

**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 November 12, 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. (Not Present on Votes)

**ALSO IN ATTENDANCE:**

Sarah Simpson, Assistant Counsel to the Legislature  
Renee Ortiz, Clerk of the Legislature  
Ben Zwirn, Suffolk County Community College  
Benny Pernice, Budget Review Office  
Amy Ellis, Aide to Leg. Anker  
Paul Perillie, Aide to Leg. Gregory  
Maria Barbara, Aide to Leg. Cilmi  
Larry Hohler, Co-President, Hope Childrens Fund  
Joseph Kirima Rwito, Co-President, Hope Childrens Fund  
Kevin Mann, Hope Childrens Fund  
Aida Mann, Hope Childrens Fund  
Michael Spitzer, Dean, Empire State College  
Ann Becker, Mentor Unit Coordinator, Empire State College  
Amy Ruth Tobol, Associate Dean, Empire State College  
Baraka Corley, Outreach Specialist, Empire State College  
Rick Brand, Newsday  
And all other interested parties

**MINUTES TAKEN BY:**

Diana Flesher, Court Stenographer

**MINUTES TRANSCRIBED BY:**

Denise Weaver, Legislative Aide

**THE MEETING WAS CALLED TO ORDER AT 1:13 PM**

**CHAIRWOMAN ANKER:**

Okay. We're going to get started here with our Education Information Technology Committee. Would you please rise for the Pledge of Allegiance led by Legislator Horsley.

**SALUTATION**

Please remain standing for moment of a silent meditation and prayer as we think of those overseas and in our military protecting our safety and freedom.

**MOMENT OF SILENCE OBSERVED**

Thank you. Okay. We're going to change our agenda today. We're going to go straight to introductory resolutions. Okay. We'll follow that with our presentations. Okay.

We have **IR 1822 - Accepting and appropriating a subcontract from the Research Foundation for the State University of New York for the project Entitled, "College Access Challenge Grant (CACG-EOP Enrich)," 100% reimbursed by State funds at Suffolk County Community College. (Co. Exec.)** I'd like to make a motion to accept and place on the consent calendar.

**LEG. SCHNEIDERMAN:**

I'll second.

**CHAIRWOMAN ANKER:**

Okay. All in favor? Opposed? Abstention? Motion carries. **APPROVED and PLACED on the CONSENT CALENDAR (VOTE: 4-0-0-1 Not Present: Legislator Kennedy)**

**IR 1905 - Accepting and appropriating a Grant Award Amendment from the State Education Department, Perkins IV Funds, for a Perkins IV Career and Technical Education Act (CTEA) Program 100% reimbursed by Federal funds at Suffolk County Community College. (Co. Exec.)** Same motion, same second. Motion carries. **APPROVED and PLACED on the CONSENT CALENDAR (VOTE: 4-0-0-1 Not Present: Legislator Kennedy)**

**IR 1906 - Accepting and appropriating a Grant Award from the State University of New York, for an Innovative Instruction Technology Grant (IITG) entitled, "E-Portfolios to Engage Student Veterans at Suffolk County Community College," 100% reimbursed by State Funds at Suffolk County Community College. (Co. Exec.)** Same motion, same second. Motion carries. **APPROVED and PLACED on the CONSENT CALENDAR (VOTE: 4-0-0-1 Not Present: Legislator Kennedy)**

**IR 1907 - Accepting and appropriating a Grant Award Amendment from the State University of New York for an Educational Opportunity Program, 100% reimbursed by State funds at Suffolk County Community College. (Co. Exec.)** Same motion, same second. Motion carries. **APPROVED and PLACED on the CONSENT CALENDAR (VOTE: 4-0-0-1 Not Present: Legislator Kennedy)**

**IR 1961 - Accepting and appropriating Modification No. 2 and Modification No. 4 of Subcontract from the Research Foundation for the State University of New York for a project entitled "SUNY Works - Adult Degree Completion" 100% reimbursed by State funds at Suffolk County Community College. (Co. Exec.)** Same motion, same second. Motion carries. **APPROVED and PLACED on the CONSENT CALENDAR (VOTE: 4-0-0-1 Not Present: Legislator Kennedy)**

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Okay. We have no cards and no public comment. We are going to go right to our presentation. We have today -- we have two presenters. Our first will be Larry Hohler. He is Co-President of Global Awareness Club, excuse me, of Hope Childrens Fund. And we have Joseph Kirima Rwito, Co-President of Hope Childrens Fund. We also have Kevin Mann, advisor of the Global Awareness Club of Shoreham-Wading River High School. And they will provide a presentation regarding the organization's work, and the importance of education both on local and global level. Would you please come to the front table here. Okay, yes, please, there's some microphones up front.

