

# WITHDRAWAL SHEET

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DOCUMENT NO. & TYPE	SUBJECT/TITLE	DATE	RESTRICTION
1. report	Biographies of former welfare recipients, 4p (partial)	ca. March, 1995	P6/B6

### RESTRICTIONS

- P1** National security classified information [(a)(1) of the PRA].
- P2** Relating to appointment to Federal office [(a)(2) of the PRA].
- P3** Release would violate a Federal statute [(a)(3) of the PRA].
- P4** Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA].
- P5** Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA].
- P6** Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA].
- PRM** Personal records misfile defined in accordance with 44 USC 2201 (3).

- B1** National security classified information [(b) (1) of the FOIA].
- B2** Release could disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA].
- B3** Release would violate a Federal statute [(b)(3) of the FOIA].
- B4** Release would disclose trade secrets or confidential commercial financial information [(b)(4) of the FOIA].
- B6** Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA].
- B7** Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA].
- B8** Release would disclose information concerning the regulation of financial institutions [(b)(9) of the FOIA].
- B9** Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA].

THE WHITE HOUSE  
WASHINGTON

*W. A. Amador*

February 13, 1995

**ROUNDTABLE DISCUSSION WITH STUDENTS, PARENTS AND TEACHERS  
FROM SAN BERNARDINO, CALIFORNIA**

DATE: February 14, 1995  
LOCATION: Classroom 111 - Physical Science  
Building, San Bernardino Valley College  
TIME: 4:20 p.m. - 5:15 p.m.  
From: Phil Caplan *Phil Caplan*

**I. PURPOSE**

To provide an opportunity for you to hear from students, parents, teachers -- in a private setting outside the glare of the camera -- about their educational experiences.

**II. BACKGROUND**

San Bernardino Valley College is located in the Inland Empire approximately one hour east of Los Angeles. San Bernardino County is the largest county in square miles in the lower 48 states. From the desert to the north and east, to the San Bernardino National Forest surrounding the valley, to the agriculturally rich southwestern regions, the area is one of the most diverse in the state. The county is home to the urban areas of Ontario and San Bernardino, vast tracts of farmland and the Mojave Dessert. The City of San Bernardino has a population of 175,813; the county has a population of 1,530,562. The recently closed Norton Air Force Base has been transformed into the San Bernardino International Airport and Trade Center and the Inland Valley Development Agency is managing 575 acres of former Air Force land; some 10,000 new jobs are anticipated as businesses and industries sign leases.

Dr. Don Singer, President of San Bernardino Valley College, believes that about 75% of the families in the City of San Bernardino have been associated with Valley College either through a relative attending the College or by knowing someone that has. Valley College students receive two-year Associate in Science/Associate in Arts degrees, Certificates or transfer credit towards four-year baccalaureate degrees. Current enrollment is 11,700 students.

The area is home to many other academic institutions. California State University - Riverside is where a majority of San Bernardino Valley College students transfer to get their four-year degree. The University of Redlands, La Sierra University and Loma Linda University are also drawing graduates from Valley College.

### **III. PARTICIPANTS**

- YOU
- Dr. Don Singer, President of San Bernardino Valley College
- Dr. Eva Conrad, Vice President of Instruction at San Bernardino
- Students, teachers and parents from the San Bernardino area

Attached are short biographies of each of the participants.

### **IV. PRESS PLAN**

The press pool and still photographers will be brought in near the end of the meeting for a short time. Otherwise, the event will be closed to the press.

### **V. SEQUENCE OF EVENTS**

- President Singer will accompany YOU into the room and introduce YOU to the group.
- Dr. Conrad will open the meeting and ask each participant to introduce himself or herself.
- YOU will lead the discussion.

