

Appendix B
Executive Order INF 14-2 (AEO) Written Language Translation Process



King County Written Language Translation Process Manual

Guidelines, Effective practices, Maps, Resources

翻譯 la traducción Перевод la traduction 翻訳

This document outlines effective practices in translation and is a supplement to the King County Executive Order # INF 14-2: Written Language Translation Process. The purpose of this manual is to provide specific process steps, examples, resources and effective practices related to the translation of written materials for King County residents with limited English proficiency. Guidance provided in this document is not intended to supersede or limit a department or office's compliance with existing policies, legal requirements or contractual obligations. It is intended that this document will be revised periodically based on the county's learning and experiences with implementation of the Written Language Translation Process executive order.

Contents

1. Pre-translation steps	1
A. Evaluating materials to translate required by the Executive Order	
B. Evaluating other documents to translate	
C. Quality and accuracy	
D. Plain language, readability and cultural competency	
E. Timeline	
F. Budget	
2. Translation Request Form.....	6
A. Target language	
B. Target audience	
C. Design, format, and distribution	
3. Choosing translators or a translation vendor.....	7
4. Working with a vendor.....	8
5. Post-translation: Quality assurance review.....	8

Contacts: For support and questions about translations, contact your department's Public Information Officer/Communications Team. For questions about this manual, contact either the Director of Customer Service, or the Public Education Coordinator of Public Health-Seattle & King County.

1. Pre-translation steps

A. Evaluating materials to translate as required by the Executive Order.

U.S. Census reports show that over 400,000 King County residents over age five – 23% of the population – speak a language other than English at home. Nearly half of these residents, 188,000 or 10.8% of our population, report that they do not speak English well or at all. King County must promote fair and equitable access to information for these residents through high-quality translations or alternative forms of language assistance.

Increasing access to King County services, personnel, and information to all residents, including our non-English speaking residence, is an objective of King County's Strategic Plan's service excellence goal. Implementation of the Written Language Translation Process executive order will help achieve this objective.

The Written Language Translation Process Executive Order provides guidance on which documents should and which documents must be translated. This section will assist King County staff working on written public communications determine if a particular written communication should or must be translated.

1. A department should consider and use an alternative form of language assistance rather than translation when the alternative would be more effective or practical.

A department may choose to provide an alternative form of language assistance when a particular material would be impractical or ineffective if translated. The goal of King County's translation Executive Order is to provide equitable access to county information to people with limited English proficiency. If a department can find an alternative means of providing the information equitably (for example, in-person interpretation, phone interpretation, video or audio podcast), they may do so, so long as the person identified to provide the alternative form of language assistance is certified in the target language.

Example: Natural Resources and Parks creates a brochure about parks in King County. Instead of translating the brochure, the department may choose to add a translated notice on the brochure stating that a phone number with language assistance is available.

2. A document must be translated into a target language when the target audience is a specific community or group with limited English proficiency.

Do you have material that was developed for a specific community that has a limited ability to speak, read, write or fully understand English?

If you answered “yes” to the above question, then you must translate your material into the written language of the target audience.

Example: You are creating a brochure about family planning for women in the Vietnamese community because this particular community is underutilizing family planning services. According to your community contacts, this target audience needs written materials to be in Vietnamese to fully understand the information. Your material must be translated into Vietnamese.

3. All departments and agencies shall, as soon as feasible within available resources, translate all “Public Communication Materials” and all “Vital Documents” into Spanish, as Spanish is the most prevalent of the non-English languages spoken in King County (see Appendix C: Language Tiers and Language Maps for King County).

Do you have “Public Communication Materials” or “Vital Documents” (see appendix A)?

If you answer “yes” to the above questions, then as soon as feasible within available resources, you should translate your material into Spanish. If not, please make note of the reasons why not and keep the note and share it with the communications lead for your department so it can be included in the annual report.

Example: You are developing a brochure to let residents in King County know about waste prevention, recycling, and home composting. Your target audience is all residents in King County. As soon as feasible and within available resources you should translate the brochure into at least Spanish.

Example: The availability of a county service provided throughout King County is being significantly reduced or discontinued. A notice to potential customers throughout King County should be translated into at least Spanish.

4. When the target audience is residents in a neighborhood or city, Public Communication Materials are required to be translated into any language that is the primary language of 5% or more of that neighborhood's or city's population.

