

Learner Engagement and Attendance Program

Frequently Asked Questions: RFP #865

June 12, 2026

1. Are public charter schools that operate as their own state-defined school district eligible to apply for the LEAP RFP?

Charter schools are eligible to apply for the LEAP RFP.

The Department is administering this grant through a competitive application process. C.G.S. § 10-66ee(g) provides that charter schools are eligible to the same extent as boards of education for competitive state grants. Eligibility to apply does not guarantee funding. Applications will be reviewed based on the priorities and criteria outlined in the RFP, including the statutory priority for school districts with the highest levels of chronic absenteeism, alignment with the LEAP model, application quality, and available funding.

2. Are endowed academies eligible to apply for the LEAP RFP?

Endowed academies are not eligible to apply for the LEAP RFP. Endowed academies are not local or regional boards of education. They are separately approved, privately governed academies that may serve a public high school function for towns that designate or send students to them.

LEAP RFP Bidders' Conference FAQ, June 11, 2026

1. Are bus passes an allowable expense under barrier removal/necessary supports?

Yes. Bus passes may be purchased if transportation is a barrier, but the cost should fall within the allowable portion (15%) of the budget for barrier removal/necessary supports. Applicants should first exhaust other local and state agency funding sources for transportation supports before using LEAP funds.

LEAP funds should not be used for items such as bags of groceries, gift cards, or similar direct assistance.

2. Is there a train-the-trainer option for LEAP 101?

No. LEAP 101 is the required foundational training for all staff who will conduct LEAP home visits, and it is provided directly through the Connecticut Home Visit Hub trainers.

However, districts may receive additional support, coaching, and technical assistance from CREC or EdAdvance. Some of that support may help district or school leaders strengthen their internal structures and support staff implementation.

3. Would self-contained special education classrooms be considered an alternative education program?

No. A self-contained special education classroom would not generally be considered an alternative education program under the RFP solely because it is self-contained or serves students with disabilities. Students in such classrooms should be considered for participation in LEAP home visits based on whether the location of the classroom is in a school in which the applicant is applying for LEAP implementation.

4. Should applicants submit the application through eGMS?

No. For the RFP submission, applicants should follow the process described in the RFP and presentation. The application is submitted through Microsoft Forms, and the two required signed attachments must be emailed separately to Kari.Sullivan@ct.gov.

eGMS will be used later, after awards are approved and funding levels are loaded.

5. Is there a cost for the required LEAP training that districts should include in their budget?

No. The required LEAP training provided by CSDE and its partners is available at no cost to districts.

If a district wants to include an additional training that would strengthen home visiting practice, that may be included in the proposed budget, but it must fit within the allowable portion (15%) of the budget for those types of costs.

6. Can a district add staff after implementation begins, or does all staffing need to be predetermined in the application?

Districts may build flexibility into their staffing plans. If a district intends to phase in staffing over time, that should be described clearly in the application.

For example, an applicant could explain that it will begin with three to five home visitors and increase to six home visitors by a certain date. The budget should align with the proposed timeline and staffing plan.

7. How should districts determine compensation for staff conducting home visits?

Compensation is determined at the district level. Districts may need to consider local policies, collective bargaining agreements, and whether staff will be paid through a stipend or hourly/salary rate.

Existing LEAP districts may be a helpful resource for examples of how compensation has been structured.

8. Do LEAP home visitors have to be teachers?

No. LEAP home visitors may be any district staff member, as long as they complete the required LEAP 101 training and implement the model with fidelity.

This may include teachers, paraeducators, or other trained school or district staff.

Post meeting note: Partnerships with community agencies may also be used for home visitors.

9. Can paraeducators serve as LEAP home visitors?

Yes. Paraeducators may serve as LEAP home visitors if they complete the required LEAP 101 training and follow the LEAP model.

10. Can the person coordinating or facilitating LEAP implementation be compensated through the grant?

Yes. Districts may include compensation for LEAP coordination or facilitation in their staffing plan, as appropriate.

This could include stipends or compensation for school-based staff who help coordinate LEAP activities, participate in attendance team processes, identify students for home visits, monitor attendance progress after visits, and support overall implementation.

11. What should applicants do if they have trouble with the Microsoft Forms application?

Applicants should contact Kari Sullivan directly at Kari.Sullivan@ct.gov if they experience difficulty with the form. CSDE can help troubleshoot and resolve issues.