

Edmonds Community College
HEAD START & EARLY HEAD START
CONTRACTOR BID SHEET – INTERPRETER-TRANSLATOR
(Revised January 2017)

Edmonds Community College
Head Start & Early Head Start (HS & EHS)
desires to create an in-house pool of interpreters and translators
to work with our staff in their work with perspective and enrolled families.
Hourly rate: \$20 - \$25 hour DOQ plus mileage reimbursement

Please return this form and all supplemental materials to:

ATTN: Bethany Sugawara
EdCC Head Start & Early Head Start
14 E. Casino RD, Bldg B
Everett, WA 98208

STEPS TO WORKING AS A HS & EHS INTERPRETER-TRANSLATOR

Step 1: Contractor packet –Parts A, B, C and D.

Part A: To be considered, Contractor must complete

- a) Name _____
- b) Address _____

- c) Daytime phone number with voice mail _____
- d) Evening phone number with voice mail _____
- e) Other than English, list the language(s) you are proficient in providing
Interpretative services _____
Written translation services _____

Part B: To be considered, Contractor must have

- a) Email address _____
- b) Social Security No. or Federal ID No: _____
- c) WA State UBI No: _____

Or go to <http://business.wa.gov> to begin the process of obtaining a Washington State business license. A business license must be in place before we will assign work.

- d) Attach references: All reference must have been written within the last 12 months, provide information on work experiences no older than 5 years, address a) through c) below and have contact information that we may use to verify the information presented.

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- i. List a minimum of three individuals and their contact information who can attest to your
 - a) professional experience providing interpretive services
 - b) professional experience providing translation services
 - c) professionalism working with clients.
 - ii. Attach minimum of one (1) signed and dated written reference with contact information.
- e) Sign attached Declaration Form regarding any involvement in child abuse or neglect charges, violent crimes or job-related felony convictions (form included).
- f) Do you have access to reliable transportation? YES _____ NO _____

Part C On a separate sheet of paper, provide written responses to the following questions. Composition will be a consideration.

- a) Within the last 5 years describe your experience providing interpretive services in the following settings? In your response identify if you were a) hired to provide interpreter services or b) a family member or friend providing interpreter services.
 - educational settings
 - community organizations
 - health care
 - law enforcement, judicial and/or governmental setting
- b) Within the last 5 years describe your experience translating documents for the following organizations and services? In your response identify if you were a) hired to provide translation services or b) a family member or friend providing translation services.
 - educational settings
 - community organizations
 - health care
 - law enforcement, judicial and/or government agencies
- c) Describe your experience working with diverse populations.

Part D

Are you currently certified or credentialed as an interpreter and or translator? If yes, describe.

Step 2: Screening and interviews

Information will be evaluated and scored. Highest scoring Contractor packets will be selected to interview with the Service Directors, Contract Manager and Executive Director. At the interview, the Contractor will be given a Request for Criminal History release form for signing.

Step 3: Criminal background and reference checking

References and criminal background checks will be completed on selected Contractors.

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Step 4: Contract offer

Hourly rates are based on relevancy, length and quality of documented experiences.

Step 5: Orientation

Prior to starting work, the Contractor meets with the Human Resource Consultant to

- a) Submit proof of US Citizenship or ability to work in US (must show original social security or Alien Registration Card/Work Permit, as well as one piece of picture identification).
- b) Complete fingerprint background check; must be completed prior to any work assignments.
- c) Submit a signed statement from a health provider that the Contractor is free from communicable diseases including negative for TB as documented by skin test or chest x-ray.
- d) Review EdCC Head Start & Early Head Start Professional Behavior Expectations, Confidentiality Policy, Non-Discrimination Policy, and Child Abuse and Neglect Policy – to be provided to Contractor at orientation.

Step 6: Working at HS & EHS, the Contractor

- a) Must accept work assignment at all HS & EHS designated center locations, family homes and community settings.
- b) Must accept or decline work assignment requests by noon of the next business day.
- c) Must conduct themselves in a professional manner, as described in Professional Behavior Expectations, and abide by HS & EHS Confidentiality, Non-Discrimination and Child Abuse and Neglect Policies.

