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Letters Sent with Personal Line of Thanks [1]

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Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. letter	Kevin Sweeney to Eli Segal; re: Recommendation for Position (1 page)	01/14/1993	Personal Misfile

COLLECTION:

Clinton Presidential Records
National Service
Jim Kreidler
OA/Box Number: 1285

FOLDER TITLE:

Letters Sent with Personal Line of Thanks [1]

2013-0661-F

jp4902

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the 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]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

C.F.E
CAMPAIGN FRIEND
ELL

PERSONAL

LINE
OF

THANKS

Withdrawal/Redaction Marker

Clinton Library

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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Blair Clark
229 East 48th Street
New York, NY 10017
(212-752-5063)

January 22, 1993

Dear Eli,

I think you're in a key place and that you're absolutely the right person for it, and so I congratulate the President even more than you for this happy conjunction.

This letter is to tell you about my stepson, Tom Malinowski, whose background might just commend itself to you as a worker in the National Service world. Tom, aged 27, finished a Rhodes Scholarship in 1991. He is now the principal staff person for Brian Urquhart, former Under Secretary General of the UN, in a project at the Ford Foundation, chaired by Paul Volcker, on the financing of the United Nations. Before the Rhodes he was on the Senate staff of Pat Moynihan, specializing in drug control legislation, among other things (Pat is very high on him). At Berkeley, from which he graduated in 1987, he was elected Vice President of the student government where he was very involved in student loan policy, once testifying before a Congressional committee on federal policy about loans. At Oxford, where he got the M. Phil. degree, he specialized in the politics of Eastern Europe (he speaks Polish fluently), and right after finishing there he became a Fellow at the Institute of Human Sciences in Vienna. He returned to the US in January, 1992, and worked for five months in the Clinton campaign in New Jersey, ending in charge of South Jersey for the primary effort.

That's a summary of his experience. I have no idea of what you will want to do with the challenge of National Service, but I think it could be much more important a national project than the Peace Corps. And if anyone can give it life and vigor, it's you!

Tom is living here with me while he's at the Ford Foundation and can be reached here. He is married to a Burmese woman who was within months of becoming an M.D. in Rangoon when, like so many other students, she had to flee for her life (she is now getting an A.B. degree and preparing to enter medical school in the US).

I think so highly of Tom's brains, skills, character and energy that I don't hesitate to call him to your attention, busy as you must be.

With very best regards, as ever,

Blair

Eli Sigal
Office of National Service
The White House
Washington, D.C. 20500

personas
Dear Tom,
Blair Clark
forwarded your
resume to
me . . .

UNIVERSITY OF CALIFORNIA, BERKELEY

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF CITY AND REGIONAL PLANNING

BERKELEY, CALIFORNIA 94720

February 1, 1993

Eli Segal
The White House
Washington, DC 20500

Dear Eli,

Congratulations on your important and crucial assignment. As one who put forth an enormous effort for Bill's campaign (as a "surrogate speaker", a fundraiser and UDC coordinator), I would also like to serve the administration. I do not want a job nor do I want to move to Washington -- as I thoroughly enjoy teaching, working with students and writing. Yet I'm deeply committed to public and community service and would like to work with you in some advisory/policy capacity. And I would suspect that my background and experience -- as a teacher, a former Chairman of a Presidential Council and a director of a national community development program for sixteen years (using student volunteers) -- would uniquely qualify me.

Thanks for your consideration and I look forward to hearing from you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ate".

Arthur Blaustein

Resumé

ARTHUR I. BLAUSTEIN

Personal:

Home Address: 820 Oxford Street
Berkeley, CA 94707

Office: Department of City and
Regional Planning
University of California
Berkeley, CA 94720

Telephone: Home: 510/526-0325
Office: 510/251-2600

Professional Background:

- 1984-Present Lecturer, University of California at Berkeley, Department of City and Regional Planning. Graduate Seminar: "Community and Economic Development - American Social, Political, and Economic Policies."
- 1985-Present Adjunct Faculty in Humanities, California School of Professional Psychology. Seminars on "Literature, Social Realism, and Human Values" and "Literature and Social Conflict in a Multicultural Society".
- 1986 Grant from Field Foundation for one year to research and edit an educational television series, "Your Dollars and Common Sense." The series, on social and economic policies, is for educational institutions, professional groups, and community-based organizations.
- 1984-1985 Recipient of a two-year grant from the Ford Foundation for research on, and implementation of, a national public education program on U.S. social and economic policies.
- January 1984 Recipient of a grant from the National Endowment for the Humanities through the California Council for research on a book, and presentation of papers, at state-wide Symposia. Theme: "Literature, Politics, and Values - Poverty, Justice, and Equality."
- 1977-1981 Chairman, President's National Advisory Council on Economic Opportunity. (Appointed by President Carter for three-year term; reappointed by President Carter in 1980 for a second three-year term.) Responsible for making recommendations to the President and Congress for all national, social and economic policies and programs affecting low-income citizens and disadvantaged communities.
- 1981-1984 President, National Economic Development & Law Center (See Below).

1969-1981 Director, National Economic Development & Law Center. (1969-73, Associate Director; 1973-75, Co-Director; 1975-81, Director)

As Director, my responsibilities included providing substantive leadership and development of all planning, policy, and program activities of the Law Center. The Law Center is the only specialized support center in the nation for the more than 200 Community Economic Development Corporations, 800 Community Action Agencies, and 400 Legal Services programs throughout the country in the area of community and economic development. Over its 18-year history, the Law Center has developed both a methodology and a coherent set of strategies for attacking the social and economic problems of low-income communities. It has sought to comprehend the economic, legal, and social interrelationships affecting the poor; to identify how existing law or public policy adversely affect the poor; to formulate program changes that would provide significant social and economic gains for the poor; and to develop strategies for legal action that would provide opportunities to implement these changes. Based on this conceptual framework, the Law Center developed a multilevel, comprehensive developmental approach for business, jobs, health care, and housing within the context of an overall economic and community development strategy.

A primary purpose of the Law Center is to formulate a national community and economic development strategy related to the legal, structural, legislative, and financial problems of local Community Economic Development Corporations (CDCs). This includes: (1) direct technical assistance and training in the total process of planning and establishing community economic development corporations for economic development programs funded by the U.S. Community Services Administration; (2) support to Legal Services attorneys through disseminating materials and responding to questions regarding community/minority economic development problems in their local communities; (3) counsel and technical assistance to the National Congress for Community Economic Development -- a broad-based coalition of some 85 community development corporations; (4) devising policy recommendations and legislative remedies for state and local governments re economic development; and (5) working with a limited number of foundation (Ford and Rockefeller) CDCs.

1965-1968 Director, Inter-Agency Coordination and Inter-Governmental Affairs, U.S. Office of Economic Opportunity - Northeast Region (New York, New Jersey, Massachusetts, Connecticut, Rhode Island, Maine, Vermont, New Hampshire, Puerto Rico, and the Virgin Islands).

In addition to staff responsibilities, I represented the Agency on the Federal Executive Boards of Metropolitan New York and Boston, the Steering Committees of both Boards, and as Vice Chairman of the Task Force on Economic Opportunity for the New York FEB.

Staff responsibilities included developing effective cooperation and coordination of program efforts with other Federal agencies such as HEW, HUD, EDA, SBA, Labor, etc., and with operating departments and agencies such as the Office of Education, the Welfare Administration, Model Cities, and Public Health; receiving, interpreting, and making available information re functions, policies, and guidelines of other agencies; analyzing problems arising out of checkpoint systems and controls of the administration of OEO grants at the state, county, and municipal levels; and developing close relationships with non-governmental organizations such as religious, professional, business, and community service groups.

It was also my responsibility to coordinate program efforts with public officials, i.e., governors, mayors, county executives, and their representatives, as well as with senior officials from major corporations (Esso, AT&T, First National City Bank, etc.).

1965-1966

Director, Legislative and Public Affairs, Northeast Region.

As Director of Legislative Affairs, I was responsible for working with all members of Congress in the states of New York, New Jersey, Connecticut, Rhode Island, Vermont, Maine, New Hampshire, and Massachusetts. Primary areas of responsibility included replying to general questions, as well as dealing with specific problems and reinforcing their understanding and support of all programs included in the Economic Opportunity Act (Community Action, VISTA, Job Corps, Neighborhood Health Centers, Narcotics Programs, Migrant Labor Projects, Head Start, Neighborhood Youth Corps, Legal Services, etc.).

As Director of Public Affairs, I was responsible for coordinating all aspects of OEO programs dealing with communication media, i.e., television, radio, newspapers, and magazines; as well as preparing press releases for grants; speech writing and speech making; and for conducting seminars and in-service training programs. I also prepared reports and evaluations for Washington on "problem" communities and critical issues affecting the program.

1963-64

Program Executive, Foreign Policy Association. Organized community study groups and developed international affairs programs: "Great Decisions" for religious organizations, political clubs, labor unions, community service organizations, boards of education, communication media, and neighborhood organizations in metropolitan New York, Detroit, Boston, Rochester, and Buffalo.

- 1961-1963 Associate Editor, WAR/PEACE Report.
A journal of international relations, world law, and United Nations affairs.
- 1959-1964 Chairman of the Board, Gestalt, Inc.

A for-profit corporation based in New York. Responsible for direct management of the businesses owned by Gestalt.

Other Professional Activities:

- 1992 Director/Coordinator, Clinton-Gore Headquarters/United Democratic Campaign for Albany, Berkeley, Emeryville and Kensington (CA). (In addition, a "surrogate speaker" for Bill Clinton in California.)
- 1992-Present Board Member, Center for Ethics and Economic Policy.
- 1973-1983 Board Member, National Commission on Law, Social Action, and Urban Affairs, American Jewish Congress.
- 1981-1986 Council of Advisors, World Hunger Education Service.
- 1972-Present Editorial Board, Social Policy.
- 1972-1980 Advisory Board, Advocates for Women.
- 1973-1978 Chairman, Board of Directors, The Center for Rural Studies.
- 1972-1977 Chairman, Legislative Oversight Committee (NCCED).
- 1969-1976 Chairman, National Joint Legislative Task Force (NACD and NCCED).
- 1955-1970 Member, American Academy of Political and Social Scientists.
- 1967-1969 National Governing Council, American Jewish Congress.
- 1967-1969 Vice Chairman, United Nations Association (U.N.A.), New York.
- 1968 Chairman, Special Committee on International Year of Human Rights - 1968, for U.N.A.
- 1964-1966 Executive Board, United Nations Association, New York.

