

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. application	For Gaynor McCown (partial) (1 page)	n.d.	P6/b(6)
002. appkication	For Gaynor McCown (9 pages)	n.d.	P6/b(6)
003. application	For Gaynor McCown (6 pages)	n.d.	P6/b(6)
004. record	Student record from Harvard University for Gaynor McCown (1 page)	n.d.	P6/b(6)
005. record	Student record from Saint Mary's College for Gaynor McCown (2 pages)	n.d.	P6/b(6)

COLLECTION:

Domestic Policy Council
 Carol Rasco (Meetings, Trips, Events)
 OA/Box Number: 4592

FOLDER TITLE:

Gaynor McCown 6-21-93 11:45 a.m.

rw145

RESTRICTION CODES

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**PRESIDENT'S
COMMISSION ON WHITE HOUSE FELLOWSHIPS**
THE WHITE HOUSE

Roz
There is no
attachment(s).

June 2, 1993

The Honorable Carol H. Rasco
Assistant to the President
Office of Domestic Policy
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Dear Ms. Rasco *Carol,*

I appreciate your willingness to consider having a White House Fellow join your staff next Fall. After examining the records of all seventeen members of next year's class of Fellows, I have enclosed information on the two whom I believe would best meet your needs.

Ms. Johnson-Cook and Ms. McCown will be in Washington from June 21 to 25. My Special Assistant, William Wechsler, will contact you shortly to set up convenient times for you to interview them during this week. If you have any questions, please don't hesitate to call.

Sincerely,

Brooke

Brooke Shearer
Director

Will Wechsler
x4522

**SUMMARY CANDIDATE DATA
PRESIDENT'S COMMISSION ON WHITE HOUSE FELLOWSHIPS**

CANDIDATE	EDUCATION	OCCUPATION	PROFESSIONAL	AWARDS/INTERESTS
MCCOWN, Gaynor <u>CURRENT POSITION</u> Teacher	'87, MA, Harvard University, Cambridge, MA '83, BA, Saint Mary's College, Notre Dame, IN '82, Madrid, Spain, Year Abroad	East Side Community High School, New York, NY	New York City Writing Project; New York City Outward Bound Center; Urban Sites Writing Network; Coalition of Essential Schools, Brown University	Selected as one of the Country's "Best Teachers" to participate in Urban Sites Writing Network; Wrote grant proposal and received full funding for Mountain School Summer Program; Co-developed and directed educational programs featured on NBC's Today Show and in the New York Times; Introduced and directed Outward Bound program; Alabama State Diving Champion.
<u>Date of Birth:</u> 09/23/60				
<u>Place of Birth:</u> Mobile, Alabama				

SIGNIFICANT CONTRIBUTION TO PROFESSIONAL FIELD:

Most significant is my contribution as a Teacher-Consultant for the New York City Writing Project, a consortium of teachers dedicated to improving the teaching of reading and writing across different disciplines. As a Consultant, I have taught several courses for other New York City teachers.

LIFETIME GOAL:

I plan to use my knowledge and expertise as an educator to become a major player in the educational policy arena by being involved in local, state and federal policy initiatives. Ultimately, I aspire to be the Secretary of Education.

VOLUNTARY COMMUNITY ACTIVITIES:

The Dormitory Project (Board of Directors); Andrew Glover Youth Program (Committee Member); Holy Trinity Church (Shelter Volunteer); the Jesuit Volunteer Corps (Support Person); Northwestern Memorial Hospital (Volunteer - Adolescent Psychiatry Unit).

LEISURE:

I most enjoy engaging in physical activity that allows me to be outdoors. I cycle, run, play tennis and hike. This is complemented by my passion for reading, writing and travelling.

POLICY PROPOSAL:

Apprenticeships and Educating America's Youth

REGIONAL ESSAY:

Health Care Reform.

Rosemary Gaynor McCown

For the past six years I have focused much of my energy and vision on a group of young men and women who live and learn in New York City. I am presently teaching at a new school I helped to start. This school - East Side Community High School - opened in the Fall of 1992 and serves the low-income population on the Lower East Side of Manhattan. While my colleagues and I are currently working with seventh graders, the plan is to add on a grade with each succeeding year. Prior to June of 1992, I taught Science and Health at Bronx Regional High School, an alternative school for young people who have dropped out or have been dismissed from other New York City high schools.

In addition to teaching, I have been deeply involved in several successful and innovative programs for both students and teachers. One of these is the New York City Writing Project, a consortium of educators dedicated to improving the teaching of reading and writing across different disciplines. As a Teacher-Consultant for the Project, I have taught several courses for high school teachers. I am also a participant in the Urban Sites Writing Network, a national research project involving teachers selected from major urban areas. My paper resulting from this project will be published later this year.

While at Bronx Regional, I was the Educational Director of the Dormitory Project, a collaborative program between the high school and a local community improvement association. I helped design and execute the project which gave students an opportunity to earn high school credits while learning "hands on" construction skills. Participants built a dormitory for students who attend Bronx Regional and do not have viable housing. This first urban high school dormitory will open soon. I am continuing my work with the Dormitory Project as the Treasurer of the Board of Directors.

In 1989, I co-developed and co-directed the Mountain Summer School. This program made it possible for fifteen youths from the South Bronx and East Harlem to spend one month living, working and learning on a farm in Vershire, Vermont. I raised funds, hired staff, selected students and wrote curriculum. The success of the Mountain Summer School inspired me to introduce and coordinate an Outward Bound program at Bronx Regional.

In 1987, I received my Masters in Educational Psychology from Harvard where I worked as a Research Assistant to a well known scholar of moral development and education. From the Fall of 1984 to the Summer of 1986, I lived in Chicago and worked for Catholic Charities. I recruited and licensed Hispanic families for Foster Care and my caseload was primarily Spanish speaking.

After graduating from St. Mary's Notre Dame with a degree in Government in 1983, I went to Santiago, Chile with Holy Cross Associates, a lay missionary program sponsored by the University of Notre Dame. There, I worked in a high school, developing and implementing an educational program for the prevention of drug abuse among adolescents. My junior year in college was spent in Madrid where I lived with a Spanish family, attended school and taught English part-time.

My childhood was spent in Mobile, Alabama. The youngest of five children, I learned how to run fast to keep up. Athletics have been and remain an important part of my life. As a teenager I was the state diving champion. Since that time, I have competed in and / or won numerous diving meets, tennis tournaments, bike races and marathons. I am an avid reader and enjoy travelling, hiking and camping.

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White House Fellowship Application

1. Name (Last, first, middle)

McCown, Gaynor

2. Preferred title

- Mr. Mrs. Miss Ms.
 Other _____

7. Employer and address

New York City Board of
Education
Community School District One
80 Montgomery Street
New York, New York 10002

3. Other names used (e.g., maiden)

8. Your business address and position
(and military rank, when applicable)

4. Home address (Include ZIP Code)

P6/b(6)

East Side Community High School
420 East 12th Street
New York, New York 10009

4a. Permanent address if not same as above

9. Your job affiliation:

- Academe Business Military
 State and Local Government Law
 Health Care Other Profession
 Non-profit Organization Student or Fellow

5. Phone (Include area codes)

Home: P6/b(6)
Office: (212) 460-9657

10. Birthplace (City and state, or foreign country)

Mobile, Alabama

6. Are you a citizen of the United States of America?

- Yes No

11. Birth date (Month, day, year)

P6/b(6)

12. Social Security Number

13. Have you ever worked for or are you now working for the Federal Government or are you being paid by Federal funds? (Include Active Duty Military Service.) If so, please explain and give inclusive dates.

During the summer of 1980, I was employed as an intern in the office of Representative Jack Edwards (1st District - Alabama).

Have you ever been discharged from the Armed forces under other than honorable conditions?

- Yes No

If your answer is yes, give details on a separate sheet of paper.

14. Have you ever been discharged from any job, or have you quit after being informed that your employer intended to discharge you?

