



**ALBUQUERQUE  
PUBLIC SCHOOLS**

*Expect Great Things!*

# Translation and Interpretation Services Contractors' Manual

## **INTRODUCTION**

This manual is intended to provide a general overview of the Translations and Interpretation Services office and the processes and procedures for Albuquerque Public Schools (APS) translators and interpreters. We hope that you find this manual to be a helpful resource.

The APS Translation and Interpretation Services office has been operating since 1997 and since then it has gained recognition for being efficient and providing high quality services. We, the coordinators, know that the translators and interpreters who provide the services are a primary reason for the office's good reputation. We, therefore, would like to take this opportunity to thank you for your work and professionalism. We feel grateful to be working with such a team of individuals.

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## **APS TRANSLATION AND INTERPRETATION SERVICES OVERVIEW**

Translation and Interpretation Services (TIS) was founded in 1997 after the Office of Civil Rights (OCR) and APS reached an agreement requiring that limited English proficient persons be provided equal access to programs and activities in their own language. Consequently, the TIS office was created as part of the Language and Cultural Equity Department, to meet OCR requirements.

TIS provides interpretation and translation services for the district to facilitate communication, in a meaningful way, with limited English speaking parents only. The TIS office does not provide services for outside agencies, students or staff.

TIS serves the entire Albuquerque Public School District, with the exception of charter schools, which as of school year 2016-2017 includes over 140 schools. For school year 2015-2016 our office received almost 3000 requests for translation services and 5,000 requests for interpretation services. Requests over the years have increased and our office projects that this trend will continue. More than 95% of our requests are for Spanish, followed by Vietnamese, Chinese, Farsi, and Arabic. However, we will serve any language requested to the best of our ability and with the resources available.

TIS operates under the direction of two coordinators (Manola Colter and Sindy Flor), with the assistance of a secretary (Cristina Carrillo). Our operations serve over 150 schools from the preschool level through high school, in addition to APS district departments.

### **SCOPE OF WORK**

As part of our scope of services and to better communicate with non-English speaking parents, APS Translation and Interpretation Services contracts with a number of certified and/or highly qualified translators and interpreters. These contractors translate district and school documents or interpret at special education meetings, parent conferences, student hearings, and other such meetings and events as requested by school personnel or administrators. Translations need to be done within ample but firm timelines as determined by the District. Interpretations are usually conducted during school hours, although there are some school or district functions and events that require interpreters before or after school hours.

### **CONTRACTING WITH APS**

The following are important aspects of contracting with APS:

- The contractor must have a valid signed contract in place, a vendor number, and a Purchase Order (PO) number before providing services for the TIS office.
- Contracts will be administered at the direction of the TIS office coordinators.
- The Contractor shall not be paid for any services that are clearly beyond the defined scope of his/her contract (e.g., transporting parents or students; providing services at non-APS locations such as clinics, hospitals, or other agencies).
- The Contractor providing interpretation services shall not be paid for mileage nor travel time.
- The site administrator or designee may withhold payment of invoices if he/she cannot satisfactorily verify the completion of work.
- No work may be subcontracted.

### **ASSIGNMENT OF SERVICES**

- For interpretation services the TIS office will maintain a balanced and fair distribution of assignments among contractors. Specific requests from interpreters and the interpreter's geographic location will be taken into consideration when making assignments. Keep in mind that our office serves the entire

district and an interpreter may be asked to provide services at any school location throughout the city and those locations may not correspond to the interpreter's geographic location. In these instances our office expects contractors to be available for all assignment locations when the need arises.

- For translation services, factors such turnaround, quality, expertise, and price will be taken into account when assigning translations.
- The TIS office cannot guarantee a number of assignments given to contractors, as these will vary depending on the needs and requests coming from APS schools/departments.
- Assignments are only given by the TIS office. The contractor cannot accept assignments directly from school personnel or from any other APS department.

## **INVOICING AND PAYMENT**

Contractor shall maintain a log sheet of APS assignments and submit the log sheet along with the invoice on a monthly basis to the TIS office. An Interpretation Log Sheet is used for Interpretation services and a Translation Log Sheet is used for Translation services.