Do you have a Public Communication Material (see Appendix A)?

Is your material developed for a specific neighborhood or city in King County (for example, White Center, Bellevue, Federal Way)?

If you answer “yes” to both of these questions, then you must refer to available Language Maps to determine if you must translate your material (or use alternative forms of language assistance). Look at Language Maps (Appendix C) available in Spanish, Vietnamese, Russian, African Languages, Chinese, and Korean to determine if your city or neighborhood has more than 5% of the population speaking these languages and translate accordingly.

Example: A new RapidRide bus service will be coming to Burien via Renton in 2013. Metro decides to target an informational mailing along with a questionnaire into neighborhoods near the route to get public comment on the new service. Metro staff look at the language maps and find that more than 5% of the population in the targeted areas speak Spanish and less than 5% of the population speaks Vietnamese and Chinese. Therefore, Metro must translate this mailer into Spanish. Metro may decide to translate the mailer into Vietnamese and Chinese. At a minimum they would clearly state that the information is available in those languages via their interpreter line.

B. Evaluating other documents to translate.

The following criteria can help departments identify other documents for which translation is not required but would be an effective practice. An answer of “yes” to more than one of these questions suggests that translation may be beneficial.

1. Client population: Does a particular LEP population consistently access your department's services?
2. Frequency: Has this material been requested in other languages many times?
3. Reliance on services: How important is a particular service to an LEP population? Does a particular LEP population rely on these services more than other services?
4. Availability: Is a translated version of this material **not** available from other outlets? Check to see if other local, state or federal departments already have this material available in other languages.
5. Emergency: Is it an emergency? Is this a critical message that needs to be disseminated to the entire community or to a specific language group?

6. Consistency and longevity: Will the content be consistent over a long period? Messages that change often may be less suited for translation, when compared with longer-lasting messages.

C. Plain language, readability and cultural competency. To ensure accuracy and quality in all translations, department staff should thoroughly review English materials, before translation, to assess whether information is well written, clear, and accurate, and using simple language that is easily translatable. If appropriate, verify accuracy of information with subject matter experts.

- ✓ **Plain language.** To aid translations—and to aid readability of all materials in English—County documents should follow principles of plain language.

Briefly, those principles include the following:

- elimination of nonessential information
- organization that highlights the main point(s) early in a document and sections of a document
- familiar words with clear meanings; avoid or explain jargon, technical terms, abbreviations and acronyms, redundant phrases, contractions, colloquialisms, idioms and metaphors,
- active voice with simple, vigorous verbs and concrete nouns
- short, simple sentences; avoid wordy phrases and unnecessary synonyms.
- consistent, accurate punctuation (commas and hyphens, especially) and capitalization (distinguish between proper nouns/names and common nouns)
- short paragraphs and bulleted lists
- testing the draft document on a sample population.

For more information about principles of plain language, visit:

www.kingcounty.gov/exec/styleguide/plainwriting.aspx

- ✓ **Readability.** The goal of readability testing is to determine if the educational material you produce is written at a level that exceeds your audience's ability to understand it. Most readability tests are based on two factors: word difficulty and sentence length.

If your document is in electronic format, you can easily check its English readability before translation using the readability testing tools available in Microsoft Word, including both the Flesch and Flesch-Kincaid tests. To use these tools, click on the spell-check icon in your main toolbar. When the correction window appears, click on the Options button. A control panel will appear; check the "Check readability statistics" box, and then click "OK."

After the grammar and spell check are completed, you will see a screen titled "Readability Statistics," which will give you information on "Counts" (number of characters, words, sentences and paragraphs), "Averages" (sentences per paragraph, words per sentence, and characters per word), and "Readability" (percent of passive sentences, Flesch Reading Ease score, and Flesch-Kincaid Grade Level score).

It is suggested that materials to be translated not exceed a fifth-grade reading level. Most audiences will be able to fully understand the language at this level.

Keep in mind that none of the readability formulas measures whether the reader understands the intended meaning. Readability formulas are most effective when used in combination with direct testing of your materials with your target audience.

- ✓ **Cultural competency.** Make sure your message is culturally competent. Think about whether the concept you are presenting exists in other cultures. For example, there are community specific food pyramids that reflect the diets of specific ethnic communities. Using examples of these familiar and culturally appropriate foods when messaging about healthy food choices would be culturally competent. If you are unsure if your material is culturally appropriate, you should test your messaging and images with a community partner that works with that population or a member of the target audience.