WORK SCOPE

Background

HS & EHS is a federally funded program that provides comprehensive child development, early learning and parent support services to low-income families with children birth to five-years-old with the goals to enhance children's physical, social, emotional, and cognitive development; and to strengthen parents' self-sufficiency and parenting skills.

Demographics

The majority of families enrolled in HS & EHS speak Spanish with Mexico as their country of origin followed by families speaking Arabic, Vietnamese, Russian and Korean as their primary language. There are increasing numbers of families from Africa, the Pacific Islands and Central America.

The Contractor will

- Interpret in adult-adult (one on one) settings on a variety of subjects in both English and the CONTRACTOR'S second language.
- Interpret in small and large group settings between staff and families.
- May translate (English to other language, other language to English) assigned documents using complete, accurate and grammatically correct sentences in English and the CONTRACTOR'S other language.

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- Under the guidance of HS or EHS staff, assist families in completing forms and documents which may require the CONTRACTOR to write complete, accurate and grammatically correct sentences in English and the CONTRACTOR'S second language.
- Interpret written material fluently in English and the CONTRACTOR'S second language on a variety of subjects such as health, nutrition, education, social work, self-sufficiency and safety.
- Work with designated HS or EHS employee on developing and maintaining professional relationships with perspective and enrolled families acknowledging the EdCC-SCHS/EHS employee as the only individual who provides perspective and enrolled families with advice, referrals, information, resources, and assists in problem-solving and developing educational strategies.
- Refer prospective and enrolled families who have asked a question, disclosed a need, or identified an issues/concern to the designated HS/EHS employee assigned to the family for a response and action.
- Work with the Contract Manager's Assistant on accepting, completing and submitting required paperwork for all work assignments.
- NOT transport any perspective or enrolled HS & EHS client or client's family member in personal or program vehicle.

Job Groups

Upon beginning their contract, Interpreters select which job group(s) for which they would like to be offered jobs. The three job groups are as follows:

Job Group A: Early Head Start (EHS) Home Visits

The jobs in this group have a consistent, regular schedule. For each child in EHS, there is one 90-minute Home Visit every week. Interpreters in this group would be assigned to one or more EHS children (depending on the Interpreter's availability) and would be the regular Interpreter for that family with that Home Visitor. Once the Interpreter was assigned to a family, the Interpreter would work directly with the Home Visitor to establish the Home Visit schedule and any cancellations or rescheduled appointments would be handled directly between the Home Visitor and the Interpreter. We would expect the Interpreters in this Job Group to maintain, as much as possible, a consistent attendance pattern for Home Visits.

Job Group B: Group Events

This job group includes parent meetings for our preschool program, most of which occur at our preschool centers on weekday evenings, and group socializations for our infant/toddler families, which occur on weekday mornings. Each group event typically lasts between two and three hours. Interpreters working in Job Group A should expect to interpret for a small group of people in one language while the presentation or meeting is being conducted in English.

Job Group C: Head Start Home Visits & Parent Conferences

Jobs in this group are 1:1 meetings between the Teacher/Family Advocate and the parent in the Head Start (3-5 year olds) program. Sometimes they occur at the family's home, and sometimes

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they occur at the center. They are not as regular or as intensive as Early Head Start Home Visits, and therefore Interpreters in this job group do not get assigned to a specific family.

Center Locations: At all times, the Contractor will be accompanied by a HS & EHS employee.

- ALDERWOOD EARLY CHILDHOOD CENTER, 2000 – 200th PI SW, Lynnwood
- CENTER for FAMILIES - Edmonds Community College, 20000 68th Ave. W Lynnwood
- CHASE LAKE CENTER, 21603 84th Ave W, Edmonds
- WHISPERING PINES CENTER 18133 52nd Avenue West, Lynnwood
- EIGHTH AVENUE CENTER, 12811 8th Ave. West, Suite E-107, Everett
- SOUTH EVERETT CENTER, 712 Center Road, Building AA, Everett
- CENTREPOINTE GREENS CENTER, 8600 18th Ave W, Everett
- MONROE CENTER, Ferry and Freemont, Monroe
- MAIN OFFICE, 14 E. Casino Road, Building B Everett
- TOMORROW'S HOPE CENTER, 5910 Evergreen Way, Everett

Additional service locations within Snohomish County would include but not limited to perspective and enrolled families' homes, community settings, and public agencies.