

# Compact Current

CAMPUS COMPACT

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Educating Citizens  
Building Communities

## Sustaining Success in Challenging Times

by Elizabeth Hollander, Executive Director, Campus Compact

**W**hen we learned that voter turnout among 18- to 25-year-olds was 50% in the 2004 presidential election—compared with 36% in the previous election—we had cause for celebration.

### WINTER 2005

*Compact Current* is the newsletter of Campus Compact, which provides leadership, resources, and advocacy to support civic education, community building, and campus engagement for more than 950 member campuses.

We are grateful to all of our campuses whose presidents, staff, faculty, and students did such an amazing job organizing voter education, registration, and get-out-the-vote efforts. Just one example is the University of Pennsylvania, where turnout increased 280% over the 2000 election due to a student-led effort that had widespread support on campus. Similar collaborative efforts on campuses across the country had a major impact on participation among young voters.

We are also grateful to our partners at the Center for Information and Research on Civic Learning and Engagement (CIRCLE), who documented and quickly disseminated data about the youth vote when the mainstream press, reporting only proportional figures, missed the real story.

Does this upturn mean we can declare victory and let up on efforts to nurture the civic development of college students? On the contrary,

The election turnout is a great example of a positive outcome that can be achieved by investing time, hard work, and money (\$50 million of foundation funds) in a focused effort to engage students in the democracy. Now is the time to build on this success—to help students see that the wide range of issues facing our nation and our world do affect them, and that they can have an impact on what the future holds.

### Advancing engagement

The challenges ahead are great. How do we channel the energy of college students around the election into ongoing civic engagement? How do we help students find ways to have thoughtful dialogues on real issues and not get polarized into “red” or “blue” points of view? How do we build students’ capacities to understand the complexities of a global society and understand how they, personally, can help build a more just world?

Campus Compact’s UN Foundation/People Speak program is one of several ways that Campus Compact has been fostering dialogues on campus. Another is our third annual Raise Your Voice: Month

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“We think institutions of higher education could push a lot further. Becoming a citizen is as much a part of your being a well-prepared adult as learning a trade or building your intellectual capacity.”

*David Eisner, CEO  
Corporation for National and  
Community Service*



## Campus Compact

Campus Compact is a national coalition of more than 950 college and university presidents—representing some 5 million students—who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum.

Campus Compact comprises a national office based in Providence, RI, and 30 state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, LA, MA, ME, MI, MN, MO, MT, NC, NH, NY, OH, OK, OR, PA, RI, TX, UT, VT, WA, WI, and WV.

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of Action, launched on February 23 with a National Student Teleconference. We also continue to work with a range of campus constituents to support all aspects of student civic engagement:

- **Presidents**, through our Presidents' Leadership Colloquia and major policy campaigns;
- **Community service/service-learning staff**, through our new professional development retreat as well as a spectrum of other events and resources;
- **Faculty members**, through our service-learning workshops, curriculum resources, and more.

The real question, of course, is whether such work has made a significant impact on campus and in the community. There is no question that campuses across the country are becoming more engaged with their communities and taking a more active role in teaching civic skills. Figures from Campus Compact's annual member survey show a consistent increase on virtually all measures of engagement in recent years. In 1998, for example, 10% of students on our 548 member campuses were involved in service; by 2003, that figure had risen to 36% on 924 member campuses, or some 1.7 million students. More than 83% of our member schools have dedicated community service and/or service-learning offices, which provide invaluable support for this work. The community impact of this commitment has been huge.

### Learn and Serve: A "hidden gem"

I would be remiss if I did not mention the important role the Corporation

for National and Community Service (CNCS) has played in supporting the growth of service and service-learning on college campuses. Learn and Serve America has supported Campus Compact since their inception. This investment has leveraged, by our reckoning, at least a 350% return in investment by colleges and universities. Our 30 state Compact offices now deploy 280 VISTA volunteers on member campuses and provide \$10 million in AmeriCorps education awards to students engaged in service.

