GISD

GARLAND INDEPENDENT SCHOOL DISTRICT

PURCHASING DEPARTMENT
501 S. Jupiter
Garland, Texas 75042

July 31, 2024

ADDENDUM 1, RFP #341-25 (112558)

Translation and Interpretation Services

This addendum modifies the original document as listed below and is hereby incorporated to the contract documents. Acknowledge receipt of this addendum by returning the completed and signed form with the solicitation response. Failure to submit the addendum may be used as an evaluated factor.

QUESTION 1:
Is this a single vendor award or are you planning on utilizing multiple vendors?

ANSWER 1:
Multiple awards are anticipated and orders will be made in an "as-needed" basis.

QUESTION 2:
If you are awarding multiple vendors, do you know how the work is being distributed amongst them?

ANSWER 2:
Primarily based on competitive pricing, quality, expertise in the assignment, and the ability to meet our required turnaround times.

QUESTION 3:
If awarded, if there a single point of contact for your company/organization or will you provide a list of contacts that we may use in the future?

ANSWER 3:
Single point of contact – GISD Translation and Interpretation Services Subdivision of Communications and Public Relations.

QUESTION 4:
Are we able to only bid on the written translation portion of your RFP, if so, how does that effect the evaluation of our response?

ANSWER 4:

Yes, you are able to only bid on the written translation portion. We appreciate that not all vendors will be able to meet all of our department's needs; nonetheless, this should not compromise the evaluation.

QUESTION 5:

Do you have an estimated budget for the written translation services component, or do you know the annual volume of work in terms of words translated per language?

ANSWER 5:

For the 2023-24 school year, we spent approximately $134,000 on a combination of interpretation and translation services for both General Education and Special Education. Special Education accounted for the highest expenses, comprising nearly 85% of the total interpretation services costs.

QUESTION 6:

Are you willing to share your current pricing structure and rates?

ANSWER 6:

To obtain more information you can find the Bid tabulation in our website.
Bid Tabulations | Garland Independent School District (garlandisd.net)

QUESTION 7:

Who is the incumbent?

ANSWER 7:

Please refer to our bid tabulation link provided above.

QUESTION 8:

What, if any, issues are you currently experiencing with your current vendor?

ANSWER 8:

- Ensuring minimum booking time and service prices remain cost-effective for GISD
- High cancellation, travel, and rush fees charges
- Securing reliable in-person services, especially on short notice (less than 24 hours), from non-local vendors
- Coordinating with out-of-state vendors across different time zones
- Maintaining reasonable translation costs and turnaround times
- Enhancing the quality and effectiveness of remote services provided over the phone
- Insufficient knowledge of Special Education terminology.

QUESTION 9:

Are you currently using human translation or machine translation?

ANSWER 9:

Human translation and machine translation are being used at the moment.

QUESTION 10:

What certification(s) are you looking for from your new vendor, if any?

ANSWER 10:

Refer to Section 2, "Minimum Requirements," of the iSourcing RFP template in the RFP for details.

QUESTION 11:

Is desktop publishing needed for written translations?

ANSWER 11:

The majority of the translation work we send to our vendors does not require desktop publishing, as we usually provide editable formats. However, there are occasional instances when desktop publishing may be needed.

QUESTION 12:

Do you have any translation memories or style guides that you can provide to us now or upon award?

ANSWER 12:

Yes, we have a Spanish translation style guide

No, we do not have all our translation memories; however, there are occasional instances when we will be able to provide a previous translation if it was completed in recent years.

QUESTION 13:

Do translator resumes need to be submitted with the proposal?

ANSWER 13:

Yes, resumes must be included for anyone directly involved in providing translation or interpretation services for GISD.

QUESTION 14:

Many written translation service providers have extensive testing and vetting processes for recruiting linguists. Are these acceptable in lieu of certifications for written translation?

ANSWER 14:

Our main goal is to ensure that all freelance translators, agencies, and their subcontracted service providers have the appropriate qualifications and expertise to deliver effective and meaningful translations to all Garland ISD stakeholders.

