

**Connecticut State Department of Education  
Academic Office**



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

**Request for Information  
RFI 006**

**Artificial Intelligence Tools for K-12 Education**

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## Part I. Information

### Legal Authority:

[Public Act \(P.A.\) 24-151 Section 143](#) (a) states that the Connecticut State Department of Education (CSDE) shall, during the 2024-25 school year, “administer an artificial intelligence education tool pilot program. Under such pilot program, the Commissioner of Education shall award a grant to assist such boards in implementing an existing artificial intelligence tool, selected by the commissioner, that will be used by educators and students for classroom instruction and student learning.”

P.A. 24-151 (143) (c) states that such artificial intelligence tool shall comply with the laws governing the use of artificial intelligence and the protection of student data and privacy, including, but not limited to, the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g, as amended from time to time, and Sections 10-234aa to 10-234gg, inclusive, of the Connecticut General Statutes.

P.A. 24-151 (144) further states that the Department of Education shall provide professional development for educators employed by the local and regional boards of education participating in the artificial intelligence education tool pilot program pursuant to section 143 of this act. Such professional development shall include, but not be limited to, (1) training on how to properly and safely utilize the artificial intelligence tool selected for such pilot program as part of instruction in the classroom, (2) how such artificial intelligence tool can benefit (A) educators in classroom instruction, and (B) students in learning, academic achievement and workforce development, and (3) the laws governing the use of artificial intelligence and the protection of student data and privacy, including, but not limited to, the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1232g, as amended from time to time, and Sections 10-234aa to 10-234gg, inclusive, of the Connecticut General Statutes.

### 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](mailto: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.	October 18, 2024

Receive Questions from Prospective RFI Respondents	Prospective RFI Respondents	Review the RFI and submit any questions via email to <a href="mailto:Irene.Parisi@ct.gov">Irene.Parisi@ct.gov</a> .	October 18-25, 2024
Amend the RFI and Answer Submitted Questions	CSDE	Post addendum to the DAS page: <a href="https://portal.ct.gov/DAS/CTSource/BidBoard">https://portal.ct.gov/DAS/CTSource/BidBoard</a> and the CSDE RFP page: <a href="https://portal.ct.gov/SDE/RFP/Request-for-Proposals/2024-RFPs">https://portal.ct.gov/SDE/RFP/Request-for-Proposals/2024-RFPs</a>	October 31, 2024
Submit Information	RFI Respondents	Submit information to the CSDE by email to <a href="mailto:Irene.Parisi@ct.gov">Irene.Parisi@ct.gov</a> .	November 15, 2024

#### Freedom of Information:

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 student and educator facing artificial intelligence tools for use in Grades 7 – 12 along with the associated professional learning supports. Such tools will be used by educators and students for classroom instruction and student learning. This RFI is being issued solely for informational and planning purposes and does not constitute a solicitation to contract with the CSDE.

##### Scope:

Through this RFI the CSDE is seeking to identify providers of artificial intelligence tools for K-12 education to include in written guidance to Connecticut districts and which might be used in the pilot program as described in P.A. 24-151 (143) (a) (see “Legal Authority” above). RFI Respondents must abide by all Student Data Privacy laws and regulations and provide a safe and guided space for students to learn, create, produce, and publish products/projects associated

with their curriculum-based learning. These tools must also allow teachers to monitor student activity, access performance data and provide actionable feedback to students.

Information provided by RFI Respondents 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 Respondents and include or not information provided pursuant to this Request for Information in the CSDE's sole discretion. By responding to this RFI, a RFI Respondent grants permission to the CSDE to publish any information provided in guidance documents developed by the CSDE for distribution and/or published on the CSDE portal.

The CSDE may also recommend use of the tool specified in the RFI response as part of the pilot program outlined in [Public Act \(P.A.\) 24–151 Section 143](#).

