

# EDC Solutions Guide for GLS Grants

## Applying for funding for EDC Solutions services? We can help!

This document provides guidance and resources on adding EDC's Multi-Tiered School Suicide Prevention (MTSSP) and Community-Led Suicide Prevention (CLSP) models and services to your Garrett Lee Smith (GLS) grant application.

## EDC Solutions

*EDC Solutions offers versatile consultation and training for education, community, and healthcare systems committed to improving prevention and wellbeing for their workforce and the people they serve.*

### EDC Work in Suicide Prevention

- **EDC Solutions in Education**

EDC's [Multi-Tiered School Suicide Prevention \(MTSSP\)](#) model supports schools in implementing comprehensive approaches to suicide prevention that are aligned with both best practices and schools' multi-tiered systems of support.

→ [Jump to EDC Solutions in Education section for grant application guidance](#)

- **EDC Solutions in Communities**

EDC's [Community-Led Suicide Prevention](#) services support communities and the states that serve them in strengthening coalitions and developing comprehensive approaches to suicide prevention that are evidence-informed, equitable, and long-lasting.

→ [Jump to EDC Solutions in Communities section for grant application guidance](#)

### Other EDC Initiatives

[Zero Suicide Institute at EDC](#) provides suicide prevention support in healthcare, including [Zero Suicide consultation](#) and [Assessing and Managing Suicide Risk \(AMSR\) training](#). Organizations considering applying for campus Notice of Funding Opportunity (NOFO) or SAMHSA Zero Suicide grants should [access guides here](#).

To learn more about additional EDC projects in suicide prevention, [follow this link to edc.org](#).

## Grant Language

When you reference EDC services in your application, please use the following language to describe our role with your project:

EDC is pleased to provide the services described herein acting as a Contractor per 2 CFR part 200.331, Subrecipient and Contractor determinations.

## Connect with Us

We are happy to meet with you as you prepare your application for this award. We will provide you with an estimate after we have been able to talk with you about the right selection of services for the intended outcomes the system seeks to achieve.

If you would like to discuss options with us, please contact us at [Solutions@edc.org](mailto:Solutions@edc.org).

## EDC Solutions in Education

*This section provides guidance on building the Multi-Tiered School Suicide Prevention (MTSS) model into your GLS grant application.*

### Multi-Tiered School Suicide Prevention (MTSSP) Model

EDC's Multi-Tiered School Suicide Prevention model supports schools in implementing comprehensive approaches to suicide prevention that are aligned with both best practices and schools' multi-tiered systems of support.

#### Summary of MTSSP

**MTSSP provides a two-school year process which guides school systems in the development of effective, comprehensive, and sustainable suicide prevention strategies across multi-tiered systems of support.**

Through learning events providing best practice information, technical assistance and guided support offered by subject matter experts, and access to EDC's evidence-informed suicide prevention resources, school systems gain the capacity to prevent suicide and promote all students' mental health and wellbeing.

School teams walk through a two year process that engages the entire school system in assessing school suicide prevention needs, action planning, and direct implementation of action steps that ensure [the 6 key components](#) of evidence-based school suicide prevention are developed, strengthened, and sustained in school systems.

## Key Services in MTSSP

- **MTSSP School District Selection**

The MTSSP process engages cohorts of 3 to 15 school district teams in the development of [6 key components](#) of school suicide prevention. EDC can provide model RFAs, host informational webinars, and support state and local agencies in the selection of school districts both in need of and prepared for the implementation process.

- **MTSSP Kickoff Workshop**

The MTSSP Kickoff Workshop can be hosted in-person or virtually and provides school systems with best practice content on suicide prevention, safe messaging, and effective strategies for preventing suicide in school systems. This Kickoff workshop is hosted at the beginning of the two-year process to ensure all school teams are prepared to develop 6 key components of school suicide prevention.

- **MTSSP Assessment**

EDC's MTSSP Assessment provides an in-depth Environmental Assessment that school teams complete together following the kickoff event. This assessment asks schools to reflect on their gaps, strengths, and to rank their level of preparedness to implement and sustain key activities within the 6 key components of school suicide prevention. School teams are provided a minimum of a month to discuss, explore, and gather feedback from the wider community on the different MTSSP questions. This assessment is completed at the beginning and end of the two-year process to allow school teams to measure progress and demonstrate impact.