If formal certifications are not available, please provide the following:

1. A detailed report of translators likely to be assigned to GISD, including:
   o Summary of their qualifications
   o Education level
2. A letter providing information regarding**:**
   o Your hiring or subcontracting qualification requirements
   o Your testing and vetting processes
3. A detailed transcript of the training content provided to your translators or subcontracted service providers.

This information will help us ensure that all translators meet our standards for delivering high-quality written translation services.

QUESTION 15:

I was also wondering if you were accepting responses from companies that offer written translation services only (this is our case). Or are you exclusively looking at companies that offer both written translation and interpretation?

ANSWER 15:

We are **not** exclusively looking for vendors that provide both translation and interpretation services. We welcome bids for either translation or interpretation services, or both. This will not impact the evaluation process.

QUESTION 16:

What is the language mix of your current usage by percentage (e.g., Spanish - 70%, Mandarin - 5%, etc.)?

ANSWER 16:

Please refer to attachments at the end of this document Page 8-12.

QUESTION 17:

What is the anticipated and/or historical volume per month for phone interpretation and video interpretation?

ANSWER 17:

1. **Over-the-Phone Services**

   o **2020-2021**: Total completed 1163
   o **2021-2022**: Total completed 1197
   o **2022-2023**: Total completed 2028
   o **2023-2024**: Total completed 2302

2. **Virtual/Video Services**

   o **2020-2021**: Total completed 649
   o **2021-2022**: Total completed 544
   o **2022-2023**: Total completed 498
   o **2023-2024**: Total completed 244

QUESTION 18:

How much did your organization spend on interpretation and on translation services in 2023?

ANSWER 18:

For the 2023-24 school year, we spent approximately $134,000 on a combination of interpretation and translation services for both General Education and Special Education. Special Education accounted for the highest expenses, comprising nearly 85% of the total interpretation services costs.

QUESTION 19:

Who is/are the incumbent vendor(s)? Can you share the rates you are currently being charged?

ANSWER 19:

To obtain more information you can find the Bid tabulation in our website.
Bid Tabulations | Garland Independent School District (garlandisd.net)

QUESTION 20:

Please provide the list of incumbents and their rates.

ANSWER 20:

To obtain more information you can find the Bid tabulation in our website.
Bid Tabulations | Garland Independent School District (garlandisd.net)

QUESTION 21:

Please provide historical volumes per service category (document translation, on-site, over the phone, video remote, ASL), and with breakdown by language (for non-ASL categories). Re breakdown by language, please separate, at the very minimum, Spanish and All Other.

ANSWER 21:

Interpretation services Please refer to the attachment located at the end of this document Page 13-14.

Translation services: Spanish and Vietnamese Only

Other languages are rarely needed by specific departments or campuses. Translation service requests are infrequent, with the largest translation projects typically occurring at the beginning of each school year. Most Spanish translation needs are mostly handled in-house, while Vietnamese translations are occasionally outsourced.

QUESTION 22:

In the Header, there is a line item: Does your firm agree to the E-commerce requirements attached to this solicitation. I could not find anything attached.

ANSWER 22:

This information should be in Section 3.21 of the iSourcing RFP template.

3.21. E-COMMERCE PARTNER

Garland ISD has implemented an Oracle iSupplier module andwill require thesuccessful supplier to utilize this application. iSupplier is a collaborative application that enables Garland ISD and the supplier to communicate. The system enables suppliers to have realtime access, through a standard internet browser, to information such as Solicitations, purchase orders, invoice status, payments, and respond to Garland ISD with order acknowledgments and change requests. Oracle also allows the supplier to input invoices through the portal if permitted by Garland ISD. In addition to I-Supplier, Garland ISD has implemented iSourcing, which allows the supplier to receive and submit Solicitations and quotes electronically. iSupplier and iSourcing are provided free to suppliers. Additional information regarding this Oracle application can be obtained at
http://www.oracle.com/us/products/applications/ebusiness/procurement/index.html.

QUESTION 23:

Are we required to fill out Lines in Create Quote or should we submit our quote through Quote by Spreadsheet? Lines do not provide for breakdown by languages but do provide for cancellations. The spreadsheet provides for input by language but does not provide for cancellations. How are we to proceed?

ANSWER 23:

Please complete the excel spreadsheet with pricing and upload it to Oracle. If you have any other pricing, please include it on a separate document and upload it to Laserfiche.