We are delighted that the President Bush's budget maintains a strong investment in CNCS. However, a suggested drop in Learn and Serve funds from \$43 million to \$40 million is a serious concern. Along with our service-learning allies, we are arguing strenuously in favor of restoring the \$3 million cut and adding another \$3 million for research and teacher training. We are indebted to the 200 Campus Compact member presidents who signed a strong letter of support for Learn and Serve funding. Learn and Serve has, for too long been, the "hidden gem" in the CNCS budget.

### Championing change

As we approach Campus Compact's 20th anniversary celebration, we are increasingly aware that the civic education movement needs champions in the Congress, in our statehouses, and among opinion leaders. There is reason for optimism here, too. Just in the past few weeks we have heard a strong showing of support from sources on both sides of the aisle:

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*Compact Current* is the newsletter of Campus Compact, a national nonprofit organization based at Brown University. *Compact Current* is distributed three times a year to all Campus Compact member institutions.

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**expressed are solely the responsibility of the author.**

Campus Compact receives financial support from: Carnegie Corporation of New York; the Corporation for National and Community Service; The Ford Foundation; John S. and James L. Knight Foundation; KPMG Foundation; McCormick Tribune Foundation; The Pew Charitable Trusts; The Pierre and Pamela Omidyar Fund; The Sallie Mae Fund; The Spencer Foundation; State Farm Companies Foundation; TIAA-CREF; and the UN Foundation.

# Readying Campuses to Serve as Emergency Resources

College Misericordia, Pennsylvania Campus Compact, and the Pennsylvania Emergency Management Agency (PEMA) are participating in an innovative program designed to strengthen college and university partnerships with communities in preparing for various kinds of emergencies, from floods to terrorism.

The program, known as **Ready Campus**, teaches campus volunteers how to work with local emergency agencies and prepares campuses to make available their facilities in the event of a disaster. Ready Campus also provides college students with service-learning opportunities to prepare them to be crisis-ready leaders of the future.

Ready Campus officials expect that more than 400 campus leaders, from a diverse cross-section of departments, will be trained in the program this year.

Dr. James Birge, executive director of Pennsylvania Campus Compact, explains, “Ready Campus began in response to a July 2003 survey by the Pennsylvania Office of Homeland Security. In this survey, college and university presidents in the state

expressed a strong interest in having their institutions serve as resources for communities during emergencies and in having their staffs attend training meetings to develop and refine campus emergency response plans.”

Ready Campus is based on the role that College Misericordia in Dallas, PA, played in 1972 following the disastrous flooding caused by Hurricane Agnes. Thousands fled the overflowing Susquehanna River. Nearly 1,000 displaced citizens, including patients from inundated Nesbitt Memorial Hospital, lived at the college for up to two months. Residence halls were pressed into action. Dining halls became the community’s mess halls, and one dormitory was converted to a maternity ward where 52 babies were born.

College Misericordia President Dr. Michael MacDowell shared his vision for Ready Campus with other state leaders, including Campus Compact’s Birge, and together they applied for and received a \$500,000 grant from PEMA via the federal Department of Homeland Security.

Campus Compact is involved in developing Ready Campus curricular materials that introduce emergency preparedness to students, so that the next generation of volunteers will be ready to assume leadership roles in a crisis. Curriculum modules for the classroom are being developed in social work, sociology, physical therapy, occupational therapy, nursing, science, communication, psychology, religion studies, and political science/policy. *continued on page 7* ▶



A diverse cross-section of campus groups, including students and service-learning coordinators, attended the first two Ready Campus workshops, designed to prepare Pennsylvania campuses to help their communities in times of emergency.



Dr. James Birge, executive director of Pennsylvania Campus Compact, presents opening remarks at the first Ready Campus workshop held in late September 2004 at College Misericordia, Dallas, PA.



## Students Still Speaking Out

Campuses all over the country ramped up efforts to get students involved around the 2004 election. As a result, record numbers of college students turned out to vote and showed the world that if candidates and colleges include students in democratic processes, they will respond.

While the election is over, student efforts to mobilize their peers are not.

