REQUEST FOR PROPOSALS

FOR

PRIMARY/SECONDARY TRANSLATION SERVICE SOURCE FOR DISABILITY RIGHTS CALIFORNIA

2019-2022

RESPONSE DUE: November 29, 2019

AT 12:00 P.M. PACIFIC TIME
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Description
Disability Rights California is incorporated in the State of California and a 501(c)(3) organization. Disability Rights California is the federally mandated protection and advocacy system. It has an annual budget of 32 million dollars and spends approximately $250,000 per year in translation services.

Disability Rights California has six regional offices and approximately 27 satellite offices throughout the State of California. Disability Rights California has approximately 300 employees.

Disability Rights California invites you to present a proposal to provide primary/secondary certified document translation services. Disability Rights California’s translates several publications each year including single page documents, brochures, flyers, posters and 500+ page manuals. Our publications are typically translated into: Spanish, Korean, Chinese, Japanese, Vietnamese, Cambodian, Russian, Tagalog, Hmong, Armenian, Ukrainian, Laotian, Thai, Arabic, Japanese and 6th grade level Plain English. All of our publications abide by inclusive People First language.

As a disability rights organization, it is critical that selected vendors comply with W3C web standards and guidelines (these guidelines can be found at http://www.w3.org/consortium/) and provide materials that are fully accessible in both web and print formats. In addition, all vendor office locations must meet state and federal disability architectural access requirements (Americans with Disabilities Act and California Building Code).

This RFP does not commit Disability Rights California to award the contract to any entity that responds, or to pay any costs incurred in the preparation or mailing of a respondent’ response, or in participating in this RFP process. Disability Rights California expressly reserves the right to negotiate with some, all, or none of the respondents with respect to any term or terms of the responses.

The purchase contract resulting from this RFP shall be awarded to the most responsive Bidder and most responsive proposal, as determined by Disability Rights California.

In order to bid on this contract you must provide the following:
Organizational Structure, Licenses & Certifications

- A brief description of the organizational structure and management philosophy that will be employed to provide the proposed services to Disability Rights California, including length of time in operation and whether it is anticipated that the company may be acquired within the next twelve months.

- A listing (including hours of operation, address, e-mail address, website address, phone number(s), fax numbers, name of customer service manager) of the printing service locations statewide.

- Audited financial statements for the past two years (or equivalent data) which demonstrates your financial status.

- We require the vendor to have Workers Compensation Insurance and Certificate of Liability. Errors and Omissions Insurance, Directors & Officers Liability Insurance are optional.

- Corporate policy and/or a summary of the Environmental Management Programs (EMP) your company has in place that demonstrates your overall commitment to environmental stewardship.

- Explain whether all California locations are fully owned and include a listing of all California locations that are franchise.

- Confirmation that your company possesses all trade, professional, and business licenses required for the work anticipated. If Bidder is awarded a contract and there is a change in status of any licenses held, Disability Rights California must be notified immediately.

- Certification that your firm complies with Executive Order 11246 entitled “Equal Employment Opportunity” as amended by Executive Order 11375 and as supplemented in Department of Labor regulations (41CFR Part 60). A copy of this order can be found at https://www.dol.gov/ofccp/regs/statutes/eo11246.htm.

- Provide three or more corporate references, one of which must be a non-profit or state/governmental agency.
Placing Orders / Customer Service
- In detail describe your process & requirements for receiving initial price quotes, purchase orders and any provision of in-house ‘start-up’ and/or training sessions for your program at no charge to Disability Rights California
- List all of your accepted document formats
- Provide a list of your supported languages
- Describe how your agency measures customer satisfaction and internal quality performance
- Provide a complete description of your document review process and any quality guarantees that you may offer including your proof reading process
- Describe any price guarantees that you may offer and duration of your guarantees
- State whether or not your ordering system complies with W3C web standards and guidelines (These guidelines can be found at http://www.w3.org/consortium/)
- Describe any online services or web ability that you provide
- Detail what you expect from your clients regarding document formatting, style, or any other translation criteria
- Explain what type of voice over audio translation capabilities you provide and pricing, including any bulk discounts

Accessibility
Confirmation that your company:
- Locations meet state and federal disability law architectural access requirements (Americans with Disabilities Act and California Building Code)
- Has staff trained to provide disability related assistance when requested by a person with a disability

Creating Accessible Translations
- Provide a finished product that is fully accessible both in web and print formats

Natural Translations
- (We want) Natural Translations. This means everyday speech should not merely be included; it should be given priority. Translatologists should first study natural translation, which
may be defined as the translation done by bilinguals in everyday circumstances and without special training for it.

