

# EDC Solutions Guide to GLS Grants

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

This document provides guidance and resources on adding EDC’s Multi-Tiered Suicide Prevention for Schools (MTSP) and Community-Led Suicide Prevention (CLSP) services to your Garrett Lee Smith (GLS) grant application.

## EDC Solutions

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

[Education Development Center](#) (EDC) is a global nonprofit that advances lasting solutions to improve education, promote health, and expand economic opportunity. Since 1958, EDC has collaborated with public and private partners to advance education and health solutions in communities across the globe. [EDC Solutions](#) provides direct training, technical assistance, and consultation services to individual organizations, agencies, and professionals.

## EDC’s Work in Suicide Prevention

### EDC Solutions in Education

EDC’s [Multi-Tiered Suicide Prevention for Schools \(MTSP\)](#) model supports schools in implementing comprehensive approaches to suicide prevention that are aligned with both best practices and schools’ multi-tiered systems of support. MTSP services can include evaluation of school-based suicide-prevention efforts, as well as state-level cross-site evaluation.

[→ Jump to 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. CLSP evaluation services can include evaluation of community-based suicide-prevention efforts as well as state-level cross-site evaluation.

[→ Jump to Community 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](#), and [Collaborative Safety Training](#). Organizations considering applying for campus Notice of Funding Opportunity (NOFO) or SAMHSA Zero Suicide grants should [access guides here](#).

## 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 & Learn More

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 Multi-Tiered Suicide Prevention for Schools (MTSP) into your GLS grant application.*

## Multi-Tiered Suicide Prevention for Schools (MTSP)

EDC's Multi-Tiered Suicide Prevention for Schools 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 MTSP

**MTSP provides a two-school year process which guides K–12 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.

Participating districts each form a team of 3–10 members of their choosing, with a strong combination of leaders and staff. 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 MTSP

*Services denoted with \* may be adapted or removed based on client needs and preferences.*

#### **MTSP School District Selection\***

The MTSP process engages cohorts of 3–20 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.

### **MTSP Kickoff Workshop**

The MTSP 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.

### **MTSP Assessment**

EDC's MTSP Assessment provides an in-depth [MTSP Environmental Assessment](#) that school district staff complete together following the kickoff event. This assessment asks districts 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 MTSP questions. This assessment is completed at the beginning and end of the two-year process to enable school teams to measure progress and demonstrate impact, and can be repeated as a follow-up resource at one or two years post project end to demonstrate sustained changes in school environments.

### **MTSP 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 MTSP 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.

## **MTSP 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.

## **MTSP 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 MTSP assessment results, completed action planning templates, suicide prevention protocols, and school team implementation of strategies.

## **MTSP Site Visits\***

EDC TA services can include site visits where EDC TA Specialists travel to assigned school districts to host 1.5 to 2-hour meetings. During these in-person meetings, TA specialists learn about the unique context, environment, 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.

## **MTSP Collaborative Safety Planning Sessions\***

EDC's Collaborative Safety Planning training was developed by EDC's team of Zero Suicide experts and has been adapted to focus on safety planning within the unique constraints of K12 education systems. The adapted Collaborative Safety Planning training can be conducted virtually or in-person and includes focused content and facilitated group discussions on

incorporating safety planning effectively within school’s suicide risk response protocols, student support practices, and school reentry procedures. This training is an optional “add-on” that can provide focused school wellness team professional development in safety planning as a best practice intervention for supporting youth who are at risk for suicide.

### **MTSP Elementary Age Youth Suicide Prevention Sessions\***

EDC’s Elementary Age Youth Suicide Prevention training was developed by EDC’s team of school wellbeing and youth development experts and focuses on building the capacity of school staff to integrate developmentally appropriate practices for the promotion of protective factors against suicide and the identification and support of young youth who are at risk of suicide. This training provides an overview of the current state of research on what is tested and shown to be effective in young youth suicide prevention-- including the incorporation of life-skill development practices in suicide prevention, screening tools and safety planning practices for working with young youth, and language considerations in discussing suicide. This training is an optional “add-on” that can provide focused school team professional development for staff working in elementary grades.

