be accessible to the print disabled. And I did talk about this a little bit with Commissioner Rodgers. But maybe we can bring him up and he can talk about how achievable this is.

CHAIRWOMAN ANKER:
Commissioner, is he here?

LEG. SCHNEIDERMAN:
But it's 2015. So it's not an immediate transformation but we have basically two years to make this happen.

LEG. KENNEDY:
On the motion, Madam Chair?

CHAIRWOMAN ANKER:
Hold on for a minute. So I think the -- one of my questions would be how much is this costing the County? So I don't know if Tom can address that. After Tom speaks, then Legislator Kennedy.

MR. VAUGHN:
Unfortunately, Madam Chair, I can't address how much it would cost. I don't have that number off the top of my head and --

LEG. SCHNEIDERMAN:
I do have the number. It's $6,000.

MR. VAUGHN:
I did not think that it was particularly an expensive transition. The other thing is we had also talked with Commissioner Rodgers. I can confirm that he believes that this is something that we can -- that we can do and that we should be doing and go forward from there. I apologize that I don't have any more information other than Commissioner Rodgers thinks it's a good idea but --

CHAIRWOMAN ANKER:
Legislator Kennedy.

LEG. KENNEDY:
That was my question, Madam Chair, is that what -- is that what BRO has for the fiscal impact?

Benny, is that what you have down?

MR. PERNICE:
Again, for us, we're just -- we'd -- I reached out to different companies that do this to our own IT Department, just trying to get an idea of how much it would cost. I couldn't get a, you know, a definitive answer from -- of how much it would cost from IT. They told me that they reached out to a consultant that said they charged, you know, $200 an hour to do this; you know, otherwise if they were to do it in-house, you know, we can figure that if they did it in-house over -- over time it would be a certain cost. But the end of the day is depending on how much time it costs, would depend on what the actual cost is.

LEG. SCHNEIDERMAN:
Again, Commissioner Rodgers told me 6,000 is what it would cost. There's no impact to this year because we're not doing it this year. So this is -- we'll have to deal with this in the 2015 budget or sometime maybe in next year's budget to begin the process. But we don't need an offset because it's not affecting this year's budget. And 6,000 is what -- the number I've been told.

LEG. KENNEDY:
I really would like the opportunity to speak with them directly. I mean, I would like to know how he came to that kind of calculation. You're right. We do have a number of different websites and I -- quite frankly, I think that probably this isn't permissive. I would believe under the ADA, we're mandated to do this. I just -- before I support it, I would like to have the opportunity to speak with him or somebody in IT directly.

CHAIRWOMAN ANKER:
Okay, Tom would like to answer your question for you.

MR. VAUGHN:
Legislator Kennedy, and you will forgive the fact that I do not have a law degree, but we have spoken with the County Attorney's Office. We don't think that we are non-ADA compliant at this point in time. There may be an exemption that exempts municipalities from having to comply with that section of the American with Disabilities Act, but we do support this idea going forward. Because even if we are not -- even if this is something that we wouldn't have to be required to do, we think that it's something that we should be doing. It's an acknowledgement by Commissioner Rodgers' part that we think that we should be doing this work. We work -- we also have talked with the Office of People with Disabilities, {Frank Krashinski}. He thinks we should be doing it as well. I mean, we do support the initiative from Legislator Schneiderman.

LEG. SCHNEIDERMAN:
Can I say, Legislator Kennedy, too, that the language they typically use in the ADA is readily achievable. It's somewhat subjective. But a $6,000 threshold for a county with a billion dollar, almost three billion dollar budget, it's --

LEG. KENNEDY:
I'm not disagreeing with the cost. As a matter of fact, 6,000 is relatively nominal notwithstanding what we've talked about all day long, but I do -- I --

LEG. SCHNEIDERMAN:
Commissioner Rodgers is about to walk in.

LEG. KENNEDY:
Is he? Okay. Great. He's the programer.

CHAIRWOMAN ANKER:
I have the Commissioner here to talk about this program.

LEG. KENNEDY:
Excellent.

CHAIRWOMAN ANKER:
Commissioner Rodgers, we'd like a little bit more information about the fiscal impact of this resolution. This is --

LEG. SCHNEIDERMAN:
The print reader.

COMMISSIONER RODGERS:
Yes, absolutely. Right now we are looking at software called Read Speaker. And it has an implementation fee, one time setup, of $618. It has an annual license fee of $5,606 ongoing. This particular software is ADA compliant. And it will provide a -- an audio bridge for those individuals that have a difficult time reading. So it will translate whatever's presented in the document and actually read it to them.