All over the country students that are a part of Campus Compact's Raise Your Voice campaign are using the lessons they have learned about student civic engagement and institutional change to

address issues crucial to our democracy.

Five national Raise Your Voice student fellows have co-authored a publication due out in the fall detailing these lessons. In

the next few months these

students will be traveling throughout the country to talk about what the hundreds of thousands of students involved in Raise Your Voice have learned, and how students, faculty, and administrators can use these lessons to strengthen their campuses' commitment to student voice and civic engagement.

Across the country, these lessons are being used in Student Civic Leadership Institutes, Student Fellows Programs, and Days at the Statehouse organized by Campus Compact state offices. These efforts are connecting students across campuses and providing them with the tools they need to be effective agents of campus and community change.

## ON CAMPUS

# 20/20: Bringing Community Issues

*By Shari Galiardi, ASU Service-Learning Coordinator, Appalachian State University*

**A**ppalachian State University's Curriculum & Instruction Department and the Appalachian & the Community Together (ACT) program have collaborated to develop a 40-hour service requirement for elementary education majors.

Known as the **20/20 Program**, this initiative enhances the professional development of future teachers by exposing them to a wide range of social issues that may affect their pupils, while giving them an opportunity to learn how to integrate service-learning into their own classrooms. The idea is that when teachers can recognize and respond to children who are dealing with issues such as domestic violence, the loss of a family member, poverty, or drug abuse, they become highly effective educators who have the ability to effect social change.

Prior to their junior year, students complete 20 hours of community service work at approved human service agencies and/or environmental organizations. This work must be completed according to

guidelines outlined by the academic department so that students get an in-depth experience. During their junior and senior years, students build on this foundation of community engagement as they complete 20 hours of service-learning work in two of their upper-level courses—Learner Diversity and Teaching Social Studies in the Elementary School.

### Exploring Diversity

In the Learner Diversity course, students participate in a 10-hour service-learning project in which they gain hands-on experience with the issues that diverse learners face. This experience is invaluable in helping them deal with these issues as elementary school teachers. ▶

## Gearan Appointed to CNCS Board

The Corporation for National and Community Service (CNCS) recently announced the U.S. Senate confirmation of Mark Gearan to its board of directors. This appointment builds on the impressive list of service and civic engagement initiatives in which Gearan has played a leadership role, including serving as chairman of Campus Compact and as co-chair of the New York Campus Compact Executive Committee. Mark Gearan is the president of Hobart and William Smith Colleges in New York.



Three esteemed new members joined the Campus Compact Board of Directors: Tashia Morgridge, trustee of the TOSA Foundation, Amy Gutmann, president of the University of Pennsylvania, and John DeGioia, president of Georgetown University.

"Their celebrated leadership and strong commitment to the ideals of service-learning and student civic engagement will prove invaluable in furthering Campus Compact's vision," said Executive Director Elizabeth Hollander. "We are very excited to have them join us."



To get involved in one of these initiatives, contact your local Campus Compact office or go to [www.actionforchange.org](http://www.actionforchange.org).

# s into Focus

Although each faculty member involved in the course utilizes service-learning in a unique manner, one project, developed by Dr. Ann-Marie Clark, stands out. Noting that many students studying to be teachers had not had direct contact with children or families who live in poverty, she asked each student to serve in situations or agencies that deal directly with the poor. "This seemed to be very effective in helping some students begin to change their views about the active role they can assume as teachers to work for social justice in their communities," she says. It also "began to awaken in others the moral obligation they have to do so."

To reflect on their experiences, Clark engages the students in writing poetry. She explains, "Using poetry to express their feelings forces the students to stop and think about the words they select. By using the genre of poetry, the students are encouraged to revisit, rethink, and re-feel the emotions they experienced when they were face-to-face with real people dealing with poverty, so that they are able to recapture these feelings using descriptive terms and colorful phrases with a certain license that only poets have the freedom to explore."

## Creating a Lasting Legacy

In Teaching Social Studies in the Elementary School, students learn how to develop an age-appropriate service-learning project for the children in their classrooms, tie the project into their social studies curriculum, and design appropriate reflection activities so the children can learn from their experience.

