



WALC

Walk Audit for Livable Communities



Arizona SNAP-Ed Proctor Guide

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Questions? All questions regarding this Proctor Guide or WALC in general can be directed to Anvi Bhakta (Active Living Evaluator):
anvi24@arizona.edu

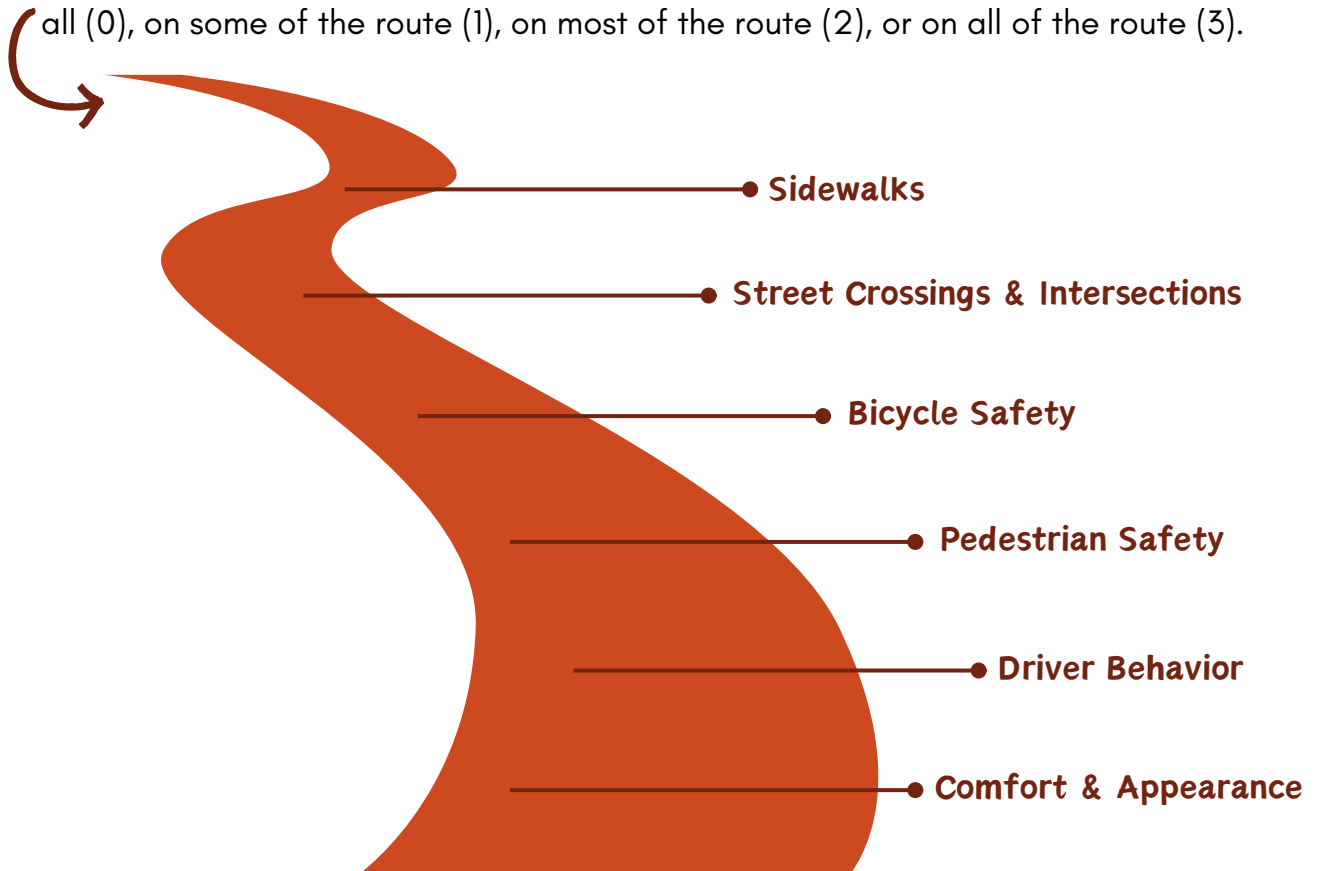
WALC at a Glance

What is Walk Audit for Livable Communities (WALC)?