LEG. KENNEDY:
So, through the Chair, and so this piece of software, then, will sit as an overlay, Don, for all of the multiple websites that we have that folks access?

COMMISSIONER RODGERS:
Correct. In order for us to be -- to put it in place for all of our screens that are out on the County website, it would be accessible for that fee.

LEG. KENNEDY:
Fifty-one or fifty-two hundred per year. That's the annual license?

COMMISSIONER RODGERS:
Fifty-six hundred per year is the annual license in order us to be able to install it on all of our components on the web.

LEG. KENNEDY:
Okay. You know, that's a responsible and reasonable expenditure. Then the next thing you know, we just say to the sponsor, why are we looking to do that now if, in fact, it doesn't take effect until 2015?

LEG. SCHNEIDERMAN:
If you guys want to do it quicker, I'd be happy to support that. You know, I was trying to deal with, you know, giving the Department time to implement such a change. You know, we certainly could do this by 2014. If you want to table it to make it go faster, which just seems almost counterintuitive, I could support amending the bill to give it a faster implementation date. Commissioner, does it take a certain amount of time for your Department to make these changes? Are you comfortable with the 2015 date or --

COMMISSIONER RODGERS:
I'm comfortable with the 2015 date. I believe we can --

LEG. KENNEDY:
Wait, hold on a second, hold on, hold on. This is one of those issues where, you know, like the genie's out of the bottle. If you kind of bring to the forefront, to the public that there is an omission

on our part when it comes to information, we don't cure it by saying "we know about it now, but, yeah, we're going to fix it in two years from now." It's either we acknowledge and address and remedy or we say, "you know what? In 2015, when, you know, the train's really off the track, maybe we'll pick it up then."

LEG. SCHNEIDERMAN:
Well, let's ask the Commissioner about 2014. Is that achievable for you?

MR. NOLAN:
Legislator Schneiderman, the resolution -- they have one year from the effective date of the resolution to implement this.

LEG. SCHNEIDERMAN:
Okay.

MR. NOLAN:
It's not 2015.

LEG. SCHNEIDERMAN:
Oh, it's not 2015. Okay. So one year, is that --

LEG. KENNEDY:
How long would it take you to get this piece of software, Commissioner?

COMMISSIONER RODGERS:
In order to --

LEG. KENNEDY:
I mean if you had the six grand sitting there on the podium, how long would it take you?

COMMISSIONER RODGERS:
Oh, we'd probably have it in a couple of weeks.

LEG. KENNEDY:
Okay.

LEG. SCHNEIDERMAN:
And we do need --

COMMISSIONER RODGERS:
Don't hold me to that number. I'm basing it upon what I believe it would take; would probably be a couple of weeks.

LEG. KENNEDY:
Do you have to do any additional assessment as to how the software would get loaded, how it would be -- how long do you think that's going to take you?

COMMISSIONER RODGERS:
We're in the process of doing that assessment now.

LEG. KENNEDY:
Okay. Is that going to take you a year?

COMMISSIONER RODGERS:
No, it won't take us a year to do the assessment.

LEG. KENNEDY:
How long is that going to take you?

COMMISSIONER RODGERS:
I would say give us about a month and we will have the assessment complete.

LEG. KENNEDY:
All right. To the sponsor, I'm prepared to support this, but not for a year from now.

LEG. SCHNEIDERMAN:
Listen, if we can speed it up, that's great. You know, our own rules require an offset if we do it in this current fiscal. So I guess I would ask the Commissioner, do you have the money within your current budget that you could do this?

COMMISSIONER RODGERS:
No, we don't. We don't have it within our current budget.

LEG. SCHNEIDERMAN:
Not even $6,000?

COMMISSIONER RODGERS:
We are that far down.

LEG. SCHNEIDERMAN:
John, if you could come up with an offset for $6,000, I'm willing to modify this.

LEG. KENNEDY:
This is magnificent, Jay. You raise the issue, you file the bill and I got to find offset. That's outstanding. (Laughter)

LEG. SCHNEIDERMAN:
Hey --

LEG. KENNEDY:
That's absolutely outstanding.

LEG. CILMI:
My salary is budgeted for a few thousand more than what I actually take. You can just use that extra money.