### **VI. ATTACHMENTS**

- Short biographies of the participants
- Suggested talking points

**ATTACHMENT #1**

**PARTICIPANTS IN ROUNDTABLE - SAN BERNARDINO VALLEY COLLEGE  
SAN BERNARDINO, CALIFORNIA**

**(This list is arranged in order around the table. The first person is to your left.)**

**ADRIENNE HERNANDEZ: 17, Student at Rialto High School and the San Bernardino Sheriff's Academy**

Adrienne is a junior in high school and would like to pursue a career in law. She has been motivated by the violence and racial tensions that she witnesses every day in school and by her father who is a police officer. She is participating in a Sheriff's Academy school-to-work program that she says has taught her "commitment, discipline, and responsibility." As part of her program, Adrienne spends 6 hours every Saturday at the Sheriff's training facilities, must take high school coursework in writing, computers, and Spanish, and must maintain a high GPA. She is also able to earn credits at both the Sheriff's Academy and at Valley College. Adrienne is so excited about law enforcement that she wants to become a lawyer and ultimately a judge. In the meantime, she is trying to be a role model for her peers.

**GREG KYRITSIS (ker RITZ is): 44, Sheriff's Lieutenant, San Bernardino**

Greg has spent 21 years in law enforcement, including 10 as a trainer for police recruits. Greg helped create (and is trying to expand) a school-to-work program with Rialto High School and Valley College (see Adrienne above) to improve the skills of high school graduates and encourage law enforcement as a potential career. He has become increasingly concerned about education as he sees new recruits with poor skills and writing abilities. Greg is worried that budget constraints will continue to reduce police training while demands on officers only increase. He says, "hair dressers in California must have 1600 hours of training, while the average training for a law enforcement officer is 800 hours."

**CHRISTOPHER EMANUEL: 40, Student at San Bernardino Valley College & Student Member to the Board of Trustees for the San Bernardino Community College District**  
Christopher describes himself as "handi-capable" not handicapped. He plans to transfer to the University of Southern California and then earn a law degree. He is inspired by Thurgood Marshall and hopes to practice civil rights law in an urban area. A political activist for his fellow students, he ran for student representative on the Board of Trustees so that he could make sure that students would be fairly represented. Christopher is on a fixed income (Social Security), works hard to obtain scholarships and appreciates how important it is to have affordable education. He is very proud of the 4.0 GPA that he received last semester. On November 6, 1994 he attended a GOTV Rally and shook your hand. He carries the event ticket in his briefcase every day for inspiration.

**JACK BROWN:** 56, Chairman, President, and CEO, Stater Brothers Markets  
Once a student at San Bernardino Valley College, Mr. Brown began his career in the grocery industry as a box boy. He has risen to become CEO of San Bernardino's largest employer, operating 111 markets and employing nearly 10,000 people in the region. Annual sales for Stater Bros. are approximately \$2 billion making it one of the largest supermarket chains in the country. Mr. Brown is a winner of many public service awards, sponsors educational scholarships, and strongly encourages all of his employees to continue their education. He was one of 10 Horatio Alger award winners -- along with Henry Kissinger, Maya Angelou, and Clarence Thomas -- in 1992. A native of San Bernardino, Mr. Brown recently donated a building at Cal State Fullerton where a plaque contains his motto, "You can't have equal opportunity without equal education."

**THANH - LAN LY (known as LAN - rhymes with FAN):** 22, Student at San Bernardino  
Lan was born in Saigon. While her father was imprisoned for 10 years (1975-85) because of his anti-communist beliefs, Lan helped her mother sell cookies to earn a living. Lan rode her bike 7 miles each day to attend junior high school, but was not allowed to participate in school activities or attend high school because of her "dirty background." At the age of 17 (in 1989), Lan risked her life to escape Vietnam with her family on a small boat to Malaysia. An avid learner, Lan became an English interpreter after 2 years at a refugee camp. In 1992, her family immigrated to the U.S. and she applied to Valley College where she is now studying to become a nurse. She says that financial aid is her key to getting an education and proclaims, "I will not disappoint our government, I will give back because I am so grateful to be an American."