- A tool designed to help identify improvements for getting safely from one place to another by foot, bike, or wheelchair. WALC aims to help LIA staff and community members consider features of the built environment in a systematic way.
- Comprised of two parts:

WALC Map. A map of the selected route is copied onto the WALC Map document. As the group walks, they record their detailed observations on the numbered spaces provided.

WALC Tool. Across six sections, participants rate features from: not on the route at all (0), on some of the route (1), on most of the route (2), or on all of the route (3).



Using WALC (A Walk Audit Guide)

1 TRAINING:

Make sure you have completed the WALC training and passed the Certification Quiz .

2 GET READY: SELECTING A ROUTE AND GATHERING PEOPLE

WHERE IS THE ROUTE?

As you select the route, consider:

- Is the route convenient for the people you want to attend?
- Is this a route people walk (or could walk) frequently?
- How long do you want your route to be? Walk audits are commonly a half mile to a mile, although you can make them shorter or longer depending on your group. Remember to account for time to write your observations and complete WALC. Walk audits can average around 15-20 minutes per half mile – so think about how long you want to be outside.
- What time of the year and are you walking the route? We strongly encourage most LIAs (excluding Northern AZ) to avoid doing a walk audit in the summer months, regardless of the time of day. However, if a walk audit during this time period is unavoidable, consider how shaded the route is.
- Is it a route that connects a starting place to a frequented destination? For example:



Prioritize everyday destinations where people in the community are already going (like libraries, schools, parks, and grocery stores).



Unpaved hiking/walking trails would likely not benefit from a Walk Audit. However, walking from a neighborhood to the trail could be a great option!



Walking along the perimeter of a park would likely not benefit from a Walk Audit. However, walking from a school to the park could be a great option!

GATHERING PEOPLE:

It is up to you to decide who to invite for the walk audit. The location of the route, length of the route, and users of the route are important considerations. If it is possible, you may want to invite elected officials or your public works/transportation department contacts in order to encourage follow-up action from the walk audit. We recommend having a walking group less than 15 people, so that it will be relatively easy for everyone to hear each other and stay together. If you have a lot of interest, consider having multiple groups start at different locations along the route at the same time, or have multiple walks. When reaching out to people, consider using the informational WALC flyer to help describe the purpose and goal of a walk audit.

(Appendix D).

CONSIDER INVITING:

- Neighborhood/ community residents
- Business owners
- Students and families
- School staff & crossing guards
- School district/ school board
- Librarians
- Members of community organizations
- Faith communities
- Walk/bike groups
- Neighborhood Watch
- City council members
- City transportation staff (engineers, planners, public works staff)
- City departments interested in safety and physical activity

COMMUNITY ENGAGEMENT and WALC

Community engagement must be a component connected to WALC. Not every community is the same, so not every method to engage the community will be the same either:

Level of Engagement	Promise to Community Members	When?	Examples
Consult	We will listen to and recognize your feedback about this route.	Before or after WALC	• LIA gives surveys • LIA convenes focus groups • LIA asks for community feedback of the route at a meeting or event
Involve	We will work with you to make sure your feedback about this route is reflected in WALC and what is conveyed in action steps.	During WALC	• Community members participate alongside LIA staff in the walk audit • Community members may also participate in action planning with LIA staff and others or participate in meeting(s) with transportation planners, city council, etc.
Collaborate	We will look to you for advice on making better use of positive feedback & developing solutions for needed improvements on the route. We will incorporate your advice as much as possible.	Before, during and after WALC	• An ongoing relationship has been developed with community members around shared investment into improving a route. • Examples of activities under "Involve" may also be appropriate for this level of engagement – doing a walk audit together, action planning and/or meeting with transportation planners, city planners, etc.