### **MTSP Evaluation\***

EDC’s evaluation experts can support school districts and state agencies in evaluating both the implementation and outcomes of MTSP initiatives. EDC works with participating school teams to develop practical processes for collecting and monitoring data related to MTSP activities, such as participation in trainings and Communities of Practice workshops, completion of MTSP assessments and action plans, implementation of suicide prevention protocols, and delivery of school staff professional development activities. EDC additionally supports districts in identifying priority outcomes and selecting appropriate measures and data sources to assess impact, such as changes in staff knowledge and preparedness, school climate and wellbeing indicators, referral and support practices, and progress in implementing the [6 key components](#) of school suicide prevention. These evaluation services help districts meet grant reporting requirements, support continuous quality improvement efforts, and strengthen communication and buy-in among school and community stakeholders.

## CONNECT & LEARN MORE

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

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 a meeting.

## GLS Grant Narrative

Here are suggestions from EDC Solutions on how to incorporate MTSP into your application narrative—and implementation after your award. This guide was created with the [SAMHSA NOFO No. SM-26-010](#) 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. MTSP 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. MTSP 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. Special attention is provided in MTSP on how to address state laws and mandates around parental and guardian consent and privacy requirements within suicide risk response policies, protocols, and practices. 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 youth across grade-levels are selected and incorporated into policies and protocols.

*#2. “Develop and implement a suicide risk response system to ensure that timely referrals, incorporating safety planning, are used. The response system must:*

- *Provide appropriate community-based mental healthcare and treatment for youth who are at risk for suicide or suicide attempts.*
- *Utilize evidence-based or evidence-informed suicide risk screening and assessment tools appropriate for the population served. Include clear referral pathways and protocols for timely connection to community-based mental health and recovery supports.*
- *Incorporate safety planning and follow-up practices that support continuity of care, particularly following emergency department visits or inpatient psychiatric discharge.*
- *Focus on coordination and linkage to services rather than the provision of ongoing direct clinical treatment.”*

The development of policies and protocols for identifying and supporting youth who are at risk for suicide one of our key components. The development of these protocols provides school districts with key actions, resources, and guidance for ensuring youth at risk for suicide are consistently identified, supported through appropriate internal processes, and referred to high-quality mental health supports from both in-school and external community mental health providers. Special attention is placed on supporting districts in strengthening their use

of evidence-based screeners such as the Columbia Suicide Severity Rating Scale (The Columbia), best practice interventions such as Safety Planning, and effective student reentry and follow-up practices for youth at risk of suicide upon return to school.

All districts participating in MTSP are provided with personalized technical assistance to support their development of high-quality risk response systems that align with best practices in school-based suicide prevention. This technical assistance includes the MTSP environmental assessment which is provided to participating districts at baseline and post project implementation to help them evaluate their existing needs and strengths in risk response protocols, guide their development of protocols during the MTSP process, and provide demonstrable improvements in risk response systems at the end of the project period. Additionally, EDC offers optional “add-on” services to MTSP, such as a [Collaborative Safety Planning training](#) including targeted information for K12 systems, facilitated role-plays, and group discussions on engaging in effective safety planning within school systems.

*#3. “Strengthen community partnerships to build sustainable suicide prevention, intervention and postvention programs. Community-based prevention strategy efforts must include:*

- *Promoting lethal means safety strategies to increase time and distance from harmful methods (e.g., safe storage of medications).*
- *Developing strategies to address risk and protective factors of suicide at the societal, community, relationship, and individual levels.*
- *Engaging communities that will be affected by this project and coordinating with them in relevant program planning.”*

Another of EDC’s 6 key components of school suicide prevention is the development of community partnerships to support school-based suicide prevention activities. Through the MTSP Action Planning and Implementation Process, districts are supported in developing relationships with key community partners—as well as incorporating partnerships into suicide risk response and postvention policies and protocols developed and/or strengthened through MTSP. Special emphasis is placed on supporting districts in developing relationships with community-based mental health agencies and non-profits that can support districts in

providing suicide specific interventions such as lethal means safety, shared collaboration in addressing shared risk and protective factors against suicide, and proactively planning for partner roles in suicide risk and postvention response.

