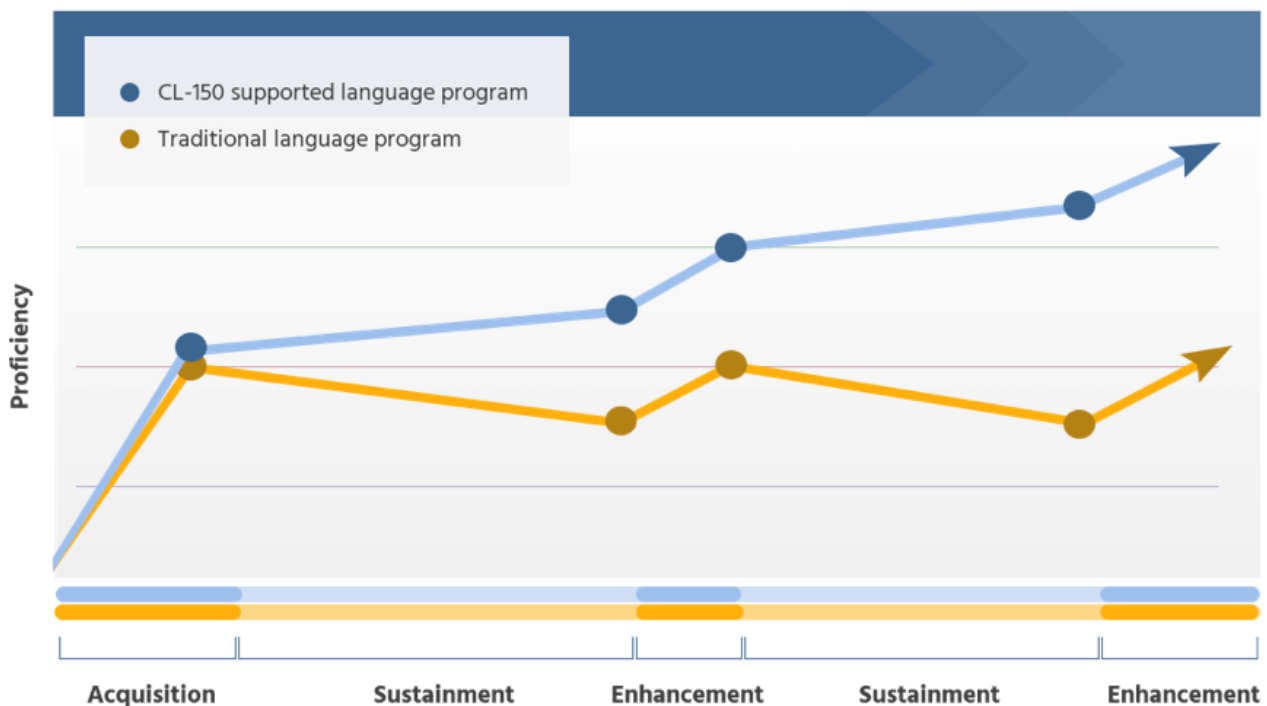


Prevent Proficiency Drop-off

How can you, as a program manager, ensure that your team's language skills are maintained and improved career-long, avoiding the nearly inevitable cycle of proficiency drop-off and costly re-training?

In other words, how can your language program make the transition from the yellow line to the blue line in the chart below? That was the topic of our sessions at ACTFL 2019 (slides available [here](#)).

Our answer to the proficiency drop-off problem: structured sustainment.



Structured Sustainment Framework

It is challenging for language professionals to set aside the time, find the right resources, and hold themselves accountable with so many competing obligations. To maintain proficiency outside of a formal training event (acquisition or enhancement) you need to provide your sustainers with *structure*.

Structured sustainment, as we see it, follows a simple framework:

- 1. Identify organizational and individual proficiency requirements:** It's important to understand organizational language needs (the map of billets or positions, languages, and levels needed for the mission), but individual language requirements (expectations for sustainers) are the foundation for structured sustainment. Defining and supporting individual requirements ensures your sustainers will be fully effective on the job.
- 2. Create a flexible, measurable, and enforceable sustainment policy:** To set expectations, formally define your requirements in a sustainment policy or similar written

guidance that can be referred to and refined over time. When you clearly communicate individual requirements, your sustainers will know what to do on a daily, weekly, and monthly basis—and actually follow through.

3. **Track to enforce the policy and measure language readiness:** When you regularly track sustainers' activity and enforce requirements, you can create accountability, increase motivation, and identify any need for intervention.

Structured Sustainment with the CL-150 Platform

How can you execute this three-step framework—and how can the CL-150 Platform help?

1. Identify required proficiency

This step is up to you and your language program, but you can refer to your organization's guidance (for example, a DoD Instruction or equivalent civilian organization instruction). It's important that program managers understand not only the larger organizational needs, but also consider the proficiency level required for individuals to be fully effective on the job.

2. Create a sustainment policy

A successful sustainment policy should answer two questions: what and how much. *What* should sustainers be doing on a daily, weekly, or monthly basis to maintain proficiency and *how much* time should they spend completing those tasks?

Those questions are best answered by each individual program, depending on the required proficiency identified in step 1, but the CL-150 Platform provides options for daily, weekly, and monthly engagement that can be incorporated into *any* sustainment policy.

- **Daily Learned Vocab Refresh:** The CL-150 Platform keeps track of all words and phrases a user learns (via [Cohorts](#) and other lessons), and regularly resurfaces vocabulary at risk of being forgotten. Ten minutes each day



reviewing their Learned Vocab adds up to roughly 40 hours per year!

