

**Connecticut State Department of Education
Academic Office**



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

**Charlene M. Russell-Tucker
Commissioner of Education**

**Request for Information
RFI 004**

**Translation and Interpretation
Language Access Services**

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Part I. Information

Legal Authority:

[Public Act 23-150 Sections 17](#) states that the State Board of Education shall draft a written bill of rights for parents or guardians of students who are multilingual learners to guarantee that the rights of such parents and students are adequately safeguarded and protected in the provision of bilingual education under chapter 164 of the general statutes, and that each and local or regional board of education providing a program of bilingual education or English as a new language shall share this bill of rights with parents or guardians of eligible students in the dominant language of the parents or guardians and make copies available on the internet website of the board.

P.A. 23-150 (17) (a) (3) states the right of a multilingual learner student to have translation services provided (A) by an interpreter who is present in person or available by telephone or through an online technology platform, or (B) through an Internet web site or other electronic application approved by the State Board of Education, during critical interactions with teachers and administrators, including, but not limited to, parent - teacher conferences, meetings with administrators of the school in which such student is attending, and at properly noticed regular or special meetings of the board of education or scheduled meetings with a member or members of the board of education responsible for educating such student, in accordance with section 18 of this act.

Section 18 states that each local and regional board of education shall, upon request of the parent or guardian of a multilingual learner student or of the multilingual learner student, provide translation services to such parent or guardian and student at a properly noticed regular or special meeting of such board or a scheduled meeting with a member or members of such board. Such request for translation services shall be made at least one day in advance of such meeting of the board or with a member or members of such board. The term "Multilingual learning" has the same meaning as "English learner" as defined in 20 United States Code Section 7801.

Contact Information:

Questions concerning this Request for Information (RFI) may be directed to the CSDE Academic Office, Irene Parisi, Chief Academic Officer (Irene.Parisi@ct.gov or 860-713-6852).

Schedule:

Task	Organization/Agent	Required Action	Date
Issue RFI	CSDE	Post the RFI on the Department of Administrative Services (DAS) State Contracting Portal and the CSDE Website.	March 22, 2024
Receive Questions from Prospective RFI Respondents	Prospective RFI Respondents	Review the RFI and submit any questions via email to Irene.Parisi@ct.gov .	March 22 - 29, 2024
Amend the RFI and Answer Submitted Questions	CSDE	Post addendum to the DAS page: https://portal.ct.gov/DAS/CTSource/BidBoard and the CSDE RFP page: https://portal.ct.gov/SDE/RFP/Request-for-Proposals/2024-RFPs	April 3, 2024
Submit Information	RFI Respondents	Submit information to the CSDE by email to Irene.Parisi@ct.gov .	April 26, 2024

Freedom of Information:

This RFI is being issued solely for informational planning purposes and does not constitute a solicitation. Pursuant to Connecticut General Statutes (C.G.S.) Section 1-210 et seq. (FOIA), all questions and responses to this RFI are considered public records and every person shall have the right to (1) inspect such records promptly during regular office or business hours; (2) copy such records in accordance with C.G.S. Section 1-212(g); or (3) receive a copy of such records in accordance with C.G.S. Section 1-212.

Part II. Request for Information

Background:

The CSDE requests information from interested parties who may provide translation and/or interpretation services in-person, by telephone, or through an online technology platform for all parents or guardians of students and specifically parents or guardians of students who are English learners/multilingual learners (ELs/MLs) during critical interactions and important communications in the school setting.

Scope:

The purpose of this RFI project is to identify providers of translation and/or interpretation services in-person, by telephone, or through an online technology platform for all parents or guardians of students and specifically parents or guardians of students who are ELs/MLs. These services are to be provided during critical interactions and important communications in the context of school, such as parent teacher meetings, meetings with school leadership and staff, and board of education meetings.

Information provided pursuant to this Request for Information may be included in guidance documents developed by the CSDE for distribution to each local and regional board of education and or posted on the CSDE portal. The CSDE reserves the right to synthesize information provided by the respondents, and not to include information provided pursuant to this Request for Information.

To be included in guidance documents developed by the CSDE for distribution, each respondent must address all elements of this RFI, delineated below:

Responses to the RFI:

Clear and thorough responses should include but are not limited to explanations of the following range of descriptions, experience, and services.

1. The vendor's business practices and experience related to:
 - a. Translation and interpretation generally and in the non-profit and education context;
 - b. Transmission of the original message with fidelity, clarity, and precision, and without altering, omitting, or adding information;
 - c. Confidentiality and security practices;
 - d. Understanding of education specific contexts and terminology (i.e. acronyms, assessments, content-area nomenclature); and
 - e. The delivery of the service being provided: 1) in-person, 2) by telephone, and or 3) by an online technology platform to include technical specifications and end user experience.
2. The vendor's cultural and linguistic competence in the translation and interpretation context including:
 - a. Ability to translate and/or interpret regional variations and dialects of languages (including but not limited to regional varieties of Spanish);
 - b. Steps taken to avoid bias or conflicts of interest in translation and/or interpretation;
 - c. An ethical and respectful stance to translation and interpretation;

- d. A culturally sensitive approach that respects parents and families; and
 - e. Strategies used to establish trust and safety with parents and families.
3. The vendor's capacity, which addresses the following:
- a. Specific services that can be provided (i.e. translation, interpretation, both);
 - b. Languages for which services are available;
 - c. Vendor practices to build cultural sensitivity and awareness;
 - d. Adherence to professional code of ethics and standards of practice;
 - e. Practices that assure accurate, high quality, and simultaneous interpretation;
 - f. Practices that assure accurate, high quality translation;
 - g. Logistics capacity including ability to be onsite/remote, turnaround time from request to service, reliability; and
 - h. Preparation practices.

Optional - Respondents may provide a list of Connecticut districts or schools currently using their resources.

In addition to the required information, respondents may include any additional information that will help to better assess the proposed services. Attach all supporting documentation as appendices that should be referenced in the body of the responses.

Part III. Informational Documentation Requirements

Submission Information:

1. By April 26, 2024, 4:00 p.m., submit a response in narrative form by email to Irene.Parisi@ct.gov containing a complete description of the vendor's business practices, cultural and linguistic competence, and descriptions of logistical capacity that address the sections and subtopics noted in the Response to RFI section.

The response must be typewritten or word-processed on single-sided 8.5" X 11" sized paper. Text should be printed using a readable font (12 -point). The response should follow the format and order outlined on page 6-7 of this RFI.

2. Label the submission using the following information.

Request for Information: Translation and Interpretation-Language Access Services

- a. RFI #004
- b. Vendor or business name, primary contact information, website link
- c. Include the following title in the subject line of the submission email: Translation and Interpretation-Language Access Services

Part IV. Definitions

English Learner/Multilingual Learner: English Learner is a term used in federal and state legislation to describe a student who is not proficient in English and is entitled to receive a language instruction education program. This term is used in the Every Student Succeeds Act. Multilingual Learner is an assets- and strengths-oriented term to describe students who are not yet proficient in English. These terms are used together to indicate that the federal definition is being referenced along with a more assets-oriented alternative.

Cultural competence: Cultural competence is the ability to effectively interact with people from cultures different from one's own, especially through a knowledge and appreciation of cultural differences. (www.dictionary.com)

Request for Information: A document that an organization uses to request and obtain information about a product or service from suppliers. In this structured manner, an organization can learn about the possible solutions for the scope of work as indicated in the request for information.

RFI Respondent: A supplier (e.g., publisher, organization) that provides a written response to a request for information, providing details about the possible solutions for the scope of work as indicated in the request.