SCHEDULE THE WALK AUDIT:

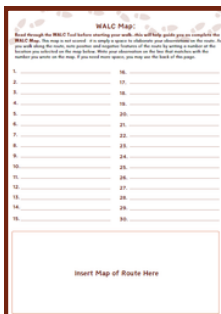
- **Pick a date:** Keep in mind the time of year, day of the week, and who you want to invite to the walk audit. You may want to give participants a few dates to see when most are available, or hold multiple walk audits and let folks choose which to attend.
- **Pick a time of day:** Think about the time of day that you want to conduct the audit and how long you intend to make it. If you are assessing a school route, you'll want to conduct the audit during arrival or dismissal time, to see how students on foot and bicycle are interacting with cars and buses. Do you want to see conditions at rush hour, or during the middle of the day?
- **Determine your start & end time:** Plan to have everyone meet 15 minutes before you want to start walking. This should give you enough time to accommodate those arriving late and to explain the WALK tool. In addition, be sure to account for time after the walk to complete WALK and debrief.

3 GET SET: PREPPING WALK AND GATHERING SUPPLIES

PREPPING WALK:

The image shows the top portion of the WALK Tool form. It includes the title 'WALK' and a brief introduction. Below this, there are sections for 'WALK PURPOSES' with checkboxes for 'Safety', 'Health', 'Education', and 'Community'. There is also a section for 'WALK DETAILS' with fields for 'Date', 'Time', 'Location', and 'Auditor'. At the bottom, there is a section for 'WALK MAP' with a grid of numbers from 1 to 25.

WALK Tool. Print copies of the WALK Tool. Ensure that you will enough for each participant attending the walk audit. The tool is available in English, Spanish, and Diné ([Appendices A-C](#)).

The image shows the WALK Map form. It features a grid of numbers from 1 to 25, arranged in a 5x5 pattern. Below the grid, there is a section for 'Insert Map of Route Here'.

WALK Map. There are three formats of the WALK Map ([Appendices A-C](#)). Pick the one that best accommodates your map size and space to write. Copy a screenshot of your mapped route in the space provided. Print copies of the WALK Map.

FAMILIARIZE YOURSELF WITH STREETSCAPE FEATURES

Familiarizing yourself with streetscape vocabulary is optional, though may be helpful during and after (when taking action steps to support route improvements) the walk audit. For an overview of typical vocabulary terms, peruse the visual from AARP ([Appendix E](#)).

GATHERING SUPPLIES:

Before heading out for the walk, be sure to have:

- Sufficient copies of the WALC Tool, WALC Map, clipboards & pens
- Cameras or phones
- Sun protection and water (or ask everyone to bring a water bottle)
- Safety vests (optional)
- Wagon (optional). A wagon can help serve as a proxy to individuals who are pushing a stroller, or using a wheelchair/walker.

4 GET WALKING: WHAT TO DO AND WHAT TO LOOK FOR

BEFORE YOU WALK. Plan to meet up at least 15 minutes before you will start walking to accommodate participants arriving late, complete introductions (if the group is not already familiar with each other, pass out supplies, and review WALC instructions. You may complete WALC in one of two ways:

The diagram shows two forms. On the left is the 'WALC Map' which has a grid for recording observations. On the right is the 'WALC Tool' which contains instructions and a table for rating various features. An arrow points from the WALC Map to the WALC Tool, indicating a sequential process.

Complete the WALC Map as you walk. Then, complete the WALC Tool as a group after the walk. Using the WALC Map, record your detailed observations along the route. Afterwards, use the map to help guide how the group rates each feature on the WALC Tool. Come to a consensus as a group on how to rate each feature on the WALC Tool.

The diagram shows two forms side-by-side. On the left is the 'WALC Map' and on the right is the 'WALC Tool'. A plus sign is placed between them, indicating they are completed simultaneously.

Complete the WALC Map and Tool as you walk. Divide the group into pairs. One person in the pair can use the WALC Map to record detailed observations, while the other person completes the WALC Tool. At the end of the walk, come to a consensus as a group on how to rate each feature on the WALC Tool.

