

ON THE MOVE



ATRC *Active Transportation Resource Center*

ATRC On the Move Presents:

PERSPECTIVES 2021

QUARTERLY WEBINAR SERIES
SEPTEMBER 22, 2021



Diverse Perspectives on Student Safety Needs: Considerations for Safe Routes to School Practitioners

Elena Costa, Essentials for Childhood Initiative Program Coordinator, CDPH
Approaches to Trauma-Informed Programming

Jeannine Barbato, (former) California's Safe Schools Project Team, CDPH.
*Highlights and Key Takeaways from the "California Safe Schools/Covid-19
Readiness Hub"*

Sarah O'Brien, Senior Research Associate, UNC Highway Safety Research Center
*The Role of Law Enforcement in Supporting Pedestrian and Bicyclist Safety: An
Idea Book*

Learning Objectives

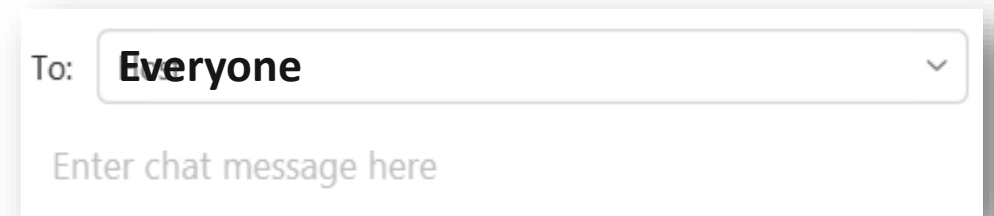
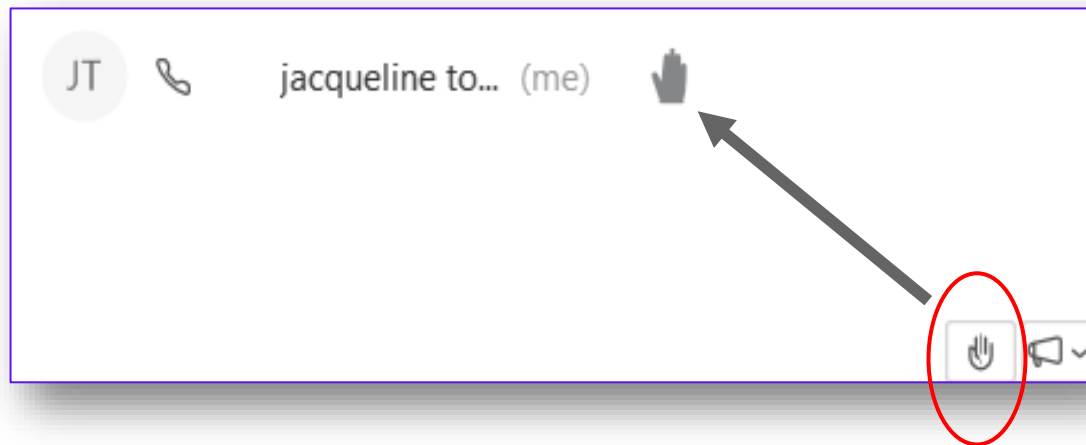
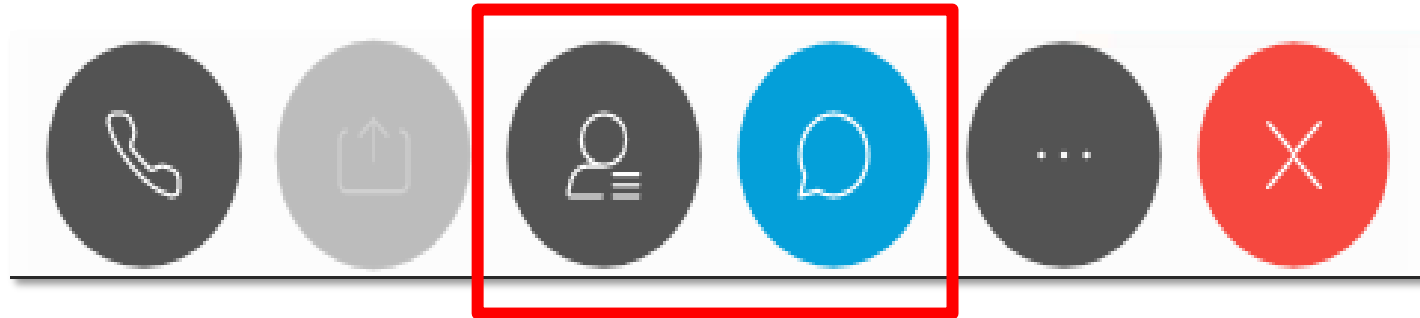
Today's webinar explores the theme of safety as it relates to the return of in-person instruction during the COVID-19 pandemic.

- Learn how and why trauma-informed approaches may be used in the development of student-focused programming;
- Gain understanding of *California's Safe Schools Hub* and the state's ongoing efforts as schools return to in-person instruction; and
- Identify strategies for how law enforcement organizations can support pedestrian and bicyclist safety in collaboration with other Safe Routes to School and active transportation partners

ATRC Webinar Logistics

- All participants are in listen-only mode
- Share your questions and comments:
 - use the “CHAT” function; send to “EVERYONE”
 - use the “RAISE HAND” if you wish to speak
- Please complete post-webinar attendee survey
- The webinar will be recorded and posted to the ATRC website at <http://caatpresources.org>

Share Your Comments & Questions



ATRC NI Team

Caltrans, Division of Local Assistance, Active Transportation Program

- Emily Abrahams, Senior Program Manager, ATP NI/Plans and ATRC
- Summer Lopez, Assistant Coordinator, ATP NI/Plans and ATRC

California Department of Public Health, Injury and Violence Prevention Branch, Active Transportation Safety Program

- Victoria Custodio, ATRC NI Technical Assistance Team
- Marianne Hernandez, ATRC NI Technical Assistance Team
- Judy Polakoff, ATRC NI Technical Assistance Team

Before we begin . . .

Please answer the following questions in the Chat Box

- Are you currently engaged in a Safe Routes to School (SRTS) project or plan to begin one?
- Are you a SRTS provider and if so, where?



Trauma-informed Approaches and Practices: Considerations and Approaches to Enhance Student Safety and Build Resiliency

Elena Costa

Essentials for Childhood Initiative Program Coordinator

CDPH

Wednesday, September 22, 2021

Presentation Goals

- Provide an overview of what it means to be “trauma-informed”
- Share principles of a trauma-informed organization; and
- Engage attendees in discussion to determine how the Essentials for Childhood Initiative could be supportive of attendees’ efforts to adopt and implement trauma-informed practices and approaches in their youth engagement work.

