



GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT

National Technical Assistance Center for Children's Mental Health Georgetown University

The National Technical Assistance Center for Children's Mental Health (NTAC) was established in 1984 at Georgetown University within the Center for Child and Human Development to strengthen the capacity of states, territories, tribes, and communities to improve systems in order to meet the diverse and complex needs of children and adolescents, with or at risk for serious emotional disturbances, and their families. A carefully designed strategic approach to training and technical assistance has been established to assist child-serving systems to improve both access and quality of service delivery as well as outcomes for children and adolescents with mental health needs and their families. NTAC strives to be cutting edge using a multifaceted, integrated approach to technical assistance (TA) that provides TA at various levels of intensity (universal, targeted, and intensive) and reaches multiple audiences. System of care values and principles, including meaningful involvement of families and youth and cultural and linguistic competence, guide the work of the NTAC.

Significant topics for current and future work of NTAC focus on (1) strategies to bring systems of care to scale; (2) addressing disparities and cultural and linguistic competence; (3) a public health approach to mental health; (4) the full developmental continuum from early childhood to transition-aged youth; (5) leadership and workforce; (6) system performance and accountability; (7) collaboration across major child-serving systems such as health, mental health, substance abuse, education, early childhood, child welfare, juvenile justice, developmental disability as well as others.

NTAC employs a variety of approaches for providing training and technical assistance such as Policy and Leadership Academies involving multiple stakeholders, Training Institutes on best practices, a monthly Conference Call Series, curriculum and materials development, a searchable data base, and other technological strategies. Since 1999, NTAC has conducted a number of Policy Academies or Summits to assist delegations from selected states, territories, or tribes address specific policy issues related to their systems of care implementation.

NTAC is funded through a cooperative agreement with the Center for Mental Health Services, Child and Adolescent Family Branch, and thus works closely with, the Substance Abuse and Mental Health Services Administration (SAMHSA) and the Administration for Children & Families (ACF). Additionally, NTAC works collaboratively with a large number of national and state agencies and organizations.

For additional information on the National Technical Assistance Center for Children's Mental Health, please visit http://qucchd.georgetown.edu/programs/ta_center/index.html

Joan Dodge, Ph.D., is a Senior Policy Associate at the National Technical Assistance Center for Children's Mental Health at Georgetown University. Dr. Dodge has had the responsibility over the last 10 years for implementing a series of National Policy Academies (or Summits) for selected states, tribes, and territories that were interested in designing and implementing a major child mental health policy initiative. The purpose of these academies is to create policies that sustain jurisdictions' system of care efforts for children, youth or young adults and their families.

In addition to her role in fostering policy development, Dr. Dodge works on efforts that address human service delivery leadership and workforce issues within the public sector. She has assisted with the Georgetown University's Leadership Academy in Santa Fe, NM that focuses on key leadership knowledge and skills essential for system's change. In addition, Joan provides staff support to the National Association of State Mental Health Program Directors (NASMHPD) Children's Workgroup on Leadership and Workforce. This Workgroup provides leadership to colleagues in issues related to human service workforce development.

Vivian Jackson, Ph.D., Senior Policy Associate at the National Center for Cultural Competence and the Technical Assistance Center for Children's Mental Health at Georgetown University Center for Child and Human Development, where she provides technical assistance and consultation related to cultural and linguistic competence for the SAMHSA Children's Mental Health Initiative. Dr. Jackson is a social worker with over 30 years of experience as a practitioner, supervisor, manager and trainer in health, mental health, substance abuse, child welfare, managed care, system reform and cultural competency. Former positions include Director, Office of Policy and Practice, National Association of Social Workers and Child Welfare Advisor, National Resource Network for Children's Mental Health at the Washington Business Group on Health. Her publications include "Cultural and Linguistic Competence and Eliminating Disparities", a book chapter in *The System of Care Handbook* (Brookes, 2008); *Cultural Competence in Managed Behavioral Health Care* (Manisses Communications, 1999), and *Getting Started...Moving On: Planning, Implementing and Evaluating Cultural and Linguistic Competency for Comprehensive Community Mental Health Services for Children and Families* (NCCC, 2003). Dr. Jackson served as a member of the National Association of Social Workers National Committee on Racial and Ethnic Diversity from 2000-2008 and the NASW's Presidential Diversity Task Force from 2005-2008. In these roles, she was instrumental in the development of *Indicators for the NASW Standards for Cultural Competence in the Social Work Profession* and *Institutional Racism and the Social Work Profession: A Call for Action*.