QUESTION 24:

If we were to use the Quote by Spreadsheet upload, how are we to import the spreadsheet since there are two options, XML and tab-delimited?

ANSWER 24:

Please choose XML and load it into Oracle so that I may retrieve the pricing report in Excel format.

QUESTION 25:

On-site interpretation lists the minimum of one hour. For spoken languages, the industry standard is 2 hours. Will GISD accept the minimum of 2 hours for spoken languages?

ANSWER 25:

While the industry standard for spoken language interpretation is typically 2 hours, it is not mandatory. The minimum one-hour requirement we are seeking from vendors is based on the specific needs and budget of Garland ISD. Vendors offering a minimum of 2 hours will still be considered; however, this may influence the evaluation process and our ability to request services from the vendor in the future due to cost considerations.

QUESTION 26:

The RFP states that services may be required outside of business hours and on the weekends. How are we to quote for these service windows?

ANSWER 26:

If that option is not included in the excel spreadsheet, you may supply additional pricing. Please make sure you complete the excel price sheet as well.

QUESTION 27:

How are we to quote for emergency services (with less than the industry standard of 24 hours advance notice)?

ANSWER 27:

If that option is not included in the excel spreadsheet, you may supply additional pricing. Please make sure you complete the excel price sheet as well.

QUESTION 28:

The RFP lists sight translation as one of the services to be provided by vendors. How are we to quote for sight translation?

ANSWER 28:

Sight interpretation is rarely requested as a standalone service. Typically, it is included as part of the on-site interpretation service. Our vendors occasionally provide sight interpretation upon request by staff or parents during meetings. These instances are infrequent and usually involve short texts. Often, the interpreter is asked to read aloud an already translated passage or to sight interpret a brief passage on the spot. For example, assisting a parent with form completion or during a SPED evaluation or IEP meeting may require sight interpretation of form labels, medical records, or written information.

QUESTION 29:

Are we allowed to provide resumes on contract award only? We are a language service provider with a database of in excess 20,000 interpreters and translators.

ANSWER 29:

Our main goal is to ensure that all freelance interpreters/translators, agencies, and their subcontracted service providers have the appropriate qualifications and expertise to deliver effective and meaningful interpretation to all Garland ISD stakeholders.

If providing resumes for all interpreters who will serve Garland ISD through your agency is not feasible, please provide the following:

1. A detailed report of interpreters likely to be assigned to GISD, including:
   o Summary of their qualifications
   o Education level

        o   Interpreter ID numbers
2. A letter providing information regarding:
        o   Your hiring or subcontracting qualification requirements
        o   Your training processes
3. A detailed transcript of the training content provided to your interpreters or subcontracted service providers

QUESTION 30:

As per the RFP, will you be providing addenda at https://garlandisd.net/connect/how-do-business-us/current-bidrfp-opportunities/341-25?

ANSWER 30:

Yes, we will be releasing an addendum on July 31, 2024, answering all of your queries.

QUESTION 31:

Can vendors bid on select services, or are vendors required to provide pricing for all requested services?

ANSWER 31:

Yes, vendors can bid on certain services. We understand that not all vendors can provide all of the above services.

QUESTION 32:

Will simultaneous interpretation be required for OPI or VRI for non-ASL languages?

ANSWER 32:

No, simultaneous interpretation will only be requested for special events held on-site.

Interpretation Services Data Report

<mark>July 1, 2020 - June 30, 2021</mark>

Total Count of Services Provided = 1513

A) <mark>In-Person</mark> (Total completed: 101)

Languages/Count

1. Spanish: 51
2. Vietnamese: 22
3. Amharic: 13
4. Arabic: 5
5. Burmese: 3
6. Hindi: 2
7. Malayalam: 2
8. **ASL** - American Sign Language: 1
9. Hainanese (Chinese): 1
10. Urdu: 1

B) <mark>Over-the-Phone</mark> (Total completed: 1163)