**EVA (EE va) CONRAD:** 49, Vice President of Instruction at San Bernardino Valley College (Eva will act as facilitator for this discussion). Born in Syracuse, New York, to working class parents, Ms. Conrad is a first-generation high school and college graduate. She has been a professor of psychology and health at Valley College for 18 years, and was appointed Vice President of Instruction for the college in July, 1994. She cites her childhood experiences living in Mobile, Alabama, as catalyzing a life-long interest in civil rights and education. At 13, for example, she was shoved away from drinking at a water fountain marked "colored" by a clerk in Woolworth's. While young Eva had expected to find a rainbow of blue, red, and yellow water streaming from the "colored" fountain, she instead discovered a discrimination that propelled her into civil rights activities throughout the 1960s, and a lifelong career in education.

**DANIEL QUIRINO (kee REE no):** 28, Student at San Bernardino Valley College  
Daniel is the first person in his family to pursue a college degree, and he plans to earn his PhD. He immigrated to the U.S. at the age of 11 with his family. After one year in an English as a Second Language (ESL) class, Daniel joined the school's regular instructional program full-time and now takes pride in his strong English skills. After high school, Daniel worked for 10 years (5 as a teacher's aide), and is now studying computer science at Valley College. Daniel is currently the president of his "Puente" class. Puente, an education/business partnership for Hispanic students, focuses on upgrading writing skills, as well as providing an academic counselor and a community mentor for each student.

**MARY ELLEN ABILEZ** (ah BEE lez): 46, Student Body President at Crafton Hills College  
A single mother of 3 girls whose motto is, "Education is the only permanent way off of welfare," Mary Ellen has been on and off public assistance for most of her life. She currently receives AFDC. After struggling to find the money for her 2 older daughters to attend college, Mary Ellen decided to do the same for herself. She now receives several forms of financial aid in order to attend Crafton Hills College. Mary Ellen spent most of her life working for minimum wage in dead-end jobs, trapped in the welfare cycle. Education has opened up a whole new world to her, and she now wants to be a history teacher so she can help expand the world for others. Mary Ellen says that she has fallen in love with making a difference. As student body president, Mary Ellen serves on several college and community committees. Mary Ellen explodes with enthusiasm when she talks about education and the way it has changed her life.

**RYAN S. CARRIGAN** (CARE i gan): 25, Student, San Bernardino Valley College  
As a salesman after high school, Ryan quickly realized that his career opportunities would be severely limited without further education. He chose Valley College because it was the only school his family could afford. On the same day that Ryan announced to his family that he intended to return to school, his father announced that he had been laid off from his job as a sprinkler fitter. Despite a severely reduced income, Ryan's family supported his decision to go to school. He has since convinced his father to enroll at Valley College as well. Ryan founded Pushing Responsible Education Positively (PREP), a group of faculty, students, administrators and parents that promotes the community college system. He is the first student from Valley College to be appointed to the Board of Governors for the California Community Colleges. Ryan plans to go on to Claremont College and get a degree in Philosophy, Politics & Economics.

**MONIQUE PATTON**: 23, AmeriCorps Volunteer  
Monique grew up with her single mother in California. After high school she enrolled in a Junior College because it was more affordable and she could work full-time. She became an AmeriCorps volunteer to learn more about the environment, serve the public, and to earn money for college. Monique serves on the U.S. Forest Service team for AmeriCorps, spending 40 hours a week cleaning up the San Bernardino Forest. She would like to spend another year in AmeriCorps before enrolling at Humboldt State in order to earn a degree in environmental sciences.

**BOB TURLEY** (TUR lee): 53, Professor of Sociology, Crafton Hills College & President San Bernardino Community College District Teachers Association  
Bob teaches Sociology at Crafton Hills (sister school to Valley College) and is in the first year of a 2-year term as president of the local chapter of the California Teachers' Association. He is hoping to be able to use his term as president to increase the local membership and to make his chapter more community oriented. Bob's experience as a teacher in the Peace Corps in Tanzania left a big impact on his life. He is enthusiastic about AmeriCorps and the opportunity that it provides for community service as well as educational funding. Bob realizes his job as a teacher in the community college system is much broader than just communicating the required curriculum. He is a career mentor and friend to his students, and encourages them to volunteer in the community.