In addition, consider assigning responsibilities:

- **Group Leader.** Only WALC-certified LIA staff will be the group leader(s).
- **Photographer(s).** Photos can be a helpful reminder of the conditions identified on the walk! Designate interested participants as the photographers for the group.
- **Sweep Person.** This individual will stay at the end of the group and ensure that no one gets left behind!

SAMPLE "BEFORE WALK" STARTER SCRIPT

INTRODUCE THE WALK AUDIT AND PURPOSE. "Hi everyone! Today we will be doing a walk audit. In a walk audit, a group of people identify improvements for getting safely from one place to another. As we complete the walk audit, think about how safe the route is for anyone—including youth, seniors, bikers, parents with a stroller, and individuals using a wheelchair or are visually impaired. After we complete this Walk Audit, the goal is to work together to decide what the route needs to make it safer and work with partners to make those improvements. We might find easy improvements, such as removing branches that block the sidewalk. Or we might find more challenging improvements, like painting/adding crosswalks or fixing sections of a sidewalk."

INTRODUCTIONS. "Before we get started, I'd like to go around and do introductions. I'll start..."

ASSIGN ROLES. "I'll (or we) will be the group leader(s) today. I'll be making sure that we are walking on the correct route, stopping along the route as needed, and making sure that we finish on time. You can also ask me questions if anything comes up as we walk. Is there anyone who might be interested in taking photos of our observations during the walk? [Designate interested photographers]. Great! And lastly, is there anyone who might be interested in staying behind the group to make sure we don't lose anyone and stay in a group? [Designate a sweeper]."

EXPLAIN WALC. [Pre-determine how you'd like to complete WALC and pass out materials]

If completing the WALC Map first, you can follow this script:

"We'll be using these documents on our walk today [show the WALC Map and WALC Tool]. As we walk, we will first use the WALC Map to write our observations [read instructions on WALC Map]. For example, if you see a tree blocking the sidewalk, write that on a numbered line, and write it's matching number on the map. After we finish the walk, we will complete this WALC Tool together, where we will rate features on the route. Any questions?"

If completing the the WALC Map and WALC tool at the same time, follow this script:

"We'll be using these documents on our walk today [show the WALC Map and WALC Tool]. After this, we will partner up. In those pairs, one person will complete the WALC Map [read instructions on the WALC Map]. The other person will complete the WALC Tool [read instructions on the WALC Tool]. After we finish the walk, we will go over this WALC Tool together and come to an agreement on how to rate each feature. Any questions?"

[Regardless of the method you choose, be sure to have all participants read through the WALC tool before starting the walk!]

PRIORITIZE SAFETY: Alright, last thing. Our safety is the priority while we walk, so let's stay in our group and look out for each other. Please watch for cars and stay on the sidewalk or as far from the street as possible. Is everyone ready?

DURING YOUR WALK. As the group leader, stop the group periodically to point out features participants should look out for, discuss positive and negative features, or just to see what people are noticing and experiencing. Along the way ask everyone to look around and listen. What do they see around them? Crosswalks? Litter and broken/incomplete sidewalks? Benches and trees? What do they hear? Dogs barking? Loud cars? Birds chirping?

Using WALC, you will be documenting:



The infrastructure. Note the condition of the sidewalks, intersection crossings, bike lanes, signage, lighting, benches, and bus stops.



The behavior of people walking, bicycling, and driving. Observe how many people are walking or biking, whether they have strollers, heavy bags, or other items, how they are interacting with others on the street, and whether they are following traffic laws. Take note of traffic flow, vehicle speed, and whether drivers are following traffic laws.



The comfortability and appearance of the walk. What is the extent of litter or vandalism along the route? Are there street trees that provide shade or places to sit? Do the buildings look maintained?

5 GET TALKING: FINALIZE RATINGS AND DEBRIEF AFTER WALC

FINALIZING THE WALC TOOL. Regardless of how you chose to complete WALC, convene with the group after the walk to finalize each rating on the tool. You will need to come to a consensus on each rating and the total section scores.