Avoid idiomatic expressions or colloquialisms (that is, expressions or sayings that do not have the same meaning in other languages/cultures). If certain text is unavoidable, identify and define the text in the Translation Request Form. Work with your translators to find best possible translation given your contextual meaning.

- D. Timeline.** Time needed to complete a translation varies depending on how many words you are translating, who is completing your translation, and whether you need desktop publishing services. A 300-word document can be translated/edited/proofread in about 4-6 business days. Allow 1-2 more days for desktop publishing/formatting, depending on complexity of project. The translators can provide a more accurate timeline along with the cost estimate.

For rush orders or emergency translation through a translation vendor, most documents can be delivered within 24 to 48 hours. This service is subject to rush order fees. Contact translators for more information.

- E. Budget.** When using a translation vendor, prices may vary depending on the vendor you choose. Costs include but are not limited to:

1. Translation charge is the word count (either original English word count or target language word count) multiplied by the charge per word (dependent on target language)
2. Desktop publishing costs vary depending on vendor and services requested
3. Project management fees = 5% - 10% of total cost (some vendors do not charge this fee)
4. Rush order if the document must be translated in 24 – 48 hours.
5. Quality Assurance services from a second vendor = word count x charge per word (See Post Translation section of this handbook for more information)

See Appendix D of the Executive Order: Translation Resources List for specific information about current vendor pricing structure and fees.

2. Translation Request Form

Fill out the Translation Request Form with all appropriate information and turn this in to the translation vendor (see Appendix D: Translation Resources List) when requesting services. This information will help the vendor find appropriate translators and will supply translators with the necessary information to meet your specific projects needs. Answering these questions will ultimately help you to get a quality translation.

The following information will help guide you through the worksheet process:

- A. **Target language.** The language tiers and language maps of King County (Appendix C) reflect the language needs of limited-English proficient populations in King County and they are guidelines for document translation.

Five different sources were used to identify the 20 most common language needs in King County. These languages are ranked into three tiers. Spanish is alone in Tier 1, as it is clearly the primary non-English language spoken in King County. Eight other languages are clustered and ranked in Tier 2 and are the next most frequently-spoken languages. Eleven more languages make up Tier 3.

Tier 1 language (Spanish) translation “should” occur.

Tier 2 languages represent languages where translation is “recommended.”

Tier 3 languages are language where translation is “encouraged.”

Departments and offices, if they have a known need, can translate Public Communication Materials and Vital Documents into languages other than those in the three tiers.

When targeting audiences that live in a specific geographic region, refer to the language maps (available in Spanish, Vietnamese, Russian, Chinese, Korean, and African languages only, because of limited data).

- B. **Target audience.** Describe desired target audience as narrowly and clearly as possible. Identify primary audiences (people to whom messages are targeted) and secondary audiences (gatekeepers and others in the community with a stake in your project).

- ✓ Language: Even within languages there are differing dialects. It is important to be as specific as possible when describing the dialect of your target audience (for example, Mexican Spanish).
- ✓ Literacy level in target language: (Low-literacy = 5th grade reading level)
- ✓ It is important to write your English version in the appropriate reading level for your target audience **before** having it translated.
- ✓ Other information that could shape messaging (cultural issues, demographic information, average age).

C. **Design, format, and distribution.** What formats and media (for example, brochure, poster, magnet, phone card, radio spot, exterior bus sign, cabtop ad) are the best ways to deliver your message? Try to think creatively about this.

- ✓ Design your material to fit your target audience. Make sure your design is culturally competent. Use images that reflect the community, and when possible use a medium that relies on pictorial messaging.
- ✓ Design your material to fit the specified media channel you want to use.
- ✓ Give your translation vendor details on how you will use this material. Will it be spoken or in written form? (For example, is this material for a hotline script, newspaper advertisement, brochure, or fact sheet?)
- ✓ Is your target audience a specific ethnic group? If so, is ethnic media an appropriate medium for your messaging? Check with local ethnic media to see what formats of materials they can accept? (for example, InDesign, Word, Publisher) For more information about ethnic media, contact your Communications Team.
- ✓ Are you developing an advertisement, brochure or other material that is saved in a file other than Microsoft Office software? You may need desktop publishing services from your translation vendor. Your vendor will need this information before they begin the translation. If possible, try to use standard software in your material development. **Note:** There is an extra fee charged by vendors for desktop publishing services.
- ✓ Make sure you leave room for text expansion. Many target languages can expand your text space by up to 30%.
- ✓ For ease of identification, it is important that all translated documents include the name of the document in English, the language and date translated in the footer.