Responses to the RFI:

To be included in guidance documents developed by the CSDE for distribution, each RFI Respondent must address all elements of this RFI, delineated below. Clear and thorough responses should include but are not limited to explanations of the following range of descriptions, experiences, and services:

1. Compliance with Student Data Privacy Laws: Provide a detailed explanation of how your tool complies with all relevant student data privacy laws and regulations (e.g. Family Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Rule (COPPA), Children's Internet Protection Act (CIPA), and state-specific laws). Include information on data encryption, storage and data usage practices, and any third-party integrations.
2. Safe and Guided Student Environment
  - a. Describe how your tool assists teachers in the creation of or how your tool provides a safe and guided space for students to learn, create, produce, and publish products or projects related to standards-based curriculum.
  - b. Identify features that ensure a structured learning environment.
  - c. Provide details regarding age-appropriate design considerations. How does the tool minimize exposure to inappropriate content or interactions?
  - d. Detail tools for guided exploration and creative production.
  - e. Identify any content specific features (for example for English Language Arts, Science, Math) as well as any standards specific features.

- f. Identify any specific features which provide opportunities for students to collaborate on group projects.
3. Creation of Educational Content:
  - a. Describe how your tool uses generative AI to produce a variety of educational and teaching-related content, to include but not be limited to specific tools and content generators designed for teachers within the product to help create content such as lesson plans, grading rubrics, parent communications, and/or content specific word problems.
4. Educator monitoring and support tools:
  - a. Describe how your tool provides an AI tutor or mentor to teachers and students, including how the feature is implemented.
  - b. Describe how your tool provides students with the ability to engage in student to student or student to teacher communication.
  - c. Describe how your tool provides teachers with the ability to monitor student usage, access data, and offer actionable feedback and assessments.
  - d. Specify whether the interfaces are real-time, asynchronous, or both.
  - e. Describe data analytics and reporting features provided.
5. Accessibility and Inclusivity: The tool should ensure accessibility for all students, including EIs/MLs and those with disabilities, and promote an inclusive learning environment.
  - a. Specify compliance with accessibility standards.
  - b. Outline features that accommodate diverse learning needs.
  - c. Describe any language supports or other inclusivity features.
6. Professional Learning and Support for Educators:
  - a. What professional learning and development opportunities do you offer to help educators effectively implement and use the tool?
  - b. Detail the formats (e.g., in-person, online), frequency (e.g., ongoing, on-demand), and depth of the training programs offered. Highlight onboarding, platform-specific technical and pedagogical training, and guidance for student-family communication about child safety and AI use.
  - c. What supports are provided for troubleshooting and technical assistance? Is there a helpdesk available during school hours?
7. Student Support Features
  - a. What in-product supports are provided to assist students in using the system?
  - b. Identify any built-in features to promote responsible AI use among students.

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 November 15, 2024, 4:00 p.m., submit a response in narrative form by email to [Irene.Parisi@ct.gov](mailto: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 provided in an electronic document. 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: Artificial Intelligence Tools for K-12 Education

- a. RFI #006
- b. Vendor or business name, primary contact information, website link
- c. Include the following title in the subject line of the submission email: Artificial Intelligence Tools for K-12 Education

### Part IV. Definitions

**Artificial Intelligence:** any technology, including, but not limited to, machine learning that uses data to train an algorithm or predictive model for the purpose of enabling a computer system or service to autonomously perform any task, including, but not limited to, visual perception, language processing or speech recognition, that is normally associated with human intelligence or perception.

**CIPA:** Children's Internet Protection Act is a U.S. federal law that requires schools and libraries receiving federal funding for internet access to implement internet safety policies. These policies must block or filter harmful content, such as obscene material, and protect minors from inappropriate online content.

**COPPA:** The Children's Online Privacy Protection Act is a U.S. federal law enacted to protect the privacy of children under 13 by regulating how online services and websites collect, use, and disclose their personal information. It requires companies to obtain parental consent before collecting data from children and mandates certain privacy policies and practices.



**FERPA:** Family Educational Rights and Privacy Act provides certain rights for parents regarding their children's education records. This Act provides general information on a parent's rights under FERPA.

**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.