1964	Chairman, World Law and Scholars Committee, U.S. Conference Group of nongovernmental organizations for International Cooperation Year - 1964.
Mar-Dec. 1964	Staff Assistant, Vice President Hubert H. Humphrey.
1963-1964	Chairman, Social Action Committee, the Willard Straight American Legion Post, No. 842.
1961-1962	N.G.O. Delegate to the United Nations for U.W.F.
1961	Executive Board of the U.S. Youth Council of the National Social Welfare Assembly.
1960	Executive Director, Stevenson for President Committee of New York.
1955	Chairman, Bard College of Young Democrats.

Education:

1945-1950	Horace Mann School - Riverdale, New York.
1951 and 1954-1957	Brown University, Bard College - B.A.
1957-1961	Columbia University - M.A., Public Law and Government.
1969-1972	Candidate for Ph.D. in field of Public Law and Government (Transferred to University of California at Davis, 9/25/69)

Military Service:

1952-1953	U.S. Army Information and Education Director-ADSEC Headquarters, Com. Z, Verdun, France. Coordinated education programs for 7,000 military personnel at five army bases in France (Metz, Toul, Nancy, Trois Fontaines, and Verdun). Planned curriculum, administered policy, and trained officers and N.G.O.s to conduct local programs.
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Publications:

Books:

- 1982 **THE AMERICAN PROMISE: EQUAL JUSTICE AND ECONOMIC OPPORTUNITY.** Transaction Books (Rutgers University). (Editor) A critical analysis of the social and economic policies of the Reagan-Bush administration. It was the first book to challenge the assumptions of Reaganomics and predict the human and social consequences.
- 1972 **THE STAR-SPANGLED HUSTLE.** Doubleday (Anchor). An analysis of the political implications and realities of community economic development and a study of the interrelationship between economic power and political decision-making. The role of the Nixon Administration, federal agencies, banks, corporations, et. (Co-authored with Geoffrey Faux.)
- 1968 **WORLD WAR III, MAN AGAINST POVERTY.** Random House (Vintage). An analysis of how the arms race and the Cold War have severely inhibited the war against poverty. The book calls for a change of strategy on the part of the U.S. in dealing with domestic poverty, as well as with the underdeveloped world, in the areas of housing, education, health, and unemployment. (Co-edited with Dr. Roger Woock.)
- 1966 **A VICE PRESIDENT LOOKS AT THE GREAT SOCIETY.** Meredith Press.
(Researched)

Articles for National Magazines or Syndication

- September 1992 "Managing the Economy, the Gut Issue of 1992," Los Angeles Times Syndicate.
- September 1992 "Morality, Politics and Human Values," S.F. Chronicle.
- June 1992 "Politics, Literature and Values," L.A. Times Syndicate.
- March 1992 "America's Social Priorities," Knight-Ridder.
- June 1991 "A New Multicultural Canon," Knight-Ridder.
- May 1990 "Literature and the Moral Consciousness," L.A. Times Syndicate.
- July 1988 "Dukakis in Atlanta," Knight-Ridder Syndication.
- May 1988 "A Novel Approach to Politics." Los Angeles Times Syndicate.

December 1987	"The Political Economy, Moral Leadership, and Public Policy," <u>Quarterly Review</u> (Winter, 1988 issue).
September 1987	"The Bork Nomination," <u>Los Angeles Times Syndication</u> .
June 1987	"Books, Values and Freedom," <u>Knight-Ridder Syndication</u> .
June 1986	"The Reading Cure," <u>Los Angeles Times Syndication</u> .
February 1985	"Fight Prime-Time TV -- Read a Good Book," <u>Knight-Ridder Newspaper Syndicate</u> .
July 1984	"A Democratic America," <u>Harper's</u> .
Summer 1982	"Moral Responsibility and National Character," <u>Society</u> .
February 1980	"Community Economic Development: A Critical Role for Legal Services Attorneys," <u>Clearinghouse Review</u> .
November 1978	"Proposition 13 = Catch 22," <u>Harper's</u> .
June 1977	"California Still Dreaming," <u>Harper's</u> .
June 14, 1976	"Jerry Brown: Zen and the Art of Non-Governance," <u>Harper's Weekly</u> .
June 14, 1976	"Champions of the Confused Constituency," <u>Harper's Weekly</u> .
December 1975	"National Health Insurance -- A Matter of Life and Death," <u>The National Center Reporter</u> .
August 1975	"Economic Justice and Social Policy," <u>The National Center Reporter</u> .
1975	"As Goes California, So Goes the Nation," <u>Harper's Magazine</u> .
1975	"Health Maintenance Organizations -- A Potential But not a Promise," <u>Social Policy</u> .
1975	"New Prospects for Community Economic Development," <u>The Nation</u> .
January 1974	"The Possibilities for Partnership," <u>Horizons</u> .
March 1973	"A Way to Make the Ghetto Bloom," <u>Saturday Review - Society</u> .

October 1972	"McGovern: The Man, the Press, the Machine, the Odds," <u>The Nation</u> .
Nov/Dec 1972	"Corporate Responsibility and Minority Benefits," <u>Social Policy</u> .
Fall 1970	"What is Community Economic Development?," <u>Urban Review Quarterly</u> .
December 1969	"Who Gives a Damn?," <u>Harper's Magazine</u> .
Summer 1969	For the Economic Development Administration, "How to Organize an Economic Development Action Group in Your Community," edited by Practicing Law Institute.
March 1969	WASHINGTON REPORT, <u>Harper's Magazine</u> , "536 Characters in Search of a Legislative Program." What the American people could expect from Congress and President Nixon.

Other Teaching and Professional Experience:

1971-1974	Chairman, Task Force on Economic Development Technical Assistance (OEO).
April, 1971	Conference Chairman, HUD-Model Cities Training Program for 14 cities in the Western Region.
April 1969 & August 1969	Conference Instructor and Speaker, Institute on Law and Poverty's Economic Development Conferences.
June 1969 & Sept. 1969	Instructor, New York City Management Training Program (Model Cities Grant) - Seven-week cycle with top-level management of City agencies (transit, police, social service, budget, board of education) on urban problems and conflict. (Conducted three cycles - 21 hours each.)
July-August 1969	Associate Professor, Southhampton College, New York. Taught two courses and participated in a special symposium on "Social Change in Urban America." The courses: "The Politics of Poverty" and "Can Institutional Government Structures Deal with the Problems of Race and Urban Decay?"
July-August 1968	Associate Professor, "Institute on School Integration" (U.S. Office of Education Grant). Pilot study of de facto segregation in Northern schools). Study of: community integration plans, the role of the educator, curriculum revision, community organization, meaning of quality education, etc. Presented position papers and worked on specific plans for Bellport, Patchogue, North Babylon, and Southhampton.

- 1966 Education Advisory and Teacher, Pre-employment Program of Haryou - Associated Community Teams in Central Harlem. Advisor to teachers in classroom methodology and problems of disadvantaged youngsters.
- 1965 Advisor, Social Studies Division, Board of Education, New York City, and Director of Curriculum for Secondary Schools of the Archdiocese of New York. Coordinated world-affairs education program for New York City high schools. The project was a major breakthrough in world-affairs education, and became a permanent part of the curriculum in the 11th and 12th grades in the public schools.

CHOATE, HALL & STEWART
EXCHANGE PLACE
53 STATE STREET
BOSTON, MASSACHUSETTS 02109-2891
TELEPHONE (617) 227-5020
FACSIMILE (617) 227-7566
TELEX 49615660

February 8, 1993

Mr. Eli Segal
Office of National Service
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Eli:

Re: Kathleen A. Curran

Kathy Curran has told me of her strong interest in working with you on the national service program. I would like to express the highest level of support for her application. A copy of her resume is enclosed.

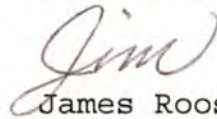
Kathy served for two years as an attorney practicing labor law at Choate, Hall & Stewart. She was very well thought of for her ability and commitment to her practice. This past fall she resigned from the firm and became a full-time volunteer for the Clinton/Gore campaign. She worked as a volunteer coordinator under the direction of Elaine Guiney and Sissy Weinberg. I believe that both of them would echo my endorsement. In December and January Kathy worked on the transition team in the Vice President-elect's scheduling office. She now serves as a volunteer scheduler in the office of the Vice President.

Kathy's experience as a full-time public service volunteer in Baltimore gives her a perspective beyond that of other lawyers who may be seeking to assist you. Her knowledge of personnel and employment law issues provides a useful set of skills, and her participation and chairmanship of the University of Virginia School of Law's Students for Public Service demonstrates her long-standing positive attitude toward the sort of projects that President Clinton has proposed.

Mr. Eli Segal
February 8, 1993
Page 2

I hope that all is going well with you and look forward to seeing you again soon. Please let me know if I can provide any further information.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Jim", written in dark ink.

James Roosevelt, Jr.

JR,Jr:bdk
Enclosure

10477.1

Kathleen A. Curran
15 Cordis Street #3
Charlestown, MA 02129
(617) 242-1358

EDUCATION:

University of Virginia School of Law, Charlottesville, VA

J.D. 1989, Order of the Coif

•Admitted to practice in Massachusetts and the United States District Court for the District of Massachusetts.

•Virginia Law Review, Editorial Board, 1987-1989

•Law Students for Public Service, 1986-1989, Co-Chair 1987-1988

•Virginia Law Women, 1986-1989

Yale University, New Haven, CT

B.A. History, 1983, Cum Laude

University College Dublin, Dublin, Ireland

Semester in Irish Studies, Fall 1981

EXPERIENCE:

Clinton/Gore Presidential Campaign 1992, Boston, MA

•Volunteer Coordinator

Assisted Director of Volunteers in recruiting, organizing, and supervising volunteer pool to meet needs of campaign, including phonebanking and visibilities. Responsible for organizing successful bus trips of volunteers to campaign in New Hampshire and southeastern Massachusetts. October-November 1992.