Essentials for Childhood Initiative

Vision & Mission



All California children, youth, and families thrive in safe, stable, nurturing relationships, and communities where they live, work, and play.



Support and participate in mutually reinforcing activities and strategies across multiple agencies and stakeholders that optimize the health and wellbeing of all children in California.

Essentials for Childhood (EfC) Initiative

The EfC Initiative:

- Seeks to address child maltreatment and Adverse Childhood Experiences (ACEs) as public health issues
- Aims to raise awareness and commitment to promoting safe, stable, nurturing relationships and environments (SSNR&Es)
- Creates the context for healthy children and families through social norms change, programs, and policies
- Utilizes data to inform actions

What are Adverse Childhood Experiences (ACEs)?

ACEs describes all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18

ACEs have been linked to:

- risky health behaviors
- chronic health conditions
- early death

As the number of ACEs increases, so does the risk for these outcomes

Presence of ACEs does not mean that a child will experience poor outcomes. Protective factors can protect against negative health and life outcomes even after adversity has occurred

Kaiser Study on ACEs

- CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study is one of the largest investigations of childhood abuse and neglect and household challenges and later-life health and well-being
- Original ACE Study was conducted at Kaiser Permanente from 1995 to 1997 with two waves of data collection
- Over 17,000 Health Maintenance Organization members from Southern California receiving physical exams completed confidential surveys regarding their childhood experiences and current health status and behaviors
- The ACE Study uncovered that ACEs are strongly related to development of risk factors for disease, and well-being throughout the life course

Original 10 ACEs Questions

All ACE questions refer to before the respondent 18 years old

Abuse

1. **Emotional abuse:** A parent, stepparent, or adult living in your home swore at you, insulted you, put you down, or acted in a way that made you afraid that you might be physically hurt
2. **Physical abuse:** A parent, stepparent, or adult living in your home pushed, grabbed, slapped, threw something at you, or hit you so hard that you had marks or were injured
3. **Sexual abuse:** An adult, relative, family friend, or stranger who was at least 5 years older than you ever touched or fondled your body in a sexual way, made you touch his/her body in a sexual way, attempted to have any type of sexual intercourse with you

Household Challenges

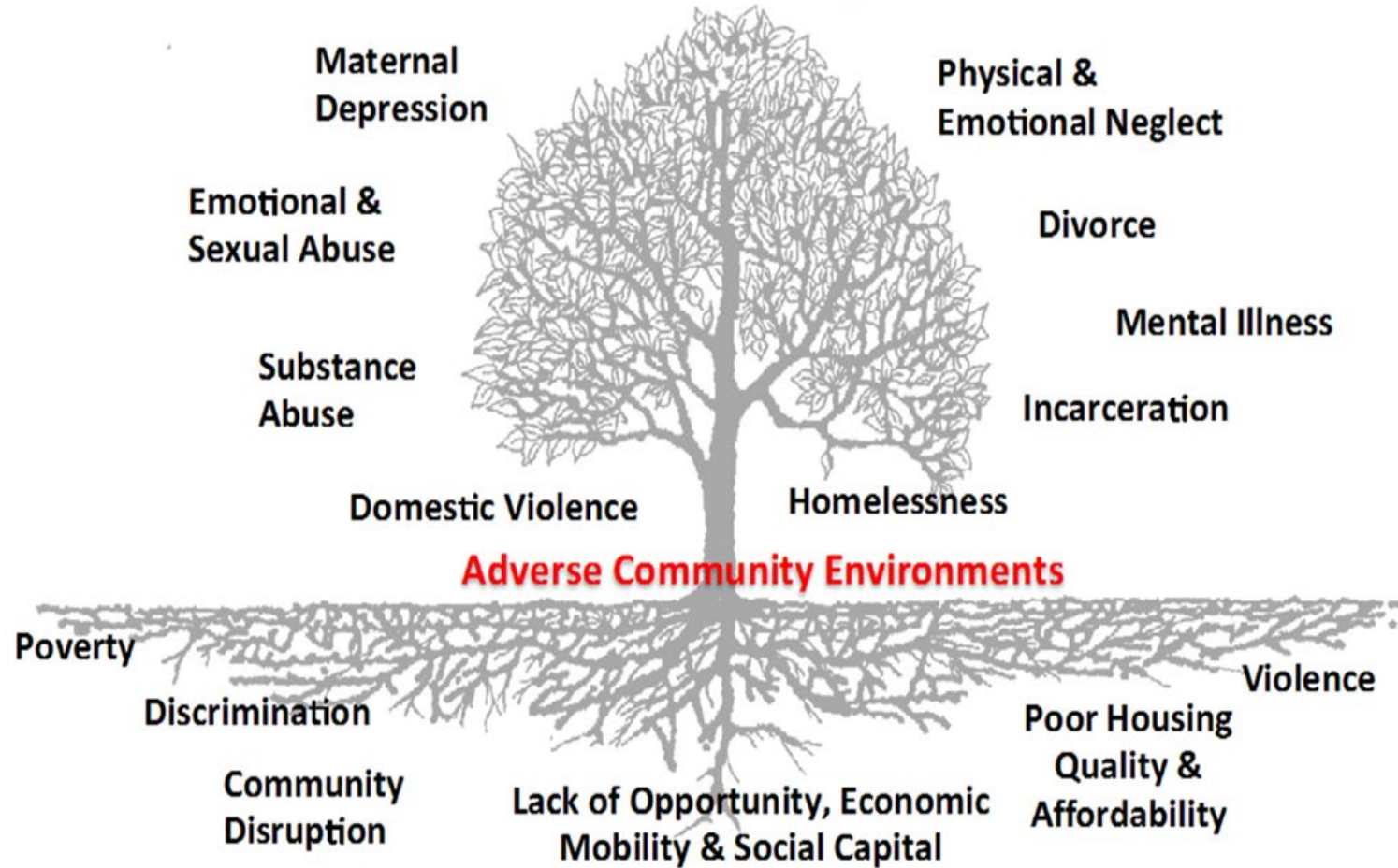
4. **Mother treated violently:** Your mother or stepmother was pushed, grabbed, slapped, had something thrown at her, kicked, bitten, hit with a fist, hit with something hard, repeatedly hit for over at least a few minutes, or ever threatened or hurt by a knife or gun by your father (or stepfather) or mother's boyfriend
5. **Substance abuse in the household:** A household member was a problem drinker or alcoholic or a household member used street drugs
6. **Mental illness in the household:** A household member was depressed or mentally ill or a household member attempted suicide
7. **Parental separation or divorce:** Your parents were ever separated or divorced
8. **Incarcerated household member:** A household member went to prison

Neglect

9. **Emotional neglect:** Someone in your family helped you feel important or special, you felt loved, people in your family looked out for each other and felt close to each other, and your family was a source of strength and support
10. **Physical neglect:** There was someone to take care of you, protect you, and take you to the doctor if you needed it, you didn't have enough to eat, your parents were too drunk or too high to take care of you, and you had to wear dirty clothes

The Pair of ACEs

Adverse Childhood Experiences



Ellis W & Dietz W, A New Framework for Addressing Adverse Childhood and Community Experiences:
The Building Community Resilience (BCR) Model, *Academic Pediatrics* (2017).