- **MTSSP Action Planning & Implementation**

EDC provides all participating school teams with action planning templates. These templates are specially designed to build off each school team's unique MTSSP assessment results. The templates support schools in identifying priority areas for development, feasible goals and objectives, specific action steps to achieve each objective, and associated data schools can collect to monitor progress. School teams engage in strategic action planning during school year 1 and focus on implementation of action plans during school year 2.

- **MTSSP Communities of Practice (CoP) Workshops**

EDC provides 4 virtual, CoP workshops via Zoom during each school year (8 total CoP workshops across years 1 and 2 in the initiative). These workshops provide continuing education to school teams on topics such as developing strong suicide prevention protocols; best practices around mental health screenings, risk assessments, and referrals in schools; and building a strong foundation of mental health promotion for all students, staff, and families. Workshops are designed to provide both content and open time for participating school teams to share and learn from one another around challenges, successes, experiences, and questions.

- **MTSSP Technical Assistance**

EDC connects all participating district teams with EDC Technical Assistance (TA) Specialists who are experts in school mental health, student wellbeing, and suicide prevention. The TA Specialists join school team leads in monthly phone calls where they are able to ask questions, receive feedback, and strategize around ongoing implementation efforts. TA Specialists additionally provide review and feedback on MTSSP assessment results, completed action planning templates, suicide prevention protocols, and school team implementation of strategies.

- **MTSSP Site Visits**

EDC TA services can include site visits where EDC TA Specialists travel to assigned school districts to host 1-to-1.5-hour meetings. During these in-person meetings, TA specialists learn about the unique context, culture, and resources of each district. Site visits can be hosted at the launch of school year 1 and at the end of school year 2 in the initiative.

## Connect & Learn More

To learn more about EDC’s MTSSP framework and TA and how it might be a fit for your grant application, visit [go.edc.org/EDC-Solutions-MTSSP](https://go.edc.org/EDC-Solutions-MTSSP).

We are happy to meet with you as you prepare your application for this award. We will provide you with an estimate after we have been able to talk with you about the right selection of services for the intended outcomes you hope to achieve. If you would like to discuss options, email [Solutions@edc.org](mailto:Solutions@edc.org) to set up an appointment.

## GLS Grant Narrative

Here are suggestions from EDC Solutions on how to incorporate MTSSP into your application narrative—and implementation after your award!

This guide was created with the [SAMHSA NOFO No. SM-24-005](#) in mind, but it is a tool that can be used for other funding opportunities for youth and school-based suicide prevention as well.

### Section 3. Required and Allowable Activities

The SAMHSA Notice of Funding (NOFO) provides a list of Required and Allowable activities in Section 3. These activities center on preventing, intervening, and responding to suicide in youth-serving systems, including schools. MTSSP services aligned with required and allowable GLS activities are provided below.

- **Relevant Required Activities**

1. *“Provide trauma-informed, evidence-based, and culturally and linguistically appropriate early intervention, assessment services, and screening programs to youth who are at risk for mental or emotional disorders that may lead to a suicide attempt. These services must be*

*integrated with school systems, educational institutions, juvenile justice systems, substance use disorder programs, mental health programs, public health systems, foster care systems, pediatric health programs, mobile crisis units, and other child and youth support organizations.”*

**One of EDC’s 6 key components of school suicide prevention is the identification and support of youth who are at risk of suicide.** MTSSP provides a framework to help school systems learn best practices for identifying youth at risk for suicide, guidance on selecting screenings or trainings on the warnings signs of suicide, and support in aligning practices used to identify and support youth at risk of suicide with strong district-wide suicide prevention policies and protocols, as well as recognized best practices from the field. *EDC’s TA on the identification and support of youth who are at risk of suicide centers on ensuring evidence-informed and culturally appropriate trainings, screenings, and risk assessments for diverse youth populations are selected and incorporated into policies and protocols.*

2. *“Provide immediate support and information resources (including information from the Suicide Prevention Resource Center [SPRC]) to families of youth who are at risk for or who have attempted suicide.”*

**One of EDC’s 6 key components of school suicide prevention is including key school community members-- including parents and families-- in suicide prevention messaging, planning, and training.** EDC’s TA Specialists support schools in identifying evidence-informed and culturally-responsive resources, trainings, and information that can be provided to all families on promoting student mental health and suicide prevention. Through the MTSSP Action Planning and Implementation Process, schools are supported in identifying local, state, and national resources and planning for their effective dissemination within the school community.