Choate, Hall & Stewart, Boston, MA

•Associate, Labor Group

Performed research and advised and represented clients on a wide range of labor and employment matters, including union organization and collective bargaining (representing management); compliance with employment-related state and federal statutes, including ERISA and the Fair Labor Standards Act; and employment discrimination and wrongful discharge litigation. October 1990 - September 1992.

Alternative Directions, Inc, Baltimore, MD

•Jesuit Volunteer

Counseled women and men in Maryland jails and prisons on social services and legal rights. Assisted low-income people in pro se divorce and child custody proceedings. August 1989 - August 1990.

Kathleen A. Curran

15 Cordis Street #3
Charlestown, MA 02129
(617) 242-1358

Choate, Hall & Stewart, Boston, MA

•Summer Associate, May - August 1988.

Crosby, Heafey, Roach & May, Oakland, CA

•Summer Associate, May - August 1987.

Csaplár & Bok, Boston, MA

•Paralegal, Real Estate Department
Reviewed title and negotiated coverages with title insurance companies, negotiated purchase and sale agreements, drafted closing documents, and researched zoning and other real-estate related issues. January 1984 - August 1986.

United Bank & Trust Company, Hartford, CT

•Commercial Teller
May - August 1981-1982, May - September 1983.

PUBLICATIONS:

Note, The National Labor Relations Board's Proposed Rules on Health Care Bargaining Units, 76 Va. L. Rev. 115 (1990).

LANGUAGES:

Comprehension of French and Spanish.

TRAVEL:

Ireland, Southwestern United States, Greece.

INTERESTS:

Irish studies and dance, history, reading, film, cross stich, baseball.

References supplied upon request

HARVARD UNIVERSITY

JOHN SHATTUCK, Vice President
Government, Community and Public Affairs

MASSACHUSETTS HALL
CAMBRIDGE, MASSACHUSETTS 02138
TEL. (617) 495-1703
FAX (617) 495-3749

February 16, 1993

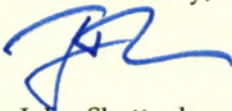
Eli Segal
Assistant to the President
Office of National Service
Room 146 - OEOB
The White House
Washington, D.C. 20500

Dear Eli,

I know you will soon begin to consider filling vacancies on the Commission on National and Community Service. When you do, I know an excellent candidate, Zoe Mikva. A community advocate with a long career in public service, Zoe is currently Director of Development at the Advocacy Institute, an organization founded six years ago by David Cohen and Mike Pertschuk to help train public interest and community organizations to lobby the Congress and the executive branch. Zoe has also served as a classroom teacher in the public schools in Washington, D.C. and Evanston, Illinois, and she has deep roots in Illinois Democratic Party activities. Zoe and her husband, Ab Mikva, a federal appellate judge and former Member of Congress, have been friends of mine for many years. As you get closer to filling positions on the Commission I suggest we talk further about Zoe's excellent qualifications to serve the important cause you are leading. Meanwhile, I'm enclosing a copy of her resume and a letter she sent to Al From last month.

You're doing great. Let me know how I can help.

Yours sincerely,



John Shattuck

JS:cl
Enclosure
cc: Zoe Mikva

January 6, 1993

Alvin From
6213 Swords Way
Bethesda, MD 20817

Dear Mr. From:

I would like to be considered for one of the vacancies on the Commission on National and Community Service. Volunteerism is one of the great strengths of our country, and I would like nothing better than to be in a position to nurture that spirit.

It has always been an important part of my life. When I was at home with small children it nourished my soul, stimulated my intellect and provided me with energy. When I returned to the workplace, I always reserved part of my weekly routine for a worthwhile unpaid activity, and whenever possible, included my children in the effort.

It is extremely good news that the high school and college youth today are turning to volunteer service in great numbers. I have observed that they approach this role with enormous energy, enthusiasm and ingenuity.

It would be wonderful to further reduce the number of young people who feel "left out". Particularly among those who are not college-bound, there are many youth who do not know how to participate in the social fabric of America. They do not believe that their problems are being addressed or their voices heard. This is a concern I would like to address through the Commission. I believe that I have the interest and the qualifications to make a contribution.

President-elect Clinton's National Service Trust will be an extremely important symbol of America's commitment to service and its faith in its youth. I do not know in what way it will mesh with the Commission's work, but close cooperation will be essential. All of the young people involved in private programs should consider themselves closely allied with a national program.

When we were a nation of farmers there was no problem in making young people feel needed. The farms could not run without their work. The new Administration is going to attempt the inspiring task of bringing youth back into the community where they are needed. I would like to do something to help.

Sincerely,


Zoe (Zorita) Mikva

442 New Jersey Avenue SE
Washington, DC 20003

RESUME - ZORITA WISE MIKVA

PERSONAL DATA

Address: 442 New Jersey Avenue SE, Washington, DC, 20003
Phone: 202/543-9360 (h); 202/659-8475 (o)
Other: Married to Abner Mikva, Chief Judge, U.S. Court of Appeals; three daughters, ages 32, 37, 39.

EMPLOYMENT - ADMINISTRATION

Director of Development, Advocacy Institute, Washington, D.C. 1989-present.
Organize and manage all fundraising for a budget that is almost \$2 million this year; initiate and write proposals; develop new funding sources; write annual report, mission statement and other organization documents; organize and plan events; participate in development of specific programs such as training and counseling of youth leaders, extending and improving our internship program, advocacy training seminars, leadership development, training of Non Government Organization leaders from emerging democracies.

Business owner, The Hill Company, Washington, D.C. 1982-88. Provided support services to organizations outside of the beltway who came to D.C. to effect changes in public policy. Made appointments with policy makers; planned and carried out events; planned and conducted tours; provided training on the legislative process and on specific issues.

Special Assistant to Administrator, National Highway Traffic Safety Administration, Washington, D.C. 1980. Wrote and/or edited public information materials; evaluated state highway safety programs; planned and developed education programs.

Office Manager, CIO Political Action Committee, Chicago, IL 1952 and 1956.
Managed one-person office in two election campaigns.

Lobbyist, Friends Committee on National Legislation, Washington, D.C. 1951-52.

Office Manager, Illinois Division, American Civil Liberties Union, 1950-51.

EMPLOYMENT - TEACHING

Classroom teacher, District of Columbia Public Schools, 1980-81.

Teacher, non-graded primary team, Evanston, Illinois public schools, 1973-79.
Wrote curriculum; trained parent and student volunteers; participated in policy-making at school and district level.

Classroom teacher, District of Columbia Public Schools, 1969-72. Initiated learning center approach; developed use of typewriters to teach language arts.

ACTIVITIES RELATED TO VOLUNTEERS AND/OR YOUTH

Board Member, Micah House, Inc., 1989-present. The volunteer Board initiated, organizes and operates a house for five women who were previously homeless and addicted.

Elected Representative, District Educators Council, National Education Association, 1975-79.

Political Campaigner, 1954-78. Worked with volunteers.

Board Member, Hyde Park Neighborhood Club, 1964-68. Organized Indoor Tot Lot with volunteer parents.

Member and organizer, Chicago Citizens' Advisory Board, O.E.O. Operation Headstart, 1964-68.

P.T.A. Leadership, 1958-68. Local president; delegate to Chicago Convention; delegate to Illinois Convention.

EDUCATION

B.A. University of Chicago, 1947

M.A. University of Chicago, 1951 - Sociology. Thesis on neighborhood property owners associations in the Chicago area.

Education courses at Roosevelt University, Chicago; Valparaiso University, Indiana; D.C. Teachers College; University of Illinois; University of Maryland; University of Virginia.

National Service Correspondence Coding Sheet

Coder: MM

Date: 4/2

I. Purpose of Letter:

- ☐ Wants to Participate
 - ☐ Summer of Service
 - ☐ National Initiative
- ☐ General Commentary
 - ☐ Pro
 - ☐ Con
 - ☐ Suggestions for Programs
- ☐ Requesting General Information
 - ☐ Summer of Service
 - ☐ General Program
- ☒ Offering their Services
 - ☒ Volunteer
 - ☐ Internships
 - ☐ White House
 - ☒ National Service (Jim)
 - ☒ Employment
- ☐ CAMPAIGN FRIEND

II. Writer Information:

- A. Age (Circle One):
Under 17 17-25 Over 25 Unspecified
- B. Education Level (Circle One):
 - 1. Student:
 - ☐ Elementary
 - ☐ Secondary
 - ☐ College
 - ☐ Graduate
 - 2. Non-Student (Level Completed):
 - ☐ Secondary
 - ☒ College
 - ☒ Graduate

III. Re-route to Other Departments

- ☐ Commission
- ☐ (Personal, service organizations,
or business proposals)
- ☐ Scheduling/Gloria
- ☐ Other _____

IV. Certified Mail

February 3, 1993

Mr. Eli Segal
The White House
Old Executive Office Building
Washington DC 20500

Dear Eli:

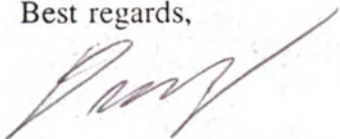
Congratulations. Twenty years later, the McGovern campaign finally takes the White House. Your assignment sounds terrific.

I'm sending along a resume--not for me and not for a job. This one belongs to Tom Collins who is one of the top public affairs people at Mobil and a really good guy. He's a former newspaperman and one of the most savvy communicators around.

Tom would be very interested in volunteering some of his time on any kind of advisory group you may put together on the national service enterprise. He's located in Fairfax, Virginia and is very handy to Washington. Tom's done a lot of community work in education and places a great deal of stock in public service. I'm sure he'd make a valuable contribution to your efforts. His office number is 703/846-4475 if anyone wants to get in touch.

Have a great time in the White House. I'm in D.C. regularly and would love to get together once you've settled in.

Best regards,



Douglas I. Jeffe
Executive Vice President

Enclosure

R. Thomas Collins, Jr.
9900 Timmark Court
Vienna, Virginia 22181

January 22, 1993

Doug Jeffe
Braun Ketchum Public Relations
11755 Wilshire Blvd. - Suite 2300
Los Angeles, California 90025

Dear Doug,

It was good to visit with you the other day. I thought I would send along this quick resume in the event you believe that it may be of use. As discussed, I would like to assist the new Administration in the areas of National Service or Education in any way that would be appropriate or helpful.

If I had to summarize the areas where I have experience that could be useful, I believe it would fall in the categories of media, public relations, political analysis and action, and consensus building in a community or within a corporate or industry group.