Additionally, two of EDC's 6 key components of school suicide prevention are the development of policies and protocols for identifying and supporting youth who are at risk for suicide and responding to a suicide death. The development of these protocols provides school districts with key actions, resources, and guidance for engaging with community partners in responding effectively to youth suicide attempts, keeping youth safe following a suicide threat or attempt, re-integrating youth into school following treatment for suicide attempts in an emergency room or inpatient hospital, and providing tiered grief supports following a suicide death.

*#4. "Provide training and skill development to youth serving staff, peers, and other community members in suicide prevention and intervention best practices. This includes:*

- *Training clinicians in suicide risk assessment, prevention, and intervention best practices.*
- *Providing training to the relevant staff, consumers, and stakeholders in the systems you identified in Required Activity #1."*

EDC's MTSP 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 (universal) 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 (selective and indicated) prevention efforts. The MTSP 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 MTSP 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; education on addressing common challenges around

suicide prevention gatekeeper trainings; capacity building in effectively implementing mental health screenings and suicide risk assessments in schools and school-based health centers; education on effective implementation of safety planning within suicide risk response protocols; and action planning in linking life-skill development practices with suicide prevention outcomes.

EDC TA Specialists 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 through best practice interventions.

Additionally, EDC offers optional “add-on” services to MTSP, such as:

- [Collaborative Safety Planning training](#) including targeted information for K12 systems, facilitated role-plays, and group discussions on engaging in effective safety planning within school systems.
- Elementary Age Suicide Prevention training including targeted information for staff working in elementary school systems on how to implement developmentally appropriate practices for the promotion of protective factors against suicide and the identification and support of young youth who are at risk of suicide.

*#5. “Provide supportive resources to families of youth who attempt suicide or are identified as at risk. These resources may include:*

- *Local service providers and support systems that can be of support to the individual/family.*
- *Educational materials from the Suicide Prevention Resource Center (SPRC) and the 988 Suicide and Crisis Lifeline as well as SAMHSA training and technical assistance programs and other HHS or federal or state resources.”*

One of EDC’s 6 key components of school suicide prevention is including key school community members—including local community partners and parents and families—in suicide prevention messaging, planning, training, and suicide risk response. EDC’s TA Specialists support schools in identifying evidence-informed and contextually responsive

resources, trainings, and information that can be provided to all families on promoting student mental health and suicide prevention. Through the MTSP 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. Special attention is placed on linking school districts with best practices resources from the field such as SPRC's school setting-specific handouts and materials; the 988 Suicide and Crisis Lifeline; and state-level guidance, mandates, and resources developed for school suicide prevention.

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. Through ongoing technical assistance and the MTSP Action Planning Process, districts are supported in strategically incorporating existing resources, local providers and support systems, and state guidance into their district-level policies and protocols- and daily practices-- for supporting youth identified as at risk for suicide and their families.

***#6. "Implement data collection and evaluation systems to measure the effectiveness and outcomes of youth suicide prevention and early intervention strategies."***

EDC's MTSP 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 suicide risk screenings and assessments, safety planning practices, gatekeeper trainings, life-skill development, strengthening social-connectedness, community partnerships in supporting youth identified as at risk for suicide, and more. The tool provides a useful resource to help GLS grantees monitor their school-based initiative impacts. EDC provides leadership in analyzing and interpreting the assessment data, including individualized TA for school districts on interpreting their results and the creation of an

aggregate report which showcases needs, strengths, and opportunities for growth across all participating districts.