**Additionally, One of EDC’s 6 key components of school suicide prevention is the development of policies and protocols for identifying and supporting youth who are at risk for suicide.** The development of these protocols provides school districts with key actions, resources, and guidance for communicating with families on youth suicide attempts, keeping youth safe following a suicide threat or attempt, and re-integrating youth into school following treatment for suicide attempts in an emergency room or inpatient hospital.

3. *“Implement a response system to ensure that timely referrals incorporating safety planning can be provided to appropriate community-based mental health care, treatment, and recovery support programs for youth who are at risk for suicide or suicide attempts in child-serving settings and agencies...”*

**One of EDC’s 6 key components of school suicide prevention is the development of policies and protocols for identifying and supporting youth who are at risk for suicide.** The development of these protocols provides school districts with key actions, resources, and guidance for ensuring youth receive consistent, high-quality referrals and mental health supports from both in-school and external community mental health providers.

5. *“Provide post-suicide intervention services, care, and information to families, friends, community organizations, faith-based organizations, educational institutions, juvenile justice systems, substance use disorder and mental health programs, foster care systems, pediatric health programs, and other child and youth support organizations involved with youth who have recently died by suicide.”*

**One of EDC’s 6 key components of school suicide prevention is the development of policies and protocols for supporting the school community after a suicide death.** The development of these protocols provides school districts with key actions, resources, and guidance for mitigating the risk of contagion, communicating safely on the death, and providing evidence-informed grief support services following the death. The MTSSP Action Planning and Implementation process guides schools in identifying and strengthening relationships with community agencies who can provide post suicide services and be incorporated into school protocols and processes.

6. *“Provide evidence-based training, where possible, to educators, childcare professionals, care providers, community members, natural community helpers (e.g., faith-based leaders, recreational coaches) and individuals in foster care and juvenile justice agencies on youth suicide early intervention and prevention strategies, and how to effectively identify youth who are at risk for suicide, including youth of diverse linguistic and cultural backgrounds.”*

**EDC’s MTSSP process provides ongoing training and education to school systems on incorporating suicide prevention into multi-tiered systems of support, preparing them to incorporate tier 1 promotion of all students’ positive mental health into their suicide prevention efforts, as well as how to identify and support youth who are at risk of suicide within their ongoing tier 2-3 efforts.** The MTSSP kickoff event provides education to district team members on risk factors and warning signs of suicide, safe suicide prevention messaging and best practices, and the role of classrooms’ positive life skills development activities within suicide prevention. The MTSSP Communities of Practice hosted in both years 1 and 2 of the initiative provide best practice training in creating policies and protocols to strengthen the identification and support of youth who are at risk of suicide, including education on addressing common challenges around suicide prevention gatekeeper trainings, mental health screenings, and the use of suicide risk assessments in schools. EDC TA Specialists also provide individualized technical assistance to school teams, helping them to overcome common challenges and setbacks in implementing

prevention strategies, as well as efforts to identify and support youth who are at risk of suicide.

8. *“Obtain input from individuals with lived experience in planning, implementing, and evaluating the project, including survivors of loss, survivors of suicide attempts, youth, and families.”*

Two of EDC’s 6 key components of school suicide prevention are the engagement of key school stakeholders and community partners in implementation of the two-year MTSSP process. School implementation teams are encouraged to engage both students and families of students on their implementation teams. Likewise, schools are supported in making connections with local community stakeholders in suicide prevention, such as suicide prevention coalitions, nonprofits, and peer support groups, who benefit from strong representation of members with suicide-centered lived experience and can help to inform MTSSP assessments, action plans, and suicide prevention strategies.

10. *“Collect and analyze data and report to SAMHSA on state-sponsored statewide or tribal youth suicide or early intervention and prevention strategies that can be used to monitor the effectiveness of such services and for research, technical assistance, and policy development.”*

EDC’s MTSSP School Suicide Prevention Assessment provides a key data collection tool school systems can use to gather both baseline and post-implementation data on suicide prevention strategies such as screenings, gatekeeper trainings, life-skill development, strengthening social-connectedness, and more. The tool provides a useful resource to help GLS grantees monitor their school-based initiative impacts and EDC provides leadership in analyzing and interpreting the assessment data.