There are lots of experts in these areas, of course, but my experience in the newspaper business and at Mobil, together with my community work with the Fairfax County Schools Superintendent, give me a background that could be of help to the Administration as it develops consensus and then the plan of action to accomplish its goals.

Let me know if you want to discuss further.

Sincerely,


R. Thomas Collins, Jr.

FAX Letter to Doug Jeffe
(310) 312-8943

R. THOMAS COLLINS, JR.

9900 Timmark Court
Vienna, Virginia 22181
Home: (703) 242-0798

Education

- 1973-74 **Columbia University**, Graduate School of Journalism
M.S.J. June, 1974
- 1966-70 **Boston University**, College of Liberal Arts, Government Major
B.A. June, 1970
- 1962-66 **Western Reserve Academy**, Hudson, Ohio

Employment History

- 1979- **Mobil Oil Corporation**
Public Relations Manager, Exploration & Producing Division, Fairfax 1990-
Public Relations Manager, US Marketing & Refining Division, Fairfax 1984-90
Corporate Public Relations Advisor, New York City 1983-84
Regional Public Relations Advisor, US Marketing & Refining Division, Chicago 1980-83
Assistant Editor, Mobil World, New York City 1979
- 1974-79 **New York Daily News**
Reporter, Rewriteman, Assistant City Editor
- 1970-73 **New Haven (CT) Register**
Staff Reporter

Community Memberships & Activities

- 1984- **Fairfax Schools Superintendent's Business/Industry Advisory Council**
Member 1984-; Co-chairman 1988-
- 1989- **Fairfax Committee of 100**

Trade & Industry Associations

- 1984- **Fairfax County Chamber of Commerce**
Board of Directors 1984-; Vice President 1985-87, 1989; Secretary 1988;
Executive Committee 1985-89
- 1984-90 **Virginia Business Council**
- 1983-84 **Natural Gas Supply Association**
Public Information Task Force
- 1980-83 **American Petroleum Institute**
Central US Region Committee on Public Relations
Member 1980-83, Chairman 1982-83

Personal: Married to the former Sun Oak Kim; two children: a daughter, Lee Kathleen Collins, 19, a freshman at the University of Pennsylvania; and a son, Micah Thomas Collins, 17, a senior at James Madison High School, Vienna, Virginia.

Interests: History, writing. Published suspense fiction NIGHTSIDE, Manor Books, NY, in 1979
Local & Family History Articles: Stamford (CT) Advocate, Hartford (CT) Courant
Genealogical Monograph: Of The American Union, ANCESTORS 1630 - 1963

Dated January 1993

National Service Correspondence Coding Sheet

Coder: mm
Date: 4/7

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(Personal, service organizations,
or business proposals)
- ☐ Scheduling/Gloria
- ☐ Other _____

IV. ☐ Certified Mail

THE WHITE HOUSE
WASHINGTON

February 23, 1993

Mr. Donald J. McCallion
Framingham Public Schools
Administration Center
454 Water Street
Framingham, MA 01701

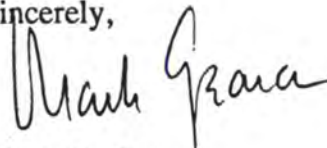
Dear Mr. McCallion,

Thank you for your letter regarding teacher training and recruitment program. It was good of you to take the time to express your views. I have forwarded your letter to Eli Segal, Assistant to the President and Director of the **Office of National Service**. I am certain he will give your ideas full consideration as he puts together President Clinton's National Service Program.

As we face the challenge of restructuring our government for the twenty-first century, it is important to hear the thoughts, suggestions and ideas of all Americans. I am confident the Clinton/Gore Administration will provide strong leadership for our country.

Again, thanks for taking the time to write.

Sincerely,



Mark D. Gearan
Deputy Chief of Staff

*I don't believe I
know your name, but
I'm glad Gardner is
sending kids to Bowdoin*



Framingham Public Schools

FEB 13 1993

George P. King School
Winston D. Anderson
Administration Center
454 Water Street
Framingham, Massachusetts 01701

Donald J. McCallion
Director of Personnel
(508) 626-9107

Mr. Mark Gearan
Deputy Chief of Staff
The White House
Washington, D.C. 20500

February 8, 1993

Dear Mr. Gearan:

Congratulations on your recent appointment. Bill needs to surround himself with some good people and I think he has made a wise choice in you. I want to share with you a concept that I think would be helpful for the new administration but first I have a personal note. My niece, Maureen McCallion, graduated at the top of her class from Gardner High School and is now in her first year at Bowdoin. Hopefully another Gardner native will move into a position of responsibility some day.

I know one of the priorities of the National Service Trust concept is to work off college debt through public service. Rather than looking on such a massive project in a period of severe budget constraints, I have suggested to President Clinton in the enclosed letter a more limited group be identified for specific public service in the area of teaching.

The Massachusetts legislature has passed in the House and sent to the Senate an education reform package that has included in it an early retirement incentive program that could result in up to 6,000 teachers leaving the commonwealth by July 1994. This would mean that directors of personnel like me would need to replace 10% of the state's teachers in one year. In Framingham alone, over the past three years without any incentive program, I have had 70 teachers retire. With the age of our workforce combined with incentives we are going to be hard pressed to find quality people in the numbers we will require.

I want to stress the quality in the last sentence because finding outstanding teachers is not just a numbers game, they are a rare commodity that must be recruited, trained and supervised very carefully to insure our students get the best.

In the letter to the president, I am suggesting a teacher recruitment and training program modeled after the highly successful Teacher Corps Program of the sixties. I envision colleges sending their most talented graduates to this 15 month

training program that in the end will yield some outstanding individuals who would be employable throughout the country. I also envision collaboration on this project between the federal government, state government, colleges, corporations and local school districts. Each of these entities would have a part to play in insuring the success of the program.

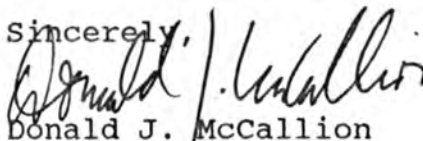
In my mind there is no greater imperative before the Clinton Administration than insuring a superior and equitable educational experience for our youngsters. I submit the first place we need to start in this transformation, particularly given the retirement opportunity before us, is to attract and train the next generation of teachers.

I know this program will work. In fact, I would be willing to take a leave from my current position to help you organize it. The president needs a winner program quickly and I submit this is the one that you can help him develop.

After you have had a chance to read the enclosed material, possibly you or someone on your staff may want to contact me so we could discuss it in more depth.

Thank you for your consideration and best of luck in your new position.

Sincerely,

A handwritten signature in dark ink, appearing to read "Donald J. McCallion", written over the typed name.

Donald J. McCallion

9 Pinecone Lane
Southborough, Mass. 01772
January 25, 1993

President William J. Clinton
The White House
Washington, D.C. 20500

Dear Mr. President:

A new era is dawning. The renewal has begun!

My congratulations to you for your inauguration speech. It certainly set the right tone and gave the right message for your administration. You told us our future is in our hands and our season of renewal is upon us. As a classmate of yours at Georgetown, and a supporter of your ideals, I want you to know I stand ready to assist you in whatever way I can to make your administration as successful as it can be.

As a senior in the College back in 1968 and a political science major, my only thoughts were to attend law school like most of my classmates. However, mostly out of curiosity, I began substitute teaching in some of the public schools in D.C. that senior year. I became fascinated with the opportunity to have such an immediate impact on so many people. I became hooked on teaching.

While searching for an opportunity to explore this career path, I heard about President Kennedy's Teacher Corps Program. It became an ideal match for me. After teaching for a year and achieving my masters in urban education at Boston College, I began teaching in Massachusetts and have been involved in education for the past twenty-four years.

While in Washington two weeks ago as one of 14 Education Policy Fellows representing Massachusetts at the Washington Policy Seminar sponsored by the Institute for Educational Leadership, I had the opportunity over a four day period to reflect on some of the education issues facing our nation as your administration assumes office. The stimulating discussions generated by economists, political analysts and educators from around the country certainly put into perspective the challenges facing you and the other members of your administration at this threshold period in our history.

There is no question in my mind that you have the trust and support of the American people at this critical juncture. What they are clamoring, for and expecting you to deliver in a fairly short period of time, are bold new initiatives in some critical areas. I would like to suggest that you may very rapidly be able to address one of the most pressing issues facing us in education

in a reasonably swift and cost effective way.

The most important thing we do in school districts is hire the very best individuals we can find to interact with and serve as role models for our youth. Without bright, dedicated, committed, innovative teachers, all the grandiose plans we design for issues such as curriculum revision, standards and accountability will simply come and go. What we need is a national teacher training program to attract and retain the brightest college graduates we can today. John Kennedy realized that a quarter of a century ago and I submit some of your ablest teachers today are a testimony to that vision. I submit we need that same vision today.

I want to explore with you how a Teacher Corps type model in teacher recruitment might be modified somewhat at this critical juncture.. As you know, there is a need to attract bright, talented individuals into teaching today. This need will continue to grow over the next few years as more and more teachers reach retirement age. In fact, it is estimated that as many as three million new teachers will be hired over the next five years. If early retirement incentives are implemented on a state wide basis as is being debated in Massachusetts today, even larger numbers of teachers may leave the profession at an accelerated rate.

As Director of Personnel for the Framingham Public Schools for the past six years, I have been responsible for recruiting over 100 new teachers into our district. Last year alone, primarily due to retirements, I brought 44 new teachers into our community. In my opinion, there is no more important decision a school district makes than in hiring outstanding teachers to educate our students. In the case of Framingham, I feel confident that we have done this job well.

However, I am concerned about the overall quality of teacher candidates, as well as the diversity within that pool. I am also concerned that districts such as Framingham may need to hire large numbers of teachers in a short period of time particularly if early retirement incentives become a reality. Currently I have 155 teachers in the district over the age of 55 and therefore eligible to retire.

In order to meet the predicted demand for quality and diversity within the teaching ranks, I envision a Teacher Corps type program to attract some of our most committed students on college campuses today into education, as well as a program to attract mid-career change people into teaching. I would envision some of the goals of the program to be: ethnic and racial diversity, multi-language ability, computer literacy, math and science teachers as a priority, as well as male teachers at the elementary level.