- Yes No

If yes, give details on separate sheet.

15. It is helpful for the Commissioners evaluating your application to see "at a glance" the development of education and career patterns. Therefore, on a separate sheet of paper, please provide a chronological listing of all positions you have held, employers, and dates held. Work back from your current position and include all post-secondary school education. Account for all periods of unemployment and military service.

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MEMORANDUM

TO: President - Elect Bill Clinton
From: Gaynor McCown
Subject: Apprenticeships and Educating America's Youth

Before it is too late, schools, in collaboration with businesses, community and labor organizations, must concentrate on more ways implement programs that engage the talents of the growing group of young people who graduate from high school, are not college bound and have no skills or experience to find a job that will sustain their interests or meet their needs. Education that provides "hands on" learning as well as academic instruction must become part of the curriculum of our schools.

In your campaign book Putting People First, a national apprenticeship program is listed as one of the goals of the Clinton. As an educator, I want to make some suggestions.

- *Businesses, community and labor organizations, in consultation with schools, should provide a certain number of apprenticeships to allow young people an opportunity to get "on the job" experiences.*
- *A student should be given technical training under the tutelage of professionals who are willing to be mentors to young people interested in working in a particular area.*
- *Tax breaks and minimum wage waivers should be part of an incentive package for organizations that choose to become involved in a national apprenticeship program.*

I have personal experience that apprenticeship programs do work. Until July of 1992, I was the educational director of The Dormitory Project, a collaboration between Bronx Regional High School, a school for young people who have dropped out or been dismissed from other schools in New York, and Banana Kelly, a local community improvement association. The program gave student participants an opportunity to get a "hands on" experience in construction, under the supervision of qualified instructors, while also earning credits toward a high school diploma. The participants in the program were helping build a dormitory for young people who do not have viable housing.

Brenda Edwards was one of the 225 students who helped build steps and replace the roof as part of her participation in the project. Until September of 1991, Brenda had not come to school for one year. But after participating in the program, Brenda graduated in June of 1992. She was "not ready" to go to college but she left Bronx Regional with an education, a marketable skill and a stronger

sense of self which was instrumental in her ability to make the transition from school to work.

Apprenticeships are one of the oldest forms of learning in our nation and throughout the world. In Germany over 50 percent of high school students participate in apprenticeship programs. The academic requirements are determined according to the needs and demands of the workplace as well as the interests of students. It is an essential component of a young person's education, as important as classroom instruction. Apprenticeships provide opportunities for young people to learn within a context larger than the classroom. As seen in Germany, and in The Dormitory Project, the result is a more well rounded education, motivation to stay in school and the crucial acquisition of a marketable skill.

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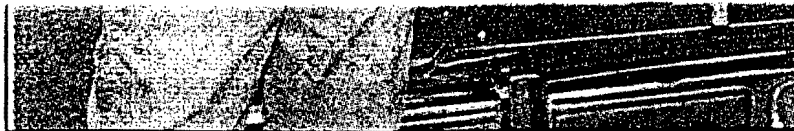
the commissioning ceremony on Sunday, at exactly the same hour — 10 a.m. — that it was commissioned on Aug. 16, 1942," Brown said.

The USS Alabama Crewmen's Association consists of the survivors among 7,000 sailors who served on the battleship.

The crewmen include 13 members of the ship's U.S. Marine detachment. Miller, a retired veterinarian from Baldwin County, served in the Marine detachment.

When Japan surrendered, this detachment and its counterparts on other ships formed the First Occupational Force, which entered Japan and took control of vital installations before the surrender treaty was signed.

"The function of the Marines was to provide security for the ship," Miller said.



From left, John Brown, Leo Goulet and Bob Miller are among the battleship's 50th anniversary celebration this weekend.

"When Japan was in the last stages of surrendering, they caught us by surprise, and there were no Army troops to send in for occupation duty. We were in the area, so they transferred us, the Marines, into Japan for occupation duty before the war was over," Miller said.

"This was the crowning experience of my years in World War II, going into Japan on occupation duty," Miller said. "This was an

enemy about which we were fed a lot of propaganda. We didn't know what kind of reception we would get, and we were the first ones in there.

"They restricted the Japanese to their homes for three days and restricted us to the airfield for three days. Then we were able to go in, and the Japanese slowly came out of their houses. The first ones to come out were the children, and troops gave them candy," he said.

Finalist for White House award considers helping native South

A Mobile native who teaches school in New York City was one of 33 national finalists for a White House fellowship to participate in public policy development.

"I'm thinking about the possibility of moving back to Alabama or some place in the South to see what is going on and what I would have to offer in terms of education policy," said Gaynor McCown, who is visiting her hometown of Mobile.

The science teacher at Bronx Regional High School in the New York public school system said Mobile and New York schools face similar situations.

"The problems are very similar, but on a different scale because of size and magnitude," Miss McCown said.

She attended Catholic schools in Mobile, college in Illinois and received her master's degree in educational psychology from Harvard University.

In New York she teaches at one of 16 alternative high schools for students who have dropped out or have been suspended from other schools in the city.

"They are as hard-core as they get," said the 31-year-old, who has taught in New York for five



Gaynor McCown

years. "They are not at a point where their education is helping them move from one point to another. The system has not served them properly."

She also is directing a cooperative program in the school for young people involved in building a dormitory for other students who don't have a viable place to live.

"It will be the first urban school system dormitory in the country," she said.

Miss McCown's next project when she leaves the Bronx is to help start a new public school in East Manhattan and focus on dropout problems.

"The idea is to prevent dropout as opposed to dealing with it after it already happens," she said.

Miss McCown was a finalist for one of the 15 White House fellowships that allow the winners to live in Washington, D.C., where they work in public policy-making agencies.

"I've been involved in some of the most innovative programs in the country and working in one school, I realize how important policy is," she said. "I would like to be in policy-making and help bridge that gap between policy-maker and practice."

Name of Applicant Gaynor McCown

Name of Evaluator Richard Sterling

Below is a series of descriptive statements. Based on your knowledge of the candidate, decide the extent to which each statement is descriptive of him or her and place a check mark in the appropriate column. A check under "5" means that the statement is completely and consistently descriptive of the candidate in all contexts, circumstances, and occasions in which you have known or observed him/her and you rate him/her "outstanding" (top 5%); "4" means that the statement is almost always descriptive and you rate him/her "excellent" (top 15%); "3" means that the statement is almost always descriptive and you rate him/her "good" (top third); "2" means that it is occasionally descriptive and you rate him/her "average" (middle third); "1" means that the statement is not descriptive at all and you rate him/her "poor" (bottom third). (If you do not feel that you can evaluate the candidate in some particular, check the "Don't Know" column.)

	5	4	3	2	1	Don't Know
Intellectual ability						
Displays rigorous analytical powers		X				
Demonstrates critical facility		X				
Is clear in reasoning ability		X				
Writes clearly and convincingly		X				
Speaks clearly and convincingly			X			
Personal integrity and responsibility						
Demonstrates courage of convictions		X				
Accepts blame when it is his/hers	X					
Keeps his/her word	X					
Inspires trust on part of associates	X					
Decisiveness, energy, vigor, creativity						
Follows through on work		X				
Eager to assume responsibility		X				
Initiates innovative solutions		X				
Fulfills commitments		X				
Leadership						
Inspires confidence in others		X				
Channels/directs efforts of others		X				
Convinces by sound reasons		X				
Takes responsibility for decisions he/she makes		X				
Gives subordinates full credit for what they do		X				
Is respected for wisdom and courage of his/her leadership		X				
Civic-mindedness and sense of responsibility						
Believes firmly in the ideals and principles of American Government	X					
Feels and demonstrates a strong sense of obligation to his/her community	X					
Self-confidence, poise, ability to get along with others						
Is poised and confident of his/her ability		X				
Profits from constructive criticism	X					
Remains stable under stress	X					
Is able to work cooperatively and not just alone	X					
Is clear and persuasive in argument	X					

Although your rating of the applicant on the above scales will be important in judging his/her qualifications for a White House Fellowship, even more important will be your candid and specific comments answering the following questions. Please attach additional sheets as necessary.

