



DESCRIPTION ♦ SPECIFIC REQUIREMENTS ♦ TECHNICAL SPECIFICATIONS

Invitation for Bid 04312 – Translation (Written Word) Services

Category 8 Education Related Documents

Work Description

- 1 **TYPICAL VOLUME.** This category will be used by educational institutions in Washington, including but not limited to, the Office of the Superintendent of Public Instruction and school districts.
- 2 **DESCRIPTION.** Schools must translate certain documents when a significant percentage of the population in a school district requires them in an alternate language from English. Translation of education related materials will include school newsletters, handbooks, brochures, short notices and incident reports. Also included may be program information and applications, discipline notices, consent forms, compliant forms, notices of rights, and letters or notices.
- 3 **Principal Languages.** The majority of requests in this category are for Spanish, Russian, Vietnamese, Somali, Chinese, Ukrainian, Korean, Tagalog, and Arabic. All other languages, which may be requested, are considered non-principal languages.
- 4 **PREVIOUSLY TRANSLATED DOCUMENT UPDATES.** Purchaser may, from time to time, request translation of new or changed text, and if necessary, re-key unchanged text in previously translation documents. All revisions must be proofread. Late Submission terms and conditions will apply. Requests for updates to previously translated documents translated by vendor will be submitted as new translation projects, with the title of “revision,” to the Vendor who performed the original translation. Vendors shall accept all subsequent requests for updates to translations originally performed by Vendor. Vendor shall charge only for new and/or changed translations or rekeyed text and shall not charge for re-translation of already translated text.
- 5 **CORRECTION PROCEDURES.** Upon receiving reviewer’s suggestions and comments, the translator will:
 - 5.1 Check everything marked by the reviewer against the original translation to determine the most accurate translation of words/phrases/sentences.
 - 5.2 On the version with the reviewer’s markings,
 - 5.2.1 Write “OK” by the word/phrase/sentence suggested by the reviewer that is adopted by the translator;
 - 5.2.2 Write “1” by the word/phrase/sentence suggested by the reviewer that is not adopted by the translator to indicate the original translation is good as is and will not cause any misunderstanding;

- 5.2.3 Write “2” by the word/phrase/sentence suggested by the reviewer that is not adopted by the translator to indicate the suggested change is the reviewer’s regionalism or personal preference.
- 5.3 Revise/change translation based on what is determined to be the most accurate translation.
- 5.4 Return revised final hard copies, electronic files, and reviewer’s version with translator’s markings to the Translation Service Coordinator.

Specific Requirements

6 CATEGORY 8 PROCESS.

- 6.1 TRANSLATION ORDER. Purchaser will send a written request via email to Vendor detailing translation request, including all necessary details, such as technical expertise requirements, translation language(s), and original text.
- 6.2 RESPONSE TIME. If Vendor can fill the request for client specific translations, Vendor must let the requestor know within four (4) business hours via telephone, fax or email.
- 6.3 PROJECT COMPLETION. Vendor will receive full compensation for completed projects returned within the required timeframes. Purchaser considers translation projects to be complete when: All requested language documents have been submitted to Purchaser; all requested language documents are technically accurate (i.e., created using the correct fonts, are formatted correctly, and can be opened and printed). If upon receipt of the requested translations, it is determined that any of the documents are “technically inaccurate,” the date and time stamp will be changed to the date and time in which technically accurate documents are delivered. Translation Vendor(s) will receive compensation for completed projects returned late (after the required timeframes) according to the following compensation table:

Project Return: Business Days Late	Compensation % of Contract Rate: Normal Timeframe	Compensation % of Contract Rate: Rush Timeframe
1	90%	75%
2	80%	50%
3	70%	25%
4	60%	No Compensation
5	50%	
6	40%	
7	30%	
8	20%	
9	10%	
10	No Compensation	

- 7 Questions. Contact the requestor with any questions regarding terminology used in the source document.

Category 8 Education Related Documents

8 Meetings. Meet with Purchaser and/or Department of Enterprise Services (DES) upon request (a minimum of one time per year) to review compliance with the terms of the contract and to discuss service performance issues. Any performance issues throughout the year that cannot be resolved by the requester and the contractor will be forwarded to DES for corrective action.

9 SECURE TRANSMISSION OF DOCUMENTS AND INFORMATION. Any document must be securely transmitted electronically from both directions. The vendor may use standard email encryption or an approved secure server file transfer process.