Languages/Count

1. Spanish: 757
2. Vietnamese: 292
3. Arabic: 22
4. Burmese: 20
5. Amharic: 16
6. Hakka Chin: 10
7. Mandarin (Chinese): 8
8. Pashto (Pushto): 6
9. Cambodian: 6
10. Cantonese (Chinese): 4
11. Karen: 3
12. Laotian: 3
13. Chin: 3
14. Bosnian: 2
15. Malayalam: 2
16. Thai: 2
17. French: 1
18. Nepali: 1
19. Panjabi (Punjabi): 1
20. Bengali: 1
21. Tigrinya: 1
22. Turkish: 1
23. Korean: 1

C) <mark>Virtual/Video</mark> (Total completed: 649):

Languages/Count

1. Spanish: 450
2. Vietnamese: 113
3. Arabic: 18
4. Burmese: 16
5. Amharic: 11
6. Mandarin (Chinese): 8
7. Karen: 7
8. Hakka Chin: 4
9. Pashto (Pushto): 4
10. Cantonese (Chinese): 3
11. Cambodian: 3
12. **ASL** - American Sign Language: 2
13. Tigrinya: 2
14. Turkish: 2
15. Hainanese (Chinese): 1
16. Hindi: 1
17. Malayalam: 1
18. Panjabi (Punjabi): 1
19. Portuguese: 1
20. Laotian: 1

Interpretation Services Data Report

July 1, 2021 - June 30, 2022

Total Count of Services Provided =2104

A) In-Person (Total completed 363):

Languages/Count

11. Spanish: 222
12. Vietnamese: 83
13. Amharic: 15
14. Arabic: 12
15. Burmese: 7
16. **ASL** - American Sign Language: 6
17. Hindi: 3
18. Mandarin (Chinese): 3
19. Tigrinya: 3
20. French: 2
21. Malayalam: 2
22. Sign Language: 2
23. Ibo/Igbo: 1
24. Korean: 1
25. Portuguese: 1

B) Over-the-Phone (Total completed 1197):

Languages/Count

24. Spanish: 977
25. Vietnamese: 196
26. Burmese: 28
27. Arabic: 25
28. Hakka Chin: 19
29. Amharic: 13
30. Mandarin (Chinese): 11
31. Farsi (Persian): 8
32. Cambodian: 4
33. Tigrinya: 2
34. Chin: 2
35. Karen: 2
36. Laotian: 1
37. Malayalam: 1
38. Dari: 1
39. Nepali: 1
40. Pashto (Pushto): 1
41. Persian: 1
42. Bengali: 1
43. Cantonese (Chinese): 1
44. Turkish: 1
45. Urdu: 1
46. Korean: 1

C) Virtual/Video (Total completed 544):

Languages/Count

21. Spanish: 421
22. Vietnamese: 70
23. Amharic: 16
24. Burmese: 12
25. Arabic: 7
26. Tigrinya: 4
27. Malayalam: 3
28. Cambodian: 2
29. Korean: 2
30. Mandarin (Chinese): 2
31. Cantonese (Chinese): 1
32. French: 1
33. Hakka Chin: 1
34. Laotian: 1

Interpretation Services Data Report

July 1, 2022 - June 30, 2023

Total Count of Services Provided =3179

A) In-Person (Total completed 653):

1. Spanish: 386
2. Vietnamese: 134
3. Arabic: 24
4. Amharic: 26
5. **ASL** - American Sign Language: 21
6. Burmese: 13
7. Tigrinya: 11
8. Urdu: 6
9. Korean: 4
10. Mandarin (Chinese): 4
11. Farsi (Persian): 3
12. Hindi: 2
13. Hakka Chin: 2
14. Cambodian: 2
15. Bengali: 2
16. Karen: 2
17. German: 2
18. Japanese: 1
19. Malayalam: 1
20. Kinyarwanda: 1
21. Bosnian: 1
22. Cantonese (Chinese): 1
23. Sign Language: 1
24. Romanian: 1
25. Pashto (Pushto): 1
26. Tamil: 1

B) Over-the-Phone (Total completed 2028):