Trauma and Resiliency

- What is trauma?
- What is resiliency?

What does it mean to be “trauma-informed”?

“A program, organization, or system that is trauma-informed **realizes** the widespread impact of trauma and understands potential paths for recovery; **recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with system; and **responds** by fully integrating knowledge about trauma into policies, procedures, practices, and seeks to actively **resist re-traumatization.**”

- Substance Abuse and Mental Health Services Administration (SAMHSA)

Six Principles of a Trauma-Informed Approach

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice, and Choice
6. Cultural, Historical, and Gender Issues

Trauma-Informed Organizational Strategies

Governance and leadership supports and invests trauma-informed practices and approaches

There are written policies and protocols establishing trauma-informed approaches as essential to the organizational mission

The physical environment of the organization promotes a sense of safety and collaboration

People in recovery, trauma-survivors, people receiving services, and family members receiving services have significant involvement, voice, and choice in all areas of organizational functioning

Collaboration across sectors is built on a shared understanding of trauma and the principles of a trauma-informed approach

Practitioners use and are trained in interventions based on the best available evidence and science, are culturally responsive, and reflect the principles of a trauma-informed approach

Trauma-Informed Organizational Strategies

Training and workforce development on trauma and peer support are ongoing and integrated into HR practices

There is ongoing assessment, tracking, and monitoring of trauma-informed principles and effective use of evidenced-based trauma-specific screening, assessments, and treatment

There are resources dedicated to staff training on trauma, key principles of trauma-informed approaches, safe facilities, etc.

Measures and evaluation designs are used to evaluate services or program implementation and effectiveness to reflect an understanding of trauma and appropriate trauma-oriented research

Please Complete the Poll

What would assist you in your work as you think about where opportunities exist to incorporate trauma-informed practices and approaches?

- Webinars with subject matter experts
- Short factsheets/infographics
- Briefs
- I'm not sure, but I want to keep discussing this topic

If you have additional comments, put them in the Chat



Resources

- EfC Initiative Webpage:
<https://www.cdph.ca.gov/Programs/CCDPHP/DCDIC/SACB/Pages/EssentialsforChildhood.aspx>
- View the Trauma-Informed Nutrition Factsheet here:
<https://www.pacesconnection.com/g/california-essentials-for-childhood-initiative/blog/new-resource-trauma-informed-nutrition-factsheet>
- KidsData: <https://www.kidsdata.org/?site=full>
- View the Child Adversity and Well-Being Dashboards:
<https://www.pacesconnection.com/g/california-aces-action/blog/community-data-dashboards-for-ca>
- View “Family Experiences During COVID-19” data on KidsData here:
<https://www.kidsdata.org/topic/105/family-experiences-during-the-covid-19-pandemic/summary>

Elena Costa

Essentials for Childhood Initiative Program Coordinator

Injury and Violence Prevention Branch

California Department of Public Health

elena.costa@cdph.ca.gov

California Department of Public Health School COVID-Response Team

Safe Schools for All

School Hub Overview

<https://schools.covid19.ca.gov>

Jeannine Barbato, MPH, CDPH

(formerly with CA's Safe Schools Project Team)



California's Safe Schools For All Hub

<https://schools.covid19.ca.gov>

State of California Safe Schools For All Hub

California's **Safe Schools for All Plan** provides the support and accountability to establish a clear path to minimize in-school transmissions and enable, first, a phased return to in-person instruction, and then ongoing safe in-person instruction.

The Safe Schools For All Hub consolidates key resources and information related to COVID-19 and schools. New resources will be added to the Hub on a routine basis.

School Administrators & LHDs/Jurisdiction

Portal for School Leaders and LHD/LHJs to Request Technical Assistance from the State Safe Schools For All Team.

[Start Your Request](#) →

Safe Schools Parent Page

Information for parents about COVID-19 and school safety.

[Parent Page \(English\)](#) →
[Página para Padres \(Español\)](#) →

California's K12 School Framework

California updated framework to support school communities resume full-time, in-person instruction for the 2021/22 school year.



2021/22 K-12 School Guidance

California Department of Public Health guidance for K-12 schools for the 2021/22 school year.

[View Guidance](#) →



California COVID-19
Testing Task Force

2021/22 School Testing Framework

Testing strategies and resources for schools.

[View School Testing](#) →
[View K-12 Testing Strategies](#) →
[K-12 Testing Interest Form](#) →



2021/22 K-12 School Guidance Question & Answer

See the latest frequently asked questions about the 2021/22 school year guidance.

[2021/22 FAQ](#) →

School Status for the 2021-22 School Year

Use interactive maps to see school district, charter, and private schools statuses on in-person enrollment, expanded educational opportunities, and summer programming opportunities. [Learn more about the maps.](#)



[School Districts Maps](#)



[Charter Schools Maps](#)



[Private Schools Maps](#)

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California Department of Public Health K-12 School Guidance



2021/22 K-12 School Guidance

California Department of Public Health
guidance for K-12 schools for the 2021/22
school year.

[View Guidance →](#)

Safety Measures for K-12 Schools

1. Masks

- a. Masks are optional outdoors for all in K-12 school settings.
- b. K-12 students are required to mask indoors, with exemptions per CDPH face mask guidance. Adults in K-12 school settings are required to mask when sharing indoor spaces with students.
- c. Persons exempted from wearing a face covering due to a medical condition, must wear a non-restrictive alternative, such as a face shield with a drape on the bottom edge, as long as their condition permits it.
- d. Schools must develop and implement local protocols to provide a face covering to students who inadvertently fail to bring a face covering to school to prevent unnecessary exclusions.
- e. Consistent with guidance from the 2020-21 school year, schools must develop and implement local protocols to enforce the mask requirements. Additionally, schools should offer alternative educational opportunities for students who are excluded from campus because they will not wear a face covering. Note: Public schools should be aware of the requirements in AB 130 to offer independent study programs for the 2021-22 school year.
- f. In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom as long as the wearer maintains physical distance from others. Staff must return to wearing a face covering outside of the classroom.