- APS contractors providing interpretation services shall maintain an interpretation log of APS assignments. Said log sheet will be completed each month, itemizing the length of time spent at each interpretation assignment or location. (See Attachment A, "Interpretation Services Log")
- APS contractors providing translation services shall maintain a translation log of APS assignments. Said log sheet will be completed each month, itemizing the number of words or pages, if applicable, for each translation assignment and school (See Attachment B, "Translation Services Log")
- Contractors shall submit one invoice, along with the logs, by the 10<sup>th</sup> day of each month. The invoice and the logs shall reflect services provided the previous month.
  - Contractors shall prepare their own personal or business invoices, reflecting a general description of the services provided, date, vendor number, purchase order number (PO), contract number, invoice number (**must be unique from year to year**), name, remit address and Translation/Interpretation Office address, sub-total amount, tax amount (if applicable), and grand total due (See Attachment C, example of invoice). Our office can provide a template if requested.
- Contractors shall not submit invoices for each individual assignment. Invoices shall reflect the service description and amounts for an entire month. The office requests contractors submit their invoices once a month without accumulating multiple months.
- The original invoice can be emailed, mailed, faxed, or delivered to the Translation/Interpretation Office. (If mailing or hand delivering then a signature is required). **Emailed invoices are preferred and do not require a signature.** If invoices are emailed, the contractor will receive an email acknowledging receipt.
- On-site interpretation is for one-hour minimum, paid according to contractor's set hourly rate. **After the first hour, services will be prorated in increments of 15 minutes to nearest ¼ hour.**
- If an assignment exceeds more than 30 minutes past the original estimated ending time as reflected in our database the contractor will email or call the TIS office the day of the assignment to notify the office of the actual ending time. Discrepancies between the database and invoices may delay payment of invoices.
- Telephone interpretations for individual contractors are paid per minute based on an agreed upon hourly rate. Please keep track of minutes you spend on the phone. When using the log sheet provided by our office simply input a start time and ending time of the call so that it matches the number of minutes that was spent on the phone. For example if you spent 10 minutes on a call enter a start time of 8:00 a.m. and end time of 8:10 a.m. The provided spreadsheet will convert the minutes into hours so that the "Hours" column reflects the correct amount of time to be billed.

- Contractors residing in New Mexico are responsible for payment of all New Mexico Gross Receipts taxes (GRT), at the current GRT rate, and any other taxes as a result of this work. The taxes shall be entered as a separate amount on each billing or request for payment. For contractors who reside outside of the State of New Mexico, gross receipt tax does not apply.

## **NO SHOWS AND CANCELATIONS OF INTERPRETATION ASSIGNMENTS**

### **Cancelations**

- In the event that a contractor receives a notice of cancelation of services the day prior to an assignment, then that assignment is "Canceled" and the contractor does not invoice for that assignment. Please note that "the day prior" does not mean 24 hours prior to an assignment. The TIS Office will notify the contractor if a school or department cancels an assignment with the TIS Office.

### **Same Day Cancelations**

- In the event that a school or department cancels an assignment the same day of the assignment, then said cancelation is a "Same Day Cancelation" and the contractor may invoice a minimum of an hour according to the agreed upon rate, with the exception of assignments longer than 3 hours, in which case, the contractor may invoice for half the assigned duration.

### **No Shows**

- In the event that a participant of an assignment (parent, teacher, administrator etc.) at an assignment location does not show, the contractor may invoice a minimum of an hour according to the agreed upon rate if the contractor shows up for the appointment, meeting, or event as scheduled. The contractor will wait 30 minutes after the scheduled start time of a meeting before leaving, unless expressly instructed by an APS staff member that he or she can leave before the 30 minutes.
- In the event the parent is not present, it is acceptable for APS staff to have the contractor contact the parent over the telephone to conduct the assignment over the phone or reschedule before the interpreter leaves the school or site. It is the contractor's responsibility to notify the TIS Office of the "no show", on the day of the assignment, and note it on the contractor's assignment log.

