The Interstate Passport: Outcomes as the New Currency for Transfer

A CONVENING: STAGE TWO
“Transfer Solutions through Cross-Organization Alignment”
July 28-29, 2014
Western Interstate Commission for Higher Education
Denver, CO
Cautionary tales:

1) OER...do no harm
2) Compass placement...do no harm
2) Grading in Europe...demystifying content deployment
CPI: Educational Books and Supplies vs. Home Prices vs. CPI: All Items
1978 to 2010

Indexes = 100 in 1978

Sources: BLS and Census

mjperry.blogspot.com
textbook costs and student success

60%+ do not purchase textbooks at some point due to cost

35% take fewer courses due to textbook cost

31% choose not to register for a course due to textbook cost

23% regularly go without textbooks due to cost

14% have dropped a course due to textbook cost

10% have withdrawn from a course due to textbook cost
Cautionary tales:

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The Origins of the Passport

- Early discussions amongst the Alliance executive committee about wanting to tackle large scale issues as focus of our mission
- Recent discoveries inside states re: swirling. “If attacking these obstacles to transfer is important inside states, why isn’t it important across state lines?”
- What would a regional or even national approach look like? Why isn’t completion of the core in Arizona equal to completion of general education core in Utah?
Students face horrendous obstacles in the transfer and completion arena

-A dizzying blizzard of requirements and

-Impersonal, non interactive systems for navigation, inside a single institution.

-These difficulties are compounded when students try to transfer...
On average ...

- 33 percent transfer and of those 27 percent cross state lines *(over 300,000 in WICHE region annually)*. (National Student Clearinghouse Signature Report, 2012)
- Transfer students who earn a B.A. take 1.2 years longer to do it. (U.S. Dept. of Education, 2010)
- The extra time costs a student *over $9,000* for tuition and fees alone. (WICHE, 2010)
- **Unnecessary repetition of academic work** costs time and money for students, institutions, states, the federal government, and taxpayers.
Of Community College students... with 60 credits who desire to earn BS or BA only about **60% successfully transfer** to a four-year institution “Jumping that Chasm is probably a big part of the fall-off in completion rates.”

Of Community College students who successfully transfer... only about **60% are able to bring all or most of their credits** “Students who transfer most of their credits are more likely to complete a BA.”

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**CHOKE POINTS**

<table>
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<tr>
<th>LACK OF TRANSFER</th>
<th>LOSS OF CREDITS</th>
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* http://epa.sagepub.com/content/early/2014/02/28/0162373714521865.full
Friction free transfer is seen as part of the bigger CBD solution picture for success, acceleration, and completion.

**CONNECTION**
From Interest to Enrollment
Build direct routes to college opportunities through strategies such as dual enrollment, early college, and contextualized basic skills instruction
Improve assessment and placement policies, including consideration of multiple measures

**ENTRY**
From Enrollment to Entry into Program of Study
Support strong college advising, orientation, and student success courses, including advising that encourages early entry into a program stream that leads to a major
Reduce, accelerate, and contextualize developmental education
Invest in professional development to prepare faculty for pedagogical and curricular changes and promote faculty

**PROGRESS**
From Program Entry to Completion of Program Requirements
Leverage technology to support individualized student planning, tracking, degree audit, and early warning systems
Design financial aid to encourage and reward student progress

**COMPLETION**
Completion of Credential of Value for Further Education and (for CTE) Labor Market Advancement
Create structured transfer pathways by improving transfer and articulation policies
Redesign CTE programs into more structured pathways with clear labor market value
Support structured pathways with better use of labor market information and program-level data
A COMMON TRANSFERABLE GENERAL EDUCATION CORE

A general education core is a useful foundation for transfer and articulation policy that delivers several benefits for students.

The core also provides statewide guidance on general education requirements, which helps colleges target appropriate requirements while limiting student accumulation of excess credits.

The core also should bring to the table representatives from two- and four-year institutions and encourage a statewide conversation about transfer.
and encourage a statewide conversation about transfer.....