DEBRIEF. As a group, complete the Post-WALC reflection to gather everyone's impressions, talk about strengths and areas of concern along the route, and next steps. The WALC Action Planning Guide ([Appendix F](#)) can be used during this debrief, or at a later time for a longer brainstorming meeting. **Ensure that the group decides on next steps.**

6 SUBMITTING WALK TO THE STATE EVALUATION TEAM

Please send up to 3 representative copies of the WALC Map and the MAP Tool with the finalized ratings to SET by:

EMAIL:

azhzevaluation@arizona.edu

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FOLLOW-UP: ACTION PLAN WITH WALKING PARTICIPANTS

Now that there is detailed information about the walking route, pull it all together. Compile your information and reconvene with your walking group to action plan. We encourage meeting with the walking participants again no later than four weeks after the walk audit to keep momentum towards the project high. We also encourage you to use the WALC Action Planning Guide ([Appendix F](#)) to help support these efforts:

- **Compile observations.** Pull the notes and ratings/section scores from WALC and photos together.
- **Follow up with participants.** Reconvene to discuss the WALC findings, overall impressions, and note what possible solutions could be taken. The WALC Action Planning Guide offers worksheets that divides concerns and action steps by level of difficulty, two week action planning, and three month action planning.

Appendices

Appendix A: WALC Map and Tool (English)

Appendix B: WALC Map and Tool (Spanish)

Appendix C: WALC Map and Tool (Diné)

Appendix D: Walk Audit Flyer

Appendix E: Streetscape Vocabulary Infographic

Appendix F: WALC Action Planning Guide

Appendix A:
WALC Map and Tool (English)



The **Walk Audit for Livable Communities (WALC)** tool aims to help communities consider features of their built environment. In the walk audit below, a group of people identify potential improvements for travelling safely from one place to another by foot, bike, or wheelchair. As you complete the tool, you might find:

- **Easy improvements**, such as removing branches blocking a sidewalk.
- **Moderate improvements**, such as adding or painting crosswalks.
- **Challenging improvements**, such as repairing or adding sidewalks.

INSTRUCTIONS

- 1. SELECT YOUR ROUTE.** Prioritize everyday destinations where people in the community **are already** walking or biking from one place to another (like libraries, schools, parks, and grocery stores).
- 2. CONNECT WITH PARTICIPANTS.** **Connect with community residents and other partners** to complete the tool with you and schedule a time.
- 3. DECIDE HOW TO COMPLETE.** As a group, decide if you'd like to complete the WALC Map as you walk the route and then complete the WALC Tool afterwards **OR** complete both at the same time as you walk the route. Regardless, be sure to read through the tool before the walk.
- 4. RATE EACH FEATURE OF THE ROUTE.** Is each feature **not on the route at all (0), on some of the route (1), on most of the route (2), or on all the route (3)**? Taking photos can be a helpful reminder of the conditions identified during the walk!
- 5. ADD UP YOUR RATINGS.** As a group, **come to a consensus** on how to rate each feature. Then tally the section and total scores!
- 6. DISCUSS THE RESULTS.** Where would you like to see improvement? What were positive features of the route? Discuss the results with community residents, local partners, and key stakeholders. **Use the "Post Walk Audit Guide" to help facilitate next steps!**

Route Details.

Community Name: Audit Date:

Starting Location: Ending Location:

Start Time: End Time: Distance Walked:

Checkmark if this is the first time the route is being assessed: ☐

Choose the box(es) below to describe the Community Engagement you did related to WALC.

☐ Community engagement before LIA staff conducted WALC, to ask residents about which route to assess.

☐ Community engagement during WALC, where residents completed WALC alongside LIA staff.

☐ Community engagement after WALC, where residents provided additional feedback about the route.

☐ Other. Please describe below:

When you rate features, remember to consider the perspective of all individuals using the route including youth, seniors, bikers, parents, and/or individuals who are using a wheelchair or are visually impaired. Rate each feature from:
None of the route (0), Some of the route (1), Most of the route (2), All of the route (3)

 **SIDEWALKS**

Rating
0-3

Skip to the next section if there are no sidewalks or paved paths on the route.