### **Inclement Weather**

- Scheduled interpretation assignments shall be considered cancelled if APS schools are closed due to inclement weather. Contractor shall not bill APS for inclement weather appointments when the media announces or it is published on the APS website ([www.aps.edu](http://www.aps.edu)) that school will be cancelled for the following day. If school is cancelled the day of inclement weather it shall be considered as a "Same Day Cancelation" and the contractor may invoice a minimum of an hour according to the agreed upon rate, with the exception of assignments longer than 3 hours, in which case, the contractor may invoice for half the assigned duration.
- Bell schedules are useful for interpreters in the event APS has a 2-hour delay. Usually when there is a delay, interpretation assignments before 9:30 am are canceled. However, after 9:30 am, some schools that start early may still hold their meetings. The contractor may call the TIS office if he or she is not sure if an assignment at a specific school has been canceled. Below are links to the APS website regarding schools and their schedules.  
[- http://www.aps.edu/schools](http://www.aps.edu/schools)

- <http://www.aps.edu/schools/bell-schedules>
- <http://www.aps.edu/schools/middle-school-bell-schedules>
- <http://www.aps.edu/news/high-school-bell-schedule-for-2016-17>

## **INTERPRETATION ASSIGNMENTS**

### **Day Assignments**

- Assignments between the hours of 7:00 a.m. to 5:00 p.m. are considered Day Assignments and are invoiced according to the agreed upon hourly rate (with a minimum of an hour). An assignment is defined as interpretation services provided at a specific location (i.e. school) for a set amount of time. The assignment may include several consecutive meetings, but is considered one assignment if the location does not change. For example, 3 meetings scheduled with 3 different students, one after the other, at one school is considered one assignment.

### **Day Assignments with equipment**

- If a Contractor accepts an assignment with use of the equipment between the hours of 7:00 a.m. and 5:00 p.m. and the contractor needs to pick up the equipment at the Translation and Interpretation office. The contractor will be compensated one (1) hour for travel time (for pick up and drop off of the equipment) as well as the time spent at the assignment. The additional hour charged must appear in the contractor's assignment log as a separate entry underneath the original assignment as "Assignment with equipment." If the contractor already has equipment from a previous assignment the additional hour is not charged.

### **After-hours Assignments (Formerly called "Evening Assignment")**

- Interpretation assignments beginning after 5:00PM or on weekends are considered After-hours Assignments and are invoiced according to the agreed upon hourly rate (with a minimum of an hour). An additional hour may be invoiced because the assignment is considered after hours. The additional hour charged must appear in the contractor's assignment log as a separate entry underneath the original assignment as "After-hours assignment."

### **After-hours Assignments with equipment (Formerly called "Evening Assignment")**

- Interpretation assignments beginning after 5:00 are considered After-hours Assignments and are invoiced according to the agreed upon hourly rate (with a minimum of an hour). For these after-hours assignments the contractor may invoice an additional hour if he/she had to pick up equipment from the TIS office **or**, if the contractor already has equipment from a previous assignment, because the assignment is considered an after-hours assignment. Only one additional hour may be invoiced. The contractor cannot bill an additional hour for picking up the equipment and because the assignment is after hours. The additional hour charged must appear in the contractor's assignment log as a separate entry underneath the original assignment.

## **APS OWNED INTERPRETATION EQUIPMENT**

When the interpreter demonstrates the skills necessary to provide simultaneous interpretation our office provides the use of equipment for assignments requiring the simultaneous mode. For contractors who initially do not demonstrate the skills necessary for simultaneous interpretation mode, an evaluation of simultaneous skills will be available at the contractor's request.

Interpretation equipment is the property of APS and can only be used for APS assignments. Contractors are authorized to use this equipment only for this purpose, in school sites or assignment addresses. Contractors are not allowed to use equipment for personal use or business use for other clients. Violation of this

directive will result in the immediate cancellation of Contractor's contract and legal actions may be taken.

- If a Contractor accepts an assignment with use of the equipment and the contractor needs to pick up and check out the equipment at the TIS office. The contractor will be compensated one (1) hour for travel time (for pick up and drop off of the equipment) in addition to the time spent at the assignment. The additional hour charged must appear in the contractor's assignment log as a separate entry, underneath the original assignment.
- The Contractor may keep equipment for multiple assignments, with prior authorization from the office, that require equipment; thus not incurring additional trips to the TIS office. The additional hour for picking up equipment may only be charged one time.
- It is the responsibility of the Contractor to make sure that the same number of devices that were given to the Contractor for the assignment is returned to the TIS Office. The Contractor will be responsible for any lost, damaged or stolen equipment.
- If there are any problems with the equipment (i.e. receiver equipment missing) on-site, the Contractor needs to notify the person in charge of the meeting immediately and the TIS office and make all efforts to get the equipment back to the TIS office within 48 hours.
- The Contractor must return the APS-owned interpretation equipment to the TIS Office within forty-eight (48) hours of the assignment unless prior authorization has been given by the Translation and Interpretation Coordinators to keep the equipment longer. Upon return equipment will be logged back in.