1. Spanish: 1560
2. Vietnamese: 184
3. Burmese: 71
4. Arabic: 43
5. Amharic: 26
6. Swahili: 19
7. Tigrinya: 15
8. Hakka Chin: 15
9. Mandarin (Chinese): 12
10. Turkish: 10
11. Farsi (Persian): 8
12. Korean: 7
13. Urdu: 7
14. Kinyarwanda: 7
15. Dari: 6
16. Karen: 4
17. Cantonese (Chinese): 4
18. Cambodian: 4
19. Bengali: 4
20. Malayalam: 4
21. Dinka: 3
22. Pashto (Pushto): 3
23. Laotian: 2
24. Hainanese (Chinese): 2
25. Russian: 2
26. Nepali: 1
27. Ukrainian: 1
28. Afrikaans (Taal): 1
29. Chin: 1
30. French: 1
31. Somali: 1

C) Virtual/Video (Total completed 498):

1. Spanish: 344
2. Vietnamese: 42
3. Burmese: 38
4. Arabic: 11
5. Amharic: 9
6. Tigrinya: 6
7. Bengali: 6
8. Mandarin (Chinese): 5
9. Cantonese (Chinese): 5
10. Hakka Chin: 5
11. Cambodian: 4
12. Farsi (Persian): 4
13. Akan (Fante Asante): 3
14. Urdu: 3
15. Malayalam: 2
16. Korean: 2
17. Kinyarwanda: 2
18. Panjabi (Punjabi): 1
19. Swahili: 1
20. **ASL**-American Sign Language: 1
21. Dari: 1
22. Laotian: 1
23. Russian: 1
24. Tamil: 1

Interpretation Services Data Report

July 1, 2023 - June 30, 2024

Total Count of Services Provided =3294

A) In-Person (Total completed 747)

1. Spanish: 563
2. Vietnamese: 119
3. Arabic: 17
4. **ASL -** American Sign Language: 11
5. Amharic: 7
6. Tigrinya: 5
7. Korean: 4
8. Karen: 2
9. Farsi (Persian): 2
10. German: 2
11. Hindi: 2
12. Burmese: 2
13. Bengali: 2
14. Mandarin (Chinese): 1
15. Urdu: 1
16. Tamil: 1
17. Bosnian: 1
18. Malayalam: 1
19. Kinyarwanda: 1
20. Cantonese (Chinese): 1
21. Cambodian: 1
22. Hakka Chin: 1

B) Over-the-Phone (Total completed 2302):

1. Spanish: 1682
2. Vietnamese: 476
3. Burmese: 37
4. Arabic: 21
5. Swahili: 11
6. Tigrinya: 10
7. Mandarin (Chinese): 10
8. Amharic: 7
9. Kinyarwanda: 7
10. Hakka Chin: 4
11. Dari: 4
12. Korean: 4
13. Farsi (Persian): 3
14. Urdu: 3
15. Bengali: 3
16. Dinka: 3
17. Karen: 3
18. Malayalam: 2
19. Russian: 2
20. Cantonese (Chinese): 2
21. Turkish: 2
22. Pashto (Pushto): 2
23. Chin: 1
24. Somali: 1
25. Cambodian: 1
26. Hainanese (Chinese): 1

C) Virtual/Video (Total completed 244):

1. Spanish: 161
2. Burmese: 27
3. Vietnamese: 18
4. Amharic: 6
5. Arabic: 5
6. Mandarin (Chinese): 3
7. Urdu: 3
8. Tigrinya: 3
9. Cantonese (Chinese): 3
10. Akan (Fante Asante): 3
11. Hakka Chin: 2
12. Kinyarwanda: 2
13. Bengali: 2
14. Laotian: 1
15. Russian: 1
16. Dari: 1
17. Tamil: 1
18. Cambodian: 1
19. **ASL** - American Sign Language:

Analysis of Trends by Service Type Report

1. **In-Person Services**
   o **2020-2021**: Total completed 101
   o **2021-2022**: Total completed 363
   o **2022-2023**: Total completed 653
   o **2023-2024**: Total completed 747

   Trend: The number of in-person service requests decreased significantly from 2020-2021 to 2021-2022, likely due to the impact of the COVID-19 pandemic. There was a recovery in 2022-2023, with an increase in requests, but the number slightly decreased again in 2023-2024 as OPI was the most cost-effective type of service to cover the excessive demand for interpretation needs in our district.