Welcome to our Suffolk County Education Committee meeting. It's wonderful to see that there are folks here locally reaching out globally and teaching our students and our kids lessons in life that pertain to the entire world. So, again, I don't know how -- which one wants to go first, but maybe, Larry, would you like to give us a little information about your organization and some of the goals that you're accomplishing.

### **MR. HOHLER:**

Okay. Like that? Now you can hear me. Okay. I spent a career as a Social Studies teacher in the system. And in the 1970s I was privileged to get a sabbatical to go and teach in Kenya, and this young man was my student back in '75, '76. We bonded. We spent a lot of time together and I had to come home. Joe came from a very poor family. He had 12 brothers and sisters. They lived on seven acres of land. When he graduated secondary school his prospects were limited and he requested -- he asked me if I could help him get a two-year teacher training degree. It was easy to do because it wasn't a lot of money. I did that. And it turned out to be the best investment I ever made because Joseph became a teacher; then he became a headmaster; then he became an advocate for homeless children. And when the AIDS pandemic hit, you know, we had stayed in touch over the 20 years or so, he sold a truck that someone had given him and he flew to the states, this is in 2000, to ask me if I would help him to take some of these kids off the street.

So from 2000 until the present that's what we've been about. We got 401c3 status in 2003. We opened a home to the first 18 kids in 2005. Now we have 80 -- 79 or 80, too many orphans in our home and we have four of them in college over there. We have 20, no, 34 of them in secondary school. And the challenge and the struggle now is, you know, these kids have expectations. And we have to try to meet them and some of them are quite bright. So -- so that one of the reasons that he is here is to talk about the way forward, how we're going to fund the educations of these kids that we took off the street.

### **CHAIRWOMAN ANKER:**

Again, thank you for coming out here. Oh, so let's hear what's happening on the other side of world. Is that -- are we going to --

### **MR. HOHLER:**

We could have Joseph say a few words.

### **CHAIRWOMAN ANKER:**

Yeah, let's hear how Joseph's doing.

### **MR. RWITO:**

Thank you so much for allowing me to address you. He has spoken on what we do or what we did. He happened to be my teacher. And when I came here in the U.S. 2000, I shared with him the problems that we were encountering in Kenya, Meru. I happened to be a teacher in Meru. I shared with him the problem that we have over the AIDS epidemics that have killed so many parents. Their children were left without care and then he came up, joined up hands with Kevin Mann, who is here, and they have been coming to Kenya to see our kids, the orphans, with students from Shoreham-Wading River where they have the club, Awareness Club. They have interacted

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with our children. Our children have become motivated, and today we have four who have aspired to become medical personnel. One is being pharmacy, another one, a clinical medicine. We have two, one being Bachelors of Education in University, and another one is also in the University. This is because of the group from your children from U.S., from Wading River High School, who have motivated those children. However, being orphans, they have been able to do well, and we expect more to come to join University next year.

We are aspiring also to get those children to the level that is with the normal children. That is, we are farming, we are around. We have been able to get to acquire two-and-a-half acres -- twelve-and-a-half acres of land and we put them on the maize. We are renting some more, and now we are thinking of becoming self-sustainability by farming, and the children are going to school and they are doing well. And I'm grateful to America, through the guys in front here with me, Kevin Mann, Larry Hohler, and the board members who are assisting our children to become self-reliant. Thank you so much.

### **CHAIRWOMAN ANKER:**

And, again, thank you for all the work that you've done. You know, we teach our kids to do -- to do the right thing. And, you know, our previous committee we had Tom Ronayne who -- he's a man of such integrity and he's doing the right thing to help others, you know, within our country. Now, we're extending out -- out of our country and your program, the Global Awareness.

Kevin Mann is here from Shoreham-Wading River High School. Kevin, can you tell us how the program is going and give us a, you know, little insight of what the kids are learning in your program.

### **MR. MANN:**

The Global Awareness Club started in 1983. And, first of all, thank you all for the the invite and welcoming us here. The significance of this is very important because the County Legislature is -- supporting the work of youth both locally and internationally is very important.