2. Physical distancing

- a. Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

3. Ventilation recommendations:

- a. For indoor spaces, ventilation should be optimized, which can be done by following CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools.

4. Recommendations for staying home when sick and getting tested:

- a. Follow the strategy for Staying Home when Sick and Getting Tested from the CDC.
- b. Getting tested for COVID-19 when symptoms are consistent with COVID-19 will help with rapid contact tracing and prevent possible spread at schools.
- c. Advise staff members and students with symptoms of COVID-19 infection not to return for in-person instruction until they have met CDPH criteria to return to school for those with symptoms:
 - i. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; and
 - ii. Other symptoms have improved; and
 - iii. They have a negative test for SARS-CoV-2, OR a healthcare provider has provided documentation that the symptoms are typical of their underlying chronic condition (e.g., allergies or asthma) OR a healthcare provider has confirmed an alternative named diagnosis (e.g., Streptococcal pharyngitis, Coxsackie virus), OR at least 10 days have passed since symptom onset.

What's New

We will regularly update this Hub with new resources to support safe in-person instruction. Find the latest below.



Updated on 9/14/21

COVID-19 School Liaison with LHD/LHJs

Information and resources for school personnel to support school COVID-19 response.

- Toolkit in English & Español →
- Your LHD School Specialist Contact →
- Decision Tree →



Updated on 8/25/21

Safe Schools Presentation Materials

PowerPoint slides presented at the 8/25/21 "Safe and Successful Schools Webinar." Please use, share, and repurpose these materials to support your schools in 2021-22.

[Download Slides](#) →



Updated on 8/23/21

Face Coverings Updated Guidance

California has more updated guidance. **Blueprint** with updated face covering guidance.

- Face Masks Q&A Updated 9/01/21 →
- Universal Masking Indoors →
- CDPH Face Coverings Guidance →



School Outbreak Response Support

The Testing Task Force has teams available to all K-12 Schools that are designed and equipped to provide rapid testing during outbreaks.

[Learn More](#) →

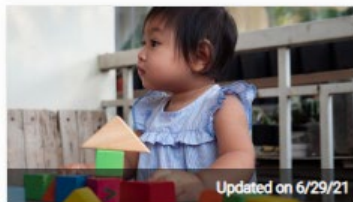


Updated on 7/21/21

Ventilation Resources

Best practices for improving ventilation in schools.

- [Ventilation Considerations](#) →
- [Aerosol Transmission Info](#) →



Updated on 6/29/21

Child Care Industry Guidance

Updated guidance for child care providers to maintain a safe and low-risk environment as businesses reopen and expand operations.

- [Updated Industry Guidance](#) →
- [Child Care Resources](#) →



Updated on 8/25/21



I am looking for



I am a



Programs



[Home](#) | [Programs](#) | [Center for Infectious Diseases](#) | [Division of Communicable Disease Control](#) | [Local Health Department School Specialists](#)

[COVID-19 Home](#)

[Protect Your Health](#) ▾

[Get Latest Guidance](#) ▾

[See the Numbers](#) ▾

[Learn More](#) ▾

Local Health Department School Specialists

2/16/2021

Related Materials: [Safe Schools for All Hub](#)

Find local health jurisdiction school-specific contacts below

Local Health Jurisdiction	Email	Phone Number
Alameda County	<ul style="list-style-type: none">safelearning@acgov.org	
Alpine County	<ul style="list-style-type: none">rjohnson@alpinecountyca.govdrrickjohn@gmail.comhjolly@alpinecountyca.gov	
Amador County		209-223-6407
Butte County	<ul style="list-style-type: none">kgray@buttecounty.netdpyork@buttecounty.net	530-552-3898 530-552-3992
Calaveras County	<ul style="list-style-type: none">hgraham@co.calaveras.ca.us	209-419-1459
City of Berkeley	<ul style="list-style-type: none">cobcd@cityofberkeley.info	510-981-5292
City of Long Beach	<ul style="list-style-type: none">COVID19EDU@longbeach.gov	
City of Pasadena	<ul style="list-style-type: none">nursing@cityofpasadena.net	626-744-6089

Key Information on State Supports for Safe Schools

The following is a selection of top issues related to how local communities and the State can collaborate to return to safe in-person instruction.



Funding

The average CA public school received \$645,000 by the end of 2020 for COVID-19 response. Find out how much your school was allocated.



Testing

All CA public schools can access testing at 1/3 the market rate through a state-built lab. Find out how to sign up.



PPE

All CA public schools can purchase masks (N95s and surgical masks) through state-negotiated contracts. Find out how to access them.



Safety Guidance

Public health experts have issued guidance on safe returns to in-person instruction since May 2020, and have updated and expanded since. Learn more about key prevention and mitigation measures.



Vaccines

School staff will be among the first Californians to receive vaccines. Learn more about CA's Vaccine Plan.



Contact Tracing

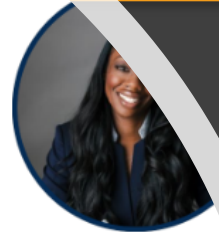
Public Health is partnering with schools to prepare for potential exposures in schools. Learn more about the resources available to schools to support outbreak management and contact tracing.

concerns parents may have about sending their children to school. The Safe Schools Parent Page explains the steps that schools are taking to address these challenges. The Safe Schools Parent Page explains the steps that schools are taking to address these challenges. The Safe Schools Parent Page explains the steps that schools are taking to address these challenges.

"Prolonged school closures are increasing stress-related physical & mental health issues in our children. Children thrive on in-person learning & schools are important settings for buffering the stresses brought on by the COVID-19 pandemic. Our schools have the key tools to reopen safely for students, teachers & staff. Let's work together to reopen our schools safely so that our children can thrive."



DR. NADINE BURKE HARRIS
CALIFORNIA SURGEON GENERAL



Safe Schools Parent Page

Information for parents about COVID-19 and school safety.

[Parent Page \(English\)](#)
[Página para Padres \(Español\)](#)

Safety Information for Parents

This page will be continuously updated with the latest resources about COVID-19 and schools for parents.



Schools Can Safely Open Despite Delta Variant

Science and school safety measures can keep our children safe.