This has spawned new approaches to common numbering, complicated articulation crosswalks within some states, clarifying course choices (students don’t do optional), pathways into majors etc...

Success here is very mixed, the institution as silo is in danger of a remedy that makes the state a silo

The Passport can be layered on any initiative going on inside a state
For transfer, students are siloed inside the rituals and requirements of single colleges or if this is addressed then it is a state box.
The view of articulation when it is all about the institution protecting its course choices; instead transfer should be a friction-free zone acknowledging the work of the student and her right to take this work anywhere
Not too long ago, moving around in Europe was like bringing your transfer credits to another college or into another state —

A process with excruciating calculations that always left students with residual “credit” that didn’t “fit” – a pocket full of detritus.
The Alliance asked WICHE to help create a zone of transfer where academic work completed at institutions in one state is accepted without repetition at institutions in a number of states.

Can there not be a common currency to facilitate student transfer between states.... a Passport based on a common currency of Outcomes not courses, not credits?
Passport Partners: Phase I Facilitators

CA, HI, ND, OR & UT

23 two-year and four-year institutions

Dr. Debra David Project Director, "Give Students a Compass" CSU Office of the Chancellor

Dr. Dick Dubanoski
Dean, College of Social Sciences
University of Hawai‘i at Manoa

Lisa Johnson
Director of Articulation and Transfer
North Dakota University System

Dr. Phyllis “Teddi” Safman, Assistant Commissioner for Academic Affairs
Utah Board of Regents

Dr. Kent Neely, Liaison for Statewide Academic Initiatives
Oregon University System

INTERSTATE PASSPORT
A WICHE States’ Initiative
### Passport Learning Outcomes

**GENERAL EDUCATION**

#### Upper Division Requirements

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges by gaining:

- **Knowledge of Human Cultures & the Physical & Natural World**
  - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts; *Focused* by engagement with big questions, both contemporary and enduring.

- **Intellectual and Practical Skills, including**
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving
  *Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

- **Personal and Social Responsibility**
  - Civic knowledge and engagement – local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning
  *Anchored* through active involvement with diverse communities and real-world challenges.

- **Integrative and Applied Learning**
  - Synthesis and advanced accomplishment across general and specialized studies
  *Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems.

#### Proposed Passport Phase II

- Intercultural Knowledge (Social Science)
- Information Literacy
- Physical/Natural Sciences
- Humanities/Creative Arts
- Teamwork/Problem Solving
- Critical Thinking

#### Lower Division Requirements

- **Passport Phase I**
  - Oral Communication
  - Written Communication
  - Quantitative Literacy

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The Process

- 2-4 year faculty within a state tune their outcomes for general education
- Agree on outcomes and levels of proficiency
- Then reps from each state meet in a cross state format to perform same exercise with some deliverables
- Agreed upon outcomes, agreed upon proficiency criteria are worked out over a period of months of back and forth
Transfer Level Proficiency Criteria
Acceptable to Faculty at Every Passport Institution

One example: Quantitative Literacy

<table>
<thead>
<tr>
<th>Passport Learning Outcome Features</th>
<th>QUANTITATIVE LITERACY</th>
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</thead>
<tbody>
<tr>
<td>Communication of Quantitative Arguments</td>
<td>Transfer Level Proficiency Criteria (Evidence of proficiency at the level of the above criteria outcome appropriate for the discipline)</td>
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<tr>
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<td>No single student is expected to demonstrate all of these Proficiency Criteria nor is this intended to be a list of all possible Proficiency Criteria.</td>
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</table>