2. **Over-the-Phone Services**
   o **2020-2021**: Total completed 1163 requests
   o **2021-2022**: Total completed 1197 requests
   o **2022-2023**: Total completed 2028 requests
   o **2023-2024**: Total completed 2302 requests

   Trend: The number of over-the-phone service requests remained relatively stable with a slight decline in 2021-2022. However, there was a notable increase in requests from 2022-2023 to 2023-2024, suggesting a growing preference or need for this type of service, especially in the SPED Department for ARD Meetings and HS and MS Campuses Admin and Teaching Staff, as well as the Student Services Department.

3. *Virtual/Video Services*
   o **2020-2021**: Total completed 649
   o **2021-2022**: Total completed 544
   o **2022-2023**: Total completed 498
   o **2023-2024**: Total completed 244

   Trend: The number of virtual/video service requests showed a decline over the four years, with a significant drop in 2023-2024. The reduction in virtual/video services suggests a shift back to more traditional in-person and over-the-phone services.

Summary of Trends

The data shows a significant fluctuation in the demand for different types of interpretation services over the past four years. In-person services saw a drastic drop during the peak of the COVID-19 pandemic but gradually recovered, though with slight declines in later years as over-the-phone services proved to be more cost-effective according to SPED. Over-the-phone services remained stable and then saw substantial growth, indicating an increasing preference for this mode of service delivery, particularly in key departments such as SPED and Student Services, as well as among MS and HS teaching and admin staff. Virtual/video services, which surged during the pandemic, have seen a decline as in-person and over-the-phone options became more viable again.

GISD Language Spoken at Home by Parents

	Language	Qty.	%			Language	Qty.	%
1.	**ENGLISH**	**26719**	**51.61%**		44.	THAI	6	0.01%
2.	**SPAN**	**19660**	**37.99%**		45.	ALBANIAN	5	0.01%
3.	**VIETNAMESE**	**2220**	**4.29%**		46.	CEBUANO	5	0.01%
4.	AMHARIC	461	0.89%		47.	HAINANESE	5	0.01%
5.	ARABIC	390	0.75%		48.	HAITIAN	5	0.01%
6.	MALAYALAM	337	0.65%		49.	ILONGGO	5	0.01%
7.	BURMESE	297	0.57%		50.	JAPANESE	5	0.01%
8.	OTHER LANGS.	239	0.44%		51.	KURDISH	5	0.01%
9.	URDU	125	0.24%		52.	EFIK	4	0.01%
10.	PILIPINO	91	0.18%		53.	CHAOCHOW TEOCHIU	3	0.01%
11.	IBO/IGBO	89	0.17%		54.	KWA	3	0.01%
12.	TIGRINYA	88	0.17%		55.	LINGALA	3	0.01%
13.	PASHTO	81	0.16%		56.	NAVAJO	3	0.01%
14.	FARSI	77	0.15%		57.	UKRAINIAN	3	0.01%
15.	MANDARIN	73	0.14%		58.	CROATIAN	2	0.00%
16.	PANJABI	66	0.13%		59.	FINNISH	2	0.00%
17.	BENGALI	62	0.12%		60.	KANNADA	2	0.00%
18.	CANTONESE	58	0.11%		61.	MANDE	2	0.00%
19.	HINDI	56	0.11%		62.	ORIYA	2	0.00%
20.	LAOTIAN	50	0.10%		63.	POLISH	2	0.00%
21.	CAMBODIAN	45	0.09%		64.	ALBANIAN	1	0.00%
22.	SWAHILI	43	0.08%		65.	ARMENIAN	1	0.00%
23.	GUJARATI	41	0.08%		66.	BALINESE	1	0.00%
24.	TURKISH	37	0.07%		67.	CREEK	1	0.00%
25.	FRENCH	34	0.07%		68.	CZECH	1	0.00%
26.	KOREAN	32	0.06%		69.	DANISH	1	0.00%
27.	RUSSIAN	26	0.05%		70.	FUKIEN HOKKIEN	1	0.00%
28.	YORUBA	26	0.05%		71.	GERMAN	1	0.00%
29.	PORTUGUESE	25	0.05%		72.	INDONESIAN	1	0.00%
30.	HAKKA	20	0.04%		73.	ITALIAN	1	0.00%
31.	BOSNIAN	19	0.04%		74.	KASHMIRI	1	0.00%
32.	TAMIL	17	0.03%		75.	KONKANI	1	0.00%
33.	NEPALI	12	0.02%		76.	SLAVIC	1	0.00%
34.	TELUGU	12	0.02%		77.	SOTHO	1	0.00%
35.	ETHIOPIC	9	0.02%		78.	TAIWANESE FORMOSAN MIN NAN	1	0.00%
36.	ROMANIAN	9	0.02%		79.	TIBETAN	1	0.00%
37.	AFRIKAANS	8	0.02%					
38.	AKAN	8	0.02%			**Grand Total**	**51,783**	**100.00%**
39.	SHONA	8	0.02%					
40.	SOMALI	7	0.01%					
41.	EWE	6	0.01%					
42.	KRIO	6	0.01%					
43.	MALAY	6	0.01%					