As an optional add-on, EDC can support evaluation planning, data collection, analysis, and reporting activities related to implementation of the MTSP framework and broader GLS grant strategies. EDC's evaluation services can support the development of practical systems for tracking implementation activities and outcomes across participating school districts—including participation in trainings and Communities of Practice, implementation of suicide prevention protocols, delivery of professional development, and progress in strengthening the 6 key components of school suicide prevention.

EDC can support the identification of priority outcomes and appropriate measures to assess project impact, including changes in staff knowledge and preparedness, school climate and wellbeing indicators, referral and support practices, and other GLS-required performance measures. Evaluation activities may also include analysis and interpretation of MTSP assessment data, development of summary reports and data visualizations, and ongoing continuous quality improvement support to help guide project implementation and sustainability of efforts.

## Relevant Allowable Activities

*#4. "Support peer and family support program efforts aimed at delivering trauma-informed, suicide prevention activities. Expand crisis response and postvention services (e.g., hotlines, text lines, school/community postvention, etc.) after a 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 MTSP 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. Through EDC's MTSP Kickoff and CoPs, districts are trained in postvention best practices and considerations for providing tiered grief support that align with student, staff, and families' unique needs following a suicide loss.

*#5. "Facilitate meaningful community engagement beyond required partnerships to enhance program design. To do so, SAMHSA encourages applicants to:*

- *Engage communities, when practical, including parents/caregivers, youth, youth-serving staff and others.*
- *Collaborate with schools, tribal councils, healthcare providers, and other stakeholders to integrate community perspectives into training, outreach, and support services.*
- *Apply data and evidence from prior initiatives to tailor activities that reflect local needs and improve outcomes for youth at risk of 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. Through the MTSP Action Planning process and EDC's ongoing technical assistance, school districts are supported in identifying key steps to take in engaging students, families, and community partners in their suicide prevention efforts. Guidance is provided to districts for engaging community partners and families in suicide prevention-specific trainings, facilitated conversations and data gathering on mental health and suicide prevention needs, and continuous quality improvement discussions post implementation of suicide risk response or postvention protocols. MTSP supports districts in identifying feasible and effective strategies for collaborating with the wider community in all facets of suicide prevention. The MTSP Action Planning process provides tools for holding districts accountable and making progress in this community-wide collaboration.

#### *Data Collection, Performance Measurement, & Performance Assessment*

*GLS Grantees are required to collect data and report on select outcomes measures, including: The number of individuals who receive training in mental health promotion or suicide prevention; the number of individuals screened for suicidal ideation; the number of individuals referred to crisis*

*or other mental health-related services for suicide risk, ideation, or behavior; and the number of individuals receiving mental health or related services after referral.*

**EDC’s MTSP framework supports school systems in creating data collection and monitoring action plans that guide school systems in tracking the data outcome measures listed above.**

MTSP TA supports school systems in identifying feasible strategies for tracking data and addressing data collection challenges. Schools’ implementation of their MTSP data action plans can support strong, long-term collection and reporting of required GLS data directly by school systems beyond the two-year MTSP process, allowing school systems to be partners with GLS Grant evaluators in monitoring and showing impact.

**As an optional add-on, EDC can directly support data collection, management, and reporting activities related to GLS grant requirements, including SPARS reporting.** EDC’s evaluation services can assist participating school districts and state agencies in developing practical systems for tracking and organizing required data elements, such as the number of individuals trained in suicide prevention, screened for suicide risk, referred for services, and connected to mental health supports following referral.

EDC can provide guidance on identifying feasible data sources and collection procedures, strengthening data quality and consistency across participating sites, and developing processes for aggregating and interpreting project data for SPARS submission and ongoing grant monitoring. Evaluation support may additionally include development of data collection tools and templates, technical assistance related to reporting timelines and requirements, and the creation of summary reports and visualizations that help grantees communicate project progress, outcomes, and areas for continuous improvement.