The Global Awareness Club has been working with Habitat for Humanity since 1991 and the issues of need for housing locally become issues of need internationally as well. So my wife and I, who is here, and the driving force really behind my work, have served as a local apprentice for 26 high school students travelling to Kenya since 2007. The children pay their on way. They -- it's become a very symbiotic relationship. The students from the United States realize that education is something that's earned and here they go to high school because they can. There they have to pay their way for tuition. And this -- the concept that young girls having to take a test to get to high school and if they don't pass that test, marriage may be the next option is something that's very foreign thankfully to our American high school students.

We've been very fortunate with -- because of the work of the youth, they had a significant part in raising both funds and walls in Kenya of a technical training center, which is the equivalent of a BOCES program here. Our BOCES program here, Eastern Suffolk BOCES, Bellport, under Mr. Chiarella actually built 19 laptops, which our students took to Kenya last year and installed in a technical training center so students can learn computers. We have a cosmetology suite, we have a welding suite so students who can't go to university will also have a trade.

In the last number of years, students at Shoreham-Wading River have been part of MSG Varsity's program called Charity Champions. Last year they were the Suffolk County champion. They were able to donate \$5000 to the education fund for students. One young lady, who've we've taken three years in a row may not be able to go this year, who has always paid her own way, of course, as everybody does, a girl named Julie Lindell, she won a \$10,000 Amway scholarship this summer, which she donated to the education fund for Hope Childrens Fund.

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So what we end up doing is in many ways, the youth of Suffolk County are showing us the way that we should be operating as world citizens. And it's been a very wonderful pleasure to be welcomed in a way that I can't even describe in Kenya when we go. We're considered honored guests every step of the way. Every place we go we're treated with the utmost respect and people welcome us with open arms. And we can only hope that we get some type of reception as Joseph and other Kenyans who can come here.

So, thank you very much for your time and thank you very much for continuing to support education and technology in Suffolk County.

### **CHAIRWOMAN ANKER:**

Okay. All right. Well, again, it has been a wonderful enlightening moment to really see that, you know, within Suffolk County we are extending our arms and our hearts out to the world. And with what you're doing, it's really creating a better place for everybody.

So, I want to thank you for coming -- coming here today, introducing our Legislative Committee on some of the wonderful work that you're doing. I wish you the best and I also want to mention, you know, my -- one of my staff members, Amy Ellis, she's here today, she also participated in the program. And it was one of the best experiences she had in her life according to -- according to Amy, she's looking at me like, Sarah, don't make me speak. (Laughter). But, you know, I see that in the eyes of the people that have experienced your program. And, you know, it is an adventure, but also it is an understanding that there are people out there that need your help, that need our help and you're allowing us to make that connection.

So -- so, again, thank you so much for your work and we -- we truly look forward to working with you in the future. So, thank you.

### **MR. MANN:**

Thank you very much.

### **MR. HOHLER:**

Thank you.

### **MR. RWITO:**

Thank you.

### **CHAIRWOMAN ANKER:**

Okay, we have we have another group here. We have Michael Spitzer and Ann Becker. They are with Empire State College. Michael is the Dean and Ann is the Unit Coordinator/Mentor for Empire State College. And they will present educational programs that they offer at the college. So, welcome, appreciate you guys coming out. Actually I see a few more guys here. If you guys can introduce yourselves. Thank you.

### **MR. SPITZER:**

I have to push the button? It sounds like it's on.

Hi, I'm Michael Spitzer and this is the Associate Dean, Amy Ruth Tobol, Ann Becker and our Coordinator for Outreach and Recruitment, Baraka Corley. And we're very thankful to have this opportunity to talk to the Education Committee of the Suffolk County Legislature and say a few things about the nature of the college, which, unfortunately isn't as well known as we think it ought to be.

Empire State College is the largest Arts and Science college in the SUNY system with 20,000 students statewide. We're a statewide institution. We have 35 locations across New York State. Plus we have a fairly large number of online programs as well. Three of our locations are on Long

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Island. Our regional center in Old Westbury and we have a unit pretty much right across the street in the State office building in Hauppauge and we also have a facility in Riverhead for which Ann is the Unit Coordinator.

We offer undergraduate programs and graduate programs, associate degrees, bachelor degrees and master's degrees. Our most popular undergraduate programs are in Business and in Community and Human Services. But we offer degrees in a broad variety of areas: Science, Math and Technology, Social Science, Educational studies, Public Affairs are just a few.

On Long Island itself we have almost 2700 students in Empire State College. This -- that was last year's number. Our student population is nontraditional. Primarily adults. The median age is 40. Most of our students are part-time, but a lot of them are full-time. We offer a low cost SUNY tuition and we have 8,000 alumni on Long Island.