(We do not want) “Literal translations” This term is used to describe a word-for-word translation that sticks too close to the source text. It is a translation that sounds unnatural in the target language, is usually hard to read and does not convey the meaning of the original text.

Knowing how to avoid literal translations will help boost the overall quality of your translation, ensuring the message conveyed by the original text is communicated to the audience in the target language. When customers receive their translation, they use only the translated text. The #1 reason that customers reject a translation is because it sounds awkward, unnatural or “stiff” in the target language. All of these are telltale signs of literal translation.

Microsoft Word Expertise
- Your staff would be adequately trained on the following Microsoft Word options:
  - Bookmarks/Footnotes
  - Adding Alt-Text on images
  - Creating accessible lists
  - Creating accessible tables
  - Creating table of contents
  - Creating hyperlinks

Fees/Costs
- Identify all fees
- Description of any minimum word number for translation
- An estimate of average length of time to translate a project
- Detail any Order Tracking reports you offer

Billing
- Description of the ability to provide:
  1. One point of contact that would be in charge of our account management issues
2. Centralized billing system and remit-to location
3. Payment terms of net 30 days
4. Invoices via email to ACCOUNTSPAYABLE@disabilityrightsca.org
5. Consider ACH payment
   - Sample Invoice
   - Sample Reports

Additional considerations
Additional consideration will be given to small businesses, minority-owned firms, and firms owned and operated by persons with disabilities and/or disabled veterans and women’s enterprises. Describe if you meet any of these criteria.

Translation example instructions
Translate the attached publication. Translate the publication into the following languages.

   Spanish, Korean, Japanese, Chinese, Vietnamese, Cambodian, Russian, Tagalog, Hmong, Armenian, Arabic, Farsi

Remember to make the translation accessible to the best of your abilities. See page 11 for translation example.

Oral presentation
You may also be required to provide an oral presentation on your services

Proposal Submission
Please provide 4 copies of the proposal signed by an authorized official, by 11/29/2019 12:00PM PST to:

Disability Rights California
Attn: Alicia Mendoza –Office Manager
1831 K Street Sacramento, CA 95811

An electronic copy (Adobe PDF format) of your proposal must be emailed by the same deadline to: Alicia.Mendoza@disabilityrightsca.org
Questions concerning the proposal may be sent via email to: Alicia.Mendoza@disabilityrightsca.org

No phone calls will be accepted relative to this RFP.

**Accessibility Quick Guide**

**Document Guidelines**

**Text and Fonts**

1. Limit font styles on your documents.
2. Use 14-point font or larger in your documents.
3. Use 18-point font or larger when creating “Large Print Material”.
4. Utilize simple and easy to read fonts; for example, Arial.
5. Only use San-Serif fonts; for example, Arial.
6. Utilizing **Bold** when highlighting a heading, or important information.

**Page and Text Layout**

1. Set your surrounding margins at 0.5”.
2. Set your columns at 0.5” between columns.
3. Practice merging your text left of the document. (Left Aligned Text).
4. Hyperlinks must describe the destination of the hyperlink. This description can be short, and concise. Hyperlinks need to be underlined, and highlighted in Blue. ([https://www.disabilityrightsca.org/](https://www.disabilityrightsca.org/)).

**Images**

1. Do not use images as a background, or behind text.
2. If an image is used to elaborate on the subject, always ensure to add a description to that image. “Alternative Text (Alt-Text)” should be used to describe why the image is important, and a description of what is occurring in the image.
3. When adding a link to an image, ensure to also describe where the user will be redirected to when they click on the image.
4. Images that are used to decorate the document do not need a description on the Alt-Text box.
Color Contrast

1. Double sided documents should be printed in heavier paper to prevent any bleed through on either side.
2. When using colors, use colors with high-contrast for example; Black text on a white background.
3. Use matte or non-glossy paper for printed materials.