The program would be an extension of the proposed "national service trust" concept for public service. Rather than focusing in on the undergraduate years, this program would be for college

graduates who wish to teach and as part of the program include a uniquely designed masters degree program in education. Those chosen for the program would serve for a fifteen month period of time during which the first two months would be in course work and a practicum experience as part of a summer school program in school districts throughout the country. Then, using an over-staffing model, interns would be assigned to a mentor teacher within a school district to observe and gradually assume some teaching responsibilities. At the same time, course work would be pursued in the evening within the district for all interns under the auspices of a college or university. As much as possible, teachers from within the district would be responsible for this instruction. The practical application of the intern's teaching experience would be used as the basis for most courses.

The following summer, each intern would finish whatever courses work was necessary to finish the masters degree program. State Bureaus of Certification would be apprised of the nature and content of the program so that certification in the appropriate level and content area would be achieved in the fifteen months. Reciprocity between states for graduates of this program should be arranged in advance to insure the greatest degree of employment flexibility upon completion of the program.

Rather than taking a shotgun approach to the organization of such a program, certain school districts within the states would be chosen as teacher training sites for the internships. They would need to design a plan for the selection and training of the mentor teachers within their district, as well as being part of the design and implementation of the masters degree courses. Exposure to a diverse student population would be expected of the training districts. Finding affordable housing for the interns within the area would be another part of the district's commitment.

Colleges within the state would be approached to work in collaboration with school districts in designing and implementing effective and financially reasonable teacher education programs. The use of teacher resources within the districts as instructors would be encouraged.

The selection of college graduates into the program would be through a formal application process where academic success as well as commitment to teaching are assessed. A commitment to the diversity and skill goals of the program would be emphasized in the recruitment process. A national recruitment program would be initiated which would encourage college faculty members to identify and encourage selective student participation in the program. Selection into the program would be a decision made with both state, college and training district input.

There appears to be a large reservoir of individuals who, either through lack of opportunity or training, chose a career path other than teaching but who now have a desire to teach. These mid-career change individuals who, because of their life experiences

and maturity have proven to make outstanding teachers, should be encouraged to become part of the intern program. There may be some tax incentives that could be explored to encourage companies to allow employees to become part of such a program.

I would envision the funding of such a teacher preparation program to be from both public and private sources. I would like to see corporations or companies sponsoring "teacher fellows" within the state or community. The commitment for such fellowships would assume the financial responsibility of the masters degree component of the interns program. There would presumably be some national corporations that would see the value of this dedication to training the next generation of teachers and would participate as a major sponsor of the program. Since the training of math and science teachers is one of the major goals of the program, it would not seem unreasonable for technology firms to be readily interested in this aspect of the program. The cost of the degree program could be reasonable given the nature of the program and the accelerated degree process.

The cost of supporting the intern for all aspects other than the degree would be borne by primarily federal but also some state monies. The cost of the stipend awarded the interns might vary from one location to another based on cost of living considerations. An amount for such a stipend might be in the \$10,000 range.

An integral part of this program would be an effective placement procedure upon completion of the program. This placement should be looked upon on at least a regional if not a national basis so that there can be a matching of teacher skills with needs to insure the most effective use of this valuable resource. Too often teacher placement is looked at from a very parochial viewpoint and the human resources are not properly and effectively utilized.

Having worked over the years recruiting teachers into my district, I know what a difficult task it is to match our needs with the available pool of talent when a vacancy exists. Too often teacher selections and placements are done in a very short time frame usually driven by district financial uncertainty throughout the process. If we can achieve a period of education funding stability and a pool of outstanding teaching talent available when vacancies exist, school districts may in fact be able to staff our schools with a core of teachers who will form the backbone of our educational system for the next generation. The window of opportunity is fast approaching, what we need is a unified, well designed program to meet the challenge. Unless we act quickly to take advantage of this opportunity, it may be lost for another generation.

I know this is somewhat of a sketchy framework to a very complex issue, but I am extremely committed to exploring a national response to a national imperative. I feel so strongly that this

type of initiative for attracting and training the next generation of teachers is so critical to the future of education and the strength of our country, that I am willing to take a leave of absence from my current position to join you and your staff in designing and implementing such a program. I do not claim to have all the answers, but I do have a vision for what is necessary and I do possess the practical experience in the field to make it a reality.

I offer you these thoughts and suggestions because I have great hope for this country and your presidency. I am answering your call to play my part in our renewal.

I hope to hear from you soon.

Sincerely,

Donald J. McCallion

DONALD J. McCALLION
9 Pinecone Lane
Southborough, MA 01772
(508) 485-1015

SUMMARY OF QUALIFICATIONS:

PERSONNEL MANAGEMENT

Total responsibility for all personnel and payroll functions for a staff of 1500, with a payroll of over 30 million dollars. Repeatedly introduced cost saving methods of operations saving thousands of dollars.

COMPENSATION AND BENEFIT ADMINISTRATION

Proven ability to initiate and manage cafeteria benefit plan, EAP, worker's compensation, retirement programs, insurance, certification, tenure and seniority issues and performance reviews.

EMPLOYEE AND LABOR RELATIONS

Design and develop programs to attract outstanding staff and maintain high employee morale. Strong mediation, negotiation and arbitration skills enable successful resolution of contract, policy, grievance and eligibility issues. Currently negotiating and managing nine union contracts.

TEACHING AND TRAINING

Over 20 years of experience in education with increasing responsibility. An in depth knowledge of public education and town government. Ability to develop in-service training programs, lecture at area colleges.

COMMUNITY INVOLVEMENT

Participate in public relations with community, area businesses, United Way. Member of board of directors of Metrowest Leadership Academy. Active in home town government, participating member of improvement committees and charitable organizations.

EXPERIENCE:

1987 to
present

FRAMINGHAM PUBLIC SCHOOLS

Framingham, MA

Director of Personnel

- * Plan, coordinate and implement all personnel functions for 1500 professional and non professional staff. Prepare annual budget.
- * Directed compliance of 577 personnel actions for FY'91.
- * Negotiated *Sick Leave Bank* policy, *Orderly Retirement Incentive*, at a saving of over \$100,000.
- * Assumed full responsibility for \$32,000,000 payroll function for school department. Computerized all personnel data on Paradox system.
- * Reduced unemployment claims substantially through "reasonable assurance" letters.
- * Introduced and implemented a 125 cafeteria plan for three employee groups at substantial tax savings for employees.
- * Coordinate *Employee Assistance Programs*; stress reduction and smoking workshops. Organize system wide events to build positive staff morale.
- * Conduct comprehensive orientation for new teachers and introduced a new professional staff evaluation program for performance review.
- * Designed outplacement training program.
- * Implemented an in-service program, "*Understanding Teaching*".
- * Increased the United Way campaign giving each year, serving on the Public Relations Committee.
- * Lecture at area colleges, develop rapport with business community.
- * Participated in decision making process leading to a budget reduction of \$3,000,000. for FY'92.
- * Initiated, developed and negotiated a new performance based evaluation system for all professional staff.

DONALD J. McCALLION

- 1983 to 1987 **Vice Principal** Framingham High School
 1979 to 1983 **Vice Principal** Farley Middle School
 1973 to 1979 **Vice Principal** Walsh Middle School
- * Supervised, directed and evaluated professional staff.
 - * Directed meetings to assess student needs and plan programs.
 - * Developed computerized schedules for teachers and students.
 - * Assisted in budget preparation.
 - * Served as counselor, problem solver, disciplinarian, liaison with school and community.
 - * Interviewed and hired staff, oriented new teachers and students.
 - * Responsible for daily operation of the school.
- 1973 to 1974 **Director** Framingham Summer School
- * Developed program of 60 courses, hired staff, prepared brochure, processed registration, scheduled transportation, coordinated advertising, purchased supplies, supervised daily operation at three sites. Processed 1400 applications for 4,000 registrations.
- 1969 to 1973 **Social Studies Teacher** Winch Park Middle School
- * Selected for Administrative Internship Program.
 - * Taught two years on pilot program adopted throughout town.
 - * Served as Student Council Advisor, elected to Faculty Advisory Committee, building representative for FTA.

PROFESSIONAL ACTIVITIES:

- * **Member :**
 - American Association of School Personnel Administrators
 - Massachusetts Association of School Personnel Administrators
 - National Association of Secondary School Principals
 - N.E. Association for School, College and University Staffing
 - Advisory Board, "*Math, English, Science Technology Education Partnership*"
- * **Chairman:**
 - Performance Review Evaluation Committee
 - Advisory Committee for Superintendent Search
 - Basic Skills Task Force on Listening and Speaking
 - Environmental Study Committee

COMMUNITY ACTIVITIES:

- * Board of Directors, *Metrowest Leadership Academy* of the Metrowest Chamber of Commerce
- * President, *Charitable Irish Society of Boston*
- * Alumni interviewer for Georgetown University
- * Actively involved in Southborough and Framingham town boards, civic committees, conservation committees, Town Meeting Member

EDUCATION:

- 1970 to present 52 graduate credits beyond Masters Degree
- 1968 to 1969 **M.Ed. in Urban Education** Chestnut Hill, MA
 Boston College
- 1964 to 1968 **A.B. in Government** Washington, DC
 Georgetown University

DRAFT

February 22, 1993

Mr. Donald J. McCallion
Framingham Public Schools
Administration Center
454 Water Street
Framingham, MA 01701

Dear Mr. McCallion,

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Again, thanks for taking the time to write.

Sincerely,

Mark D. Gearan
Deputy Chief of Staff



Framingham Public Schools

FEB 13 1993

George P. King School
Winston D. Anderson
Administration Center
454 Water Street
Framingham, Massachusetts 01701
Donald J. McCallion
Director of Personnel
(508) 626-9107

Mr. Mark Gearan
Deputy Chief of Staff
The White House
Washington, D.C. 20500

February 8, 1993

Dear Mr. Gearan:

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training program that in the end will yield some outstanding individuals who would be employable throughout the country. I also envision collaboration on this project between the federal government, state government, colleges, corporations and local school districts. Each of these entities would have a part to play in insuring the success of the program.

In my mind there is no greater imperative before the Clinton Administration than insuring a superior and equitable educational experience for our youngsters. I submit the first place we need to start in this transformation, particularly given the retirement opportunity before us, is to attract and train the next generation of teachers.