The college provides, I think, it's 85 staff members in Suffolk and Nassau Counties. Most of our students are nontraditional, as I said, most of them are employed. Most of them have families. Most of them are employed and have families, which makes attending a college and going for their education rather difficult.

Our instructional modes are also nontraditional. Our primary instructional mode on Long Island is what we call guided independent study where students work under the guidance of a mentor who provides them with assignments and instructions, they do the work, they come back and report on what they've done so that they don't have to go to class three -- three hours a week for fifteen weeks. It's a much more independent study kind of way of learning. We offer seminars as well and we offer coursework online and we have blended classes, which combine online and -- and in person instruction as well.

The curriculum is also nontraditional. Students can choose from relatively defined programs that are pretty much the same as majors in most institutions; or they can choose to develop their own curriculum, their own program of study, working with a mentor who helps them fit in what it is they're looking to study into -- into a program.

We also offer credit for college level learning that students have achieved outside of college, prior learning experience, is what we call it. And the students are very grateful to have the opportunity to convert their life experience into college level credit.

We have some handouts to describe some of the programs. And we're here to answer any questions that you -- you might have or give you further detail about any of those topics.

### **CHAIRWOMAN ANKER:**

I think what's -- you know, I became very interested in, you know, the SUNY Empire State College, you know, after knowing Ann Becker, Ann is a resident and a constituent in Mt. Sinai. But what an opportunity to gain your college education in a very practical and doable way. I mean, here you have a process that kind of bypasses the dorms, it bypasses a lot of the time restraints, you know, constraints, but, again, it's just such a wonderful thing to be able to get your college education on the computer, online, working with a mentor. I mean, you do have to attend, right? What are some of the -- the situations where you have to actually go to the college or the university? I don't know if you want to explain that.

### **MR. SPITZER:**

Depending on which mode of instruction you've selected for a given study it could be entirely online or it could be, as I said before, guided independent study where the student will meet with the faculty member four or five times during the course of the academic term. Get a series assignments, come back in, report on those assignments, have questions answered. There's also continuous e-mailing back and forth between the mentor and the student as necessary and

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telephone contact as well.

### **MS. TOBOL:**

I'll just add a few other points to that. I was also a mentor for ten years before I became Associate Dean. One of the things that's really the hallmark of the college is individualization so that we're available to do what it is the student needs. So although on average we'll meet with students for particular -- particular course four times face-to-face either in Riverhead, Hauppauge or Old Westbury. If the student needs additional assistance with writing or understanding the concepts, for example, math, thank you very much, I need to be there every week, our mentors will, in fact, meet with students as regularly as they need. So that there -- they are offering instruction not just in the substantive material of the course but also in skills development, which really, I mean, is really what employers are looking for today, right, it's, you know, the critical thinking skills, the writing skills, the ability to analyze and problem solve. So, you know, a lot of the way that we mentor our students or teach our students really is around that -- those skills development kinds of things. So there could be a lot of face time depending -- that's the short form, depending what the students need.

### **CHAIRWOMAN ANKER:**

And you do work with our local colleges and universities. Do you want to give us a little information on that?

### **MR. SPITZER:**

Yes. Do you want talk?

**(INAUDIBLE)**

### **MR. SPITZER:**

Yeah, we -- we have a lot -- a lot of our students are transfer students from the local community colleges, either Suffolk Community or Nassau Community College and some of our them are students who've been to school and never completed a degree and 18 years later decide *I want to get my degree*. Some of our students are retired and what their -- their sense is, well, *I never got a chance to complete my bachelor's degree, I want to get it now*. So we've had people who are 80-years-old graduating with bachelor degrees. Not a whole lot of those, but -- but certainly a significant enough number to notice.

So, yes, opportunities are there for students who choose to take advantage. And we think that we offer rigorous academic programs, but we make it available to students in ways that are as convenient as we can think of for their benefit.

### **CHAIRWOMAN ANKER:**

And, again, I think what's, you know, the opportunity to actually get your college degree in a very practical, affordable way. You want to talk about some of the -- the financial impacts to the program?

### **MR. SPITZER:**

Well, in terms of what -- what the program costs it's -- for part-time students it's \$245 a credit. For a full-time student it's below \$6,000 for the year, for two terms, two full-time terms. On Long Island our payroll is probably somewhere close to \$3 million. That's just for the three regional centers that I mentioned. In addition to that, whatever the online and other programs are. And we have new programs that have -- that are relatively recent, both in undergraduate and a graduate program in nursing. Those are BSN and a MS in Nursing that are available online as well. And a fair number of students on Long Island are in those programs.