GISD Language Spoken by Students

1.	Language	Qty.	%
2.	ENGLISH	30435	58.79%
3.	SPANISH	17194	33.21%
4.	VIETNAMESE	1903	3.67%
5.	AMHARIC	312	0.60%
6.	ARABIC	283	0.55%
7.	MALAYALAM	243	0.47%
8.	BURMESE	205	0.40%
9.	OTHER LANGS	161	0.31%
10.	URDU	77	0.15%
11.	PILIPINO	72	0.14%
12.	FARSI	66	0.13%
13.	MANDARIN CHINESE	62	0.12%
14.	IBO/IGBO	55	0.11%
15.	TIGRINYA	55	0.11%
16.	CANTONESE	53	0.10%
17.	PANJABI	53	0.10%
18.	PASHTO	51	0.10%
19.	HINDI	45	0.09%
20.	LAOTIAN	42	0.08%
21.	BENGALI	40	0.08%
22.	CAMBODIAN	35	0.07%
23.	TURKISH	35	0.07%
24.	GUJARATI	32	0.06%
25.	KOREAN	30	0.06%
26.	SWAHILI	28	0.05%
27.	FRENCH	22	0.04%
28.	PORTUGUESE	21	0.04%
29.	RUSSIAN	20	0.04%
30.	BOSNIAN	14	0.03%
31.	HAKKA	13	0.03%
32.	NEPALI	10	0.02%
33.	YORUBA	10	0.02%
34.	TELUGU	8	0.02%
35.	TAMIL	7	0.01%
36.	HAINANESE	6	0.01%
37.	ETHIOPIC	5	0.01%
38.	EWE	5	0.01%
39.	YOUNGER <4	5	0.01%
40.	HAITIAN	4	0.01%
41.	MALAY	4	0.01%
42.	ROMANIAN	4	0.01%
43.	THAI	4	0.01%
44.	AKAN	3	0.01%
45.	CEBUANO	3	0.01%
46.	CHAOCHOW TEOCHIU	3	0.01%
47.	GERMAN	3	0.01%
48.	JAPANESE	3	0.01%
49.	KRIO	3	0.01%
50.	KURDISH	3	0.01%
51.	LINGALA	3	0.01%
52.	NATIVE AMERICAN LANGS.	3	0.01%
53.	SOMALI	3	0.01%
54.	AFRIKAANS	2	0.00%
55.	CROATIAN	2	0.00%
56.	MANDE	2	0.00%
57.	NAVAJO	2	0.00%
58.	SHONA	2	0.00%
59.	UKRAINIAN	2	0.00%
60.	CZECH	1	0.00%
61.	FUKIEN HOKKIEN	1	0.00%
62.	ILONGGO	1	0.00%
63.	INDONESIAN	1	0.00%
64.	ITALIAN	1	0.00%
65.	KANNADA	1	0.00%
66.	KONKANI	1	0.00%
67.	LUGANDA	1	0.00%
68.	POLISH	1	0.00%
69.	SLAVIC	1	0.00%
70.	TAIWANESE		
71.	FORMOSAN MIN NAN	1	0.00%
72.	TIBETAN	1	0.00%

Grand Total 51,783 100.00%

Mayte R Martinez
Mayte R. Martinez
Assistant Director of Purchasing

_____
Company Name

_____
Address

_____
City   State   Zip

_____
Signature

_____
Title