- **Relevant Allowable Activities:**

- *“Develop collaborative partnerships with other service providers for service delivery and stakeholders serving youth at risk for suicide.”*

One of EDC’s 6 key components of school suicide prevention is the development of community partnerships. School districts are encouraged to identify and develop or strengthen relationships with local mental health providers, suicide prevention experts, and community service organizations who can provide key mental health services, suicide risk assessments, and suicide-specific treatments for students. School districts are supported in ensuring referrals to connected service providers are in alignment with suicide prevention policies and protocols.

- **Data Collection & Performance Measurement**

- *GLS Grantees are required to collect data and report on 4 key outcomes measures, including: The number of individuals screened for suicidal ideation as a result of the grant; The number of individuals referred to crisis or other mental health-related services for suicide risk, ideation, or behavior; the number and percentage of individuals receiving mental health or related services after referral; and the number of individuals trained in suicide risk assessment.*

EDC's MTSSP framework supports school systems in creating data collection and monitoring action plans that guide school systems in tracking all 4 key data outcome measures above. MTSSP TA supports school systems in identifying feasible strategies for tracking data and addressing data collection challenges. Schools' implementation of their MTSSP data action plans can support strong, long-term collection and reporting of required GLS data directly by school systems beyond the two-year MTSSP process, allowing school systems to be partners with GLS Grant evaluators in monitoring and showing impact.

## EDC Solutions in Communities

*This section provides guidance on adding Community-Led Suicide Prevention (CLSP) technical assistance (TA) services to your grant application, as well as how to use the CLSP Toolkit to build your grant narrative.*

### Community-Led Suicide Prevention (CLSP) Model

#### Summary of CLSP

EDC provides expert training, consultation, and products to strengthen community capacity and commitment to carry out the recommendations outlined in the National Action Alliance for Suicide Prevention's [Transforming Communities Report](#) and the Center for Disease Control's (CDC's) [Suicide Prevention Resource for Action](#).

These services build on EDC's freely-available CLSP Toolkit, which guides communities in developing and strengthening the [7 key elements](#) of community-led suicide prevention that have been shown to make local suicide prevention efforts more effective, equitable, and long-lasting. CLSP TA services provide guidance, hands-on practice, and real-world planning to help community coalitions and organizations apply the CLSP Toolkit in their local efforts.

#### Key Services in CLSP

The following CLSP Services could be included in your grant application:



- **CLSP Academy**

[CLSP Academies](#) bring representatives of community coalitions or organizations together to learn how to apply EDC’s CLSP Toolkit to their local efforts while building strong peer connections. The CLSP Academy can be offered as an in-person academy over two days, or as a virtual academy over three half-days. Both formats include a 2-hour preparatory webinar. Through these events, participants will gain in-depth knowledge and skill building on each of the [7 key elements](#) of community-led suicide prevention, participate in interactive strategic planning and team-building activities, and access a variety of CLSP resources designed to help communities identify and strengthen gaps in existing suicide prevention efforts. Teams will walk away with a preliminary action plan to bring back to their coalition.

  - States, foundations, and organizations can sponsor an Academy, which includes up to four months of consultation, planning, and event tailoring with CLSP staff.
  
- **CLSP Community of Practice**

The [CLSP Community of Practice \(CoP\)](#) is recommended as a follow-up to a CLSP Academy. The CoP can be hosted as monthly or bi-monthly virtual sessions via Zoom where representatives of community coalitions or organizations come together to share and learn from one another around ongoing successes, challenges, and experiences in developing and carrying out the [7 key elements](#) of community-led suicide prevention. Each CoP session includes best practice content related to at least one of the 7 key elements and facilitated discussions and peer learning around achieving each of the elements in the real world.
  
- **Tailored Technical Assistance**

EDC’s [CLSP Technical Assistance \(TA\)](#) provides consultation and support that is uniquely adapted to local suicide prevention needs. TA can take the form of monthly phone calls, ongoing communication and resource sharing, or the development of a unique product or service that helps communities you serve to better apply any of the CLSP Toolkit content to their local efforts. For example, a community may seek out intensive TA to develop capacity to access, analyze, and use data as called for in the [CLSP Data Element](#); or a community may seek out intensive TA to engage in effective strategic planning using EDC’s [CLSP Strategic Planning Worksheet](#). Tailored TA can also be combined with CLSP Academies or CoPs to provide an added level of support as communities engage with the CLSP framework.