LEG. SCHNEIDERMAN:
Right, there you go. So for those people who are looking for this technology, I think, you know, they're supporting this bill. And with that -- I guess it's a one-year implementation deadline. I'm all in favor of moving it forward if we can up with an offset. But you know the fiscal climate we're in, John, as well as --

LEG. KENNEDY:
I'll tell you what. Table it one cycle. I'll call VESID and I'll get the six grand and we'll do it this cycle.

LEG. SCHNEIDERMAN:
That's great.

LEG. KENNEDY:
Okay? Because that's the folks that deal with the visually impaired through the State.

LEG. SCHNEIDERMAN:
Great.

LEG. KENNEDY:
But you can't come forward saying that we don't fulfill our responsibilities and then say we're going to do it a year from now. That doesn't work.

LEG. SCHNEIDERMAN:
I'm trying to address a problem.

LEG. KENNEDY:
Well, I'll make a motion to table for one cycle.

CHAIRWOMAN ANKER:
Okay.

LEG. KENNEDY:
I'll take the responsibility for calling VESID. I'll share that with you, all right?

LEG. SCHNEIDERMAN:
All right, that's great. All right. So I'll support a tabling. Tom?

CHAIRWOMAN ANKER:
Okay, I think we're good.

LEG. SCHNEIDERMAN:
Vaughn found $6,000? No.

MR. VAUGHN:
Legislator Kennedy, I would just add that if you have immediate success in contacting VESID, the Administration would be happy to give a CN on Tuesday, if you make that call and have that money.

LEG. KENNEDY:
They're right across the street in the State Office Building. Thank you, Tom, that's a very generous offer on your part, too. Thank you.

LEG. SCHNEIDERMAN:
Well, look, if we can make it happen sooner, that's great. That's great. So I'm certainly willing to table it for one cycle to try to make this -- bring the implementation --

CHAIRWOMAN ANKER:
We have a motion to table. Second? Is there a second?
D.P.O. HORSLEY:
Second.

CHAIRWOMAN ANKER:
Second. Okay. All in favor? Opposed? Abstention? Okay, we have a tabling of 1300.

LEG. CILMI:
I'm opposed to tabling. **(VOTE: 4-1-0-0)**

CHAIRWOMAN ANKER:
All right, we're going to continue. We have **IR 1308, Authorizing transfer of surplus County cell phones and blackberry devices to Victims Information Bureau of Suffolk. (Spencer)** Okay. I'll make a motion.

D.P.O. HORSLEY:
Second.

CHAIRWOMAN ANKER:
All in favor? Opposed? Abstention? Motion carries. **(VOTE: 5-0-0-0)**

Resolution 1309, Authorizing transfer of surplus County cell phones and blackberry devices to SEPA Mujer, Inc. (Montano) Same motion? Same second motion. Motion carries. Oh, all in favor? Opposed? Abstention? Motion carries. **(VOTE: 5-0-0-0)**

IR 1348, Authorizing transfer of surplus County computers to RSVP. (Kennedy)

LEG. KENNEDY:
Motion.

LEG. CILMI:
Second.

CHAIRWOMAN ANKER:
Okay. All in favor? Opposed? Abstention? Motion carries. **(VOTE: 5-0-0-0)**

IR 1350, Authorizing transfer of surplus County computers to Half Hallow Hills High School West Robotics Club. (Stern)

LEG. KENNEDY:
Motion.

CHAIRWOMAN ANKER:
Motion. I'll second that motion. All in favor? Opposed? Abstention? Motion carries. **(VOTE: 5-0-0-0)**

IR 1352, Accepting and appropriating a grant award increase from the State Education Department, the University of the State of New York, for a Liberty Partnerships Program (LPP) 100% reimbursed by State Funds at Suffolk County Community College. (Co. Exec.) I'll make that motion to approve and place on the consent calendar. I'll make that motion.

D.P.O. HORSLEY:
Second.

CHAIRWOMAN ANKER:
Second. All in favor? Opposed? Abstention? Motion carries. **(VOTE: 5-0-0-0/CONSENT CALENDAR)**

IR 1354, Accepting and appropriating a grant award as partner in a Trade Adjustment Assistance Community College and Career Training Grant from the U.S. Department of Labor 100% reimbursed by Federal Funds at Suffolk County Community College. (Co.

Exec.) Same motion, same second. All in favor? Opposed? Abstention? Motion carries. **(VOTE: 5-0-0-0/CONSENT CALENDAR)**

Okay. I think that's it. I will adjourn this meeting. Thank you.

THE MEETING CONCLUDED AT 2:28 PM
{ } DENOTES SPELLED PHONETICALLY