### **CHAIRWOMAN ANKER:**

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You know, again, we had a -- prior to this Committee meeting we had our Vets Committee meeting and Seniors so do you -- do you have specific groups where you work with our veterans?

### **MR. SPITZER:**

Yes, we do. Baraka, you want to answer that one?

### **MR. CORLEY:**

How are you? My name is Baraka Corley. Can you hear me now? Okay, I'm sorry. My name is Baraka Corley. We've worked -- we actually are one of the top military friendly schools in New York State. We have a veteran college network that we work with, North Shore-LIJ as well with veteran students on the military point of contact. So we really try to work with our veterans, reach out to organizations, the Department of Labor, Northport VA as well to really to increase the information about who we are and how we can offer them a realistic opportunity to complete degrees with us.

### **CHAIRWOMAN ANKER:**

I think you guys are one of the best-kept secrets on Long Island. And we're hoping to get the word out. And, again, with that in mind, as far as -- do the other colleges, you know, feel a little bit of competition with you and how does -- how does that work?

### **MS. TOBOL:**

Yeah, I just want -- want to just add one thing to what Baraka said and I'll answer your question. We do have an Office of Veteran and Military Education, which is physically based in Saratoga Springs, but they work through our military points of contact in each of our offices around the State. So there's a real coordinated effort to work with the VA and -- it's a lot going on there. So, sorry about that, but do other places feel competitive with us? I guess so.

But one of the things that makes us significantly different is we're -- we're very much, in a lot of ways, a degree completion institution.

So we have cooperative programs with Nassau Community College, we've got some agreements. We've -- we've done a variety of work with Suffolk Community College particularly the nursing program so that there is some kind of cooperation in terms of not really duplicating the kinds of things that we offer, but really adding to. And the thing that Empire can really add to for the community colleges is obviously is degree completion. And because we have a very friendly transfer policy in terms of credit, that students can complete their degrees very well with us. Now, I presume we -- we do compete with some of the private institutions but we're a slam dunk in terms of money. And in terms of our competition with Stony Brook, I think Stony Brook certainly offers a lot of, you know, has a -- the resources to offer them wider range of what we offer, but what we do offer is that individualized attention, so -- which I think is sometimes hard to get at a bigger -- at a bigger university.

But we've -- we have relationships in one way shape or form with all of the private and most of the private and public institutions on Long Island and we do a lot to try to coordinate efforts or work on a variety of things together.

### **CHAIRWOMAN ANKER:**

Okay. Legislator Horsley has a question.

### **P.O. HORSLEY:**

Hi, good afternoon and thanks -- thanks a lot for coming down here today. You know, I -- I'm a professor, a adjunct and -- and the question always comes up and obviously we're moving towards a -- teaching with -- in greater numbers of online courses and -- and the like. I'm not sure I'm there yet, but, I'm old school. But I could see that is the future. And as we move on we see more and more courses being taken up.

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I'm wondering, you know, my -- my -- teaching is in history, so I could see that as a online course. It makes sense to me, you know, as you can move that -- into that. But how about nursing and things like that, those hands-on physical training that you guys are so good at, you know, but to do that online, does it lose something, you know, where do you see the future of education, is it a mix, is it a match, you know, where do you -- where do you see that as a future?

**MR. SPITZER:**

You make a really good point about nursing. Unfortunately, for us, most of the hands-on work that nursing students do, they do in their first two years, which we don't provide. So we provide the completion program for people who already have their RN degree so it's an RN, it's a BSN program and those are mostly classroom based courses. At the master's level they're leadership related courses.

So, you raise a really good point, but there are increasingly available simulations that are available on the computer that are used in a number of different disciplines to cover topics that you would not have thought possible to do online. I taught my first online course in the early 1980s when we didn't have any graphics availability. So, I mean, that was really challenging.

**P.O. HORSLEY:**

Wasn't that when they still had the cards?

**MR. SPITZER:**

No.

**P.O. HORSLEY:**

I had a master's back then. I mean, I remember. (Laughter)

**MR. SPITZER:**

Well, we had 400 baud modems. So it was -- it was quite slow, but we -- we don't do that anymore. And the availability within the technology of pulling in videos and all sorts of other materials make it a lot more feasible to do the kind of work that we're -- that we want to do.