**DREW COLBERT:** 73, Vocational Student at San Bernardino Valley College, and Former Director of a Training Center at Shell Oil

After Mr. Colbert left his native Arkansas for California in the 1940s, he began working in a shipyard and eventually became the manager of a training center for service station attendants at Shell Oil. Mr. Colbert recently returned from 18 years in Alaska with a dream of training recovering drug addicts or returning prisoners to be auto mechanics. Once trained, he hopes to place these people in jobs either at existing gas stations, or in closed-down service stations that he dreams of purchasing and transforming into "first-class," full-service gas stations.

Mr. Colbert is attending classes at Valley College to learn about the latest automotive technology, and cites the need for more up-to-date equipment in community colleges to train students for today's jobs. He wants to tell those he eventually hopes to train, "If you have hope, I'll throw you a rope."

**BARBARA JEAN FASENMYER** (FAS sen my er): 46, Parent and Local PTA Officer  
Barbara is the mother of three daughters in the Colton public schools, and has been an officer in Colton's Parent-Teacher Association (PTA) since 1985. She serves on a school site council, which determines the school budget for such activities as field trips, assemblies, and extra books and instructional materials. A volunteer on many school district committees, she cites the pressing need for more school volunteers and more mentors for students. Driven by dismal attendance at parent's night last year, Barbara is working to have parents of all 400 children attend this year's event.

THIS FORM MARKS THE FILE LOCATION OF ITEM NUMBER 1  
LISTED IN THE WITHDRAWAL SHEET AT THE FRONT OF THIS FOLDER.

THE FOLLOWING PAGE HAS HAD MATERIAL REDACTED. CONSULT THE  
WITHDRAWAL SHEET AT THE FRONT OF THIS FOLDER FOR FURTHER  
INFORMATION.

WR Anecdotes

[REDACTED]  
Washington, D.C.

[REDACTED] is 30 years old, African-American woman. She is a mother of two daughters, ages 10 and 3. She first got pregnant as a teenager during her freshman year at [REDACTED]. She was able to finish and get a degree in Journalism. But when she got out of school she could not find a job that would pay enough to support herself and her daughter. She went on welfare from 1986 - 1988, primarily for the health care coverage for her daughter.

In 1991, when she was pregnant with her second child, she was forced to go back on public assistance. But soon after her daughter was born, she became even more determined to find a job that would allow her to be free from the stigma of the welfare system. A friend told her about the Vista program and gave her an application. A local homeless shelter was looking for a Vista worker to run its soup kitchen. Although she had no experience working in that type of setting she got the job.

As soon as her caseworker learned that [REDACTED] had a job, she was removed from the welfare rolls. She had to petition the state to get some of her benefits back, as the initial salary she received could not possibly cover her expenses.

The fathers of her children have not paid any child support, despite the fact that she has two orders in place. The father of her oldest child lives out of state so she had to go through a complicated and protracted bureaucratic process to find him and establish an interstate order. She said that caseworkers, in general, encourage recipients to find the father, but they do not try to help enforce the orders once they are in place - even if they know that the money will get a recipient off of welfare. [REDACTED] strongly believes that one of the major failures of the welfare system is that caseworkers are concerned only with eligibility and paper work and are not trained to help recipients leave the system.

In the Vista position, [REDACTED] gained new skills and was also able to use the skills she had learned in college. She learned computer, administrative, and clerical skills, as well as how to work with others effectively. She was able to get off of welfare last year. She is currently working at the [REDACTED] as an Assistant Program Associate for Leadership Development. She now lives in Washington, D.C.