1. What do you feel are the applicant's major strengths? Please include a specific example or an occasion in which these strengths were demonstrated.
2. What do you feel are the applicant's weaknesses?
3. What do you consider to be the major impact the applicant has made in his/her professional work?
4. What do you consider to be the candidate's major contribution to his/her community, outside his/her professional work?
5. What has the candidate done that you consider to be especially enterprising or creative?
6. Describe the situation, circumstance, or occasion that you feel most significantly called upon the candidate's leadership, judgment, abilities, and capacity and describe how he or she responded or acted in that situation.
7. What is the candidate's potential? What position or level of responsibility do you expect the candidate to achieve in his/her lifetime?
8. In what specific ways would you anticipate that this person would benefit personally and professionally, if selected as a White House Fellow?
9. To what extent and in what specific ways would you expect this candidate's community and the Nation to benefit from his/her participation in the Fellowship program?
10. If you were the President or Vice President of the United States, or a member of the cabinet, would you select this person to be a key member of your personal staff?

DEFINITELY PROBABLY POSSIBLY PROBABLY NOT NO

11. All things considered, how does this person's ability and potential compare to others with whom you are acquainted?

OUTSTANDING (top 5%) EXCELLENT (top 15%) GOOD (top third) AVERAGE (middle third) POOR (bottom third)

Name (please print)

Richard Sterling

Address

Institute for Literacy Studies, Lehman College
250 Bedford Park Boulevard
Bronx, New York 10468

Title

Director

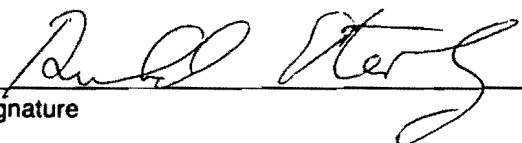
Phone No.

718/960-8758

Nature of business, occupation, profession

How long have you known applicant? 2 years In what connection? I direct a program of Urban Educational Research; Gaynor McCown has a fellowship in that program. She is also a teacher-consultant for the New York City Writing Project, another of the Institute for Literacy Studies programs.

Signature



Date

12/7/92

President's Commission on White House Fellowships

Evaluation Questions -- Gaynor McCown

1. Ms. McCown major strengths lie in her character. She is a person of the highest integrity with a tremendous commitment to change, particularly in education. For example, she has, most recently, been centrally involved in the design and setting up of a new school in one of the poorest neighborhoods of the city. Her sensitivity and intellectual understanding of the plight of inner-city students made her contributions of great value.
2. Ms. McCown's weaknesses derive mostly from an underestimation of her abilities. She must come to believe in herself more and in the soundness of her ideas.
3. One major impact of Ms. McCown's professional work has been through her teaching of young children. She is an excellent teacher and believes in the ability of all children to succeed as learners.
4. One of Ms. McCown's contributions outside of her professional work is to athletics. She has organized bicycling trips for young people, and has spent large amounts of her leisure time supporting the young people's activities in the city.
5. The most enterprising activity that Ms. McCown has been involved in is the design and setting up of an alternative high school in New York.
6. Ms. McCown has worked best when she is with a group or dedicated professionals engaged in difficult tasks. As a member of the Urban Sites Writing Network, she has worked with 70 teachers across the country to help improve the conditions in inner-city schools. She is an excellent member of a team who will take the initiative time and again when the occasion warrants, but who will defer to a larger agenda when the situation demands it.
7. I think Ms. McCown will rise to a senior management position in public service.
8. I believe this experience would provide Ms. McCown with the additional confidence she needs to take on a significant assignment in her profession.
9. I think this experience will confirm and strengthen Ms. McCown's commitment to public policy work.

Name of Applicant GAYNOR McCOWN

Name of Evaluator MARK WEISS

Below is a series of descriptive statements. Based on your knowledge of the candidate, decide the extent to which each statement is descriptive of him or her and place a check mark in the appropriate column. A check under "5" means that the statement is completely and consistently descriptive of the candidate in all contexts, circumstances, and occasions in which you have known or observed him/her and you rate him/her "outstanding" (top 5%); "4" means that the statement is almost always descriptive and you rate him/her "excellent" (top 15%); "3" means that the statement is almost always descriptive and you rate him/her "good" (top third); "2" means that it is occasionally descriptive and you rate him/her "average" (middle third); "1" means that the statement is not descriptive at all and you rate him/her "poor" (bottom third). (If you do not feel that you can evaluate the candidate in some particular, check the "Don't Know" column.)

	5	4	3	2	1	Don't Know
Intellectual ability						
Displays rigorous analytical powers	✓					
Demonstrates critical facility	✓					
Is clear in reasoning ability	✓					
Writes clearly and convincingly	✓					
Speaks clearly and convincingly	✓					
Personal integrity and responsibility						
Demonstrates courage of convictions	✓					
Accepts blame when it is his/hers	✓					
Keeps his/her word	✓					
Inspires trust on part of associates	✓					
Decisiveness, energy, vigor, creativity						
Follows through on work	✓					
Eager to assume responsibility	✓					
Initiates innovative solutions	✓					
Fulfills commitments	✓					
Leadership						
Inspires confidence in others	✓					
Channels/directs efforts of others	✓					
Convinces by sound reasons	✓					
Takes responsibility for decisions he/she makes	✓					
Gives subordinates full credit for what they do	✓					
Is respected for wisdom and courage of his/her leadership	✓					
Civic-mindedness and sense of responsibility						
Believes firmly in the ideals and principles of American Government	✓					
Feels and demonstrates a strong sense of obligation to his/her community	✓					
Self-confidence, poise, ability to get along with others						
Is poised and confident of his/her ability	✓					
Profits from constructive criticism	✓					
Remains stable under stress	✓					
Is able to work cooperatively and not just alone	✓					
Is clear and persuasive in argument	✓					

Although your rating of the applicant on the above scales will be important in judging his/her qualifications for a White House Fellowship, even more important will be your candid and specific comments answering the following questions. Please attach additional sheets as necessary.

see attached

1. What do you feel are the applicant's major strengths? Please include a specific example or an occasion in which these strengths were demonstrated.
2. What do you feel are the applicant's weaknesses?
3. What do you consider to be the major impact the applicant has made in his/her professional work?
4. What do you consider to be the candidate's major contribution to his/her community, outside his/her professional work?
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8. In what specific ways would you anticipate that this person would benefit personally and professionally, if selected as a White House Fellow?
9. To what extent and in what specific ways would you expect this candidate's community and the Nation to benefit from his/her participation in the Fellowship program?
10. If you were the President or Vice President of the United States, or a member of the cabinet, would you select this person to be a key member of your personal staff?

DEFINITELY
 PROBABLY
 POSSIBLY
 PROBABLY NOT
 NO

11. All things considered, how does this person's ability and potential compare to others with whom you are acquainted?

OUTSTANDING (top 5%)
 EXCELLENT (top 15%)
 GOOD (top third)
 AVERAGE (middle third)
 POOR (bottom third)

Name (please print)

MARK WEISS - SUPERINTENDENT'S OFFICE

Address

P6/b(6)

DIRECTOR, INSTRUCTION AND PROFESSIONAL DEVELOPMENT -

Title

Education

Phone No

P6/b(6)

Nature of business, occupation, profession

How long have you known applicant? *6 yrs*

In what connection? *Principal and colleague*

[Signature]

Signature

12/17/92

Date

alternative high schools and programs



high school division, board of education of the city of new york
c/o high school of the humanities
351 west 18th. street
new york, new york 10011

(212) 206-0570 FAX (212) 989-1068

stephen e. phillips, superintendent

December 12, 1992

To: White House Fellowship Program Selection Committee

From: Mark Weiss, Director, Instruction and Professional Development, Office of
the Superintendent of Alternative High Schools and Programs
Former Principal, Bronx Regional High School

Re: Recommendation for Gaynor McCown

I have known and supervised Gaynor McCown for more than six years as the Principal of Bronx Regional High School and presently as Director of Instruction and Professional Development for Alternative High Schools and Programs. She came to Bronx Regional after completing her Master's Degree at Harvard University while working with Lawrence Kohlberg on a program that supported the moral development of students at Theodore Roosevelt High School in the Bronx, New York. I was impressed with Ms. McCown's commitment and capability as soon as she began working at our school, and I watched her take on a variety of responsibilities and challenges and respond brilliantly. She continues to initiate and grow as she has spurred the opening of a new middle school on the Lower East Side.