- Expresses quantitative information symbolically, graphically, and in written or oral language.
- Correctly uses mathematical notation in all aspects of the solution of a typical problem at the appropriate level.
- Accurately converts between proper mathematical notation/explanations and written word narrative.
- Expresses answer and intermediate steps with correct units.
- Uses appropriate language to link between different steps of stating or solving problems. Avoids using “=” to mean anything other than equality.
- Uses function notation and parentheses correctly in solving problems.
- States the conclusion to a significance test and writes an explanation of the rationale for the conclusion.
- Makes appropriate use of graphical objects (such as geometrical figures, graphs of equations in two or three variables, histograms, scatterplots of bivariate data, etc.) to supplement a solution to a typical problem at the appropriate level.
- Includes an appropriate graph to support or emphasize trends or findings.
- Draws two consecutive iterations of the Koch Snowflake to demonstrate that perimeter increases at each step.
Working backward from agreed outcomes to validate and ground outcomes
Student directed initiative but real benefits for faculty as well

- Cross institutional and cross state discussions on outcomes and competencies between faculty
- Continued work on evolving a commitment to these larger conversations
- Opportunity for conferences and workshops centered on these outcomes and their assessment: within a context of TRANSFER
The Passport’s Creation: Important Roles

from multiple institutions in five states

- **Faculty**
  - Created the Passport Learning Outcomes
  - Created the Proficiency Criteria for Transfer

- **Registrars**
  - Recommended ways to identify students achieving Passport
  - Recommended ways to notate Passport on student’s record

- **Institutional Research Office Representatives**
  - Recommended how to track student academic progress
  - Created the reporting template

- **Advisors**
  - Created sample materials for use in informing students about how the Passport works
The Passport Agreement: Phase I

Signatories agree to...

- A block transfer of Passport Learning Outcomes (oral communication, written communication, quantitative literacy).
- Notate student records.
- Track and share data on academic progress.
- Term of five years.

17 pilot institutions in four states have signed

**HI:** Leeward Community College University of Hawai‘i, West Oahu University of Hawaii, Hilo

**ND:** Lake Region State College North Dakota College of Science North Dakota State University Valley City State University

**OR:** Eastern Oregon University Blue Mountain Community College

**UT:** Dixie State College Salt Lake Community College Snow College Southern Utah University University of Utah Utah State University Utah Valley University Weber State University
Phase I (Oct 2011-Sept 2013)
- Two-year project w/$550,000 in funding from Carnegie Corporation of New York.
- No-cost extension (through April 2014).
- Now open to other WICHE states.

Phase II (three-year project)
- Add six more content areas to complete lower division.
- More robust tracking system.
- Electronic application/renewal process.
- Roll out across the WICHE region.
Passport is a Dynamic Matrix...is operational, not just an idea

- Can integrate other initiatives like LEAP and expand upon them
- Has the potential to include structured pathway opportunities as well as New Mathways Project
- Capable of targeting STEM paths
- Could produce Eportfolio examples per state of assignments where outcomes demonstrated
- Reverse transfer could be deployed
- Preserves faculty creativity: Interstate Passport doesn’t care how you get to agreed upon outcomes
- Sets up possibility for a multi-state degree audit system
end
The Role of Faculty in the Passport Development Process

Faculty are the key to success. Faculty members...

- Have the experience and expertise to determine what learning outcomes should result from general education.
- Find common ground about learning outcomes across disciplines and between institutions.
- Are responsible for their academic area and must agree that the Passport Learning Outcomes and Proficiency Criteria are consistent with their expectations of transfer-level student proficiency in their area.
- Are responsible for identifying and communicating the specific educational experiences that provide students with transfer-level proficiency in their academic area of the Passport block.
The simple act of allowing a retake 2 days later moved most students up at least one level.
Cautionary Tale

- High stakes compass testing with severe cut off scores
- Evidence began to emerge that suggested students were taking the test, missing the cut off score, finding their way into freshmen college courses, succeeding anyway
- Conversations ensued about this process
- Why those cut offs? Why a 6 month moratorium on retaking the test? Quality control
Identification of Passport Students
Developed by Registrars from Pilot Institutions

Institutions indicate that a student has achieved the Passport by *choosing to use one or more of the following options* as preferred by the institution’s registrar:

- Adding a **comment** on the student record using a standard format.
- Posting a **pseudo course** on the student record.
- Creating an **additional record** to accompany a transcript.
Transfer Challenges

At X college we require two of those; you have one

Your college’s version of that class didn’t have X

Transfer poses challenges laterally as well as to four-year campuses
Assessments of Student Proficiency
Uniquely Defined by Faculty at Each Passport Institution Guided by the Cross State Agreements

*Example: North Dakota State University*

**ORAL COMMUNICATION**
- Pre-course and post-course Communication Apprehension Test.

**WRITTEN COMMUNICATION**
- The English Department reads and scores a sample (about 10%) of the student portfolios for both classes.