I know this program will work. In fact, I would be willing to take a leave from my current position to help you organize it. The president needs a winner program quickly and I submit this is the one that you can help him develop.

After you have had a chance to read the enclosed material, possibly you or someone on your staff may want to contact me so we could discuss it in more depth.

Thank you for your consideration and best of luck in your new position.

Sincerely,

A handwritten signature in dark ink, appearing to read "Donald J. McCallion", written over the printed name.

Donald J. McCallion

9 Pinecone Lane
Southborough, Mass. 01772
January 25, 1993

President William J. Clinton
The White House
Washington, D.C. 20500

Dear Mr. President:

A new era is dawning. The renewal has begun!

My congratulations to you for your inauguration speech. It certainly set the right tone and gave the right message for your administration. You told us our future is in our hands and our season of renewal is upon us. As a classmate of yours at Georgetown, and a supporter of your ideals, I want you to know I stand ready to assist you in whatever way I can to make your administration as successful as it can be.

As a senior in the College back in 1968 and a political science major, my only thoughts were to attend law school like most of my classmates. However, mostly out of curiosity, I began substitute teaching in some of the public schools in D.C. that senior year. I became fascinated with the opportunity to have such an immediate impact on so many people. I became hooked on teaching.

While searching for an opportunity to explore this career path, I heard about President Kennedy's Teacher Corps Program. It became an ideal match for me. After teaching for a year and achieving my masters in urban education at Boston College, I began teaching in Massachusetts and have been involved in education for the past twenty-four years.

While in Washington two weeks ago as one of 14 Education Policy Fellows representing Massachusetts at the Washington Policy Seminar sponsored by the Institute for Educational Leadership, I had the opportunity over a four day period to reflect on some of the education issues facing our nation as your administration assumes office. The stimulating discussions generated by economists, political analysts and educators from around the country certainly put into perspective the challenges facing you and the other members of your administration at this threshold period in our history.

There is no question in my mind that you have the trust and support of the American people at this critical juncture. What they are clamoring for and expecting you to deliver in a fairly short period of time, are bold new initiatives in some critical areas. I would like to suggest that you may very rapidly be able to address one of the most pressing issues facing us in education

in a reasonably swift and cost effective way.

The most important thing we do in school districts is hire the very best individuals we can find to interact with and serve as role models for our youth. Without bright, dedicated, committed, innovative teachers, all the grandiose plans we design for issues such as curriculum revision, standards and accountability will simply come and go. What we need is a national teacher training program to attract and retain the brightest college graduates we can today. John Kennedy realized that a quarter of a century ago and I submit some of your ablest teachers today are a testimony to that vision. I submit we need that same vision today.

I want to explore with you how a Teacher Corps type model in teacher recruitment might be modified somewhat at this critical juncture.. As you know, there is a need to attract bright, talented individuals into teaching today. This need will continue to grow over the next few years as more and more teachers reach retirement age. In fact, it is estimated that as many as three million new teachers will be hired over the next five years. If early retirement incentives are implemented on a state wide basis as is being debated in Massachusetts today, even larger numbers of teachers may leave the profession at an accelerated rate.

As Director of Personnel for the Framingham Public Schools for the past six years, I have been responsible for recruiting over 100 new teachers into our district. Last year alone, primarily due to retirements, I brought 44 new teachers into our community. In my opinion, there is no more important decision a school district makes than in hiring outstanding teachers to educate our students. In the case of Framingham, I feel confident that we have done this job well.

However, I am concerned about the overall quality of teacher candidates, as well as the diversity within that pool. I am also concerned that districts such as Framingham may need to hire large numbers of teachers in a short period of time particularly if early retirement incentives become a reality. Currently I have 155 teachers in the district over the age of 55 and therefore eligible to retire.

In order to meet the predicted demand for quality and diversity within the teaching ranks, I envision a Teacher Corps type program to attract some of our most committed students on college campuses today into education, as well as a program to attract mid-career change people into teaching. I would envision some of the goals of the program to be: ethnic and racial diversity, multi-language ability, computer literacy, math and science teachers as a priority, as well as male teachers at the elementary level.

The program would be an extension of the proposed "national service trust" concept for public service. Rather than focusing in on the undergraduate years, this program would be for college

graduates who wish to teach and as part of the program include a uniquely designed masters degree program in education. Those chosen for the program would serve for a fifteen month period of time during which the first two months would be in course work and a practicum experience as part of a summer school program in school districts throughout the country. Then, using an over-staffing model, interns would be assigned to a mentor teacher within a school district to observe and gradually assume some teaching responsibilities. At the same time, course work would be pursued in the evening within the district for all interns under the auspices of a college or university. As much as possible, teachers from within the district would be responsible for this instruction. The practical application of the intern's teaching experience would be used as the basis for most courses.

The following summer, each intern would finish whatever courses work was necessary to finish the masters degree program. State Bureaus of Certification would be apprised of the nature and content of the program so that certification in the appropriate level and content area would be achieved in the fifteen months. Reciprocity between states for graduates of this program should be arranged in advance to insure the greatest degree of employment flexibility upon completion of the program.

Rather than taking a shotgun approach to the organization of such a program, certain school districts within the states would be chosen as teacher training sites for the internships. They would need to design a plan for the selection and training of the mentor teachers within their district, as well as being part of the design and implementation of the masters degree courses. Exposure to a diverse student population would be expected of the training districts. Finding affordable housing for the interns within the area would be another part of the district's commitment.

Colleges within the state would be approached to work in collaboration with school districts in designing and implementing effective and financially reasonable teacher education programs. The use of teacher resources within the districts as instructors would be encouraged.

The selection of college graduates into the program would be through a formal application process where academic success as well as commitment to teaching are assessed. A commitment to the diversity and skill goals of the program would be emphasized in the recruitment process. A national recruitment program would be initiated which would encourage college faculty members to identify and encourage selective student participation in the program. Selection into the program would be a decision made with both state, college and training district input.

There appears to be a large reservoir of individuals who, either through lack of opportunity or training, chose a career path other than teaching but who now have a desire to teach. These mid-career change individuals who, because of their life experiences

and maturity have proven to make outstanding teachers, should be encouraged to become part of the intern program. There may be some tax incentives that could be explored to encourage companies to allow employees to become part of such a program.

I would envision the funding of such a teacher preparation program to be from both public and private sources. I would like to see corporations or companies sponsoring "teacher fellows" within the state or community. The commitment for such fellowships would assume the financial responsibility of the masters degree component of the interns program. There would presumably be some national corporations that would see the value of this dedication to training the next generation of teachers and would participate as a major sponsor of the program. Since the training of math and science teachers is one of the major goals of the program, it would not seem unreasonable for technology firms to be readily interested in this aspect of the program. The cost of the degree program could be reasonable given the nature of the program and the accelerated degree process.

The cost of supporting the intern for all aspects other than the degree would be borne by primarily federal but also some state monies. The cost of the stipend awarded the interns might vary from one location to another based on cost of living considerations. An amount for such a stipend might be in the \$10,000 range.

An integral part of this program would be an effective placement procedure upon completion of the program. This placement should be looked upon on at least a regional if not a national basis so that there can be a matching of teacher skills with needs to insure the most effective use of this valuable resource. Too often teacher placement is looked at from a very parochial viewpoint and the human resources are not properly and effectively utilized.

Having worked over the years recruiting teachers into my district, I know what a difficult task it is to match our needs with the available pool of talent when a vacancy exists. Too often teacher selections and placements are done in a very short time frame usually driven by district financial uncertainty throughout the process. If we can achieve a period of education funding stability and a pool of outstanding teaching talent available when vacancies exist, school districts may in fact be able to staff our schools with a core of teachers who will form the backbone of our educational system for the next generation. The window of opportunity is fast approaching, what we need is a unified, well designed program to meet the challenge. Unless we act quickly to take advantage of this opportunity, it may be lost for another generation.

I know this is somewhat of a sketchy framework to a very complex issue, but I am extremely committed to exploring a national response to a national imperative. I feel so strongly that this

type of initiative for attracting and training the next generation of teachers is so critical to the future of education and the strength of our country, that I am willing to take a leave of absence from my current position to join you and your staff in designing and implementing such a program. I do not claim to have all the answers, but I do have a vision for what is necessary and I do possess the practical experience in the field to make it a reality.

I offer you these thoughts and suggestions because I have great hope for this country and your presidency. I am answering your call to play my part in our renewal.

I hope to hear from you soon.

Sincerely,

Donald J. McCallion

DONALD J. McCALLION
9 Pinecone Lane
Southborough, MA 01772
(508) 485-1015

SUMMARY OF QUALIFICATIONS:

PERSONNEL MANAGEMENT

Total responsibility for all personnel and payroll functions for a staff of 1500, with a payroll of over 30 million dollars. Repeatedly introduced cost saving methods of operations saving thousands of dollars.

COMPENSATION AND BENEFIT ADMINISTRATION

Proven ability to initiate and manage cafeteria benefit plan, EAP, worker's compensation, retirement programs, insurance, certification, tenure and seniority issues and performance reviews.

EMPLOYEE AND LABOR RELATIONS

Design and develop programs to attract outstanding staff and maintain high employee morale. Strong mediation, negotiation and arbitration skills enable successful resolution of contract, policy, grievance and eligibility issues. Currently negotiating and managing nine union contracts.

TEACHING AND TRAINING

Over 20 years of experience in education with increasing responsibility. An in depth knowledge of public education and town government. Ability to develop in-service training programs, lecture at area colleges.

COMMUNITY INVOLVEMENT

Participate in public relations with community, area businesses, United Way. Member of board of directors of Metrowest Leadership Academy. Active in home town government, participating member of improvement committees and charitable organizations.