The sidewalks or paved paths along the route are:

1. In good condition (without cracks, raised sections, and trip hazards).....

2. Clear of overgrown landscaping, poles, signs, plants, vehicles, etc.....

3. Continuous (no segments are missing).....

4. Wide enough so that two people can easily walk side by side.....

5. Buffered from the street by grass, trees, or parked cars.....

Notes:

Sidewalks Total:

/ 15

 **STREET CROSSINGS & INTERSECTIONS**

Rating
0-3

1. The street has traffic lights and/or stop signs at intersections and crossings.....

2. The traffic lights or stop signs are clearly visible to drivers and pedestrians.....

3. The street has crosswalks that are clearly visible to drivers and pedestrians.....

4. Marked crosswalks are within walking distance for people of all abilities.....

5. There are pedestrian-crossing signals that give enough time for individuals of all abilities to cross the street. ☐ N/A (no pedestrian-crossing signals).....

6. The pedestrian-crossing signals have audible prompts. ☐ N/A (no pedestrian-crossing signals).....

7. The crossings and intersections have a curb ramp for carts, wheelchairs, strollers, walkers, etc.....

Notes:

Street Crossings & Intersections Total:

/ 21

 **BICYCLE SAFETY**

Rating
0-3

Skip to the next section if there are no bicycle lanes on the route.

1. There is a bicycle lane marked with a line, posts, raised curb, etc.....

2. The bicycle lane is free of potholes or objects that obstruct the lane.....

3. There are signs indicating bicycle use (e.g., "share the road" signs).....

4. Bicyclists appear to be safe from traffic ☐ N/A (no bicyclists on the route).....

Notes:

Bicycle Safety Total:

/ 12

The content of this tool was adapted from LSU Ag Center’s Safe Routes to Public Spaces Walk Audit Checklist, AARP’s Walk Audit Toolkit, Safe Routes to School’s Walk Audit Checklist, and Columbus Public Health’s Neighborhood Walk Audit Tool.



PEDESTRIAN SAFETY

Rating
0-3

1. There are reasonable, posted speed limits.....
2. Pedestrians appear to be safe from traffic ☐ N/A (no pedestrians on the route).....
3. The route has adequate, working light fixtures.....
4. Pedestrians appear to be safe from animals encountered on the route.....
☐ N/A (no pedestrians or animals on the route)
5. Pedestrians appear to be safe from harassment or similar threats.....
☐ N/A (no pedestrians on the route)
6. Other pedestrians are present, or there are storefronts and homes along the route.....
7. Law enforcement along the route is (not scored): ☐ PRESENT ☐ NOT PRESENT

Notes:

Pedestrian Safety Total: / 18



DRIVER BEHAVIOR

Rating
0-3

Skip to the next section if drivers were not present on the route.

1. Drivers appear to be obeying the speed limit.....
2. Drivers obey stop signs or stop behind the crosswalk.....
3. Drivers yield to people walking.....
4. Drivers appear to be attentive to the road (not on the phone or facing other passengers).....

Notes:

Driver Behavior Total: / 12



COMFORT & APPEARANCE

Rating
0-3

1. There are trees along the sidewalks or other landscaping.....
2. There is enough shade.....
3. The buildings and lots are well-maintained.....
4. There are benches or places to sit.....
5. There are trash bins.....
6. Bus stops are covered.....
7. There is minimal vandalism (e.g., damaged signs or graffiti).....
8. There is minimal litter (e.g., trash or broken glass).....

Notes:

Comfort & Appearance Total: / 24

WALC SUMMARY:

You may leave skipped sections blank. **NOTE:** Not Applicable (N/A) items make section scores lower. For the purposes of using the WALC tool, you do not need to worry about adjusting your points.



Have there been improvements on the route since the previous assessment? If so, please describe them below.

Post-WALC Reflection

Who Attended the Walk Audit? Make note of participants' roles in the community (e.g., librarian, council-person, resident, etc.)