**QUANTITATIVE LITERACY**
- Individual Computer Science instructors use a variety of classroom assessment techniques from Angelo and Cross for formative assessment. They use an objective-based evaluation of an exercise or examination for summative assessment of student learning.
- Individual Mathematics instructors use a variety of formative assessment tools to assess student learning.
Goals: Phases I and II

A focus on quality assurance with accelerated completion through transfer

- Advance the completion agenda with a large-scale and bold regional plan.
- Bring multi-state faculty together to collaboratively develop Passport learning outcomes and proficiency criteria in general education.
- Minimize duplication of academic work, streamlining students’ pathway to graduation.
- Conduct tracking and research.
The Interstate Passport Initiative

A New Interstate Transfer Framework: Streamlining Pathways to Graduation

Webinar for AAC&U LEAP Consortial Projects

Wednesday, April 30, 2014
2pm Eastern
Presenters

- Jonathan Bodrero, Chair, Quantitative Literacy Team
- Susan Neel, Advisory Board Member
- Peter Quigley, Project Co-Chair
- Phyllis “Teddi” Safman, Passport State Facilitator
- Pat Shea, Principal Investigator
- Roland Squire, Manager, Passport Central Data Repository
- Bob Turner, Passport State Coordinator
- Terry Underwood, Criteria Specialist
- Cathy Walker, Passport Project Manager/Research Analyst
What is WICHE?

- Western Interstate Commission for Higher Education  www.wiche.edu
- **Four regional compacts**
  - MHEC, NEBHE, SREB, WICHE
- Established by the U.S. Congress in early 1950s
- Non-Profit 501 (c)(3)
- **Purpose**: To support cooperation and resource sharing across the higher education community in the region to expand access and excellence.
The Alliance and Forum

- Two membership organizations based at WICHE for **Chief Academic Officers** at institutions, systems, and state agencies in the region
  - Western Alliance of Community College Academic Leaders (two-year sector) [www.wiche.edu/alliance](http://www.wiche.edu/alliance)
  - Western Academic Leadership Forum (four-year sector) [www.wiche.edu/forum](http://www.wiche.edu/forum)

- Focus on issues of common concern beyond the scope of a single institution or state
Vision

- **New agreements and policies** allow transfer students to carry with them an Interstate Passport.
- **Passport signals** completion of a lower-division general education core.
- Passport rises from the LEAP Essential Learning Outcomes.
- **Minimizes duplication** of academic work after transfer.
- Helps **streamline student pathways** to graduation.
**Passport Learning Outcomes:**
Negotiated among Faculty from Five Pilot States

