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New York Tsis Tau Hais Tias Leej Twg Muaj Cai Txhais Lus

Heather Grizzle · October 12, 2026

New York tau txhais cov kev pab txhais lus rau kev kawm ntawv tab sis tsis tau teem ib qho ntawv pov thawj los sis qhab nia rau cov neeg txhais lus. NDEDI cov ntaub ntawv New York qhia tias qhov sib txawv ntawd.

Cov Ntsiab Lus

1. Qhov kev teev tseg uas tsum nres
2. Qhov kev tshaj tawm ntawv nrhiav neeg ua haujlwm txais yuav thaum lub xeev tsis teev dab tsi
3. Lwm cov xeev teev txoj kev qis tshaj plaws li cas
4. Dab tsi cov ntaub ntawv hais tau thiab hais tsis tau
5. Yam uas kaw qhov qhiab
6. Qhov chaw los

New York's regulations define what an educational interpreter does and never say who may do it. A Capital Region BOCES posting shows what fills that silence.

LUV LUV

- New York's special education regulation, 8 NYCRR 200.1(nnn), defines interpreting services by type and sets no credential, assessment score or registry for the person providing them.
- Ib qho kev tshaj tawm ntawv nrhiav neeg ua haujlwm tseeb ntawm Capital Region BOCES rau tus Neeg Txhais Lus hauv Tsev Kawm Ntawv txais daim ntawv pov thawj kawm tiav high school, plaub xyoo kev paub dhau los, thiab ib pawg kawm ASL hauv tsev kawm qib siab. Nws tsis teev npe daim ntawv pov thawj twg li.
- Nebraska, Michigan, Maryland, Massachusetts, thiab Maine txhua lub xeev sau ib txoj cai qis tshaj plaws rau tus neeg txhais lus rau hauv txoj cai lij choj los yog kev cai tswj hwm. Niu York, uas muaj 3,644 tus tub ntxhais kawm ntawv raug cais tias muaj Kev Tsis Hnov Lus los yog Kev Hnov Lus Tsis Zoo, tsis muaj ib qho li.
- Lub xeev kuj tsis tshaj tawm tus naj npawb neeg txhais lus ua haujlwm hauv nws cov tsev kawm ntawv, yog li tsis muaj ib tus neeg sab nraud twg yuav ntsuas tau qhov sib txawv ntawd.

New York regulates what an educational interpreter does and says nothing about who may do it. Section 200.1(nnn) of the Commissioner's regulations defines interpreting services as oral transliteration, cued language transliteration, sign language transliteration and interpreting, transcription services such as CART, C-Print and TypeWell, and special interpreting services for students who are deaf-blind. The definition ends there. It names no credential, no assessment score, no registry and no minimum level of skill, and the National Deaf Education Data Index found no Department guidance that supplies one.

Qhov kev teev tseg uas tsum nres

The Index's New York state file, version 2.0, audited all 746 education agencies in the state: 685 operating districts, New York City as one unit, 37 BOCES, the eleven state-supported and chapter 1060 schools, the two state-operated schools and four state agencies. Its workforce block asks three questions of every state: what qualification the state requires of a K-12 educational interpreter, how many interpreters work in its



schools, and where they are trained. New York answers none of them on the public record. The qualification is recorded as not found, the interpreter workforce as not published, and the preparation programs as a re-run target.

The population this leaves unprotected is not small. The State Education Department's count as of 2 October 2024 identifies 1,008 students under Deafness, 2,636 under Hearing Impairment and 28 under Deaf-Blindness. Not every one of those students uses an interpreter, and the count cannot say how many do. But every one who does is placed with an interpreter whose skill the state has never defined, and only 36 of the 746 agencies the Index read publish any interpreting service or interpreter at all.

Qhov kev tshaj tawm ntawv nrhiav neeg ua haujlwm txais yuav thaum lub xeev tsis teev dab tsi

Where the state is silent, each employer writes its own floor, and the floor can sit very low. Capital Region BOCES, read on 12 October 2026, is recruiting a full-time, ten-month Educational Interpreter. The posting accepts any one of three routes: a bachelor's degree in an interpreter education program or a closely related field; an associate's degree in the same plus two years of interpreting experience; or a high school diploma or GED, four years of experience interpreting for deaf and hard of hearing people, and one college-level course in American Sign Language. It lists no certification. It does not mention the Educational Interpreter Performance Assessment, the Registry of Interpreters for the Deaf, or the National Interpreter Certification. The one screening it requires is a fingerprint background check.