10 DELIVERY INFORMATION. Vendors must submit the following project delivery information with completed projects:

- 10.1 The date the project is returned to the requester
- 10.2 The name of the translator who translated the document
- 10.3 The name of the reviewer who reviewed the translated document for accuracy
- 10.4 Any other comments/information related to the project

11 TURN-AROUND TIME. All requests received by translation Vendor(s) after 12:00 PM (noon) (PST) shall be considered the next day's business, excluding weekends and holidays. Timelines for translation services will begin on the day the request is received by the translation Vendor and end on the day submitted. Mailing time to and from the requesting facility is not included.

Translation projects are to be completed in:

11.1 Normal Timeframe. Nine (9) business days, from the date of request for "normal" timeframe translation requests. All projects shall be submitted within the nine (9) day time frame; however, a one (1) business day grace period after the nine (9) day period will be granted if Corrective Translations are required. The grace period begins when the purchaser identifies the need for Corrective Translations. In the event translation work requires more than one (1) day to correct, the project will be deemed late and Late Fee Discounts will be applied.

11.2 Rush Timeframe. Four (4) business days or less, from the date of request for "rush" timeframe translation requests; a one (1) business day grace period will be granted for Corrective Translation. The grace period begins immediately following any purchaser identified corrections. In the event translation work requires more than one (1) day, the project will be deemed late and Late Fee Discounts will be applied. Rush timeframes will be negotiated at the time of request.

12 Billing Specifications. In addition to the requirements outlined in the Invoicing section of the Special Terms and Conditions, each invoice shall be accompanied by a log of all translation projects being invoiced. Billing should be directed to the ordering agency at the address shown on any field orders and/or purchase orders. The state will not be responsible for any payments due from purchasing cooperative members.

The log shall list the name of the requesting office, time period being reported and shall include the following for each project listed:

- 12.1 Requesting office's order number indicated on the Translation Order Request form

Category 8 Education Related Documents

- 12.2 Date request was received by the translation Vendor
- 12.3 Date completed translation was returned to Purchaser
- 12.4 Project priority (Normal or Rush)
- 12.5 Type of translation (i.e., Form, Brochure, Pamphlet)
- 12.6 Client identifier (i.e., client's last name or client's ID number)
- 12.7 Language requested
- 12.8 Translator's name
- 12.9 Reviewer's name
- 12.10 Word count
- 12.11 Translation charge
- 12.12 A sum total charge for all projects listed
- 12.13 Title of document translated

13 FAX AND EMAIL CAPACITY. Vendor shall have the capacity to receive and transmit up to 100 fax and e-mail translation requests per day.

14 SECURITY. Any document must be securely transmitted electronically from both directions. Security measures include: email must be sent through Vendor's secured non-public network using standard email encryption or a pre-approved secure server file transfer process.

15 TRACKING SYSTEM. Vendor shall maintain their own tracking systems and shall electronically track all information related to requests, including all the information captured on the Translation Order Request form for all requests received by individual offices (requesters). Translation Vendor(s) will be required to submit this information as backup documentation with all invoices requesting payment for Category 8 services rendered.

16 SHARED TRANSLATIONS. Vendor shall maintain translation memory of all text translated under this Category. Shared Translation text shall be charged to the purchaser upon first translation, but then shall be provided at a reduced per-word rate, defined in Section 5.30 of the IFB as Shared Translation Library Check-out Per Word Charge for all other purchasers to use in conjunction with a translation order. The original purchaser of this translation shall retain all rights to it as with any other translation under this IFB.

Technical Specifications

17 DELIVERY MEDIA. All completed projects must be delivered electronically with standard encryption. When requested, Vendor must be able to provide completed translations on compact disk.

18 FILE FORMAT. When requested, Vendor must be able to provide completed translations as hard copy, electronic file PDF format, native file format, and translation tables.

19 SOFTWARE COMPATIBILITY. When requested, Vendor must provide completed translations using the most up-to-date versions of Pagemaker, Indesign, Adobe Acrobat Professional, Adobe Illustrator or Microsoft Word. Vendor must be able to prepare, process, format and revise translations using software compatible with PC and Macintosh computer systems.

Category 8 Education Related Documents

20 FONTS. Fonts shall be listed in the Appendix.

21 ADDITIONAL QUALIFICATIONS. Linguists must possess a degree or certification in an education-related field or must have professional working experience within the United States School System.