1. Gaynor's major strengths are the following: total commitment to the task and the people she is serving; insight into problems and an exceptional ability to work with a variety of people to plan a implement solutions; a positive outlook and a cheerful style that sustains her and others through challenging circumstances.
2. Gaynor's weakness: perhaps her willingness to take on responsibilities; however, frankly even with a very heavy workload she produces and achieves more than others who limit their commitment.
3. Gaynor was the Education Coordinator of the The Dormitory Project which built and planned the first urban public high school dormitory. This was a complex project including collaboration with city and state agencies, the New York City Department of Employment, the New York State Department of Social Services, coordination with a neighborhood community-based organization, the Banana Kelly Improvement Association and its staff; and the implementation of a construction/educational program for 40 students per term. I believe that this project will be national model and that Gaynor McCown is a major role player in its success. She continues to be involved with the project by serving on the Board of Directors.
4. Gaynor was also the Bronx Regional's Outward Bound Coordinator. She took students on Outward Bound trips that physically challenged them and built their self-esteem

by providing outdoor experiences and cooperative group activity both inside the city and in rural settings. These are enterprising and creative adventures and include Gaynor's working with the Outward Bound staff demonstrating her ability to work very effectively with a variety of professionals.

5. At Bronx Regional High School, one of the female students in the The Dormitory Project program complained of harassment by a non-school staff member in the project. Gaynor was exceptionally and effectively responsive. She showed excellent judgment and total commitment to being responsive. We talked on the phone during non-school hours; she was in touch the young woman and her family; she spoke with the leadership of the group that we worked with; she consulted with our school social worker; she met with the young woman and gave her support all through the investigation, follow up and aftermath of the incident. She demonstrated the highest level of professionalism.

6. Gaynor McCown is highly intelligent, has excellent judgment and human relations skills, and is a superb leader. I believe that she has leadership expertise and potential for virtually any level that she chooses. I believe she is committed to helping people and leading organizations that either directly or indirectly provide public service, and that she will continue to provide excellent leadership wherever she decides to serve.

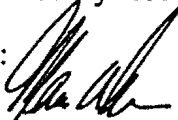
7. Gaynor McCown will reach virtually whatever position or level of responsibility she chooses. I can envision her working through levels of leadership in community service organizations eventually to lead one of these as its chief executive. She is surely capable of this level of leadership.

8. Gaynor will benefit from the White House Fellowship Program because it will give her a broad perspective and personal and professional relationships that will place her in a position to effectively serve all of us.

9. Gaynor McCown has made a significant contribution to the communities she has worked in which is ultimately a contribution to this nation. I know that she will continue to make a contribution, and I believe that the White House Fellowship Program is an investment in Gaynor's growth and development that will pay significant dividends for all of us.

I unequivocally recommend Gaynor McCown for the White House Fellowship Program.

Signed:



Mark Weiss

Name of Applicant Gaynor M^cDown

Name of Evaluator Dr. Ann Higgins

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Follows through on work	✓					
Eager to assume responsibility	✓					
Initiates innovative solutions	✓					
Fulfills commitments	✓					
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Inspires confidence in others	✓					
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Convinces by sound reasons	✓					
Takes responsibility for decisions he/she makes	✓					
Gives subordinates full credit for what they do	✓					
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Believes firmly in the ideals and principles of American Government	✓					
Feels and demonstrates a strong sense of obligation to his/her community	✓					
Self-confidence, poise, ability to get along with others						
Is poised and confident of his/her ability	✓					
Profits from constructive criticism	✓					
Remains stable under stress	✓					
Is able to work cooperatively and not just alone	✓					
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DEFINITELY
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 POSSIBLY
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OUTSTANDING (top 5%)
 EXCELLENT (top 15%)
 GOOD (top third)
 AVERAGE (middle third)
 POOR (bottom third)

Name (please print)

Ann Higgins, Ph.D.

Address

Dept of Psychology Fordham University 441 E Fordham Rd Bronx NY

Title

Assistant Professor

Phone No.

212-579-2195 or 2175

10458

Nature of business, occupation, profession

professor and researcher/consultant

How long have you known applicant? since 1986

In what connection? professional

Signature

Ann Higgins

Date

December, 1992

441 E. Fordham Road, Dealy Hall
Bronx, NY 10458-5198

1

December 1, 1992

This letter is to very strongly recommend Gaynor McCown for a White House Fellowship and responds to the nine questions on the recommendation form. However, I first want to highlight Gaynor's most recent work. In the past year, Gaynor has been one of a handful of teachers to begin a new school in New York City, The East Side Community High School. Because of her efforts, as well as the others', some of our youth who are at great risk are in school and developing the motivation and skills to continue in school successfully. Gaynor's leadership and maturity are clearly demonstrated in the launching of this educational project.

1.) I feel Gaynor McCown's major strengths are threefold: first, intellectual curiosity and clear-mindedness; second, directed toward improving the lives, well-being and capabilities of others; and third, expressed through her commitment, energy and perseverance in creating the vehicles to fulfill her goals. Gaynor came to Harvard to learn the theories and research she felt she needed to expand the ways she could help children and families. As a Masters student at the Harvard Graduate School of Education it is unusual to be involved in research; however Gaynor sought out the research project headed by the late Professor Lawrence Kohlberg and myself. We were creating with teachers new programs in moral and civic education as well as evaluating the impact of these programs on the students and on the schools. Gaynor took a high level of responsibility on this project, contributing substantially to data collection and to writing. She writes well, clearly and thoughtfully. Her work at Harvard could have led her directly into that or any other doctoral program but Gaynor wanted to test what she had learned and the new ideas she had. She applied to be a teacher at Bronx Regional High School because it was an inner city school that seemed open to her ideas and values. It is clear that Gaynor made and kept a long-term commitment there. I believe Gaynor's career path shows her high level of intellectual and personal integrity as well as her active and strong sense of civic responsibility.

2.) I have not witnessed any weakness Gaynor may have. But I will say she tends to be too modest about her past accomplishments and about promoting the larger goal she has set for herself of becoming someone who will have the knowledge, experience and finally, position to change the lives of this nation's children.

3,4.) I consider the major impact Gaynor has made both in her professional work and in her community are the initiation of the East Side Community High School and the projects she began at Bronx Regional High School to build a dormitory-home for homeless youth in the South Bronx and to set up an Outward Bound Program there. It is remarkable for a new teacher, as she was at Bronx Regional, to not only meet the challenge of teaching well, which Gaynor clearly has, but also to successfully launch such important and exhausting projects as those. "The First Urban Public High School Dormitory in the Nation," as I believe the New York Times called it, was also featured on The Today Show. 5.) These initiatives, I consider both extraordinarily creative and enterprising.

6.) Although I know Gaynor's work in NYC education as well as her past work recruiting Hispanic families to provide foster care in Chicago and developing an educational program to prevent drug abuse in Santiago, Chile were crowded with situations in which she has had to use her judgment and leadership abilities, I will give an example from my experience working with her on our research project.