## **INSURANCE**

- Contractors providing interpretation services shall, at their own expense, carry and maintain minimum auto liability insurance as required by the state of New Mexico. A copy of the proof of insurance will be kept in the contractor's file.

## **CONTRACTOR'S CODE OF ETHICS**

The code of ethics is a set of guidelines and/or rules summarized in 10 cannons and issued by an organization so that professionals in that field may follow and abide. The educational industry, at this time does not have established cannons; therefore the TIS office follows the cannons set forth by the legal and medical industries. These guidelines define boundaries, which protect a professional from being pressed into duties that are outside their skills and professional role, and they establish the parameters through which APS and parents can expect the interpreter/translator to work.

### **For Interpreters**

- **Confidentiality** - Information obtained about students, families, or school personnel is not to be discussed outside the confines of the context in which the information was obtained. For example, the fact that the school psychologist reported to a parent through an interpreter that a student has a specific learning disability should not be discussed by the interpreter in the community or with anyone outside the scope and confines of the meeting in which the communication transpired.

- **Accuracy** - Interpreters should faithfully render the message in such a way that all information is communicated accurately, according to meaning. In other words, there is to be no adding, omitting, or changing any portion of the communication by the interpreter during transmission. Neither should the interpreter provide unsolicited explanation or information. If specific terms or concepts cannot be communicated meaningfully, the parties involved should be informed so that adjustments can be made and the communication reformulated.
- **Completeness** - Interpreters should faithfully render the message in its entirety, including expression, gestures, tone, and inflections used by the speaker. Interpreters may ask for reasonable repetitions to the speaker so all the message is rendered in its entirety.
- **Professionalism** - Interpreters should conduct themselves in a professional manner: prepared, well dressed, punctual, courteous, and respectful.
- **Continuing Education** - Ongoing skill development is an important part of this profession. Language service providers should pursue the opportunity to attend training programs, conferences, participate in discussions and exchanges of information, and consult with other interpreters, translators, and professionals to further develop and enhance their skills. These opportunities should serve to extend interpreters' and translators' knowledge of idiomatic expressions, dialects, accents, regionalisms, and technical terms in both languages.
- **Representation** - The interpreter should not misrepresent his/her skills, qualifications, or certifications. Neither should he/she misrepresent the organization under which he/she is working.
- **Conflict of Interest** - Interpreters should immediately disclose any conflict of interest as soon as it becomes evident. Furthermore, interpreters should respond within ethical boundaries to all situations and withdraw from any situation that would compromise them ethically.
- **Neutrality and Impartiality** - Interpreters should remain neutral and impartial, refraining from expression of any bias, personal opinion, recommendations, or comments. Interpreters must make every effort not to take sides.
- **Acceptance of Assignments** - Interpreters and translators should not accept tasks from school personnel which surpass their capabilities or training. It is important to be candid with school and district personnel when you feel unable to adequately complete an assignment. For example, a Vietnamese interpreter may speak both Vietnamese and English fluently but may not have the reading and written language skills to translate specialized educational documents into Vietnamese. Or, since Chinese is not a single language, a Chinese interpreter may perform well in Mandarin but be unable to interpret Cantonese. An interpreter may feel comfortable working in small group settings but not before large groups. Likewise, interpreters should not be expected to assist with administration of tests without previous training or experience; otherwise, results will be jeopardized.
- **Cultural Competency Awareness** - Interpreters should practice cross cultural competency by taking into account cultural awareness when interpreting. Cultural competency requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

### **For Translators - American Translators Association (ATA) Code of Ethics**

- To convey meaning between people and cultures faithfully, accurately, and impartially.



- To hold in confidence any privileged and/or confidential information entrusted to us in the course of our work.
- To represent our qualifications, capabilities and responsibilities honestly and to work always within them.
- To enhance those capabilities at every opportunity by continuing education in language, subject field, and professional practice.
- To act collegially by sharing knowledge and experience.
- To define in advance by mutual agreement, and to abide by, the terms of all business transactions among ourselves and with others.
- To endeavor in good faith to resolve among ourselves any dispute that arises from our professional interactions.