# EDC Solutions in Communities

*This section provides guidance on building Community-Led Suicide Prevention (CLSP) into your GLS grant application and how to use the CLSP framework to build your grant narrative.*

## Community-Led Suicide Prevention 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

#### CLSP Academy

[CLSP Academies](#) bring representatives of community coalitions, taskforces, or other workgroups together to learn how to apply EDC's CLSP Toolkit to their local efforts while building strong peer connections. The CLSP Academy provides 16 hours of total content spread across 1 preparatory webinar and an in-person or virtual academy. 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 on applying the CLSP toolkit in their local efforts.

## CLSP Community of Practice (CoP)

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.

## CLSP Evaluation

EDC's evaluation experts can support community coalitions, local organizations, and state agencies in evaluating both the implementation and outcomes of Community-Led Suicide Prevention (CLSP) initiatives. EDC works with participating communities to develop practical processes for collecting and monitoring data related to CLSP activities, such as participation in CLSP Academies and Communities of Practice, coalition and partnership engagement, implementation of strategic action plans, and delivery of suicide prevention training and outreach activities. EDC additionally supports communities in identifying priority outcomes and selecting appropriate measures and data sources to assess impact, such as changes in coalition functioning and collaboration, community readiness and capacity, implementation of

comprehensive suicide prevention strategies, referral and linkage practices, and progress in strengthening the [7 key elements](#) of community-led suicide prevention. These evaluation services help communities meet grant reporting requirements, support continuous quality improvement efforts, and strengthen communication, coordination, and buy-in among community stakeholders and partners.

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

## CONNECT & LEARN MORE

To learn more about EDC’s CLSP framework and TA and how it 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 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

In the [CLSP Toolkit](#), we provide many free resources to support your community’s 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-26-010](#) 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 Opportunity (NOFO) provides a list of required and allowable activities. 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

*#2. “Develop and implement a suicide risk response system to ensure that timely referrals, incorporating safety planning, are used. The response system must:*

- *Provide appropriate community-based mental healthcare and treatment for youth who are at risk for suicide or suicide attempts.*
- *Utilize evidence-based or evidence-informed suicide risk screening and assessment tools appropriate for the population served. Include clear referral pathways and protocols for timely connection to community-based mental health and recovery supports.*
- *Incorporate safety planning and follow-up practices that support continuity of care, particularly following emergency department visits or inpatient psychiatric discharge.*
- **Focus on coordination and linkage to services rather than the provision of ongoing direct clinical treatment.”**

The CLSP Toolkit’s [Unity](#), [Planning](#), [Fit](#), and [Sustainability](#) elements provide guidance, strategies, and steps for partnering with local organizations in suicide prevention services, developing partner capacity, and maintaining active partner engagement. CLSP provides a framework that can support local communities in effectively identifying key organizations who can offer ongoing suicide-specific identification, treatment, follow-up, and postvention services.

Additionally, the strategic planning, partner development, and sustainability planning called for in CLSP can support communities in creating effective linkages between community partners to ensure no youth falls through the cracks in the mental health service system. Communities that invest in the CLSP framework create effective coalitions or other partnering bodies that make the development of referral pathways, mental health resource linkages, and care transitions more effective and sustainable—with a focus on ensuring the suicide-specific services provided to youth are aligned with their appropriate level of suicide risk.

*#3. “Strengthen community partnerships to build sustainable suicide prevention, intervention and postvention programs. Community-based prevention strategy efforts must include:*

- *Promoting lethal means safety strategies to increase time and distance from harmful methods (e.g., safe storage of medications).*
- *Developing strategies to address risk and protective factors of suicide at the societal, community, relationship, and individual levels.*
- *Engaging communities that will be affected by this project and coordinating with them in relevant program planning.”*

The CLSP Toolkit’s [Data](#) and [Planning](#) elements provide guidance and steps for identifying communities’ unique risk and protective factors that can be effectively addressed at the individual, relationship, community, and societal levels—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 local activities—including the selection of suicide prevention approaches focused on lethal means safety and postvention.