Dr. Sandra Oldendorf's students have had great success in integrating service-learning into their elementary classrooms. Each pre-service teacher/intern writes a lesson plan that connects his or her serv-

## Why the 20/20 Program?

**First**, it is designed to enhance the development of new teachers by exposing them to a wide range of social issues that may affect the children in their future classrooms.

**Second**, service-learning as a pedagogical tool is growing at an exponential rate in K-12 schools nationwide; thus, ASU Elementary Education graduates will have a "leg up" when competing for teaching positions because they will have had experience in integrating service projects into their own classrooms.

ice-learning activity to objectives from the North Carolina Standard Course of Study. Projects have ranged from developing a local garden during a unit on plants to integrating a lesson on health and nutrition with the issue of local poverty to connecting a writing lesson with letters/care packages sent to the troops in Iraq.

According to Oldendorf, "By the completion of the project, over 90% of the sponsoring teachers were pleased with the results. Some told the interns that they would continue the projects after the interns were gone, establishing a small legacy for our interns."

As a student in this course, Caitlin Keeton learned a great deal about using service-learning pedagogy with children. She says, "I learned a lot about the students, facilitating service-learning projects, and the importance of exposing kids to the world around them—a world they might not otherwise experience. Knowing that I am capable of helping kids to participate in it increases its meaning and impact tenfold." CC

## UPCOMING CAMPUS COMPACT EVENTS

### FEB. 20 TO MARCH 26, 2005

Raise Your Voice—A Month of Action is sponsored by Campus Compact to increase, celebrate, and deepen the student civic engagement efforts on college campuses around the country. Go to [www.actionforchange.org](http://www.actionforchange.org).

### APRIL 6–8, 2005

Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education: A Regional Conference for the Southern U.S. Call Roger Henry, Brevard Community College, at 321-433-5610.

### APRIL 7–8, 2005

Campus Compact Engaged Department Institute for Engineering, Computer Science, Mathematics, Manufacturing & Related Fields. [www.compact.org/faculty/engageddept.html](http://www.compact.org/faculty/engageddept.html).

### APRIL 8, 2005

Indiana Campus Compact Annual Lilly Colloquium: Harry Boyte and Next Steps to "Everyday Politics." Call Heather Fuller at 317-274-3280.

### APRIL 11–13, 2005

The Western Region Consortium's 8th Annual Continuums of Service Conference: "Building Bridges: Values, Knowledge, and Skills for Vibrant Communities and Campuses," Portland, OR. See [www.oregoncampuscompact.org](http://www.oregoncampuscompact.org).

### JUNE 9–11, 2005

Northeast Regional Campus Compact and the Educators for Community Engagement presents "Creative Tensions in Building the Engaged Campus." Go to <http://ase.tufts.edu/macc>.

**WEB**links 

For more information on these and other events, including contact information, see Campus Compact's Calendar at [www.compact.org/calendar](http://www.compact.org/calendar).

# Policy Alert for Spring 2005

## Learn and Serve America

President Bush's 2006 budget proposes a reduction in Learn and Serve funds, from \$43 million to \$40 million. Since Campus Compact has received a significant portion of these funds over the past ten years, we and Service Learning United are meeting with legislators in Washington, DC, to ask that they restore the \$3 million and invest an additional \$3 million in service-learning teacher training and research to measure the impact of Learn and Serve programs.

Learn and Serve America is the **only** federal program dedicated to promoting and funding service-learning. Securing \$46 million for Learn and Serve America during fiscal year 2006 is a small but important step toward supporting the

continued growth of service-learning among schools, college campuses, and communities nationwide.

**Congratulations!** Campus Compact and Service Learning United gathered signatures on a comment letter regarding proposed rule making for Learn and Serve funds. Campus Compact's presidents represent more than 200 of the 300 signatures, the greatest level of participation from our member presidents to date.

**Take Action:** If you are interested in becoming more involved in our advocacy efforts, please let Devon Bates know by emailing [dbates@compact.org](mailto:dbates@compact.org) or calling the national office at 401-867-3950. You can also register online at [www.service-learningunited.org](http://www.service-learningunited.org).