Lawrence Kohlberg was my fiance' as well as my colleague in working with teachers to enhance students' social and moral reasoning and sense of civic responsibility. At the time of his illness and suicide, we were deeply involved in two Bronx high schools with three programs, each for 100 students and four teachers. I had been primarily responsible for the research evaluation component. When Larry Kohlberg died, I was devastated but had to become the primary consultant as well. In this highly stressful situation Gaynor rose from being an enthusiastic, hard-working graduate student to being a person of consummate reliability, responsibility and support. She was a strong steadying influence on all the other graduate students involved in this large project. I saw quickly that I could trust her completely. She became a leader and executor, organizing the other students and making sure the necessary work was done. As a newer person on the project, she kept a clear perspective, providing support to the badly shaken, often older doctoral students. Her calm demeanor reminded them of the importance of the work and supported their continuing efforts. Substantively and critical to the continuation of the project, Gaynor took major responsibility for writing the year-end report of the entire project; a task I was not able to complete alone at that time.

7.) Gaynor McCown's potential is great. In her lifetime, I expect her to reach her goal to become a leader in shaping this nation's policies in the areas of education and family life. Becoming a White House Fellow will be a critical opportunity for Gaynor. 8.) She is at a point in her life and career when she should get more education. The education she desires and that will be most useful to her future would be the experience of being a White House Fellow. This will give Gaynor the knowledge she needs to relate her community and school-based initiatives to issues of policy-making. She will learn how both the limits and the broader powers and responsibilities of helping people through making policy. I believe this experience will be crucial to Gaynor in order for her to realize her potential. Gaynor will gain both professionally and personally because she will then be able to pursue clearly focussed advanced education or a new job involved with creating or implementing policies for children and families.

9.) The community and the Nation will benefit because Gaynor is an extraordinarily committed individual. She is truly rare among people. Gaynor has a whole-hearted and practically-wise approach to serving others. She considers it serious business and knows that it takes real knowledge and experience as well as altruistic motivation to truly help others become capable people and citizens. Awarding Gaynor McCown a White House Fellow position will benefit the Nation for the length of her lifetime. Frankly, I expect Gaynor to become a national leader in creating the human services this nation will need over the next several decades.



Name of Applicant Gaynor M. Cowo

Name of Evaluator Richard Stopol

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Intellectual ability						
Displays rigorous analytical powers	✓	✓				
Demonstrates critical facility		✓				
Is clear in reasoning ability						
Writes clearly and convincingly		✓				
Speaks clearly and convincingly		✓				
Personal integrity and responsibility						
Demonstrates courage of convictions	✓					
Accepts blame when it is his/hers	✓					
Keeps his/her word	✓					
Inspires trust on part of associates	✓					
Decisiveness, energy, vigor, creativity						
Follows through on work	✓					
Eager to assume responsibility	✓					
Initiates innovative solutions	✓					
Fulfills commitments	✓					
Leadership						
Inspires confidence in others		✓				
Channels/directs efforts of others		✓				
Convinces by sound reasons	✓	✓				
Takes responsibility for decisions he/she makes	✓					
Gives subordinates full credit for what they do		✓				
Is respected for wisdom and courage of his/her leadership						
Civic-mindedness and sense of responsibility						
Believes firmly in the ideals and principles of American Government	✓					
Feels and demonstrates a strong sense of obligation to his/her community	✓					
Self-confidence, poise, ability to get along with others						
Is poised and confident of his/her ability	✓	✓				
Profits from constructive criticism	✓					
Remains stable under stress	✓					
Is able to work cooperatively and not just alone	✓					
Is clear and persuasive in argument		✓				

Although your rating of the applicant on the above scales will be important in judging his/her qualifications for a White House Fellowship, even more important will be your candid and specific comments answering the following questions. Please attach additional sheets as necessary.

1. What do you feel are the applicant's major strengths? Please include a specific example or an occasion in which these strengths were demonstrated. *I believe that Gannon's compassion for others is her greatest strength. She cares deeply about people, especially youth, is enormously empathetic, and has a wonderful ability to both engage other people and to command their respect (see attached)*
2. What do you feel are the applicant's weaknesses? *See attached.*
3. What do you consider to be the major impact the applicant has made in his/her professional work? *See attached.*
4. What do you consider to be the candidate's major contribution to his/her community, outside his/her professional work? *I really only know Gannon in a professional capacity, so I find myself unable to answer this question.*
5. What has the candidate done that you consider to be especially enterprising or creative? *See attached.*
6. Describe the situation, circumstance, or occasion that you feel most significantly called upon the candidate's leadership, judgment, abilities, and capacity and describe how he or she responded or acted in that situation. *See attached.*
7. What is the candidate's potential? What position or level of responsibility do you expect the candidate to achieve in his/her lifetime? *See attached.*
8. In what specific ways would you anticipate that this person would benefit personally and professionally, if selected as a White House Fellow?
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DEFINITELY
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11. All things considered, how does this person's ability and potential compare to others with whom you are acquainted?

OUTSTANDING (top 5%)
 EXCELLENT (top 15%)
 GOOD (top third)
 AVERAGE (middle third)
 POOR (bottom third)

Name *please print*
 Richard Stojol

Address
 New York City Outward Bound Center, 140 West St. Rm 2624, N.Y.N.Y 10007, 212-608-8899

Title
 Executive Director

Phone No.
 212-608-8899

Nature of business, occupation, profession *(non-profit)*
 Adventure-based educational institution

How long have you known applicant? 4 years In what connection? Gannon participated in a paired youth/adult Outward Bound course that we ran in N.Y. in 1988 and later became the coordinator of the Outward Bound program at Bronx Regional High School. In that capacity, she helped to design and implement the program, working not only to provide students with field experiences such as backpacking and rock climbing, but integrating adventure exploration into the classroom.

Signature Richard Stojol Date December 11, 1992

**White House Fellowship Evaluation Form for Gaynor McCown
Additional Sheets**

1. Major Strengths: In this regard, she also has an extraordinary ability to relate effectively to a wide range of people. The other quality that has always struck me about Gaynor is her dedication and commitment; her willingness to do whatever it takes to see the projects she is involved in through to completion -- working long hours, paying attention to the details, and doing the necessary followup. However, she is more than an implementor; she is one of those rare individuals who is highly skilled and competent in both operations and policy. Gaynor is excellent at policy analysis and at conceptualizing, and is also capable of the concrete work needed to bring her ideas to life.

2. Weaknesses: In all honesty, in my interactions with Gaynor I've never seen anything that I would consider a real weakness. I suppose there are times when she has a tendency to be too deferential and not be assertive enough, but where circumstances have warranted it, I have also seen her be bold and strong.

3. Major Impact: Gaynor has made an immensely positive contribution to the lives of hundreds of young people. In fact, it would not be an exaggeration to say that she has transformed the lives of many of the youth with whom she has worked. In her work at Bronx Regional, she was able to connect with many young people who had previously experienced nothing but disaffection and alienation in their contact with other institutions and adults. She was able to help them develop a belief in themselves and instill in them a sense that they are capable of contributing to society and to the wellbeing of others. She was able to educate them in the broadest sense of the word.

5. Enterprising or Creative Effort: The creation of the dormitory for homeless youngsters enrolled at Bronx Regional was an outstanding example of Gaynor's creativity and entrepreneurship. She, along with others at the school, identified a need and came up with an innovation solution to address it. She not only had the vision to launch the dormitory project, but the tenacity and resourcefulness to overcome the many bureaucratic obstacles that are associated with a project like this.

6. Situation Calling for Leadership: I had the privilege of accompanying Gaynor on the very first Outward Bound backpacking trip that was conducted for students at Bronx Regional. During that trip, money was apparently stolen and the students began pointing fingers at each other. It was potentially a very explosive situation which could have easily led to a violent confrontation. Gaynor handled the situation superbly: she was in turns, conciliatory, challenging, supportive and instructive. She was able to get the students to take collective responsibility for what had occurred, and was able to transform it into a valuable lesson in trust and teamwork.

7. Potential: I see Gaynor's potential as being virtually unlimited. More specifically, I would see her occupying a senior position in the fields of education or youth development, a position that would draw upon and meld her skills in both policy and operations.