- **Weekly Cohort lesson:** [CL-150 Cohort lesson streams](#) provide sustainers with a new, level-appropriate, professionally-relevant lesson each week. If sustainers complete each week's lesson, which should take 2-3 hours, that adds up to 140+ hours per year! With 15-20 new vocab items per lesson, that's approximately 1,000 new, relevant words and phrases acquired (and refreshed) per year.

Spanish • Reading Comprehension 25 % Complete REFERENCE

Read the text on the left, then respond to the prompts on the right

0:45 / 2:40

ILR 3_2019-06-24_Excelsior_Gender Inequality in Mexico
Desigualdad Económica Femenina en México

Toda vez que la desigualdad se expresa tanto en la distribución inequitativa del ingreso como en los distintos espacios de la vida social y económica, los datos evidencian que a pesar de que algunos países han avanzado, la región sigue siendo la más desigual después de África subsahariana.

Llaman la atención las estadísticas de la pobreza de género que se deriva de la desigualdad laboral y de ingresos que padecen las mujeres de la región y que demuestran que, hasta el 2013, la comparación de las brechas entre los ingresos laborales por sexo posicionaba a México como uno de los países más desiguales para las mujeres.

La participación de las mujeres se concentra en algunos sectores de la economía, como el del cuidado (enseñanza, salud, asistencia social y empleo doméstico), que constituye su mayor fuente de empleo. Esto tiene un significado histórico, toda vez que el papel que se asigna a las mujeres como cuidadoras se ha extendido al mercado laboral (por ello las más afectadas con el cierre de las estancias infantiles, por parte del actual gobierno, son las mujeres que ahí trabajaban).

Por si fuera poco, el 53% del sector femenino económicamente activo no

Questions

Multiple Choice

¿Qué porcentaje del sector femenino económicamente activo no tiene acceso al trabajo formal?

<input type="radio"/>	74.8%
<input type="radio"/>	50.9%
<input type="radio"/>	57%
<input checked="" type="radio"/>	53%

Los datos que evidencian el fracaso del empoderamiento económico de las mujeres se refieren al emprendimiento en la microempresa, en la pequeña empresa, en la mediana y en la grande.

DONE

- Monthly self-reporting and assessments:** We know that not all sustainment time happens in the CL-150, but that time still needs to be visible. Sustainers should periodically record external time using the self-reporting tools. Sustainers should also periodically take assessments to benchmark their progress. The CL-150 Platform includes open assessments in many languages, which sustainers can take to informally gauge where they stand at any given time.

3. Track to enforce and motivate

All activity in the CL-150 Platform is tracked and reportable to the sustainer and the program manager. Tracking increases motivation and highlights opportunities for intervention. It allows you to effectively manage and accurately report at the program level.

With a few clicks, you can run a Program Manager Report to see sustainers' efforts, including learning time (time spent in the CL-150) and self-reported time (time spent elsewhere, but reported in the CL-150). This real-time oversight helps you quickly identify sustainers who are falling behind, making it possible to provide additional support (increased sustainment hours, a mentorship program, etc.) to those who need it, *before* significant proficiency loss can occur.

Program Manager Report

Start Date: 10/01/2019
 End Date: 11/01/2019
 Language(s): All Languages for All Languages
 Reporting Group(s): All Sub-Pro Linguists (allsubpro)

Users In All Reporting Groups	6	Users With Activity Matching Filters	4
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Most recent group enrollment	Parent Group(s)
Arabic Sub-Pro (arabicsp)	All Sub-Pro Linguists (allsubpro)

apaquette

Enrolled Groups Arabic Sub-Pro (arabicsp)

Language	Total Time	CL-150 Time	Self-Reported Time	Total Vocab*	Fresh Vocab*	Stale Vocab*	Archived Vocab*
Arabic, Modern Standard for English	05h 22m 06s	05h 02m 06s	00h 20m	562	6 (1.07%)	555 (98.75%)	1 (0.18%)

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Enrolled Groups Arabic Sub-Pro (arabicsp)

Language	Total Time	CL-150 Time	Self-Reported Time	Total Vocab*	Fresh Vocab*	Stale Vocab*	Archived Vocab*
Arabic, Modern Standard for English	02h 00m 00s	00h 00m 00s	02h 00m	562	6 (1.07%)	555 (98.75%)	1 (0.18%)

For your sustainers, CL-150 lessons provide the flexibility and relevance to be motivating and engaging, covering current events that language professionals will *want* to understand to maintain regional and cultural expertise.

For program managers, structured sustainment on the CL-150 Platform removes much of the administrative burden while increasing visibility. Minimal admin set-up is required for maximum oversight, so you can effortlessly identify sustainers at risk of falling below the required proficiency and *prevent* proficiency loss.

A more effective sustainment program starts with theory, but in practice, CL-150 supported sustainment programs are already improving outcomes for USG language programs:

“We haven’t had a proficiency test failure in 170 days, which is a testament that the CL-150 Cohorts and Reporting works.”

“One of our sub-pro Arabic linguists enrolled in your MSA Cohort and went from a 1+ on reading to a 3 within 3 months.”

“The CL-150 and Cohorts are an integral part of our program.”

Ready to provide your sustainers with the structure they need to prevent proficiency drop-off? Let’s talk: usg@transparent.com.