3. Choosing a translation vendor

All translations will be performed by a certified translator and reviewed by another certified translator for quality assurance. The certification must be in the target language for the document.

Translations may be completed by certified internal staff or a translation vendor. Certified internal staff shall be utilized before a vendor whenever practical. Depending on the revenue source that funds the employee, certain internal employees may be able to provide translation services. (For example, an employee funded by surface water fees would not be able to provide translation outside their division. Or an employee funded by a federal/state grant or contract that does not include translation services

within the scope of their grant could not provide translation services.) The use of vendors will comply with any applicable collective bargaining agreements. When unsure, please check with your department's human resources division.

Generally, departments have two options:

1. Some departments have certified translators on staff, and these departments can use two certified translators (a translator and reviewer) to translate written public communications.
2. Departments that do not have certified translators on staff can choose to have a translation vendor translate their written public communications. King County has a list of approved translation vendors that were chosen through a competitive process. Each translation vendor had to meet the following qualifications:
 - Ability to translate information in a large variety of languages but not limited to Spanish, Vietnamese, Chinese, Korean, Russian and Somali.
 - Ability to provide quality assurance and review by a second qualified translator.
 - Translator requirements include domestic/local translators able to provide localized translations, native speaker(s) of target language(s), American Translator Association certified, and at least five years experience.

See King County's approved list of translation vendors (Appendix D of Executive Order: Translation Resources List)

4. Working with a translation vendor

- ✓ **Translation estimates.** Once you have delivered your translation request form and appropriate files to your translation vendor, you will get a cost estimate through email from the project manager. **Note:** This is **not** your invoice for services. This estimate should provide you with an accurate cost breakdown and delivery time. The estimate must be signed by the appropriate Project/Program Purchasing Authority. Provide the signed estimate to the project manager before your translation vendor will begin working on your translation.

If changes are made to the project that affect pricing after a signed estimate is returned to the translation vendor, you should get an updated cost estimate from your project manager.

- ✓ **Invoices.** All invoices to be paid should be delivered after you get your final translated document. Invoices should not be sent for payment until materials are received in their final form.
- ✓ **Follow-up with translation vendor.** It is important to follow-up with your translation vendor during the translation process. Keeping open lines of communication helps to ensure better quality translation and faster turn-around times.

- ✓ **File Format.** Depending on your target language, you may need to request your files in PDF format. For example, most computers are **not** equipped with Vietnamese fonts and although you can open the document in Word, the font you see may be incorrect. If you get this as a PDF file the font will stay intact and is readable by anyone with Adobe Acrobat Reader.

5. Post translation: Quality assurance review

How to assess the quality and usability of your translated documents

It is encouraged that all translations go through a third-party quality assurance review. If you had your translation completed by a translation vendor, this is an added layer of review since vendors already provide a reviewer for all translations. If you chose to have your material translated by an internal employee certified in translation, this is an added layer of review beyond the second certified translator who already reviewed the translation. There are three ways you may choose to have this third-party quality assurance review completed.

1. **Translation Vendor.** You may choose another vendor from the approved list of translation vendors to complete the quality assurance review. This is charged at a different rate than basic translation. Please see the list of translation vendors for more details.
2. **Certified Translator.** Other than requesting a quality assurance review from another vendor, you may have your material(s) reviewed by internal staff who are certified in the target language.
3. **Target Audience.** Another option is to have your material reviewed by someone from your target audience. If you have relationships established with local community-based organizations that serve your target population, you can ask them to review your translated materials for cultural relevancy and quality assurance. Please be respectful of the fact that many staff at community-based organizations are busy and may not be able to review your materials at once.

Be mindful that translation is seen as both an art and a science to the translator. No two translators will translate a document in the same way. Any feedback to your translator/vendor should be about issues concerning cultural competency, readability, or understanding for the target audience, and there may be more than one way to correctly and effectively send a message.