8. Personal and Professional Benefits: Gaynor is a person who loves to learn and who is open to new experiences that will allow her to grow personally and professionally. She absorbs information easily and readily, explores new ideas with passion and vigor, and enjoys meeting and learning from new people. I am certain that the White House Fellows program would be enormously beneficial from the standpoint of broadening her range of experiences, further developing her already considerable skills and giving her a deeper understand of how government can work to improve the quality of life of people and their communities.

9. Benefits to Community and Nation: Gaynor possesses a strong service ethic and is constantly looking for opportunities to be of service to her fellow citizens. She also possesses a deeply held belief in the capacity of government and our public institutions to positively affect people's lives. I am confident that she would effectively draw upon the experiences of the Fellows program and the knowledge gained through those experiences by helping to put into place and to implement governmental programs that are truly responsive to the needs of people and communities.

Name of Applicant Gaynor McCown

Name of Evaluator Donald P. McNeill

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Civic-mindedness and sense of responsibility						
Believes firmly in the ideals and principles of American Government	✓	✓				
Feels and demonstrates a strong sense of obligation to his/her community	✓					
Self-confidence, poise, ability to get along with others						
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 DEFINITELY PROBABLY POSSIBLY PROBABLY NOT NO
11. All things considered, how does this person's ability and potential compare to others with whom you are acquainted?
 OUTSTANDING (top 5%) EXCELLENT (top 15%) GOOD (top third) AVERAGE (middle third) POOR (bottom third)

Name (please print)

Don McNeill, C.S.C., Ph.D.

Address

Center for Social Concerns University of Notre Dame Notre Dame, IN 46556

Title

Phone No.

Director

219-239-5319

Nature of business, occupation, profession

Administrator and Assistant Professor of Theology

How long have you known applicant? See Memo In what connection? _____

Signature

Donald P. McNeill, c.s.c. Ph.D.

12/3/92
Date



Center for
Social
Concerns

Box F
Notre Dame, IN
46556

219-239-5142
219-239-5319

University of
Notre Dame

TO: President's Commission on White House Fellowships
FROM: Don McNeill, C.S.C., Ph.D. *Don McNeill, CSC*
DATE: December 3, 1992
RE: RECOMMENDATION FOR GAYNOR McCOWN

My Background: I am Director of the Center for Social Concerns at the University of Notre Dame. I have been involved in this Center and other programs related to students' involvement in service work before and after graduation since 1971. I have had the privilege of knowing hundreds of Notre Dame undergraduates and alumni/ae who have been committed to community service and social action during their time at Notre Dame and after. I am on the faculty of the Department of Theology and have taught undergraduate and graduate courses in the area of inter-disciplinary reflection on community and public service. My evaluation will be in relationship to these past experiences.

Relationship to Applicant: I have known Gaynor since 1983. I met with her most recently at a wedding this Fall. We had a long conversation in which I learned more about her work at the Bronx Regional High School.

I supervised the Holy Cross Associates-Chile program for six years and assisted Gaynor in her preparation for the Chile experience. When I went to Chile the year following her time there, I learned first hand of her vital interest in understanding Chile and its problems. She worked with adolescents in their education and I was able to speak with the people she worked with her while there. Last year I was on sabbatical for five months and returned to Chile. I again talked with members of my Holy Cross community as well as Chileans who still remembered Gaynor and mentioned her many contributions.

The following paragraphs are responses to questions 1 - 9 from the Application Form:

1. Strengths: Gaynor is excellent in interpersonal relations, can present her convictions and values forcefully and clearly, and has skills in English and Spanish which complement her broad understanding of political and social issues in the U.S. and in our global society. When speaking with people who were involved with Gaynor at the school where she taught in Santiago, Chile, they commented on how she gained the respect of students and faculty immediately. Even struggling with her southern accent and command of Spanish, she had a special presence which enabled her to begin some creative programming within the first month of her stay there. This is exceptional when compared to others who count on the first year for adjustment and then begin to function better and assert their leadership during the second year.

In addition to being a quick learner and eager team worker, Gaynor is bright, spontaneous, and optimistic. She has a clear sense of herself as a professional woman and a deep commitment to education, both for her students and for herself.

2. Weaknesses: Gaynor's enthusiasm and desire to be helpful can, sometimes, go beyond her capacity to live with balance in a 24-hour day. She has developed more discipline in the past years as her experiences have increased.

Because of this, she has a much better concept of time management and focusing her priorities. Her collaborative teaching and administrative duties have helped her be patient with those who might not be as quick and visionary as she is.

3. Major Impact on Work: Gaynor's time was abruptly terminated early in Chile due to the death of her father. Her major recent impact has been at the Bronx Regional High School. I am amazed by her ability to co-develop and manage innovative and cooperative programs which have been featured on NBC's Today Show and *The New York Times*. This does not surprise me. She has a unique capacity to teach with enthusiasm and also to organize curriculum and present programming in creative ways. This will be an excellent base for her understanding of multi-cultural education if provided this fellowship.

4. Major Contributions: Gaynor contributes creatively to many communities outside of her own professional work. I am most familiar with her continuing work with our Holy Cross Associates alumni in the New York City area. She has maintained contact with returning volunteers and been part of a reflection and discussion group with them. She has been able to identify for some of them connections with community needs through her experience in the South Bronx and elsewhere. This kind of continuing connection with persons in transition is one of many signs of her involvement with which I am familiar.

5. Creative & Enterprising Achievements: I think her most creative involvement has been in the programs mentioned above, in addition to her current teaching of a course for 20 teachers in the New York City Writing Project. This teaching is based on her previous innovative programs and enables participants to see the importance of creativity in educational programming, especially in areas where students come from deprived personal and educational backgrounds. Her creativity and ability to move between cultures and persons of different ethnic backgrounds is exceptional.

6. A Most Significant Situation: I point to her involvement for nine months in Santiago, Chile as an opportunity to express her creative leadership, abilities and capacity to respond to a difficult situation. She was in Chile during a very difficult time in the Pinochet government. She was working in poor areas where persons had disappeared mysteriously and been tortured. Also she served with women and children who were experiencing disintegration of their families due to the military repression. Gaynor was able to continue her teaching, visit and work among the people in the *poblacion*, and provide a hopeful and common-sense stance in relationship to very difficult political and church-related conflicts. Her leadership there was one of empowerment and she was able to bring people together in a way which tapped the resources of the Chilean people rather than a "top-down" form of leadership.

7. Potential: Gaynor has the potential to be a leader in both state, national and international forms of government; the latter especially in Spanish speaking countries. I could picture her in a top educational position of leadership and policy when more federal priority is given to educational issues and multi-cultural approaches within our government.

8. Personal Benefit: I think Gaynor would develop a broader and more politically aware consciousness by being a White House Fellow. She would be associating with other talented leaders and this would help her formulate policy and educational positions based on her last years of immersion in a very critical and

difficult environment in the Bronx. She would receive a lot and broaden her personal and academic perspectives on professional and structural issues. These will enhance her consciousness of different national and international programs and evaluations. She would also be much better prepared in the policy area professionally if she returns to the field of education or other creative opportunities which present themselves during her time in Washington.

9. Community and National Benefits: I believe the Hispanic and other communities experiencing the results of poverty in their educational and other programs of human development would benefit a great deal from Gaynor's increased wisdom from this fellowship. She could return to the New York area or to her southern roots with a broader picture of policy and community development concerns and resources. The nation can certainly benefit from her Harvard training and experiential years of educational programming which can now be fostered in a more comprehensive and policy related way.

Please let me know if you need more information.

Name of Applicant Gaynor McCown Name of Evaluator Jack Edwards

Below is a series of descriptive statements. Based on your knowledge of the candidate, decide the extent to which each statement is descriptive of him or her and place a check mark in the appropriate column. A check under "5" means that the statement is completely and consistently descriptive of the candidate in all contexts, circumstances, and occasions in which you have known or observed him/her and you rate him/her "outstanding" (top 5%); "4" means that the statement is almost always descriptive and you rate him/her "excellent" (top 15%); "3" means that the statement is almost always descriptive and you rate him/her "good" (top third); "2" means that it is occasionally descriptive and you rate him/her "average" (middle third); "1" means that the statement is not descriptive at all and you rate him/her "poor" (bottom third). (If you do not feel that you can evaluate the candidate in some particular, check the "Don't Know" column.)