[Learn more →](#)



COVID-19 testing at schools

Quick and easy testing is an important way to prevent the spread of COVID-19 in schools.

[Learn more →](#)
[Watch kids swab on their own →](#)



School Health Panel Videos

Listen to conversations with health and education experts discussing COVID-19 and schools.

[Watch videos →](#)



Updated COVID-19 K-12 Guidance

Parents about the updated



Frequently Asked Questions

Answers to parents' frequently asked



The

English/Spanish

THANK YOU!

Jeannine Barbato, MPH

jeannine.barbato@cdph.ca.gov

California's Safe Schools for All Hub

<https://schools.covid19.ca.gov>



Role of Law Enforcement in Pedestrian and Bicycle Safety

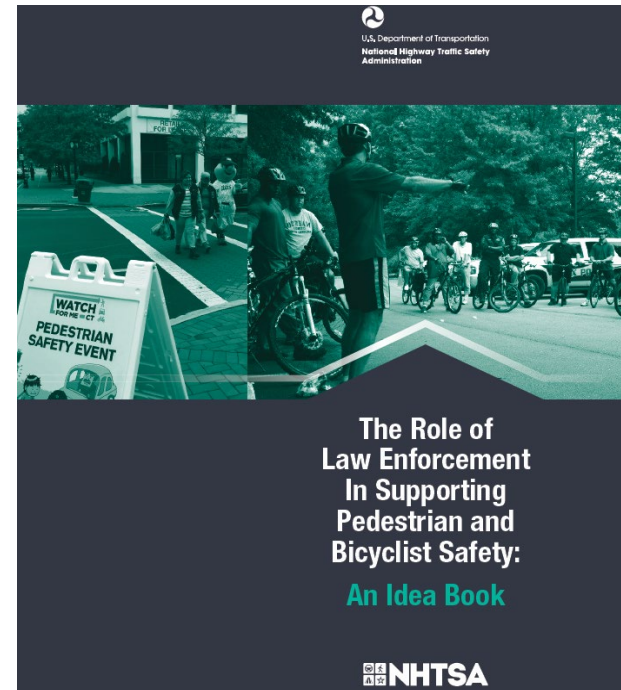
Sarah O'Brien
September 22, 2021



www.hsrc.unc.edu

Why Law Enforcement?

- First responders to crashes
- On patrol – see trouble spots
- Build relationships, learn from community, leverage contacts
- Authority to enforce law



1 – Get Trained

- Laws affecting safe interactions
- Communications and language
- Crash investigation and reporting
- Equitable, safe, effective enforcement methods and operations



Watch for Me NC



Aims to reduce pedestrian and bicycle injuries and deaths through a comprehensive, targeted approach of public education, community engagement, and leveraging specific law enforcement efforts.

Watch for Me NC Workshops

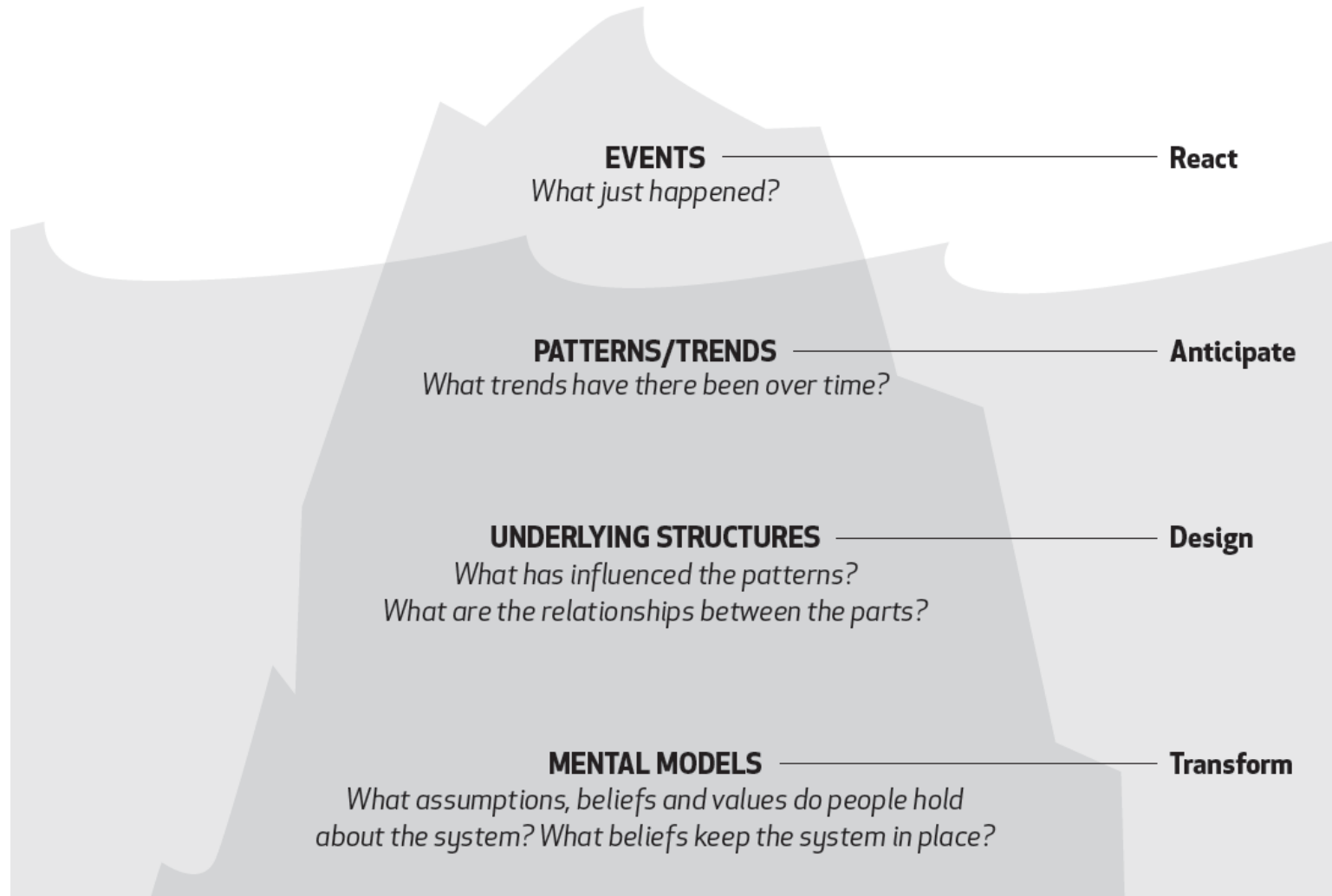


- Module 1: Safe Systems Approach and Why Pedestrian and Bicyclist Safety Matters
- Module 2: Traffic Laws and Enforcement Practices for Law Enforcement Officers
- Module 3: Traffic Laws and Enforcement Practices for All
- Module 4: Road Design and Bicycle and Pedestrian Safety
- Module 5: Crash Data, Investigation, and Reporting
- Module 6: Communications around Bicyclist and Pedestrian Safety

2 – Know your Data (and others', too!)