### **RECOMENDATIONS FOR INTERPRETERS**

- Make sure to continually provide the TIS Office with the most up to date contact information: email address, mailing address and phone numbers.
- Introduce yourself to the person in charge of the meeting and the parent, letting her or him know that you are a District interpreter sent by our office.
- For Non-Spanish Interpreters Only - Assist school personnel in setting up meetings by calling parents, and then confirming the appointment with school personnel. Call parents the day prior to the meeting to confirm their presence. Contact information will be provided.
- For liability and insurance reasons, do not transport parents and/or students.
- When going to a school for an interpretation assignment, always give yourself extra time to first sign in at the main office.
- Bring your dual language dictionary, a pen, and a notepad to take notes.
- Check your equipment if you do simultaneous interpretation prior to the assignment.
- Check in advance and before going to the assignment, directions on how to get to the assigned location.
- If you encounter any problem while getting to your assignment (e.g. Late because of traffic, inability due to illness, trouble finding the location or getting lost, any emergency, etc.) contact the TIS Office directly. Do not call the school or any staff members. Our office will assist and will make final determination.
- If the parent has questions or needs further clarification, it is not the role of the interpreter to clarify, parents must ask the school staff member(s); not the interpreter. Then, the interpreter will interpret the questions so others can answer them.
- If the interpreter is not understanding a concept or idea, he or she may ask the staff members for clarification.
- If the interpreter is asked to review documents with parents, the interpreter may ask school personnel to review said materials prior to interpreting the document to the parent.

- Sit next to the parents for whom you are interpreting (unless you have interpretation equipment that allows you to sit away from the group).
- Once all participants are present, feel free to set the following norms since some people may not have prior experience with an interpreter:
  - A person should limit his/her speech to no more than two or three sentences at a time so you may interpret.
  - Only one person should speak at a time (no interruptions or overlapping conversations).  
(In the course of the meeting, you may have to remind the participants of these practices.)
- Conveying cultural information – Where cultural factors may be present, and in order to facilitate the communication between parties, interpreters may provide cultural information to the school personnel or parents, withholding assumptions or stereotypes, and allow the participants to determine the use of information.
- Write down important information that you will need to share with the school personnel after the session.
- Be patient with the parent, student, and the school personnel.
- If you are asked and are able to return for an unfinished meeting/IEP, please remind the school to call the TIS office to formalize the request. If the school personnel request further services (unrelated to the original assignment) from you, please remind them to call the Translation and Interpretation office first, and we will try to honor their request as long as we can maintain a balanced distribution of assignments among our interpreters.
- Due to tight scheduling, sometimes, you may need to leave an assignment that has gone longer than expected in order to arrive at your next assignment on time. In these situations notify the school personal of your schedule and at what time you need to leave at the beginning of the meeting. When the time arrives politely leave.
- If an assignment goes beyond the estimated end time and you have the time, stay and finish the meeting. If the meeting went more than 30 minutes past the estimated end time notify the Translation/Interpretation office via phone or email after the meeting is concluded so our office updates our database system.
- If you will be unavailable for a long period of time or if your availability changes, please advise our office in advance.
- What an Interpreter Must **NOT** Do:
  - The interpreter will not give advice
  - The interpreter will not give opinions
  - The interpreter will not explain what specific words mean or the content of the meeting.
  - The interpreter will not summarize or paraphrase any information
  - The interpreter will not engage in personal conversations with school personnel nor parents

## **RECOMENDATIONS FOR TRANSLATORS**

- Abide to the Code of Ethics for Translators suggested by ATA
- Use the Glossary provided by the TIS Office as a tool and guide for the translations.
- Make sure the TIS Office has your current email address, telephone, cell, and pager numbers.

- Follow the TIS Office's procedures when receiving translation requests (acknowledging receipt of the assigned translation, giving estimated return date for the translation unless a specific deadline is given to you by our office, providing the number of words/pages you are planning to charge when submitting your translation, etc.)
- If you have any question regarding the assigned translation, contact the TIS Office. Do not contact any of our schools or school staff members.
- Notify the coordinators of the TIS Office as soon as possible if you cannot accept a specific assignment.
- Notify the TIS Office if you encounter an issue with the original request, if it is not clear, if you detect errors or something that does not make sense in the original document.
- Notify in advance to the TIS office if you are unable to provide services for a short or long period of time.