EXPERIENCE:

1987 to
present

FRAMINGHAM PUBLIC SCHOOLS

Framingham, MA

Director of Personnel

- * Plan, coordinate and implement all personnel functions for 1500 professional and non professional staff. Prepare annual budget.
- * Directed compliance of 577 personnel actions for FY'91.
- * Negotiated *Sick Leave Bank* policy, *Orderly Retirement Incentive*, at a saving of over \$100,000.
- * Assumed full responsibility for \$32,000,000 payroll function for school department. Computerized all personnel data on Paradox system.
- * Reduced unemployment claims substantially through "reasonable assurance" letters.
- * Introduced and implemented a 125 cafeteria plan for three employee groups at substantial tax savings for employees.
- * Coordinate *Employee Assistance Programs*; stress reduction and smoking workshops. Organize system wide events to build positive staff morale.
- * Conduct comprehensive orientation for new teachers and introduced a new professional staff evaluation program for performance review.
- * Designed outplacement training program.
- * Implemented an in-service program, "*Understanding Teaching*".
- * Increased the United Way campaign giving each year, serving on the Public Relations Committee.
- * Lecture at area colleges, develop rapport with business community.
- * Participated in decision making process leading to a budget reduction of \$3,000,000. for FY'92.
- * Initiated, developed and negotiated a new performance based evaluation system for all professional staff.

DONALD J. McCALLION

1983 to 1987 **Vice Principal** Framingham High School
 1979 to 1983 **Vice Principal** Farley Middle School
 1973 to 1979 **Vice Principal** Walsh Middle School

- * Supervised, directed and evaluated professional staff.
- * Directed meetings to assess student needs and plan programs.
- * Developed computerized schedules for teachers and students.
- * Assisted in budget preparation.
- * Served as counselor, problem solver, disciplinarian, liaison with school and community.
- * Interviewed and hired staff, oriented new teachers and students.
- * Responsible for daily operation of the school.

1973 to 1974 **Director** Framingham Summer School

- * Developed program of 60 courses, hired staff, prepared brochure, processed registration, scheduled transportation, coordinated advertising, purchased supplies, supervised daily operation at three sites. Processed 1400 applications for 4,000 registrations.

1969 to 1973 **Social Studies Teacher** Winch Park Middle School

- * Selected for Administrative Internship Program.
- * Taught two years on pilot program adopted throughout town.
- * Served as Student Council Advisor, elected to Faculty Advisory Committee, building representative for FTA.

PROFESSIONAL ACTIVITIES:

- * **Member :**
 - American Association of School Personnel Administrators
 - Massachusetts Association of School Personnel Administrators
 - National Association of Secondary School Principals
 - N.E. Association for School, College and University Staffing
 - Advisory Board, "*Math, English, Science Technology Education Partnership*"
- * **Chairman:**
 - Performance Review Evaluation Committee
 - Advisory Committee for Superintendent Search
 - Basic Skills Task Force on Listening and Speaking
 - Environmental Study Committee

COMMUNITY ACTIVITIES:

- * Board of Directors, *Metrowest Leadership Academy* of the Metrowest Chamber of Commerce
- * President, *Charitable Irish Society of Boston*
- * Alumni interviewer for Georgetown University
- * Actively involved in Southborough and Framingham town boards, civic committees, conservation committees, Town Meeting Member

EDUCATION:

1970 to present 52 graduate credits beyond Masters Degree

1968 to 1969 **M.Ed. in Urban Education**
 Boston College Chestnut Hill, MA

1964 to 1968 **A.B. in Government**
 Georgetown University Washington, DC

National Service Correspondence Coding Sheet

Coder: _____

Date: 4/2

I. Purpose of Letter:

- ☐ Wants to Participate
 - ☐ Summer of Service
 - ☐ National Initiative
 - ☒ General Commentary
 - ☒ Pro
 - ☐ Con
 - ☐ Suggestions for Programs
- ☐ Requesting General Information
 - ☐ Summer of Service
 - ☐ General Program
- ☒ Offering their Services
 - ☐ Volunteer
 - ☐ Internships
 - ☐ White House
 - ☐ National Service (Jim)
 - ☒ Employment
- ☐ CAMPAIGN FRIEND

II. Writer Information:

- A. Age (Circle One):
Under 17 17-25 Over 25 Unspecified
- B. Education Level (Circle One):
 - 1. Student:
 - ☐ Elementary
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 - 2. Non-Student (Level Completed):
 - ☐ Secondary
 - ☐ College
 - ☐ Graduate

III. Re-route to Other Departments

- ☐ Commission
- ☐ (Personal, service organizations,
or business proposals)
- ☐ Scheduling/Gloria
- ☐ Other _____

IV. Certified Mail

Stanley Stewart
1787 Manchester
Ypsilanti, MI 48198
313-487-0717 (h)
313-226-7848 (w)

February 17, 1993

Mr. Eli Segal
Office of the President
National Service
White House
Washington, D. C.

Dear Mr. Segal:

I am the State Program Director in Michigan for the ACTION agency. I have been in my position for 21 years. I am also a Black American. It is my understanding that you recently met with ACTION SES staff in Washington. Consequently, I feel impelled to share some concerns that I think you should consider during your review of ACTION. I doubt seriously that anyone presently in power at ACTION will agree with my comments. But before I start with my comments, I feel it is appropriate to share with you a little of my background.

I was a VISTA PDP Volunteer from 1967 - 1969 in Milwaukee, Wisconsin and Ravenna, Ohio; from 1970 to 1971 I was Deputy Director of the Portage County CAC. From 1971 - 1972, I was a consultant with A.L. Nellum and Associates. I have a B.S. degree in Economics from Indiana State University in Terre Haute, Indiana.

I have worked at ACTION since July 1972, and during that time I have served as the acting Regional Director of Region V during the changeover from Carter to Reagan; I served as a deputy to the Director of Michigan Department of Social Services on an IPA from 1984-86, where I was responsible for special projects and the Office of Communications.

I have been involved with poverty programs for the past 26 years. In my 26 years, I have never seen as much Jim Crowism as I saw during the Jane Kenny administration of ACTION. It was a sophisticated return to Jim Crow, but a return nevertheless. Positions were posted with qualifications and levels purposely designed to exclude people. Attached is a memo I sent to Gary Kowalczyk, Acting Associate Director ACTION, regarding the grade level for a State Program Specialist position in Michigan.

The grade level GS-9 proposed by Mr. Kowalczyk would eliminate most recent VISTA Volunteers from applying for the position. Once upon a time, before Jane Kenny, former VISTAs were able to enter federal service at the GS 5-7 level. With the imposition of the 9 level requirement, many well qualified, dedicated individuals need not apply. In Michigan more than 50% of VISTAs are Black.

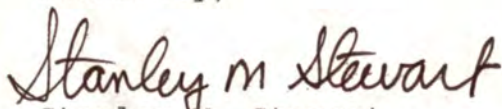
I want you to know that I wholeheartedly support President Clinton. I believe in the President and the things he wants to accomplish. And I am going to be on his side when tough decisions have to be made, unlike those in power at ACTION now. If you would like to verify my allegiance, I list as my references:

Congressman John Conyers, (D), Detroit
Paul Hubbard, President, New Detroit, Inc.
Gerald Smith, Kellogg Foundation
Kirk Profit, State Rep. (D), Ypsilanti
Dave Hollister, State Rep. (D), Lansing
Bernard Parker, Wayne County Commissioner
Ronnie Peterson, Washtenaw County Commissioner

I hope I have the opportunity to meet with you in the future to discuss ACTION and National Service and its many possibilities.

If you would like to visit a location that would be a perfect place to discuss National Service, I would recommend Ypsilanti, MI. It is the home of Congressman William Ford, Eastern Michigan University, and it is also my home.

Sincerely,


Stanley M. Stewart

Attachment



ACTION

Federal Building, Room 658
231 West Lafayette Boulevard
Detroit, MI 48226-2799

Phone: 313/226-7848
Fax: 313/226-2557

MEMORANDUM

Date: February 17, 1993

To: Gary Kowalczyk, Acting Associate Director, D. O.
Thru: Mary Lubertozi, Acting Regional Director

From: *Stanley Stewart*
Stanley Stewart, State Program Director, MI

Subject: State Program Specialist Recruitment

I believe that ACTION as an Agency should once again become an Equal Opportunity/Upward Mobility employer. For the past twelve years, Blacks have been systematically excluded from positions at ACTION. One need only look at people filling the SES and Regional Director positions for evidence. Of course, numerical factors in themselves are not always conclusive, but a rose by any other name....

I recognize that the White bureaucrats running ACTION will strongly deny that Blacks have been excluded. But what would you expect them to say.

I have watched position after position be filled by White people, especially during the last 4 years. In Region V only the secretary to the Regional Director position was filled with a Black. Other Region V positions filled during the past 4 years are: Regional Director, Executive Officer, Budget Analyst, VISTA Recruiter, (1) State Program Specialist position in Indiana, (2) State Program Specialist positions in Illinois, (1) State Director in Minnesota, (1) Grants Management Specialist, (1) Secretary in Illinois and (1) Secretary in Minnesota, (1) Secretary in Indiana. All filled by Whites.

I am not as familiar with hiring nationwide, but, in the last 4 years, of all the vacant State Program Director positions, only in Billy Joe Caldwell's selection for Alaska was a Black named. I wonder if Billy Joe had not been an E. O. Counselor, would he have been chosen.

In Washington, only Whites filled the following positions: Director, Deputy Director, Associate Director for Domestic Operations, Executive Officer, Personnel, Comptroller, Procurement and Grants, Accounting and Financial Management, Planning and Budget, Older Americans, VISTA, Program Demonstration, Administrative and Management Services, Associate Director MB, Public Affairs, Inspector General, Legislative Affairs and Equal Opportunity.

ACTION'S MISSION

To stimulate voluntary citizen participation in addressing the needs of American communities, particularly those of the poor, the disadvantaged and the elderly.

Gary Kowalczyk

Page 2

In addition, a myriad number of assistant to positions were also filled by Whites only. ACTION has a unwritten policy that Blacks need not apply.

I can count on one hand the number of Blacks promoted to positions of authority during the past four years.

Consequently, to want me to post a State Program Specialist position at a level that would exclude a Black from applying is only a continuation of the racially insensitive persona that grips ACTION. In addition, the GS-9 level proposed by you would eliminate most recent VISTA Volunteers from applying for the position. Once upon a time, before Jane Kenny, former VISTAs were able to enter federal service at the GS 5-7 level. With the imposition of the GS 9 level requirement, many well qualified, dedicated individuals need not apply. In Michigan more than 50% of VISTAs are Black. I prefer to wait until the new administration is in place before posting Michigan's two (2) vacant State Program Specialists positions. I am hopeful that the new people will be more racially sensitive.