[REDACTED]  
Maryland

[REDACTED] is a African-American, 26 years old woman. She has three children ages 9, 6, and 4. She was forced to go on welfare in 1990, when she was fired from her job. Initially she was only seeking medical assistance and food stamps to help her support her children, but she also was eligible for AFDC.

She desperately did not want to be on public assistance. She volunteered for the Project Independence program (JOBS), even though the age of her youngest child exempted her from immediate participation. She received life skills and clerical training. And with the help of the program, she was able to take and do extremely well on the civil service exam. She entered into the internship program and worked at a HUD field office.

The HUD field office asked her to become a fulltime employee. Although her position is technically considered temporary, it has been repeatedly extended. She has now worked at the field office for 18 months. As soon as she accepted the job, her welfare case was closed: no transitional supports were provided. Since her position is considered temporary, she does not receive health benefits through her job. So currently she and her children have no health insurance.

The father of her oldest child pays some child support, but not a regular basis. It took her the whole three years she was on welfare to track down the father of her youngest two children. Any time that she got close to locating him, he would move. She is now awaiting a court date to enforce the order.

She is extremely grateful to Project Independence for helping her make a fresh start. She said that the best thing they did for her was to gain some self-esteem. She is proud of her accomplishments. And is happy that she can now provide support for her children, send them to Catholic school, and once in a while even treat them to "pizza and a video".

[REDACTED]  
Maryland

[REDACTED] a young African American woman, was 17 when she got pregnant for the first time and was forced to go on AFDC. She is now 23 years old and off AFDC, although she does continue to receive medical coverage. Her two sons are 7 and 6.

[REDACTED] mother was afraid that if she stayed at home she would become trapped in the system and probably just have more children. So when [REDACTED]'s youngest son was only 6 months old, her mother took custody of the two boys (taking over her welfare grant). [REDACTED] was sent to live with her father and to complete high school.

She returned home to her children in 1991, after receiving her high school diploma. She was recruited to enter the Project Independence program. She participated in the job readiness and internship programs, but she felt like the program was not moving her along fast enough. On her own, she was sending out many resumes, actively applying for work. [REDACTED] did some temp work in the interim and was eventually hired at [REDACTED] in February, 1994.

The father of her children has paid no child support even though [REDACTED] and her mother have taken him to court twice. He did not even show up to the last hearing.

[REDACTED] is extremely determined to stay off of welfare. Even if she became unemployed again, she is now confident that she could find work elsewhere, or do temporary work -- anything except return to the welfare rolls. She is a strong advocate for a time-limited system because she believes that it would force welfare recipients and people at-risk to focus more on the ramifications of their actions and behavior. She gets very frustrated with people who take the system for granted and do no nothing to improve their lives and their children's lives.

She is very interested now in mentoring other young welfare recipients, to help them realize that they too can become self-sufficient.

[REDACTED]  
Maryland

[REDACTED] is 44 years old. She has two children ages 10 and 8. She has been on public assistance for three years, initially in Virginia Beach, VA and now in Maryland. She was married to the father of her children, but was separated from him six years ago and divorced two years ago. He has a drinking problem and is disabled. He now lives in Alabama.

[REDACTED] lost her home at the same time her husband left her. With no skills to get a decent-paying job, and no assets, she was eventually forced to seek public assistance -- initially just for the medical coverage because her son has asthma. She was working at the time, but did not receive benefits or earn enough to pay for them herself.

She moved to Prince Georges County, Maryland to try to find a better job that would pay enough to support her family. Unable to find such a position, she went back on welfare, hoping that the transitional support would buy her enough time to get the education and training she needs to get a good job.

[REDACTED] received her teaching degree many years ago and her certification has now expired. She feels like she no longer has the skills she needs to become re-certified and be a teacher and she has lost most of her self-confidence. She enrolled in the life skills and job training classes through the Private Industry Council and Project Independence, in November. She is now learning computer skills, which she knows she now needs to be a teacher. Soon she will begin an internship in a school in order to become comfortable again in that setting and help her in the re-certification process.