- What are the crash trends and patterns?
- Other data sources: hospital records, complaint records, community input
- Who collects these data, what may be missing?

Let's get below the surface!



Underlying Structures



Downtown Atlanta interstate highway construction in 1962
(Source: Darin Givens, twitter.com/atlurbanist/media)



Source: twitter.com/BikeTarrytown/April 16, 2020)

Underlying Structures

School

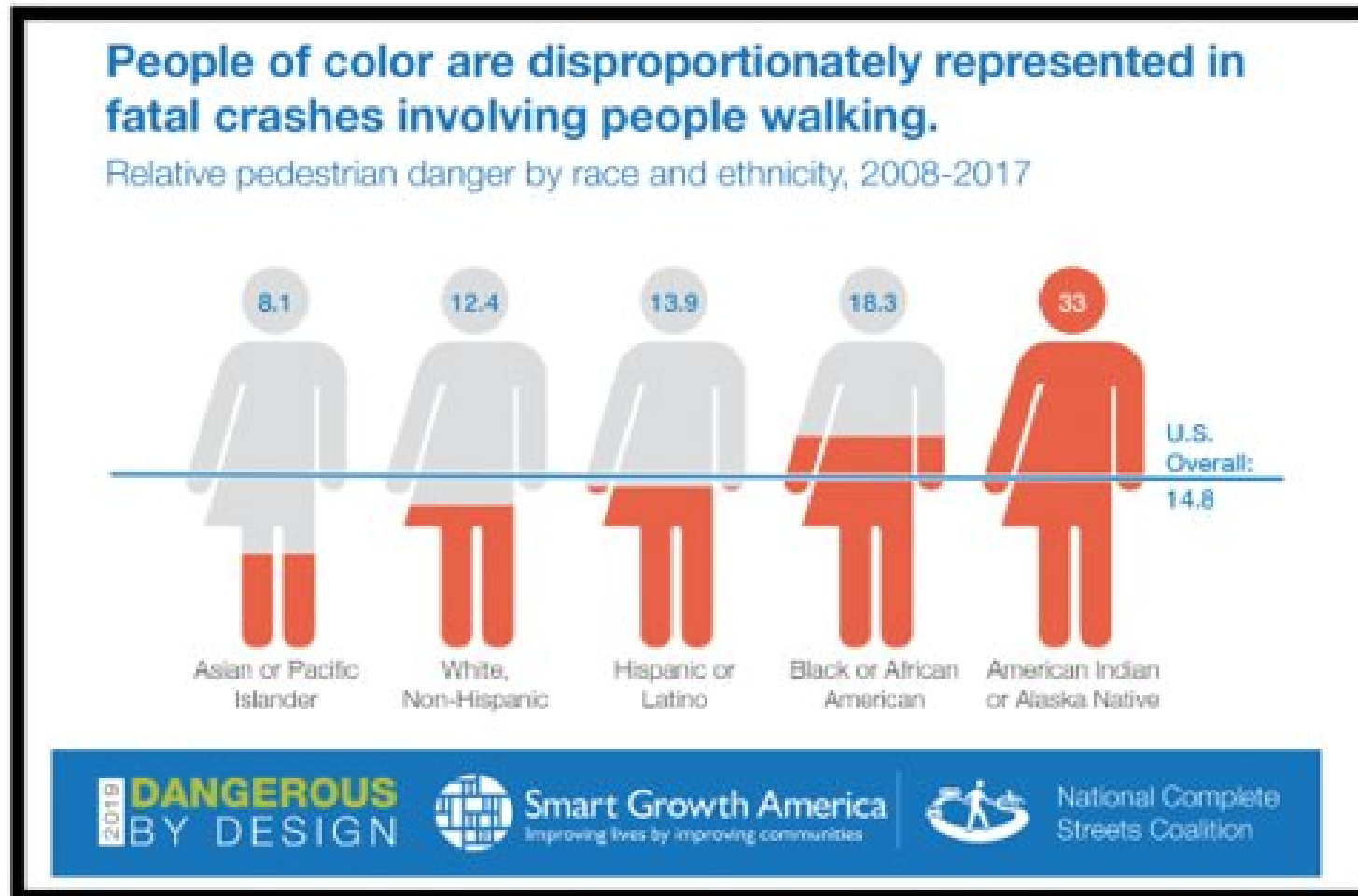


Transit stop

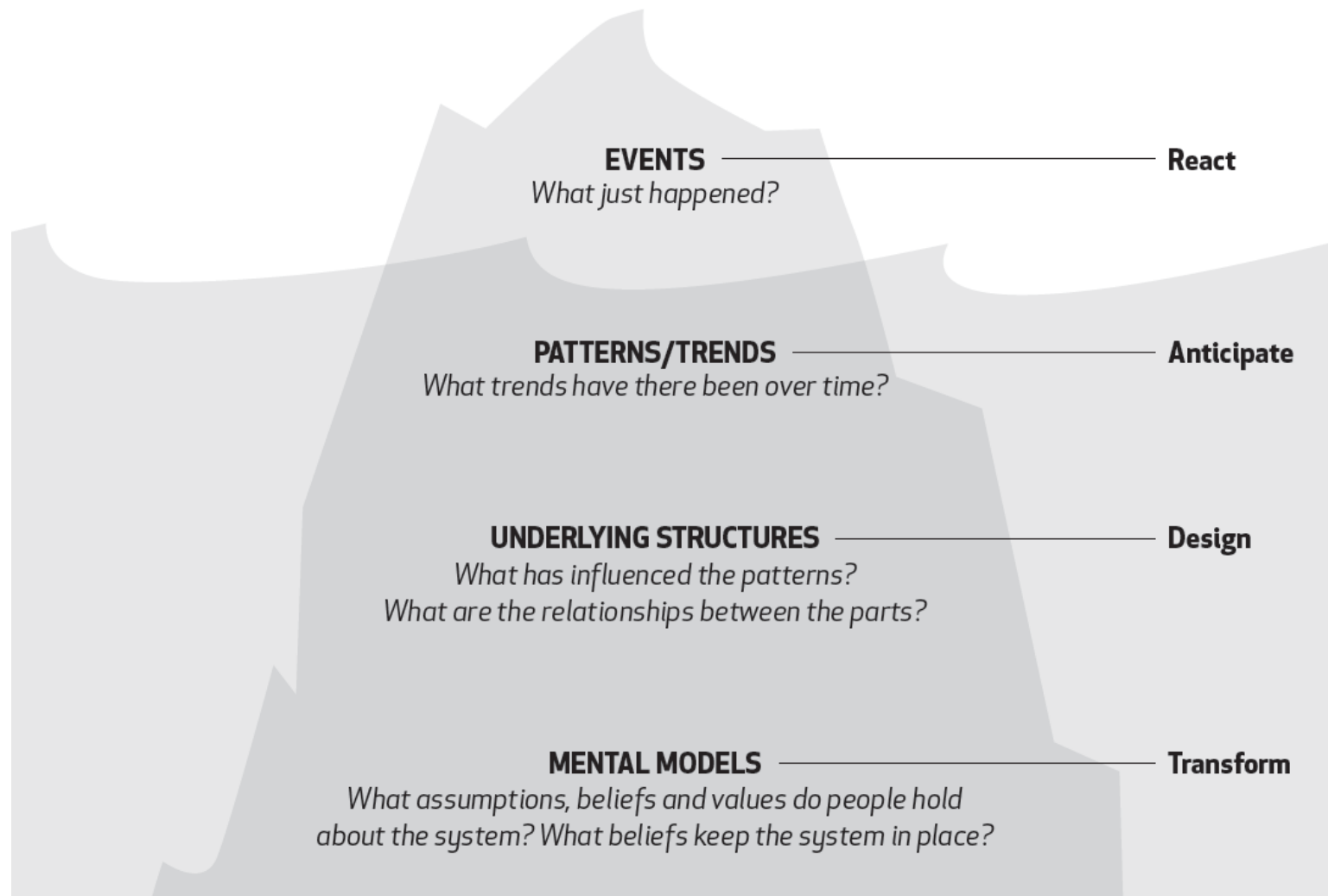


Pedestrian facility (?)

Disparities in who is impacted



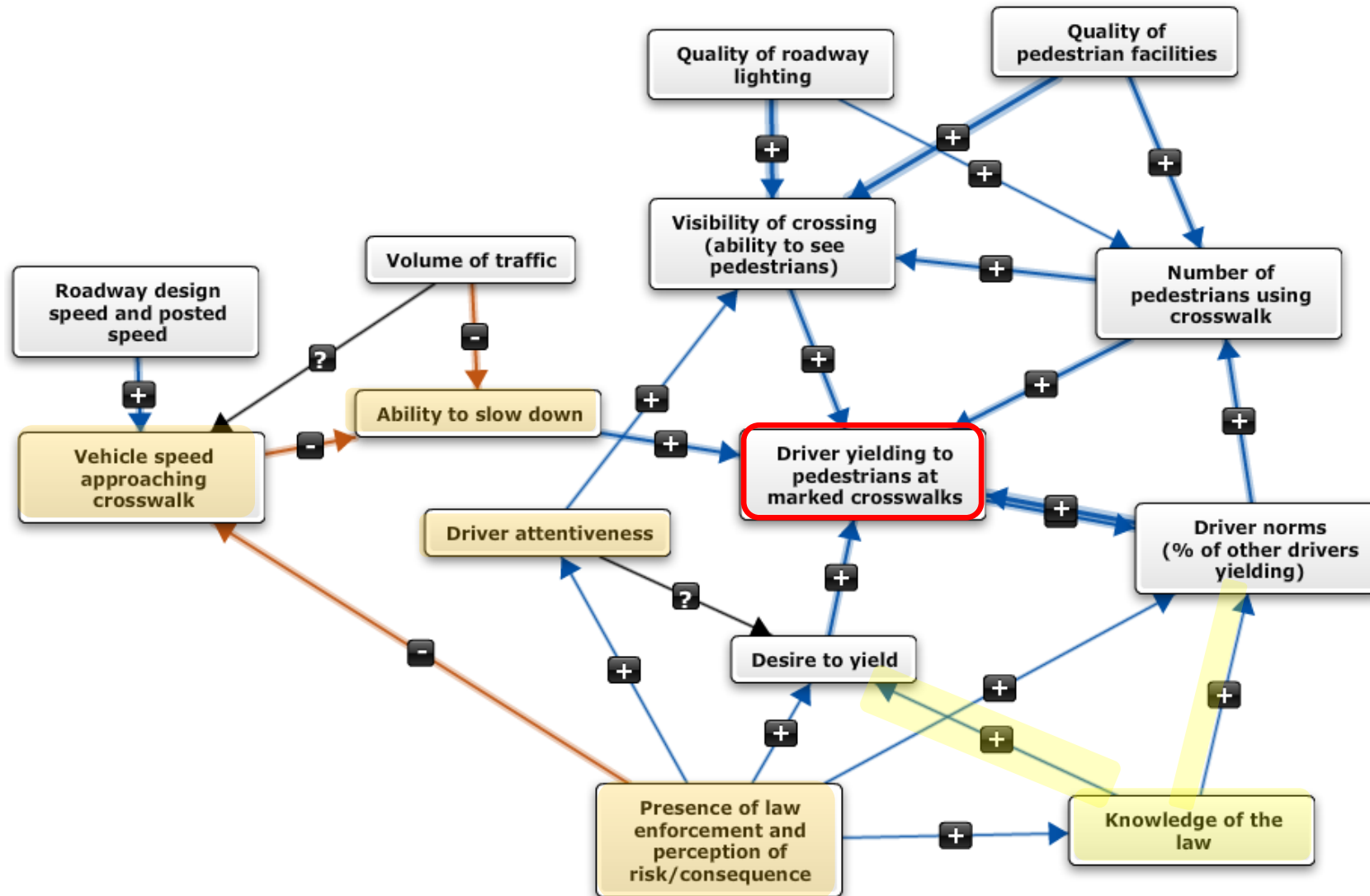
Let's get below the surface!