### **EXPECTATIONS FOR CONTRACTORS**

- Contractors should abide to the Code of Ethics for Interpreters/Translators
- Contractors should conduct themselves in a professional manner: prepared, business casual dress, courteous, respectful, and punctual (punctual in this case means in the assigned room not just in the school site).
- Contractors should continue to acquire on-going skill development to maintain and improve interpreting/translating skills.
- Contractors should commit to an assignment once it has been accepted (unless an unmanageable situation or an emergency arises).
- Contractors should advise our office in advance if his or her availability fluctuates or changes.
- Contractors should notify the TIS Office of any unusual situation at a school and/or with the assignment.
- Contractors should provide precise and accurate invoices. The coordinators will periodically and randomly verify start and end times for interpreting assignments. Any unexplained discrepancies may lead to termination of the contract.
- Contractors should contact the TIS office directly. Do not contact the schools or school staff members.

### **ADDITIONAL INFORMATION - SIMULTANEOUS INTERPRETATION**

Simultaneous interpretation offers several advantages over consecutive at IEP's:

- It helps maintain the flow and train of thought of the speaker.
- It eliminates the problem posed by people who talk for long stretches and then expect the interpreter to repeat everything in the other language.
- It shortens the meetings.

Interpreters interested in providing simultaneous interpretation, who are skilled to perform in this mode, are encouraged to do so. If the contractor did not demonstrate the necessary skills when initially evaluated, the TIS office will provide an evaluation of simultaneous skills at the request of the contractor.

### **LOOKING AHEAD**

For non-English speaking parents, the TIS office is the linguistic and cultural bridge that allows parents and school personnel to communicate with and understand each other. The work of the school is more effective when parents play an active role. Good communication between the school and the home is an essential ingredient to help parents become active participants.

With almost 20 years of experience the TIS Office has been successful in providing such services. We will continue offering high quality services, thereby contributing to the enhancement of the Albuquerque Public Schools educational system. We will strive to make any and all improvements as needed. Finally, we will maintain our association with interpreters and translators who are professional and reliable and provide excellent services.

We thank all of our Interpreters and Translators for your services. The TIS office has an open door policy and believes in open communication. Please feel free and confident that we will do our best and use all of our resources to work with all of you to maintain and build a good team so that we may continue providing excellent service to our District and community.



Attachment B  
Translation Log

**APS TRANSLATION LOG**

**Translation Services Provided by:**

**Service Period (Month and Year of service):**

PO Number:

Vendor Number:

<u>School/Dept. Name</u>	<u>Title or Subject of document</u>	<u>Name School Staff/Dept. Member</u>	<u>Date of request</u>	<u># of Words/Pgs</u>
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<b>Total Number of Words</b>	<b>0.00</b>
<b>Rate per Word/Page</b>	<b>[input the rate]</b>
<b>Gross Amount</b>	<b>\$0.00</b>
<b>% Tax (if applicable)</b>	<b>[input the rate] \$0.00</b>
<b>Total Net</b>	<b>\$0.00</b>

Attachment C

**Invoice**

**Contractor's Name:**

**[Language] Translator and/or Interpreter**

Address:

Phone:

Email address:

Vendor #:

PO #:

PA # (if applicable):

INVOICE

Invoice No.:

Invoice Date: / /

Terms: 30-45 days

**Invoiced to:** APS Translation/Interpretation Services

6400 Uptown Blvd NE,  
Albuquerque NM 87110  
Phone: 881-9429 ext 2 Fax: 505-872-8862

INVOICE DETAIL				
Item #	Qty.	Work Item Description	Amount	
		Interpretation Services for the month of:	\$	
		Rate per hour: \$ / hour		
		Translation Services for the month of:	\$	
		Rate per word or page: \$ /word or page		
		Sub Total	\$	
		Tax (if applicable)	\$	
		<b>Total Invoice</b>	\$	
		Amount Paid		
		<b>Amount Due</b>	\$	
<b>NOTES:</b>				