## Federal Work Study

The President's 2006 budget proposal replaces the 7% Federal Work Study (FWS) community service mandate with a 20% voluntary set-aside and changes the formula for allocation to phase out reliance on historical levels of funding—over time shifting to aggregate student need as the sole basis for the allocations. If campuses chose not to adhere to the 20% voluntary community service formula, their allocation would be reduced accordingly and made available to other campuses for community service. We welcome your feedback on this proposal. Please send comments to [dbates@compact.org](mailto:dbates@compact.org).

CC

## Sustaining Success

*continued from p. 2*

**We must purposefully nurture the value of service and civic engagement in each generation if our country is to be caring and just. This fundamental ideal depends on a well-informed citizenry that understands the importance of engagement in civic and political life.**

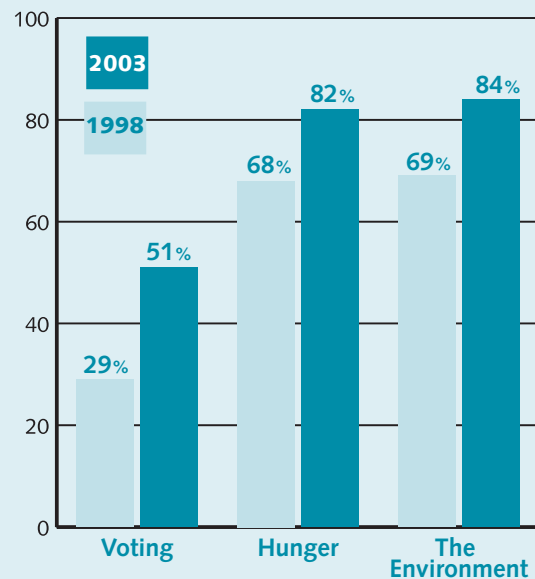
*John Glenn and Marian Wright Edelman, "Educating Each Generation for Democracy," Education Week, Feb. 16, 2005, p. 40*

**Campus civic engagement provides a rare three-for-one return on investment by addressing a wide variety of immediate community needs, developing the next generation of community and philanthropic leaders, and deepening higher education's commitment to community engagement...That's why I continue to actively support service learning and civic engagement at all of Minnesota's colleges and universities.**

*Minnesota Senator Cal Larson (R-Fergus Falls), "States Can, and Should, Have a Role in Promoting Service Learning," Stateline Midwest, March 2005, p. 9*

These examples, and others like them, show that preparing students to be active and engaged citizens is an idea that has

### Institutions with service projects focused on...



SOURCE: Campus Compact annual member surveys, 1998–2003; [www.compact.org/newscc/highlights.html](http://www.compact.org/newscc/highlights.html).

power across the political spectrum. Higher education—and in particular Campus Compact and its member campuses—has a golden opportunity to build bridges, gain allies, and build on our success in educating the next generation of civic leaders. CC

# "The People Speak" through Campus Compact/UN Effort

## Grants available to members

Grants of up to \$500 are still available for campus dialogues. If you are interested, please contact John Crews at 401-867-3940 or [jcrews@compact.org](mailto:jcrews@compact.org) for more information, an event kit, and a simple application form.

**C**ampus Compact is collaborating with the United Nations Foundation to facilitate dialogues on topics relating to the theme "America's Role in the World."

The discussion series, titled "The People Speak," contributes to Campus Compact's work in developing our members' capacity to serve as sites of community participation and dialogue.

Through the program, Campus Compact member schools receive small grants to plan, publicize, and hold dialogues. So far, 35 schools and 15 states have participated, with approximately 3,500 campus and community members taking part. Dialogues have explored the role of the United States in issues of global security, economy, security, production, and communication, among others. In addition to spurring dialogues, The People Speak program has cast a spotlight on the importance of the civic purpose of higher education.

