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纽约从未说过谁可以担任翻译

Heather Grizzle · October 12, 2026

纽约州对教育口译服务做出了定义,但未对口译员设定任何资格认证或评分标准。*NDEDI* 的纽约州文件揭示了这一空白。

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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.

摘要

- 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.
- 首都区域教育服务委员会(Capital Region BOCES)一则正在招聘教育口译员的启事中,接受高中文凭、四年工作经验和一门大学ASL课程作为资格条件,未提及任何认证要求。
- 内布拉斯加州、密歇根州、马里兰州、马萨诸塞州和缅因州都已将口译员的最低标准写入法律或规章。而拥有3,644名被认定为失聪或听力障碍的学生的纽约州,却没有任何此类规定。
- 该州也未公布在学校工作的口译员人数,因此外部任何机构都无法衡量这一差距。

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.

止步于此的定义

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.

当州里什么都没规定时,招聘启事接受什么条件

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.

其他州如何设定最低标准

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.

六个指数所涉州份的K-12教育口译员最低标准

州份(指数档案编号)	K-12教育口译员最低标准	相关规定出处
内布拉斯加州(27号档案)	EIPA 4.0;原有人员沿用3.5,临时资格为3.0	第51号规则,010.06条
密歇根州(22号档案)	自2016年9月1日起要求EIPA 4.0;代课人员为3.5	R 393.5026及393.5027条
马里兰州(20号档案)	EIPA 4.0教育专项执照,2023年立法通过;合规期限延至2027年7月1日	2023年执照法案;2026年第196章
马萨诸塞州(21号档案)	由聋人及听障人士委员会(Commission for the Deaf and Hard of Hearing)负责的注册名录,要求EIPA 3.5	MCDHH注册名录,2025–26学年共120名注册人员
缅因州(19号档案)	要求持有州口译员执照	缅因州法典第32卷第22章;MUSER
纽约州(32号档案)	未发现相关规定	8 NYCRR 200.1(nnn)仅对服务本身作出定义

来源:全国聋人教育数据指数(National Deaf Education Data Index)第19、20、21、22、27及32号州档案

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.

该档案能说明什么,又不能说明什么

该指数所记录的“未找到资格要求”,指的是在其所查阅的页面上未能找到,而非指法律上完全不存在此类规定,这一区别十分重要。相关标准有可能存在于某份教育厅内部备忘录、某项现场指导文件或某项合同条款之中,而这些内容并未公开记录在案。如果确实存在这样的标准,那它就是未公开的;而一项家长无法查到的要求,也就是一项家长无法要求执行的要求。教育厅同样可以按照与任何人相同的方式提出更正:只要引用某项设定了最低标准的规则或指导文件,就能在下一版本中改变这一结论。

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.

该档案同样无法说明纽约州学校中有多少名口译员在岗。州教育厅并未按职称公布人员数据表,且本轮周期未读取纽约州联邦第618条人员档案。这使得该州既没有公开的底线标准,也没有公开的统计数字,因此外界无从得知有多少学生正由达不到上表中任何其他州底线标准的口译员提供服务。

差距如何弥合

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.

资料来源

- 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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