What Were the Strengths of the Route? Refer to the WALC Map & and the WALC Tool to help you identify strengths of the route.

What Were the Major Concerns? Refer to the WALC Map & and the WALC Tool to help you identify major concerns of the route.

Insert Map of Route Here

AS YOU WALK, CONSIDER...

Accessibility

- Are the features of the route accessible for anyone, including seniors and individuals who may be using a wheelchair or are visually impaired?

Sidewalks and Bike Lanes

- Is there a sidewalk? Is it wide enough?
- Is the sidewalk cracked, broken, or incomplete?
- Are there bike lanes? Would children be safe biking?

Safety

- Is it easy and safe to cross the street?
- Does walking feel safe?
- Is traffic too fast?
- Is the street well lit?

Neighborhood

- Are building well maintained?
- Are there vacant buildings?

School Zone

- Are there safe street crossings to the school?
- Are there continuous sidewalks/bike paths to the school?

WALC Map:

Read through the **WALC Tool before starting your walk--this will help guide you as you complete the WALC Map**. This map is not scored--it is simply a space to elaborate your observations on the route. As you walk along the route, note positive and negative features of the route by writing a number at the location you selected on the map below. Write your observation on the line that matches with the number you wrote on the map. If you need more space, you may use the back of this page.

1.	_____	20.	_____
2.	_____	21.	_____
3.	_____	22.	_____
4.	_____	23.	_____
5.	_____	24.	_____
6.	_____	25.	_____
7.	_____	26.	_____
8.	_____	27.	_____
9.	_____	28.	_____
10.	_____	29.	_____
11.	_____	30.	_____
12.	_____	31.	_____
13.	_____	32.	_____
14.	_____	33.	_____
15.	_____	34.	_____
16.	_____	35.	_____
17.	_____	36.	_____
18.	_____	37.	_____
19.	_____	38.	_____

WALC Map:

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- | | |
|-----------|-----------|
| 1. _____ | 16. _____ |
| 2. _____ | 17. _____ |
| 3. _____ | 18. _____ |
| 4. _____ | 19. _____ |
| 5. _____ | 20. _____ |
| 6. _____ | 21. _____ |
| 7. _____ | 22. _____ |
| 8. _____ | 23. _____ |
| 9. _____ | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |

**Insert Map of Route
Here**



WALC Map:

Read through the WALC Tool before starting your walk--this will help guide you as you complete the WALC Map. This map is not scored--it is simply a space to elaborate your observations on the route. As you walk along the route, note positive and negative features of the route by writing a number at the location you selected on the map below. Write your observation on the line that matches with the number you wrote on the map. If you need more space, you may use the back of this page.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____
- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____

Insert Map of Route Here

- 26. _____
- 27. _____
- 28. _____
- 29. _____
- 30. _____
- 31. _____

Appendix B:
WALC Map and Tool (Spanish)



Auditorías Peatonales para Comunidades Habitables

La herramienta **Auditorías Peatonales para Comunidades Habitables (WALC)** intenta ayudar a las comunidades a considerar las características de su entorno existente. En la auditoria peatonal de abajo, un grupo de personas identifica posibles mejoras para trasladarse de manera segura de un lugar a otro a pie, en bicicleta o en silla de ruedas. Mientras completa la herramienta, usted pudiera encontrar:

- **Mejoramiento fáciles**, como remover ramas que bloquean una banqueta.
- **Mejoramiento moderadas**, como agregar o pintar cruces peatonales.
- **Mejoramiento complejas**, como reparar o agregar banquetas.

