

Spanish Language Materials Development Protocol

Context

Through AUCD's [Language and Communication Access Plan](#), we have identified Spanish as a priority focus area to ensure our resources and activities are accessible to people with limited English proficiency and diverse communication needs. This document outlines a process to translate AUCD-developed resources into Spanish.

For more information, please contact Jeanette Córdova at jcordova@aucd.org.

Translation Checklist

1. Identify resource to be created in or translated into Spanish.
2. If resource exists in English, ensure resource is up to date by reviewing with team who developed resource in English. Revise as recommended.
3. Develop a [scope of work](#) for the project, answering these questions:
 - a. Who is the intended audience and what is the goal of the resource?
 - b. What is needed? Will graphic design also be needed? Are there any specific accessibility features or considerations that need to be incorporated (e.g., ASL, captioning, etc.)
 - c. What is the budget?
 - d. What is the timeline?
 - e. Which additional AUCD teams need to be included in the process and by when?
 - f. What is the communications plan?

Considerations

- If intended for public dissemination, it is recommended to translate to Spanish from a plain language version. Is your original documentation accessible in English?
- Consider the entire communications life cycle when identifying what needs to be translated into Spanish. If you are developing a resource in Spanish, will dissemination or evaluation content associated with that resource also need to be translated?
- Are you connecting readers to additional content? Is that content in Spanish as well?
- Are you inviting direct communication with the audience? Do you have Spanish speaking staff to receive and respond to that communication?
- For timelines of audio content, be aware that generally, Spanish language content takes longer to say than English language content. This may affect timelines for video content, for example, since it is recommended to edit videos around Spanish language audio first and English afterward. It is easier to trim out visual content for the English language version than have to add additional content in for the Spanish language version.
- Generally, deaf audiences inside the US learn and use ASL even if they live within a Spanish speaking context. Unless you have specific information otherwise, it is recommended to us ASL rather than any other sign languages (e.g., Spanish Sign Language or Mexican Sign Language).
- Your timeline should consider time for draft delivery, translation, review, incorporation, graphic design, accessibility, and dissemination.

4. **Review scope of work with supervisor, budget manager, and communications team (and Jen Tuell for accessibility elements as relevant). Revise as recommended.**
5. Ensure spending approval is received **in writing** from the relevant budget manager(s).
6. Contact a translation vendor.
 - a. URC (UCEDD Resource Center) has vetted the following vendors based on recommendations from the network. If using one of them, we recommend obtaining an updated quote.

Vendor Name	Price	Timeline
4Translation, Inc.	Request quote	
Acclaro	Request quote	
Albom & Associates*	Request quote	3-4 days turnaround
ALTA Language Services, Inc.	Request quote	4-5 business days
Puerto Rico UCEDD	2021: 28 cents per word in Spanish	
REV	Prices here	
SEMBE International / Francois Diadihou	Request quote	
Trusted Translations, Inc.	Request quote	6-8 business days
Victoria Abalo	2021: 20 cents per word, 23 cents for rush jobs	

- b. ***URC has specifically formed a relationship with Albom for all our Spanish document translations.** To reach out to our dedicated account specialist, send an email to Dan Guevara (dan@albom.com) indicating you obtained his email from his work with Jeanette Cordova at AUCD and attach documents. He will provide an estimate before proceeding to translate if given the go-ahead. **Here is the link to their price list: [Albom Price List](#).** If graphic design is needed, they can accommodate that at a rate of \$60/hour of design work (this is encouraged). You will receive a separate email from Sandra Albom (sandra@albom.com) with invoice and payment information. For all invoice/accounting related questions contact Shannon Roberts (accounting@albom.com). New Physical address is 1835 N. Kirkwood Place, Arlington VA 22201.
7. Once translations are received, it is **highly** recommended that you vet the translation by Spanish-speaking staff and/or Spanish-speaking members of the network. Geographic diversity in terms of country of origin (i.e., Mexico, Puerto Rico, Colombia, etc.) is encouraged for any network reviewers, to ensure the widest variety of cultural relevance. AUCD's Spanish Caucus would be the place to send a solicitation for assistance. It is encouraged to pay the reviewers for their time (previously paid at \$100/hour for 10 hours). It is also encouraged that you send them one document they can all simultaneously view/review (through OneDrive, SharePoint, Google Docs, etc.). The URC will have Spanish Language reviewers on retainer each year. To solicit input from those reviewers, contact Jeanette.
8. Consolidate all the feedback received from the reviewers into a final draft document. It is encouraged that this be done in-house with an AUCD staff member of high writing/reading/speaking Spanish-language proficiency.

Word Choice

Translation is not an exact science. Oftentimes, translators may focus primarily on direct word-by-word rendition of the content and not the meaning of the given text. Having consistent terminology is important to make sure the resource is culturally relevant and linguistically appropriate.

Commonly used terminology:

English	Spanish
Association of University Centers on Disabilities	Asociación de Centros Universitarios para Discapacidades
University Centers for Excellence in Developmental Disabilities (UCEDD)	Centros Universitarios para la Excelencia sobre las Discapacidades del Desarrollo (UCEDD, por sus siglas en inglés)
Leadership Education in Neurodevelopmental Disabilities (LEND) programs	Programas de Educación de Liderazgo en Discapacidades del Neurodesarrollo y relacionadas (LEND, por sus siglas en inglés)
Eunice Kennedy Shriver Intellectual and Developmental Disability Research Centers (IDDRC)	Centros de Investigación para Discapacidades Intelectuales y del Desarrollo Eunice Kennedy Shriver (IDDRC, por sus siglas en inglés)
People with intellectual and developmental disabilities	Personas con Discapacidades Intelectuales y del Desarrollo

Previously translated materials: [\\auctd.org\public\TA\Cultural Linguistic Competence\Materials Translation\Translated Materials FINAL](https://auctd.org/public/TA/Cultural%20Linguistic%20Competence/Materials%20Translation/Translated%20Materials%20FINAL)



This resource was funded by the Administration on Community Living through technical assistance contract # HHSP233201600066C. The contents do not necessarily reflect the views or policies of the Administration on Community Living, US Department of Health and Human Services, or the US Government.