*Communities seeking tailored technical assistance should email [communitysuicideprevention@edc.org](mailto:communitysuicideprevention@edc.org) to schedule a meeting where they can describe their needs and learn more.*

## GLS Grant Narrative

In the [CLSP Toolkit](#), we provide many free resources to support your communities’ suicide prevention journey. This grant application guide compiles content and resources that will help you

craft a successful application now and help you use the CLSP toolkit's [7 key elements](#) to strengthen your suicide prevention efforts once you are funded.

Here are suggestions from EDC Solutions on how to incorporate CLSP into your application narrative—and implementation after your award!

This guide was created with the [SAMHSA NOFO No. SM-24-005](#) in mind, but it is a tool that can be used for other funding opportunities for community suicide prevention as well.

### Section 3. Required and Allowable Activities

The SAMHSA Notice of Funding Opportunity (NOFO) provides a list of required and allowable activities in Section 3. These activities center on preventing, intervening, and responding to suicide in youth-serving systems. The CLSP services that align with required and allowable GLS activities are listed below.

- **Relevant Required Activities:**

4. *“Ensure treatment and prevention services for diverse cultural populations address the cultural-specific risk and protective factors of the various populations they are serving.”*

The CLSP Toolkit's [Data](#) and [Planning](#) elements provide guidance and steps for identifying cultural-specific risk and protective factors of populations to be served and making data-informed decisions based on those factors. The CLSP Toolkit's [Integration](#) and [Fit](#) elements lay out steps for choosing, adapting, and implementing evidence-based or evidence-informed suicide prevention services based on CDC's [Suicide Prevention Resource for Action](#) (Resource for Action), the Suicide Prevention Resource Center's (SPRC) [Best Practices Registry](#) (BPR), and appropriate cultural or local practices. **CLSP Academies, CoPs, resources and tailored TA services can support state and community groups in both effectively using data to identify culturally-specific risk and protective factors, and using that information to adapt, implement, and monitor the impact of prevention efforts within the GLS grant project.**

6. *“Provide evidence-based training, where possible, to educators, childcare professionals, care providers, community members, natural community helpers (e.g., faith-based leaders, recreational coaches) and individuals in foster care and juvenile justice agencies on youth suicide early intervention and prevention strategies, and how to effectively identify youth who are at risk for suicide, including youth of diverse linguistic and cultural backgrounds.”*

The CLSP Toolkit's [Integration](#) and [Fit](#) Elements provide guidance, strategies, and steps for choosing and implementing evidence-based suicide prevention strategies and approaches from CDC's [Suicide Prevention Resource for Action](#) (Resource for Action) and the Suicide Prevention Resource Center's (SPRC) [Best Practices Registry](#) (BPR). The Resource for Action includes strategies for both early intervention and prevention, as well as effectively

identifying and supporting individuals at risk of suicide. Both the Integration and Fit elements can be used to guide communities in selecting, adapting, and ensuring the cultural fit of evidence-based strategies and approaches from the Resource for Action.

**CLSP Academies, CoPs, resources and tailored TA services can be provided to support state and community agencies and groups in effectively choosing, implementing, and monitoring the impact of efforts to both prevent youth from becoming at risk of suicide and to identify and support youth who are at risk within the GLS grant project.**

7. *“Implement strategies to reduce access to lethal means among youth with identified suicide risk, including providing to parents, legal guardians, and family members of youth supplies to securely store means commonly used in suicide, if applicable, within the household.”*

The CLSP Toolkit’s [Integration](#) and [Fit](#) Elements provide guidance, strategies, and steps for choosing and implementing evidence-based suicide prevention strategies and approaches from the CDC’s [Suicide Prevention Resource for Action](#) (Resource for Action) and the Suicide Prevention Resource Center’s (SPRC) [Best Practices Registry](#) (BPR). A core evidence-based strategy from the Resource for Action is “Create protective environments,” with an associated approach of “Reduce access to lethal means among persons at risk of suicide.” **Both the Integration and Fit elements can be used to guide communities in selecting, adapting, and ensuring the cultural fit of evidence-based approaches from the Resource for Action centered on reducing access to lethal means.** CLSP Academies, CoPs, and tailored services can be provided to support state and community agencies and groups in effectively choosing, implementing, and monitoring the impact of efforts to reduce access to lethal means for youth through the GLS grant project.