	5	4	3	2	1	Don't Know
Intellectual ability						
Displays rigorous analytical powers	X					
Demonstrates critical facility	X					
Is clear in reasoning ability	X					
Writes clearly and convincingly	X					
Speaks clearly and convincingly	X					
Personal integrity and responsibility						
Demonstrates courage of convictions	X					
Accepts blame when it is his/hers						X
Keeps his/her word	X					
Inspires trust on part of associates						X
Decisiveness, energy, vigor, creativity						
Follows through on work	X					
Eager to assume responsibility	X					
Initiates innovative solutions	X					
Fulfills commitments	X					
Leadership						
Inspires confidence in others	X					
Channels/directs efforts of others	X					
Convinces by sound reasons	X					
Takes responsibility for decisions he/she makes						X
Gives subordinates full credit for what they do						X
Is respected for wisdom and courage of his/her leadership	X					
Civic-mindedness and sense of responsibility						
Believes firmly in the ideals and principles of American Government	X					
Feels and demonstrates a strong sense of obligation to his/her community	X					
Self-confidence, poise, ability to get along with others						
Is poised and confident of his/her ability	X					
Profits from constructive criticism	X					
Remains stable under stress	X					
Is able to work cooperatively and not just alone	X					
Is clear and persuasive in argument	X					

Although your rating of the applicant on the above scales will be important in judging his/her qualifications for a White House Fellowship, even more important will be your candid and specific comments answering the following questions. Please attach additional sheets as necessary.

1. What do you feel are the applicant's major strengths? Please include a specific example or an occasion in which these strengths were demonstrated. Innovative approach to education. Example: her work in the inner city in the Bronx.
2. What do you feel are the applicant's weaknesses?
None
3. What do you consider to be the major impact the applicant has made in his/her professional work?
Getting drop-outs back in school in one of the toughest areas of New York.
4. What do you consider to be the candidate's major contribution to his/her community, outside his/her professional work?
Teaching teachers to follow her example.
5. What has the candidate done that you consider to be especially enterprising or creative? Designed and executed project allowing students to earn high school credits while learning "hands-on" construction skills.
6. Describe the situation, circumstance, or occasion that you feel most significantly called upon the candidate's leadership, judgment, abilities, and capacity and describe how he or she responded or acted in that situation.
Her leadership in the Bronx school is superior.
7. What is the candidate's potential? What position or level of responsibility do you expect the candidate to achieve in his/her lifetime?
Innovative educational leadership.
8. In what specific ways would you anticipate that this person would benefit personally and professionally, if selected as a White House Fellow? Great potential for leadership in showing the way to other teachers who work with "second chance" young people.
9. To what extent and in what specific ways would you expect this candidate's community and the Nation to benefit from his/her participation in the Fellowship program? If "second chance" education becomes a reality in this country, she will be one of the real pioneers.
10. If you were the President or Vice President of the United States, or a member of the cabinet, would you select this person to be a key member of your personal staff?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DEFINITELY	PROBABLY	POSSIBLY	PROBABLY NOT	NO
11. All things considered, how does this person's ability and potential compare to others with whom you are acquainted?

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUTSTANDING (top 5%)	EXCELLENT (top 15%)	GOOD (top third)	AVERAGE (middle third)	POOR (bottom third)

Name (please print)

Jack Edwards

Address

P6/b(6)

Title

Lawyer (former Congressman)

Phone No.

P6/b(6)

Nature of business, occupation, profession

How long have you known applicant? 12 years In what connection? Worked in my congressional office and then observing her career.

Signature

December 9, 1992

Date

Name of Applicant Gaynor McCown Name of Evaluator Jill Herman

Below is a series of descriptive statements. Based on your knowledge of the candidate, decide the extent to which each statement is descriptive of him or her and place a check mark in the appropriate column. A check under "5" means that the statement is completely and consistently descriptive of the candidate in all contexts, circumstances, and occasions in which you have known or observed him/her and you rate him/her "outstanding" (top 5%); "4" means that the statement is almost always descriptive and you rate him/her "excellent" (top 15%); "3" means that the statement is almost always descriptive and you rate him/her "good" (top third); "2" means that it is occasionally descriptive and you rate him/her "average" (middle third); "1" means that the statement is not descriptive at all and you rate him/her "poor" (bottom third). (If you do not feel that you can evaluate the candidate in some particular, check the "Don't Know" column.)

	5	4	3	2	1	Don't Know
Intellectual ability						
Displays rigorous analytical powers		✓				
Demonstrates critical facility	✓					
Is clear in reasoning ability		✓				
Writes clearly and convincingly	✓					
Speaks clearly and convincingly	✓					
Personal integrity and responsibility						
Demonstrates courage of convictions	✓					
Accepts blame when it is his/hers	✓					
Keeps his/her word	✓					
Inspires trust on part of associates	✓					
Decisiveness, energy, vigor, creativity						
Follows through on work	✓					
Eager to assume responsibility	✓					
Initiates innovative solutions		✓				
Fulfills commitments	✓					
Leadership						
Inspires confidence in others	✓	✓				
Channels/directs efforts of others	✓					
Convinces by sound reasons	✓					
Takes responsibility for decisions he/she makes	✓					
Gives subordinates full credit for what they do	✓					
Is respected for wisdom and courage of his/her leadership		✓				
Civic-mindedness and sense of responsibility						
Believes firmly in the ideals and principles of American Government	✓					
Feels and demonstrates a strong sense of obligation to his/her community	✓					
Self-confidence, poise, ability to get along with others						
Is poised and confident of his/her ability	✓					
Profits from constructive criticism	✓					
Remains stable under stress	✓					
Is able to work cooperatively and not just alone	✓					
Is clear and persuasive in argument	✓					

Although your rating of the applicant on the above scales will be important in judging his/her qualifications for a White House Fellowship, even more important will be your candid and specific comments answering the following questions. Please attach additional sheets as necessary.

1. What do you feel are the applicant's major strengths? Please include a specific example or an occasion in which these strengths were demonstrated.
2. What do you feel are the applicant's weaknesses?
3. What do you consider to be the major impact the applicant has made in his/her professional work?
4. What do you consider to be the candidate's major contribution to his/her community, outside his/her professional work?
5. What has the candidate done that you consider to be especially enterprising or creative?
6. Describe the situation, circumstance, or occasion that you feel most significantly called upon the candidate's leadership, judgment, abilities, and capacity and describe how he or she responded or acted in that situation.
7. What is the candidate's potential? What position or level of responsibility do you expect the candidate to achieve in his/her lifetime?
8. In what specific ways would you anticipate that this person would benefit personally and professionally, if selected as a White House Fellow?
9. To what extent and in what specific ways would you expect this candidate's community and the Nation to benefit from his/her participation in the Fellowship program?
10. If you were the President or Vice President of the United States, or a member of the cabinet, would you select this person to be a key member of your personal staff?

DEFINITELY

PROBABLY

POSSIBLY

PROBABLY NOT

NO

11. All things considered, how does this person's ability and potential compare to others with whom you are acquainted?

OUTSTANDING
(top 5%)

EXCELLENT
(top 15%)

GOOD
(top third)

AVERAGE
(middle third)

POOR
(bottom third)

Name (please print)

Jill Herman

Address

East Side Community H.S. 212 4608467

Title

Director

Phone No.