## Program highlights

**University of Central Oklahoma (OK)**—Panelists from the public and edu-

cation sector, including representatives from University of Oklahoma, Oklahoma State University, and Oklahoma Baptist University, as well as Retired General Dennis Reimer, Director of the National Memorial Institute for the Prevention of Terrorism, discussed issues of American power and global security with college students and faculty.

**Norwich University, (VT)**—Norwich University's education department sponsored a discussion forum for all teacher education licensure students. Focus groups discussed questions of tolerance and the threshold of peace, assessing the challenges of American power and global and security in the context of both the local and global community, and the role of educators as proactive practitioners in efforts toward security and peace.

**Transylvania University (KY)**—The university's Office of Community Service and Leadership and the Department of

Political Science hosted a faculty and student panel with the University of Kentucky's Patterson School of Diplomacy, the Central Kentucky Council for Peace and Justice, and Bluegrass United National Association discussing the experiences of students who were studying abroad during the 2004 general election. This panel was part of a larger campus series on "Liberty, Security, and Justice."

**Kansas State University (KS)**—Kansas State University leveraged the interest, energy, and support of organizations on campus that share an interest in civic engagement, international affairs, and civic discourse. The result was a month of activities anchored by two People Speak forums on American Power and Global security that engaged 275 community members. The effort involved various campus groups and academic departments, including Lou Douglas Lecture series, the Department of Speech Communication, Theater and Dance, Community Cultural Harmony Week, Hale Library, Community Service program, and the Institute for Civic Discourse and

## Ready Campus

*continued from p. 3*

Dr. Helen Speziale, director of the Service Leadership Center and professor of nursing at College Misericordia, helped design the Ready Campus curriculum as well as a "best practices" manual for how a college's physical plant and trained professionals can assist in time of need. "Ready Campus is a program that can strengthen and add value to existing college and university disaster plans," Speziale notes.

Duncan Campbell, chief of staff for Homeland Security Secretary Tom Ridge, says, "The next generation of leadership, when it comes to homeland security, is right in the classroom. What Ready Campus is trying to do in Pennsylvania is a natural fit for

what we are trying to do on a national level. Local response to emergencies is the first response, and we can't provide that."

Launched in spring 2004 and endorsed by Governor Edward G. Rendell, Ready Campus was developed by planners from many organizations, including Pennsylvania Campus Compact, College Misericordia, Pennsylvania's Office of Homeland Security, the American Red Cross, the Pennsylvania Association of College and Universities (PACU), and the Association of Independent Colleges and Universities of Pennsylvania (AICUP).

Keith Martin, former director of the Pennsylvania Office of Homeland Security, says the success of Ready Campus in Pennsylvania could lead to the program being introduced to the rest of the nation. [CC](http://www.readycampus.org)

**WEB**link 

For more information, go to [www.readycampus.org](http://www.readycampus.org), or contact Pennsylvania Campus Compact at 717-796-5072.



Campus Compact would like to thank the **Corporation for National and Community Service**—and particularly the **Learn and Serve** program—for its generous support of Campus Compact and of campus-based service-learning initiatives across the nation.

During the past 10 years, Learn and Serve has distributed more than \$429 million to support K-H efforts that improve student development, create more passionate teachers, faculty, staff, and community members interested in education, and strengthen communities.

SECOND ANNUAL CAMPUS COMPACT

## **CSD Professional Development Retreat**

**JULY 25–29, 2005, DEPAUL UNIVERSITY, CHICAGO, IL**

**Four days  
of must-have  
knowledge for new  
community service &  
service-learning  
professionals!**

**Praise for the 2004 retreat:**

“One of the best conferences I have attended.”

“Thank you for your dedication and great efforts, an honor to be in conversation with the ‘legends’ of the field...Meeting others filled with passion helps me keep my own work and life in perspective, and most importantly models sustainable passion.”

“Topics and presenters were all exceptional; I learned some great strategies and gained useful knowledge.”

“Amazing opportunity to meet with colleagues to share and learn.”

“This was so well worth my 4 days away from the office! Thank you!”

More information to come.  
Go to: [www.compact.org/csds/  
CSD\\_retreat.html](http://www.compact.org/csds/CSD_retreat.html)



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