8. *“Obtain input from individuals with lived experience in planning, implementing, and evaluating the project, including survivors of loss, survivors of suicide attempts, youth, and families.”*

The CLSP Toolkit’s [Unity](#), [Fit](#), and [Sustainability](#) elements provide guidance, strategies, and steps for engaging diverse communities, assessing community needs, gathering feedback on ongoing suicide prevention efforts, and maintaining active partner engagement, including people with lived experience. CLSP Academies, CoPs, and TA services bring community groups together to develop community-wide capacity to prevent suicide. **Within these CLSP services, community groups learn strategies for effectively engaging diverse community members in ongoing suicide prevention efforts, with a focus on engaging community members who have suicide-centered lived experience and are disproportionately impacted by suicide.** CLSP services can support grantees in identifying approaches for obtaining input from and meaningfully engaging those with lived experience in a sustainable manner.

10. *“Collect and analyze data and report to SAMHSA on state-sponsored statewide or tribal youth suicide or early intervention and prevention strategies that can be used to monitor the effectiveness of such services and for research, technical assistance, and policy development.”*

The CLSP Toolkit’s [Data](#) and [Planning](#) elements provide guidance, strategies, and steps local communities can use to guide data tracking, analysis, and monitoring within the GLS Grant. Grant applicants can use the steps provided in both elements to inform opportunities for partnering and sharing data with local communities engaged in grant activities. Tailored CLSP services can be provided to support local and state partners in establishing strong data collection and monitoring plans for their GLS grants and to support states in identifying strategies for strengthening local agencies’ data collection and reporting activities.

- **Relevant Allowable Activities:**

- *“Utilize local, state, and federal youth suicide attempt and death data to prioritize prevention and intervention strategies focusing on the provision of culturally responsive care to diverse populations impacted by suicide deaths and attempts.”*

The CLSP Toolkit’s [Data](#) and [Planning](#) elements provide guidance, strategies, and steps for strengthening community groups’ access to and use of local, state, and federal data. CLSP Academies, CoPs, and TA services provide training in accessing suicide-related data, using data within suicide-prevention strategic planning, and making data-informed decisions around suicide prevention strategies. CLSP services can support grantees in strengthening local capacity to access, use, interpret, and apply data to local efforts. **All CLSP services train communities in assessing their needs and readiness, and choosing effective suicide prevention strategies that align with local culture, context, and resources, as outlined in the [Fit](#) element.**

- *“Utilize trauma-informed, culturally appropriate and diverse training and public awareness and activation campaigns for populations, including youth, families, schools, educational institutions, pediatric health programs, and youth organizations that adhere to the National Action Alliance for Suicide Prevention’s guidance on safe messaging, which are connected to action items (e.g., what to do if an individual is worried about another individual) and part of a more comprehensive suicide prevention plan.”*

The CLSP Toolkit’s [Communication](#) element provides guidance, strategies, and steps for both ensuring safe suicide prevention messaging as outlined by the Action Alliance’s [Framework for Successful Messaging](#) and developing strategic communication campaigns focused on suicide prevention. CLSP Academies, CoPs, and TA services provide training in safe suicide prevention messaging and understanding the place of suicide prevention campaigns with action items as one part of a larger comprehensive, local suicide prevention plan. **CLSP services can support grantees in strengthening local partner**

**capacity to develop and implement effective suicide prevention messaging focused on key deliverables of the GLS Grant.**

- *“Develop collaborative partnerships with other service providers for service delivery and stakeholders serving youth at risk for suicide.”*

The CLSP Toolkit’s [Unity](#), [Fit](#), and [Sustainability](#) elements provide guidance, strategies, and steps for identifying key partners in suicide prevention, developing partner capacity, engaging diverse and disproportionately affected communities, and maintaining active partner engagement. **CLSP Academies, CoPs, and TA services support community groups in identifying the unique roles different stakeholders can play in suicide prevention and how community coalitions can help to develop partnerships and shared ownership across suicide prevention activities, including sustainability planning.** CLSP services can support grantees in developing shared ownership of GLS grant activities and coordinating effectively in implementing GLS activities.

## **Connect & Learn More**

To learn more about EDC’s CLSP TA Services and how they might be a fit for your grant application, visit [go.edc.org/EDC-Solutions-CLSP](https://go.edc.org/EDC-Solutions-CLSP).

We are happy to meet with you as you prepare your grant application. We will provide you with an estimate after we have been able to talk with you about the right selection of services for the intended outcomes you hope to achieve. If you would like to discuss options, email [communitysuicideprevention@edc.org](mailto:communitysuicideprevention@edc.org) to set up an appointment.