Readability

1. Write your message in plain language. When possible avoid terminologies, and avoid abbreviation (spell out all words).
2. When creating your document, keep in mind who the audience is. When possible aim for a 7th to 8th grade reading level.
3. Always describe any terminologies, and legal jargon used in plain language.
4. Maintain short sentences throughout your document. This makes it easier for the reader to understand the points being made.

Excel Charts

1. All images, and charts should have a description added in the alternative text box (Alt-Text).
2. All tables should include a heading to help the reader navigate the chart.
3. Never leave a cell empty. If there is no data for that cell use N/A as an alternative.
4. Do not merge or shift cells.
5. Use a different format to display multimedia content.

PowerPoints

1. Create a large print word version for each slide.
2. Do not create more than 6 bullet points per slide.
3. Utilize high contrast colors.
4. When presenting, always describe the images used on the slide. What is the image representing and why it’s there?
5. (Alt-Text) should be included for images on all electronic versions of the PowerPoint.
6. All videos need to include captions.
Working with Microsoft Applications

Microsoft Office’s Accessibility Checker (for Word, Excel, and PowerPoint).

Word Documents

1. When creating headings, always use the built-in styles to format your headings.
2. Use (Alt-text) for all images, except decorative images. Describe all hyperlinks by adding a small description to the hyperlink text.
3. When using tables in Word, always add headers, and a description of what the table is demonstrating.
4. If possible, images should be formatted (In Line with Text).

Saving Documents and PDFs

If you would like to convert your Word document to a PDF, always use (Save As). Never save documents from the print menu. This can erase the accessibility components created in the original document.

Disability Rights California’s facilities are scent-free environments

Employees/visitors to our offices may have sensitivity and/or
When the State Legislature required the Department of Developmental Services (DDS) to reduce its budget in past years, it also changed the law regarding the types and amounts of services that regional centers can purchase. This fact sheet describes the 2011 and 2017 changes in using school services for consumers between the ages of 18 to 22 who are eligible for special education and have not received a diploma or certificate of completion, any exemptions that apply, and what will happen if the regional center wants to change your services.

**HOW THE LAW CHANGED**

In 2011, section 4648.55 was added to the Lanterman Act. It says:

“…a regional center shall not purchase day program, vocational education, work services, independent living program, or mobility training and related transportation services for a consumer who is 18 to 22 years of age, inclusive, if that consumer is eligible for special education and related education services and has not received a diploma or certificate of completion unless the individual program plan (IPP) planning team determines that the consumer’s needs cannot be met in the education system or grants an exemption…”
There is an exception and several exemptions within section 4648.55, which are discussed below.

If you have received a diploma or certificate of completion from high school, section 4648.55 does not apply to you. It cannot be used to prohibit the regional center from purchasing a service listed in Section A below for you. However, the language of section 4648.55(a) creates a problem because, under special education law, students who have earned certificates of completion are still eligible for special education services until they earn a regular diploma or reach the age of 22. Because these students are still entitled to special education, and because there are other laws in the Lanterman Act (such as Welfare and Institutions Code sections 4646(a), 4646.4(a)(2)&(3), 4646.5(a)(5), 4647(a), 4648(a)(8), and 4659) which say regional centers cannot purchase services you could get another way, regional centers may still deny a service in Section A below if your needs can be met through special education. Administrative law judges have upheld regional center denials of services based on these other Lanterman Act laws, unless the person proved the services offered by the school district will not meet their needs. As with any service you request the regional center to pay for, you must prove the service you need is not available to you from any other source.

Section 4648.55 talks about consumers who have Certificates of Completion. However, education law gives school districts the ability to award a special education student, who is not getting a diploma, either a Certificate of Completion or a Certificate of Achievement. See Education Code section 56390. A regional center should treat a Certificate of Achievement the same as a Certificate of Completion, but some regional centers don’t. If you want to be sure this exception applies to you after high school, ask the school district give you a Certificate of Completion and not a Certificate or Achievement or any other acknowledgement.

A. List of Involved Services

Section 4648.55 only applies to the five services listed below. It does not apply to other services the regional center provides such as respite, supported living services (SLS), nursing and other health services, or residential placement.

1) Day program
2) Vocational education

3) Work services

4) Independent living program

5) Mobility training and related transportation services