22 GRAPHIC DESIGN AND FORMATTING. When requested, Contractor will be required to provide camera-ready graphic designs on electronic and hard copy form, utilizing laser printer or type setting. A cost estimate of any graphic design project will be presented to the ordering agency for approval prior to commencement of any additional work on a project. Contractor may also be asked to include text, titles and labels which is to be included in any cost estimate. An hourly rate is to be offered on the price sheets.

23 TONE AND READABILITY. Translations must be written in a professional but friendly, open and conversational tone.

Examples Below



Washington values bilingualism
Your efforts to help your children learn their first language well are important. Continue speaking, telling and reading stories, listening to music, and learning new things with your children in your language.

What are the benefits of learning two languages?
Knowing more than one language is a skill to be valued and encouraged. Studies have shown that when children continue to learn their native language, this does not interfere with learning English – it makes the process easier!

Some of the benefits of bilingualism are:

- **Intellectual:** The best way to ensure academic success and intellectual development is for parents and children to use the language they know best with each other. Also, bilingual children have greater mental flexibility and use those skills to their advantage in math.
- **Educational:** Students who learn English and continue to develop their native language do better in school than those who learn English at the expense of their first language. It is much easier to learn to read in a language you already know. Once you can read in one language, it is easier to learn to read in another.
- **Personal:** A child's first language is critical to his or her identity. Continuing to develop this language helps the child value his or her culture and heritage.
- **Social:** When the native language is maintained, important links to family and other community members are preserved and enhanced.
- **Economic:** The demand for bilingual employees throughout the world is increasing. The ability to speak, read, and write two or more languages is a great advantage in the job market.

Sources:
If Your Child Learns in Two Languages by Nancy Zelasko and Beth Aronson.
(U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs, August 2000)

Did you know...

- Nine percent of students in Washington State participate in programs to learn English. That is 98,472 students, representing 208 languages.
- Spanish was the primary language spoken by 67 percent of students learning English. Nineteen percent spoke Russian, Vietnamese, Somali, Ukrainian, Chinese, Korean, Tagalog, or Arabic.
- Most students served by the Transitional Bilingual Instruction Program are enrolled in elementary school (53 percent for the 2010-2011 school year).
- Even if students appear to be fluent, they may still need support in developing the language skills they need to be successful in school. Research has demonstrated that achievement of "academic" English, the level needed to participate in instruction in English without help, takes four to seven years to develop.
- The state calculates Annual Measurable Achievement Objectives (AMAO) for districts. AMAO 1 measures the annual increase in the number or percentage of children making progress in learning English. AMAO 2 measures the number or percentage of children attaining English proficiency. AMAO 3 measures the number or percentage of students learning English who reach academic standards in reading and math based on the state's assessments.

Ask your school about your district's results or view them online at <http://reportcard.ospi.k12.wa.us/WLPTAmao.aspx>.

Learn more: www.k12.wa.us/MigrantBilingual



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Learning English in Washington schools: What parents should know

Mission Statement
English Language Learners (ELLs) will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.

Bilingual Education Office
Office of Superintendent of Public Instruction

Dear Parents/Guardians:

Federal law requires Washington State to set standards for the development of English language proficiency skills and academic progress for children learning English. Schools test students learning English annually with the Washington English Language Proficiency Assessment (WELPA), which measures English proficiency in the skills of reading, writing, speaking and listening.

Programs for students learning English must meet three targets, called annual measurable achievement objectives (AMAO). Within 30 days of receiving notification from the State, districts are required to notify the parents of students learning English if the district did not meet one or more of the AMAO targets. Last year, our district did not meet one or more of the following targets:

The district met AMAO 1: _____ Yes _____ No

AMAO 1 measures annual increases in the number or percentage of children making progress in learning English. In the *INSERT SCHOOL YEAR* school year, *INSERT NUMBER*% of students in the district made progress in learning English, and the state's target was *INSERT NUMBER*%.

The district met AMAO 2: _____ Yes _____ No

AMAO 2 measures the number or percentage of children attaining English proficiency. In the *INSERT SCHOOL YEAR* school year, *INSERT NUMBER*% of students in the district successfully transitioned from the English language development program, and the state's target was *INSERT NUMBER*%.

The district met AMAO 3: _____ Yes _____ No

AMAO 3 measures the number or percentage of students learning English who reach academic standards in reading and math based on the state's assessments.

If you have any questions about the performance of your child, please contact your child's school. Also, contact the school for information on programs within the district to help English learners attain English proficiency and meet academic goals.

Sincerely,