3 - Partner Development / Collaboration

- Develop insights into key ped/bike issues and opportunities
- Get buy-in/ approval to implement activities
- Provide support in addressing safety issues
- Offer new ideas, resources, and expertise
- Extend the reach of the program

Example: Driver yielding



Example: Greenville Task Force

- Diverse stakeholders
- Shared vision and goals
- Specific action items
 - Red light cameras
 - Lighting improvements
 - Crosswalk installations/improvements
- Emphasize accountability
- List some 'wins'

Key Potential Partners

Partner	Key Strengths
Communications/ Public Information Officers	Ties with the public and community groups; knowledge of media relations
Parks and Recreations Departments	Organize local events; may host after school care programs
Planning/ Public Works departments	Ties with the public and other city depts; knowledge of safety issues/ areas
School system	Access to large community of kids/ parents
Police department	Ties to all of the above
???	Connection to the community

4 - Engage the Community

- Messaging ≠ engagement or education
 - Engagement is a two-way street
 - Consider active and passive forms of communication
 - Provide opportunities for participatory learning AND practice
- Focus engagement on:
 - Important influencers within a community
 - Key gate-keepers
 - ‘Bridges’ to key populations
- Meet people where they are



Examples

- **Outer Banks/Corolla:** work with international groups and HOAs and tourism industry
- **Durham:** Bike Durham partnership and outreach to taxi, bus, and paratransit drivers and presence at sports events and schools
- **Greenville:** National Night Out, Bike Rodeos, Youth Camps, etc.



Law Enforcement Officers as Educators

- Let's Go NC!
(www.ncdot.gov/initiatives-policies/safety/lets-go-nc/)
 - K-5 skills-based lessons
 - 5 walking and 5 bicycling lessons per grade
- Driver Education Classes



Pedestrian Crosswalk Enforcement Operation

Purpose

- Identify and stop violators
- Educate the general public
- Effectuate a cultural change
- Improve pedestrian safety (perceived and actual)



Technical Assistance and Resources

- [Pedbikeinfo.org](https://pedbikeinfo.org)
- pbic@pedbikeinfo.org
- 888-823-3977



The PBIC Messenger
E-News from the Pedestrian and Bicycle Information Center

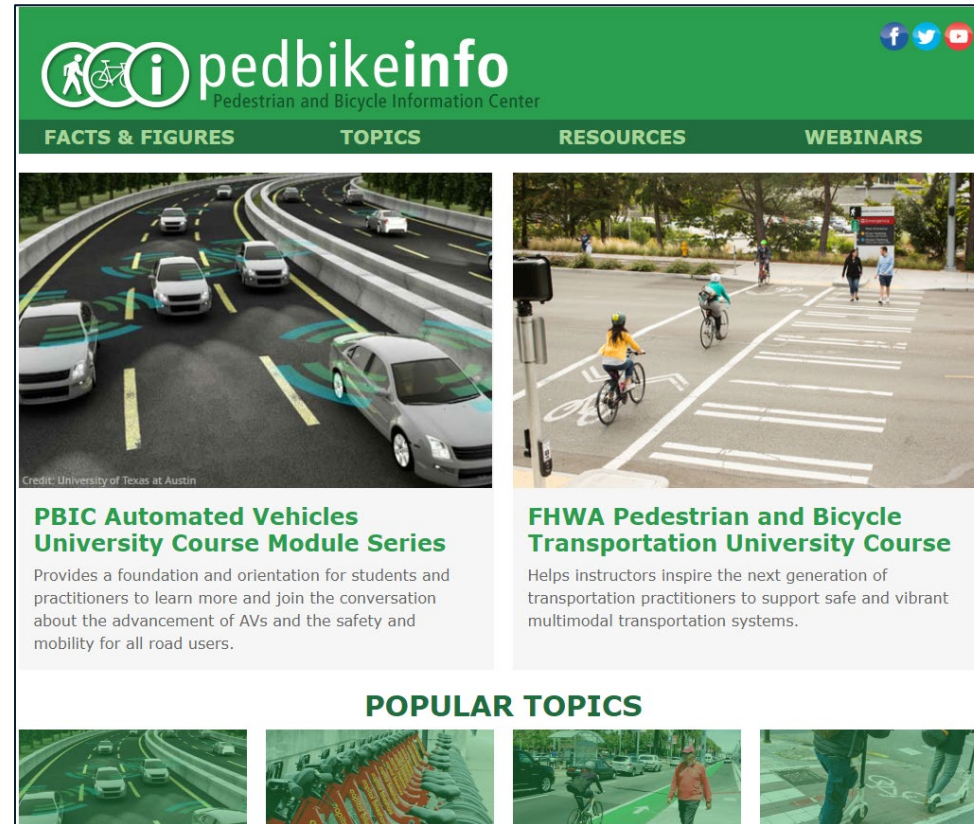
Email Campaign Archive
from Pedestrian and Bicycle Information Center

[join our mailing list](#)

10/09/2019 - [PBIC Messenger: Vision Zero for Youth USA Leadership Award Call for Applications](#)

09/10/2019 - [PBIC Messenger Summer 2019](#)

08/28/2019 - [PBIC Messenger: New Cities Recognized with Walk Friendly Designation](#)



pedbikeinfo
Pedestrian and Bicycle Information Center

FACTS & FIGURES TOPICS RESOURCES WEBINARS

PBIC Automated Vehicles University Course Module Series
Provides a foundation and orientation for students and practitioners to learn more and join the conversation about the advancement of AVs and the safety and mobility for all road users.

FHWA Pedestrian and Bicycle Transportation University Course
Helps instructors inspire the next generation of transportation practitioners to support safe and vibrant multimodal transportation systems.

POPULAR TOPICS


Questions?

Sarah O'Brien

swobrien@hsrc.unc.edu



www.hsrc.unc.edu



QUESTIONS?

SAVE THE DATE



Non-Infrastructure-Related Funding Opportunities

October 19, 2021 9:30 – 11:00 a.m.

This webinar will explore alternate funding programs for active transportation plans and pedestrian/bicycle safety, and how to work with local jurisdictions to leverage funding.

SAVE THE DATE

2021 ACTIVE TRANSPORTATION SYMPOSIUM



October 26-28, 2021 | 8:30am -12:30pm PST

2021 ACTIVE TRANSPORTATION SYMPOSIUM



The 2021 Active Transportation Symposium is a three-day, free, virtual event hosted by the Active Transportation Resource Center (ATRC).

The goals of the Symposium are to bring together active transportation stakeholders, share information on relevant active transportation topics, and provide attendees with implementable solutions.

Find more information on the ATRC website: <https://caatpresources.org>

CDPH ATRC NI-Technical Assistance Team

Judy Polakoff

Caltrans Districts 1, 2, 3 and 4

Judy.Polakoff@cdph.ca.gov

Marianne Hernandez

Caltrans Districts 5, 6, 8, 9 and 10

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