None of those three routes measures whether the person can interpret. A degree shows coursework, years show employment, and a single ASL course shows that a course was taken. A district that hires through the third route has met every published requirement in New York while placing in a classroom someone whose interpreting has never been assessed by anyone. This is not a criticism of Capital Region BOCES, which published more than most. The Index found four other BOCES describing their own interpreters (Dutchess, Hamilton-Fulton-Montgomery under Co-Ser 324, Orange-Ulster under Co-Ser 714, and Monroe 1 under the title K-12 Educational Interpreter), and none of them prints a required credential either. The pattern is the state's, not the employer's.

Lwm cov xeev teev txoj kev qis tshaj plaws li cas

Each of the states below writes its interpreter floor into law or rule; New York writes none. The five other states were audited in earlier releases of the Index, and each file cites the rule from the state's own code.

K-12 txoj kev txhais lus qis tshaj plaws hauv rau lub xeev Index

Lub Xeev (Index file)	K-12 txoj kev txhais lus qis tshaj plaws	Qhov twg teev tseg
Nebraska (27)	EIPA 4.0; 3.5 raug zam vim muaj ua ntej, 3.0 raws li sim ua ntxiv	Rule 51, 010.06
Michigan (22)	EIPA 4.0 txij li 1 Lub Cuaj Hli 2016; 3.5 rau cov neeg hloov chaw	R 393.5026 thiab 393.5027
Maryland (20)	EIPA 4.0 daim ntawv tso cai tshwj xeeb kev kawm, tsim muaj xyoo 2023; kev ua raws tau thev mus txog 1 Lub Xya Hli 2027	2023 txoj cai pub ntawv tso cai; Ch. 196 ntawm 2026
Massachusetts (21)	Daim ntawv teev npe los ntawm Commission for the Deaf and Hard of Hearing tuav, EIPA 3.5	MCDHH daim ntawv teev npe, 120 tus neeg teev npe xyoo 2025-26
Maine (19)	Yuav tsum muaj daim ntawv tso cai neeg txhais lus hauv lub xeev	32 MRSA ch. 22; MUSER
New York (32)	Tsis pom muaj	8 NYCRR 200.1(nnn) teev txog qhov kev pab xwb

Qhov chaw: National Deaf Education Data Index cov ntaub ntawv xeev 19, 20, 21, 22, 27 thiab 32

The comparison is not flattering to the others in every respect. Maryland's standard was enacted and then paused under pressure from school boards and superintendents, and Nebraska exempts K-12 interpreters from its commission's

licensure while setting the EIPA floor in education rule. A floor on paper is not a floor in practice. But each of those states has written down a number that a parent, an advocate or an auditor can hold a district to. New York, with 3,644 students identified under Deafness or Hearing Impairment, has not.

Dab tsi cov ntaub ntawv hais tau thiab hais tsis tau

Index sau tseg tias txoj kev cai pov thawj tsis pom hauv cov nplooj ntawv uas nws nyeem, tsis yog tias tsis muaj nyob hauv txoj cai lij choj, thiab qhov sib txawv no tseem ceeb heev. Ib qho qauv tej zaum yuav nyob hauv ib tsab ntawv los ntawm Chav Haujlwm, ib daim lus qhia hauv kev ua haujlwm, los yog ib nqe lus cog tseg uas tsis nyob rau hauv pej xeem cov ntaub ntawv. Yog tias muaj ib qho tiag, nws yeej tsis tau tshaj tawm, thiab ib txoj kev yuav tsum tau ua uas ib tug niam txiv nrhiav tsis tau yog ib txoj kev yuav tsum tau ua uas ib tug niam txiv yuam tsis tau kom ua raws. Txoj kev kho qhov yuam kev qhib rau Chav Haujlwm raws li tib txoj cai rau txhua tus neeg: ib qho lus hais txog ib txoj cai los yog ib daim ntawv qhia kev coj uas teev txoj kev qis tshaj plaws yuav hloov tau cov lus pom hauv version tom ntej.