CLSP Academies, CoPs, resources and tailored TA services can support state and community groups in both effectively using data to identify communities’ most important risk and protective factors that need addressed across all levels of the Social Ecological Model (SEM), and using that information to adapt, implement, and monitor the impact of prevention efforts within the GLS grant project.

The CLSP Toolkit’s [Unity](#), [Fit](#), and [Sustainability](#) elements provide guidance, strategies, and steps for engaging different communities, assessing community needs and readiness, gathering feedback on ongoing suicide prevention efforts, and maintaining active partner engagement. 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 community members in ongoing suicide

prevention efforts, with a focus on engaging community members who will be reached by suicide-specific prevention and intervention strategies. CLSP services can support grantees in identifying approaches for obtaining input from and meaningfully engaging individuals from a variety of ages, settings, backgrounds, and experiences.

*#4. “Provide training and skill development to youth serving staff, peers, and other community members in suicide prevention and intervention best practices. This includes:*

- *Training clinicians in suicide risk assessment, prevention, and intervention best practices.*
- *Providing training to the relevant staff, consumers, and stakeholders in the systems you identified in Required Activity #1.”*

The CLSP Toolkit’s [Integration](#) and [Fit](#) Elements provide guidance, strategies, and steps for choosing and implementing evidence-based suicide prevention and intervention 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 contextual fit of evidence-based strategies and approaches from the Resource for Action. Likewise, CLSP Academies, CoPs, resources and tailored TA services can bring together a state’s GLS grant settings and organizations of focus to receive direct training, technical assistance, and support 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.

*5. “Facilitate meaningful community engagement beyond required partnerships to enhance program design. To do so, SAMHSA encourages applicants to:*

- *Engage communities, when practical, including parents/caregivers, youth, youth-serving staff and others.*

- *Collaborate with schools, tribal councils, healthcare providers, and other stakeholders to integrate community perspectives into training, outreach, and support services.*
- *Apply data and evidence from prior initiatives to tailor activities that reflect local needs and improve outcomes for youth at risk of suicide.”*

The CLSP Toolkit’s [Unity](#), [Planning](#), [Fit](#), and [Sustainability](#) elements provide guidance, strategies, and steps for partnering with local organizations in suicide prevention services, developing partner capacity, and maintaining active partner engagement. CLSP provides a framework that can support local communities in effectively identifying key organizations who can offer ongoing suicide-specific treatment, follow-up, and postvention services for youth and supportive resources for their families. Additionally, the strategic planning, partner development, and sustainability planning called for in CLSP can support communities in creating effective linkages between community partners to ensure no youth falls through the cracks in community-based suicide prevention. Communities can use the CLSP framework to guide the creation of effective coalitions or other partnering bodies that make providing comprehensive supports to youth identified as at risk for suicide and their families more effective and sustainable.

The CLSP Toolkit’s [Communication](#) element provides guidance, strategies, and steps for identifying existing communication and education campaigns and resources available at the national, state, and local level and determining when to develop local campaigns and communication efforts vs. promoting existing, best-practice communication materials. Additionally, the Communication element connects community members directly to existing best practice and evidence-informed trainings, campaigns, and information from the field-- such as national and state 988 materials and resources; SPRC content; and SAMHSA, CDC, and other federal agency resources.

CLSP supports community coalitions and other convening bodies in taking steps to plan for effective communication and information dissemination to community members, including youth who are at risk of suicide and their families—as well as how to fit these communication efforts effectively within larger comprehensive approaches to suicide prevention.