Nature of business, occupation, profession

School

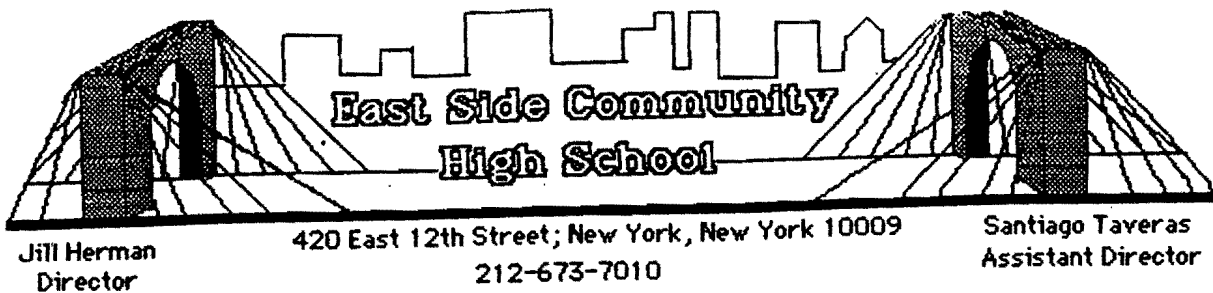
How long have you known applicant? 9 months In what connection? professional

Signature

Jill Herman

Date

12/15/92



It is with great pleasure that I recommend Gaynor McCown for the 1993-94 White House Fellowship program. I am the Director of The East Side Community High School, where Gaynor is currently working. This school just opened this Fall and serves the low income population on the Lower East Side of Manhattan. As the Director of the school, I hired the original staff. I knew that I needed to hire individuals who were willing to work hard and be challenged. Gaynor has surely met that criteria.

Gaynor has been involved in every aspect of the planning of this new program. Her input and participation have been invaluable in pursuing this formidable task. I am constantly impressed by her willingness to put in the time needed to complete a job and do it well.

Gaynor is currently teaching Science, Math and Spanish. One of her strengths is her ability to design and implement curriculum that involves "hands on" projects and critical thinking skills. Gaynor consistently evaluates the work she does as a way of improving her practice. She is open to suggestions and willing to try new approaches. Working with young people requires constant creativity and one's ability to be enterprising. Also, Gaynor seeks experiences that will lead to her professional growth. She attends conferences and is involved in the Urban Sites Writing Network which gives her an opportunity to look closely and write about her work.

Gaynor is intelligent and works extremely well with other people. Her commitment to education and our school goes far beyond the 8:30 - 3:00 schedule. Gaynor frequently stays late and takes work home with her. I always know that if I ask Gaynor to do something, it will be done. This commitment and level of professionalism is crucial in order to create and sustain a successful school program.

Gaynor has been directly involved in creating and implementing a parent involvement program at our school. She has also taken the initiative to pursue extra funding sources to develop programs that would benefit our students.

Gaynor's potential is enormous. She has worked hard to understand the needs and services of young people in educational settings. Her work at Bronx Regional and now the East Side Community High School has provided a strong basis for her to get involved in the broader arena. She is highly motivated and enjoys taking risks and accepts personal challenges. I think Gaynor will achieve whatever goal she plans for herself.

Gaynor will benefit a great deal from the White House Fellowship. She has spoken to me about her interest in policy issues as they relate to education. This fellowship will provide her with the exposure she needs in order to begin making that transition. She brings with her an understanding of the issues that affect young people growing up in an urban environment. That perspective is crucial in making policies that directly affect their lives - all of our lives.

Gaynor McCown is uniquely qualified to be a White House Fellow. Her professional experience, combined with her academic and personal background have given her the skills she needs to be successful in almost any environment. The nation will benefit immensely by Gaynor's participation.

Jill Herman
Director

RICHARD SHELBY
ALABAMA

COMMITTEE ON ARMED SERVICES
COMMITTEE ON BANKING, HOUSING,
AND URBAN AFFAIRS
COMMITTEE ON ENERGY AND
NATURAL RESOURCES
SPECIAL COMMITTEE ON AGING

○ 509 HART BUILDING
WASHINGTON, DC 20510-0103
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United States Senate

WASHINGTON, DC 20510-0103

February 26, 1993

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MONTGOMERY, AL 36104
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- 1118 GREENSBORO AVENUE #240
TUSCALOOSA, AL 35401
(205) 759-5047

Ms. Brooke Shearer
Director, President's Commission
on White House Fellowships
712 Jackson Place
Washington, D.C. 20503

Dear Ms. Shearer:

It is my privilege to recommend Ms. Gaynor McCown for selection as a 1993 White House Fellow.

Ms. McCown is currently teaching in New York City in a school she helped start - the East Side Community High School. The school opened in the fall of 1992 and serves the low-income population on the Lower East Side of Manhattan. Before helping to start East Side, Ms. McCown worked at Bronx Regional High School, an alternative school in the South Bronx. Bronx Regional provides another chance for young people who have been dismissed or have dropped out of other schools in New York City. In addition to teaching at Bronx Regional, Ms. McCown served as the Educational Director of the Dormitory Project. The Project was designed to give students an opportunity to earn high school credits while obtaining hands on experience in construction. The participants are building a dormitory for students who attend Bronx Regional and do not have a viable place to live. Ms. McCown is also a Teacher-Consultant for the New York City Writing Project. The Project is a consortium of teachers dedicated to improving the teaching of reading and writing across different disciplines.

Ms. McCown graduated with a B.A. in Government from St Mary's College in 1983. After graduation, Ms. McCown was selected to go to Santiago, Chile, as a Holy Cross Associate, a lay missionary program through the University of Notre Dame. While in Chile, Ms. McCown developed and promoted an educational effort aimed at the prevention of alcohol and drug abuse among adolescents. In 1987, Ms. McCown received a M.A. in Human Development from the Graduate School of Education at Harvard University.

Gaynor McCown is committed to improving our nation's educational system. She has toiled in the trenches and understands the real needs of today's inner city students. I believe that service as a White House Fellow would give Ms. McCown the opportunity to make a significant contribution to American education at a time when our educational system needs

Ms. Brooke Shearer
February 26, 1993
Page 2

major attention. I fully endorse Ms. McCown's application and hope that you will give her every consideration when applications are considered for the 1993-1994 White House Fellowships.

Thank you for your time and consideration. If I can provide you with any additional information concerning Ms. McCown, please let me know.

Sincerely,



Richard Shelby

RCS:tjy

Gaynor McCown

TO: President Bill Clinton

FROM: Gaynor McCown

Health care is the most serious issue facing our country. Everything we set out to accomplish as a society depends on the health and well being of the American citizen.

Health care is the most pressing issue facing our country. Everything we accomplish as a society is dependent on the health and well being of the American citizen. However, for a large percentage of our population the quality of health care is too low and the prices of health care is too high. At any given time, 36,000,000 Americans are without any health insurance at all. Depending on the rate of unemployment that number can rise as high as 60,000,000. Many of these Americans are young children who have become victims of a society that is not taking care of them. The long term effects are devastating to both the individuals and the country as a whole. Unless we deal with this crisis immediately, we will indeed be a "nation at risk."

I propose that we adopt a plan of universal health coverage. This plan would insure that all Americans have their basic health needs met.

The major components of the plan should be the following: Consumer Choice, market driven and state based.

Each consumer would be able to choose from a couple of options. These different options would be well thought out and defined by the government. While the government will have a great deal of input in keeping the prices down or "managing" the prices, the government will not dictate the prices. Therefore, the plans will be competitive but that competition will be managed as a way in insuring accessibility by all Americans.

Finally, the universal coverage will be state based. Therefore, the federal government will not be in the position as a health care providers, but health care insurer.

309 words

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. record	Student record from Harvard University for Gaynor McCown (1 page)	n.d.	P6/b(6)

**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
Withdrawal/Redaction Sheet at the front of the folder.**

COLLECTION:

Domestic Policy Council
Carol Rasco (Meetings, Trips, Events)
OA/Box Number: 4592

FOLDER TITLE:

Gaynor McCown 6-21-93 11:45 a.m.

rw145

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 advise 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]

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. record	Student record from Saint Mary's College for Gaynor McCown (2 pages)	n.d.	P6/b(6)

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