**P.O. HORSLEY:**

So you think even -- even -- so you think that even in those fields where hands-on seems like to be relevant, that the -- through videos, through that type of learning pedigree --

**MR. SPITZER:**

I don't think, yeah, I don't think you can replace the hands-on.

**P.O. HORSLEY:**

Just seems hard.

**MR. SPITZER:**

You can supplement it, you can -- you can minimize how much physical presence is required, but I don't think you can eliminate it, at least not yet.

**P.O. HORSLEY:**

Okay. Yeah, I -- I would question it too, yes, I'm sorry, I didn't mean to --

**MS. BECKER:**

No, that's -- that's fine. I'm also a history professor so it's nice --

**P.O. HORSLEY:**

Ah.

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**MS. BECKER:**

-- to meet a fellow compatriot there. I've taught face-to-face and online and it's a very different experience, I will say, but you do -- surprisingly you can develop that sense of community online as well, you know, pertinent to what you do in the classroom.

But I just wanted to clarify that we are a leader in online education. We've been doing it, I guess, probably as long as anybody.

**D.P.O. HORSLEY:**

I have known that, you know, so, that's why I brought it up.

**MS. BECKER:**

And, yeah, and also before online it was called the Center for Distance Learning so we used to do it even more old-fashioned. But currently we do offer, you know, a wide variety of online as well as the, you know, interactive face-to-face, the blended and all of that.

**P.O. HORSLEY:**

Right, right. Blended, yeah.

**MS. BECKER:**

The online is the way of the future.

**P.O. HORSLEY:**

Which is probably the future. Do you have your preference?

**MS. BECKER:**

I do. I do like the classroom.

**P.O. HORSLEY:**

Okay.

**MS. BECKER:**

But, as I said, I was surprised to learn that online you really can develop a good sense of community and you do hear the voices of the students just -- almost just as clearly as you do in the classroom.

**P.O. HORSLEY:**

Yeah, sometimes at -- when I teach it's usually at 8 o'clock in the morning and sometimes I don't hear those voices either, so I understand. Thanks.

**MR. CORLEY:**

I'm sorry, just one additional point with respect to the nursing program as well. They do offer, when students get to a certain point with clinicals, if they haven't taken their clinicals to that point, the nursing program actually identifies a hospital or a location that's geographically closest to the student where they can actually do their clinicals there. If they already work in the hospital environment, as long as they're not working in their particular department, they can actually complete the clinicals at that health facility.

**P.O. HORSLEY:**

It really is a mix and match.

**CHAIRWOMAN ANKER:**

Yeah, that's -- that's really good to hear. I think I was given a number that our -- our health care is the number one job producing source here on Long Island and about -- no, I've had a couple of times, but, had a group of nurses, about 12 of them in my office and they were concerned about

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hundreds of thousands of dollars they have in student loans and what a great way to save -- save some money and get your degree.

But, again, you know, you guys have a very unique service that you offer and, you know, it seems like this the direction we might be going with -- with our web-base and social media, you know, saving money, you know, people aren't buying like they used to. And, you know, oh, buy because it helps our economy, well, we got to make sure we're in a good financial place. You're helping us be in a better financial place in regards to education. And, what, that's why you're here today to give us, you know, insight on that.

Okay. We're good? Okay, thank you so much. If you'd like to have a last comment, I think --

**MR. SPITZER:**

I want to thank you for giving us the opportunity to -- to be here and to present to you folks. And we have some handouts that -- to whom shall we give them? You already have them. Sorry. (Laughter)

**CHAIRWOMAN ANKER:**

Yep. And, again, thank you so much for coming out. I appreciate it.

**P.O. HORSLEY:**

Legislator, just -- just one little quick thing. How is your interrelations with the Suffolk Community College? I mean, have you guys been working together -- you're things, I know they're -- they're back there, you guys talk, you've -- I know we have the foundation now and --

**MR. SPITZER:**

We do talk and we -- we need to strengthen some of those partnerships but we do have partnerships that we want to expand upon and build even further than where we currently are.

**P.O. HORSLEY:**

Okay, because some of them are in the back of the room so you can --

**MR. SPITZER:**

Yes.

**P.O. HORSLEY:**

-- you know, talk amongst yourselves.

**MR. SPITZER:**

We have and we will. Thank you.

**CHAIRWOMAN ANKER:**

Very good. Well, again, thank you for coming today. All right there looks like there's no more -- no more business on our agenda and I will adjourn the meeting.

**THE MEETING CONCLUDED AT 1:48 PM  
{ } DENOTES SPELLED PHONETICALLY**