The gap is not new. A 2012 survey of state interpreter rules by the University of Northern Colorado recorded a call to New York City's Office of Sign Language Interpreting Services, which said the city had its own internal screening and that New York State had no standard. The city still runs that office, and it serves the largest single share of the population: 1,931 of the 3,644 identified students, or 53.0 percent, sit in the city. Whatever screening the city applies, it is the city's own, published nowhere the Index could read, and it does not reach the other 1,713 identified students who live in the rest of the state.

Cov ntaub ntawv kuj tsis muaj peev xwm qhia tau tias muaj pes tsawg tus neeg txhais lus ua haujlwm hauv New York cov tsev kawm ntawv. Lub Tsev Haujlwm Kev Kawm Ntawv Xeev tsis luam tawm ib daim ntawv qhia cov neeg ua haujlwm raws npe haujlwm, thiab tsoomfwv Section 618 daim ntaub ntawv cov neeg ua haujlwm rau New York tsis tau raug nyeem rau lub sijhawm no. Qhov ntawd ua rau lub xeev tsis muaj ib qho qis tshaj plaws uas luam tawm thiab tsis muaj kev suav uas luam tawm, txhais tau tias tsis muaj leejtwg sab nraud yuav paub tau tias muaj pes tsawg tus tub ntxhais kawm raug pab los ntawm cov neeg txhais lus uas yuav tsis txaus qhov qis tshaj plaws ntawm txhua lwm lub xeev raws li tau sau saum toj no.

Yam uas kaw qhov qhiab

The fix is one sentence of regulation and one table of data, and neither appears to need new legislation: Part 200 is the Commissioner's regulation, adopted by the Board of Regents, and the table would be a Department publication. The first is a qualification added to Part 200: a minimum score on a named assessment for any person providing sign language interpreting under 200.1(nnn), with a grandfather period and a provisional tier so that districts are not left without staff overnight. Nebraska and Michigan have run tiered versions of that structure for years, and Maryland's pause shows what happens when the transition is not funded or phased: the standard is enacted and then deferred. The second is a count. The State Education Department already publishes students by disability and district through its SEDCAR files; a companion table of interpreters by district, with their credential level, would let anyone measure the distance between the students who need an interpreter and the interpreters who can serve them.

Until either exists, the burden falls on families. A parent of a deaf child in New York can ask the committee on special education, in writing, what assessment the assigned interpreter has passed and at what score, and can ask for the answer in the IEP. The district is not required by state rule to have an answer. That is the gap, stated as plainly as the file can state it: New York funds the service and defines the service, and on the public record it sets nothing about the person who delivers it. NDEDI's state release schedule is at ndedi.org.

Qhov chaw los

- National Deaf Education Data Index, New York state file version 2.0, SY 2025 (School Year 2024-2025), Novara Consulting Group LLC, DOI 10.5281/zenodo.23305369. Frame, coverage codes, workforce block, BOCES interpreter titles and the publication measure.
- New York State Education Department, SEDCAR, Students with Disabilities by Disability, County and School District, as of October 2, 2024 (dis_by_county2025.xlsx), as read and hashed in the Index file, source 2.
- 8 NYCRR 200.1(nnn), definition of interpreting services, retrieved October 12, 2026.
- Capital Region BOCES, Educational Interpreter (FT/10M Position), job posting, retrieved October 12, 2026.
- University of Northern Colorado, OSEP Project 2014, state regulations: New York,

dated March 2012.
- National Deaf Education Data Index state files 19 Maine, 20 Maryland, 21 Massachusetts, 22 Michigan and 27 Nebraska, version 1.0, for the interpreter rules in the comparison table.

TIPS

Know something about a sign language AI system that the public should know? Send it to tips@novaracg.com. Every tip is read by me and kept confidential. If you work in the UK, writing to us is not by itself a protected disclosure under the Public Interest Disclosure Act 1998, so before you share employer information, check your options with Protect (protect-advice.org.uk), the free whistleblowing advice line.

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Yuav Hais Qhov Chaw Li Cas

Grizzle, H. M. (2026, October 12). New York Tsis Tau Hais Tias Leej Twg Muaj Cai Txhais Lus. Novara Consulting Group. https://www.novaracg.com/hmn/2026/10/12/new-york-never-said-who-can-interpret/