*#6. “Implement data collection and evaluation systems to measure the effectiveness and outcomes of youth suicide prevention and early intervention strategies.”*

The CLSP Framework Assessment provides a key data collection tool community partners can use to gather both baseline and post-implementation data on the implementation of comprehensive suicide prevention strategies with specific information on what community partnerships are playing key roles in the identification and support of youth at risk for suicide, the functioning of local collaboratives to guide this work, and the implementation of universal, selective, and indicated approaches to suicide prevention. The tool provides a useful resource to help GLS grantees monitor their community-wide GLS impacts. EDC provides leadership in analyzing and interpreting the assessment data, including individualized TA for community coalitions on interpreting their results and the creation of an aggregate report, showcasing needs, strengths, and opportunities for growth across all participating communities.

EDC can provide evaluation services that support community coalitions, local organizations, and state agencies in developing and implementing comprehensive evaluation and data collection systems related to GLS grant activities. EDC can assist grantees in identifying practical methods for collecting, managing, and interpreting data related to suicide prevention trainings, outreach and awareness activities; coalition engagement; referral and linkage practices; and implementation of community-based prevention and intervention strategies.

EDC additionally supports communities in identifying priority outcomes and selecting appropriate measures and data sources to assess project impact—such as changes in community capacity and collaboration, implementation of evidence-informed prevention strategies, help-seeking and referral practices, and progress in strengthening the 7 key elements of community-led suicide prevention.

Evaluation support may also include technical assistance related to SPARS reporting requirements, development of data collection tools and reporting templates, analysis and interpretation of project data, and creation of summary reports and visualizations that support continuous quality improvement and communication with stakeholders and funding agencies.

## Relevant Allowable Activities

*#3. “Launch public awareness campaigns that meaningfully message to the public about suicide.”*

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 as one part of a larger comprehensive approach to suicide prevention in a community. 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.

*#5. “Facilitate meaningful community engagement beyond required partnerships to enhance program design. To do so, SAMHSA encourages applicants to:*

- *Engage communities, when practical, including parents/caregivers, youth, youth-serving staff and others.*
- *Collaborate with schools, tribal councils, healthcare providers, and other stakeholders to integrate community perspectives into training, outreach, and support services.*
- *Apply data and evidence from prior initiatives to tailor activities that reflect local needs and improve outcomes for youth at risk of 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 a variety of settings, sectors, and communities; and maintaining active partner engagement across these groups. CLSP Academies, CoPs, and TA services support community groups in identifying the unique roles different organizations and groups can play in suicide prevention—including the roles of families, youth, and adults working with youth-- and how community coalitions can support development of shared sustainable ownership of suicide prevention activities. Specific content is provided on facilitating community needs

assessments, readiness assessments, and informal community conversations to inform strategic planning, monitoring and evaluation, and improvement of suicide prevention efforts. CLSP services can support grantees in gathering community insights and feedback that inform GLS grant activities and coordinating effectively in implementing and evaluating GLS activities.

### *Data Collection, Performance Measurement, & Performance Assessment*

*GLS Grantees are required to collect data and report on select outcomes measures, including: The number of individuals who receive training in mental health promotion or suicide prevention; the number of individuals screened for suicidal ideation; the number of individuals referred to crisis or other mental health-related services for suicide risk, ideation, or behavior; and the number of individuals receiving mental health or related services after referral.*

**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.

**EDC evaluation services can support state agencies, community coalitions, and local partners in meeting GLS data collection, reporting, and performance monitoring requirements, including SPARS reporting.** EDC can assist grantees in developing practical systems for collecting, organizing, and tracking required data elements related to suicide prevention trainings, screenings, referrals, service linkages, outreach activities, and implementation of community-based prevention strategies.

EDC additionally supports communities in identifying feasible data sources, strengthening data quality and consistency across participating sites and partners, and developing processes for aggregating and interpreting data for ongoing grant monitoring and reporting. Evaluation support may also include development of data collection tools and templates, technical assistance related to SPARS timelines and reporting expectations, and creation of summary

reports and visualizations that help grantees communicate project progress, outcomes, and areas for continuous quality improvement.