*Illustration of the Process*

<table>
<thead>
<tr>
<th>ORAL COMMUNICATION</th>
<th>NORTH DAKOTA</th>
<th>UTAH</th>
<th>OREGON</th>
<th>HAWAI’I</th>
<th>CALIFORNIA</th>
<th>NEGOTIATED PASSPORT OUTCOMES DRAFT</th>
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<tr>
<td>1.</td>
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<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
<td>Note: Outcomes for oral and written communication are identical.</td>
<td>1. Develop a central message and supporting details by applying critical thinking and information literacy skills.</td>
</tr>
<tr>
<td>Demonstrate written, oral, and visual communication skills, information literacy, and technological skills.</td>
<td>Demonstrate critical and analytical thinking in an oral presentation.</td>
<td>Engage in ethical communication processes that accomplish goals.</td>
<td>Respond to the needs of diverse audiences and contexts.</td>
<td>Identify &amp; analyze the audience and purpose of any intended communication.</td>
<td>Students will develop knowledge and understanding of the form, content, context and effectiveness of communication.</td>
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<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
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<td>2. Demonstrate performance skills that include organizing and delivering content for a particular audience, occasion and purpose.</td>
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<td>Think, speak, and write effectively.</td>
<td>Analyze a target audience and occasion and apply that analysis to his/her presentation.</td>
<td>Respond to the needs of diverse audiences and contexts.</td>
<td>Identify &amp; analyze the audience and purpose of any intended communication.</td>
<td>Gather, evaluate, select, and organize information for the communication.</td>
<td>Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy.</td>
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<td>Gather information appropriately and communicate clearly both orally and in writing.</td>
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<td>3. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively.</td>
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<td>Speak effectively in a variety of contexts and modes, using a variety of communication skills.</td>
<td>Effectively marshal evidence providing support and insight as part of the oral communication.</td>
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<td>Speak in civic, academic, and professional settings with a sense of purpose and audience.</td>
<td>Engage in ethical communication processes that accomplish goals.</td>
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<td>Communicate skillfully involving learning the conventions associated with speaking and learning.</td>
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One example: Quantitative Literacy (Excerpt)

- **Quantitative Models**: Creates, analyzes and applies appropriate quantitative models to solve quantitative theoretical and real-world problems.

- **Mathematical Process**: Designs and follows a multi-step mathematical process through to a logical conclusion and critically evaluate the reasonableness of the result.

- **Communication of Quantitative Arguments**: Expresses quantitative information symbolically, graphically, and in written or oral language.
Passport Course Block
Uniquely Defined by Faculty at Each Passport Institution

EXAMPLE: North Dakota State University

- **ORAL COMMUNICATION**
  - COMM 110 Fundamentals of Public Speaking

- **WRITTEN COMMUNICATION**
  Two courses from the following:
  - ENGL 110 College Composition I OR
  - ENGL 111 Honors Composition I OR
  - ENGL 112 ESL College Composition AND ENGL 120 College Comp II OR
  - ENGL 121 Honors Composition II OR
  - ENGL 122 ESL College Composition II

- **QUANTITATIVE LITERACY**
  One course from the following:
  - Math 103 College Algebra OR
  - Math 104 Finite Mathematics OR
  - Math 146 Applied Calculus I OR
  - Math 165 Calculus I OR
  - STAT 330 Introductory Statistics
Tracking Academic Progress of Passport Students

Developed by Registrars and Institutional Researchers

- Every receiving institution
  - Records Passport student grades of first two terms following transfer
  - Reports to Central Data Repository (CDR)

- CDR compiles and sends report to
  - Each sending institution
  - Passport Review Board
Thank you!

- **Jonathan Bodrero**, Associate Professor of Mathematics, Snow College
- **Pat Shea**, Director of Academic Initiatives, Western Interstate Commission for Higher Education
- **Bob Turner**, Assistant Vice Chancellor (Retired), Oregon University System
- **Peter Quigley**, Associate Vice President, Academic Affairs, University of Hawaii
- **Susan Neel**, Professor, Utah State University
- **Phyllis “Teddi” Safman**, Assistant Commissioner for Academic Affairs, Utah State Board of Regents
- **Roland Squire**, Registrar, Utah State University
- **Terry Underwood**, Professor, Teacher Education Department, California State University Sacramento
- **Cathy Walker**, Passport Project Manager/Research Analyst
Questions

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  - Bob Turner, Passport State Coordinator
    bturner@wiche.edu
  - Cathy Walker, Passport Project Manager,
    cwalker@wiche.edu
Characteristics of the Passport

- **A grass-roots originated effort by academic leaders** in the WICHE region to advance friction-free transfer for students in the region.
- A new block transfer framework based on **demonstrated competency in learning outcomes**.
- To be rolled out in **phases** over an approximate five-year span.
- **Participation is voluntary** in all phases.