With the two vacant positions, there are certain state activities that we must curtail. Monitoring of OAVP projects will cease, but since we have monitored at least 98% of our OAVP projects each year for the past ten years, I believe a one year absence will not do irreparable harm. It might do some good. The policy of monitoring OAVP projects every year needs to be seriously reviewed.

We will not be able to develop many new VISTA projects without additional help. Nevertheless, we have 3 new projects that will get VISTAs in April.

We will be able to process VISTA project renewals, OAVP continuations and VISTA trainees requests. In addition, we will be able to monitor some of our VISTA projects. I will be able to attend certain representational activities such as my participation with the Eldercare Task Force and budget meetings in Lansing. Of course, we can not continue to function well with 40% of our positions vacant. But we will make every effort to perform superbly during the interim because doing what's right is worth it.

National Service Correspondence Filing Sheet

Order: MM

Date: 4-6-93

I. Purpose of Letter:

- ☐ wants to Participate
 - ☐ Summer of Service
 - ☐ National Initiative
 - ☐ General Commentary
 - ☐ Pro
 - ☐ Con
 - ☐ Suggestions for Programs
- ☐ Requesting General Information
 - ☐ Summer of Service
 - ☐ General Program
- ☐ Offering their Services
 - ☐ Volunteer
 - ☐ Internships
 - ☐ White House
 - ☐ National Service (Jim)
 - ☐ Employment

II. Writer Information:

- A. Age (Circle One):
Under 17 17-25 Over 25 Unspecified
- B. Education Level (Circle One):
 - 1. Student:
 - ☐ Elementary
 - ☐ Secondary
 - ☐ College
 - ☐ Graduate
 - 2. Non-Student (Level Completed):
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 - ☐ College
 - ☐ Graduate

III. Re-serve to Other Departments

- ☐ Commission
(Personal, service organizations,
or business proposals)
- ☒ Scheduling/Gloria
- ☐ Other _____

IV. Certified Mail

Dear President Clinton:

With health-care costs skyrocketing, I urge you to support the Center for Science in the Public Interest's campaign to **make good nutrition and the prevention of heart disease, diabetes, stroke, and cancer a cornerstone of America's health policy.**

The federal government should: 1) Publish advice to help people eat the healthiest possible diets, including very-low-fat and vegetarian diets; 2) Require school meals to meet the "Dietary Guidelines"; 3) Urge doctors to prescribe very-low-fat diets before and after doing coronary bypasses; 4) Encourage broadcasters to promote good nutrition for children; 5) Require hospitals and nursing homes that receive Medicare funding to serve lower-fat, lower-salt meals; and 6) Have the Surgeon General publish an annual report on nutrition.

Rich Wrayman
Name
4642 59th St
Address
San Diego, CA 92115
City/State/Zip

P.S. Please set a good example. You can do better than President Reagan's jelly beans and President Bush's jokes about broccoli!

HEALTHY DIETS
mean
HEALTHIER AMERICANS



President Bill Clinton
The White House
Washington, D.C. 20500

CLINTON LIBRARY PHOTOCOPY

National Service Correspondence Coding Sheet

Coder: MM

Date: 4/2

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- ☐ Scheduling/Gloria
- ☐ Other _____

IV. Certified Mail

February 1, 1993

Eli Segal, Director
Office of National Service
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20502

CODED

Dear Mr. Segal:

Congratulations on being appointed by President Clinton to serve his administration in the daunting position of director of the Office of National Service.

I have had extensive experience in the design, implementation, management, and evaluation of community-based human services projects. I am confident that I could be of considerable value to you in the design and administration of the National Service initiative. Hence, this letter of introduction.

As my resume indicates, I left my position as a tenured elementary school teacher in the '60s to work in War on Poverty programs. I am somewhat unique in that, as a Kennedy/Johnson-era person, I never stopped working in community-based projects that had as their mission enabling disadvantaged persons to benefit fully from the level of opportunity that exists in our society.

I am currently working as an independent consultant. In this capacity I am conducting administrative and fiscal reviews of Head Start programs on Indian reservations throughout the country for the American Indian Program Branch of the Head Start Bureau in Washington, D.C.

I was the director of Boston's Head Start program from 1980 to 1987. As the largest Head Start program in New England we served 2,000 children, supported by 400 staff and a budget of \$8 million.

I served on two national grant review panels this past summer for the Administration for Children and Families of the U.S. Department of Health and Human Services.

Also, as a consultant to the Consortium for Policy Research in Education, whose university membership includes Harvard, Rutgers,

Michigan State, Southern California, Stanford and Wisconsin, I recently documented pre-K through grade 12 education reform policies and initiatives in Georgia's public schools based upon interviews I conducted with Georgia's government, education and business leaders.

I am a generalist whose organizational and administrative skills have been honed to a level of specialization. The strength of my project design, policy development, fiscal analysis, management and program evaluation skills, coupled with my perspective as a practitioner, would be of value to you. In addition, my intelligence, versatility, resourcefulness, candor and integrity are attributes that would further qualify me for executive responsibility.

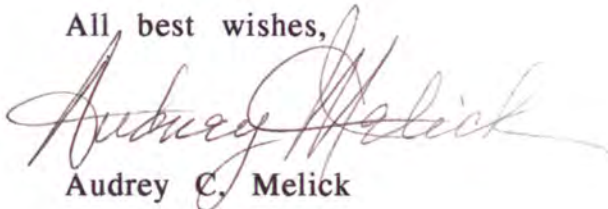
I was a paid staffer for six weeks in President Clinton's primary election campaign in New Hampshire, where I, with another person, handled ten thousand requests for the Governor's economic plan. New Hampshire then directed me to Massachusetts, where I served as a surrogate speaker at twelve events that I scheduled for senior citizens in the Boston metropolitan area.

You may wish to contact George Bruno, who served as a co-chairperson of President Clinton's primary campaign in New Hampshire and is currently a member of the Democratic National Committee. George is familiar with my professional endeavors of the past twenty years. He can be reached at 603-625-2222; his address is 15 Stark Street, Manchester, NH 03101.

I would greatly appreciate an opportunity to meet with you to assess in detail the appropriateness of my candidacy. I can assure you that my references are excellent.

Thank you for your attention. I shall look forward to hearing from you.

All, best wishes,

A handwritten signature in cursive script, reading "Audrey C. Melick". The signature is written in dark ink and is positioned above the printed name.

Audrey C. Melick

Encl.



January 26, 1993

Mr. Eli Siegal
Assistant to the President for
National Service
Office of National Service
The White House
Washington, D.C.

Dear Eli:

First, congratulations on your appointment. I think you wound up with one of the most exciting -- and probably most rewarding -- appointments in the Administration. Clinton couldn't have made a better choice.

I also want to bring to your attention a tremendously talented woman who's interested in joining your office. Deb Guenther is a founder of the national volunteer action group, 'doingsomething'. Under Deb's direction, **doingsomething** has organized volunteer activities for thousands of young professionals in cities across America, linking those ready to volunteer with community organizations in desperate need of help. It's remarkable what they've pulled off in three or four short years.

I came to know Deb through her husband, Kurt, who works in our office. Kurt was a 24-hour-a-day-guy on the Clinton account, working on creative with Mandy and Frank. Simply stated, Deb brings the same enthusiasm to her work that Kurt brings to his.

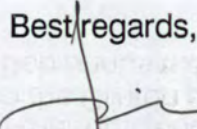
If you're looking for people who understand community action, the "national service" philosophy, are good problem solvers and creative thinkers, Deb is someone you should get to know.

I hope that you're doing well, that the adrenalin is still pumping and that you'll let me know if there is anything we can do to help.

Eli, you did an amazing job this year and given some of the dark days along the way, it's especially wonderful being able to write you at the White House today.

Call if you have questions.

Best regards,


JAMES MARGOLIS

JM:hs

*Dear Jim,
Thanks for
sending _____
resume to
me. I enjoyed
working w/you
during camp
and look forward
to seeing you
again soon.*

DEBRA TYLER GUENTHER
6404 Fifth Avenue
Takoma Park, Maryland 20912
301/891-2860

EXPERIENCE:

Founder, Chairman of the Board

Doingsomething, a national volunteer network

Began in Washington, D.C., May 1989. Ongoing.

Led in developing the first volunteer network in Washington to target working professionals. In three years the network has expanded to over 5,000 people across the country. Doingsomething is a 501(c)(3) non-profit organization which provides flexible volunteer opportunities for people who may not otherwise have time to volunteer. I have developed relationships with non-profit agencies, managed projects and project leaders, written grant proposals and annual reports, organized fundraisers, encouraged corporate support, and created management systems to delegate to new chapters. Doingsomething/D.C. currently performs over 35 projects each month.

Associate

HOK Associates, Inc.

Alexandria, Virginia (March 1988 - present)

HOK is a land planning, urban design and landscape architecture firm. I am responsible for managing projects, coordinating schedules and budgets, meeting with clients, writing proposals, overseeing marketing efforts with branch offices and parent company and serving as liaison to the press. Project management includes ongoing contact with local communities, helping them to obtain specific development goals through coordination with federal, state and local agencies.

Project Manager/Land Planning

Hellmuth, Obata & Kassabaum, P.C.

Washington, D.C. (May 1984 - March 1988)

At HOK I managed projects for a wide range of private sector clients including the World Bank, Johns Hopkins University, Ford Aerospace, Melvin Simon and Associates, McDonnell Douglas and Georgetown University.

Land Planner

HOK Associates, Inc.

Denver, Colorado (July 1982 - April 1984)

Responsibilities included extensive work with local governments and teams of economists, urban planners, architects and graphic designers.

COMMUNITY INVOLVEMENT:

Co-creator, "Everyday Heroes - the Mayor's Salute to Volunteerism" honoring outstanding community service by organizations and individuals in the District of Columbia.

Member, Board of Directors, Volunteer Clearinghouse of the District of Columbia.

Member, Fund for New Leadership, a fundraising and outreach organization that encouraged young Democrats to support key Senate races. 1986 -1989.

Member, Council for Urban Economic Development.

Participant, "Livable Cities", Smithsonian Resident Program.

Appreciation Awards from Capital Area Community Food Bank, For the Love of Children, D.C.

Coalition for the Homeless, New Endeavors by Women.

EDUCATION:

Michigan State University, B.L.A., June 1982.

Graduate studies, University of Denver, Fall 1983.