INSTRUCCIONES

- 1. SELECCIONE SU RUTA.** Establezca la prioridad cada día, donde las personas de la comunidad **ya están** caminando o yendo en bicicleta de un lugar a otro (como bibliotecas, escuelas, parques y supermercados).
- 2. CONÉCTESE CON LOS PARTICIPANTES.** **Conéctese con residentes de la comunidad y otros socios** para que completen la herramienta con usted y establecer un horario.
- 3. DECIDA CÓMO HACERLO.** En grupo, decidan si quieren completar el mapa WALC mientras caminan en la ruta y luego terminen la herramienta WALC después **o** hagan las dos cosas al mismo tiempo mientras siguen la ruta. De cualquier manera, asegúrese de leer bien la herramienta antes de caminar.
- 4. CALIFIQUE CADA CARACTERÍSTICA DE LA RUTA.** ¿Cada característica **no forma parte de la ruta (0)**, **en alguna parte de la ruta (1)**, **en la mayor parte de la ruta (2)**, **o en toda la ruta (3)**? ¿Tomar fotos puede ser un recordatorio útil de las condiciones identificadas durante la caminata!
- 5. SUME SUS CALIFICACIONES.** En grupo, **lleguen a un acuerdo** sobre cómo clasificar cada característica. ¡Luego calculen la sección y saquen el total de los puntajes!
- 6. DISCUTAN LOS RESULTADOS.** ¿Dónde le gustaría ver mejoras? ¿Cuáles fueron las características positivas de la ruta? Hablen de los resultados con los residentes comunitarios, socios locales y personas interesadas claves. **¡Use la “Guía Post Auditoría Peatonal” para ayudar a facilitar los siguientes pasos!**

Detalles de la ruta.

Nombre de la comunidad: _____ Fecha de la auditoría: _____

Ubicación de inicio: _____ Ubicación final: _____

Hora de inicio: _____ Hora en que terminó: _____ Distancia caminada: _____

Marque si es la primera vez que se evalúa esta ruta: ☐

Escoja el(los) casillero(s) de abajo que describa(n) la Participación Comunitaria que hizo en relación con WALC.

- ☐ Participación comunitaria antes de que el personal de LIA realizara la WALC, para preguntar a los residentes sobre cuál ruta evaluar.
- ☐ Participación comunitaria durante WALC, donde los residentes realizaron WALC junto con el personal LIA.
- ☐ Participación comunitaria después de WALC, donde los residentes ofrecieron opiniones adicionales sobre la ruta.
- ☐ Otro. Por favor describa abajo:

Cuando clasifique las características, recuerde considerar la perspectiva de todas las personas que usan la ruta, incluyendo jóvenes, personas mayores, ciclistas, padres y/o personas que usan silla de ruedas o tienen discapacidad visual. Califique cada característica de:

Nadie en la ruta (0), Algunos en la ruta (1), La mayoría de la ruta (2), Todos en la ruta (3)



BANQUETAS

Calificación
0-3

Pase a la siguiente sección si no hay banquetas o caminos pavimentados en la ruta.

Las banquetas o caminos pavimentados de la ruta están:

- 1.En buenas condiciones (sin quebradura, secciones elevadas y riesgos de tropiezos).....
- 2. Libres de hierbas crecidas, postes, cartelones, plantas, vehículos, etc.....
- 3. Ininterrumpidas (sin segmentos faltantes).....
- 4. Lo suficientemente amplias para que dos personas puedan caminar fácilmente, lado a lado....
- 5. Protegidas de la calle por pasto, árboles o autos estacionados.....

Notas:

Total para las banquetas: / 15



CRUCES PEATONALES E INTERSECCIONES

Calificación
0-3

- 1. La calle tiene semáforos y/o señales de alto en intersecciones y cruceros.....
- 2. Las semáforos y señales de alto están visibles claramente para los automovilistas y peatones....
- 3. La calle tiene paso peatonales que están visibles claramente para los automovilistas y peatone.....
- 4. Los pasos peatonales marcados están dentro de una distancia que pueden caminar las personas de todas las habilidades.....
- 5. Hay semáforos para los cruces peatonales que dan suficiente tiempo para cruzar la calle a las personas de todas las habilidades. ☐ N/A (no pedestrian-crossing signals).....
- 6. Los semáforos para los pasos peatonales tienen señales audibles.....
☐ N/A (no pedestrian-crossing signals)
- 7. Los pasos peatonales e intersecciones tienen una rampa para carritos, sillas de ruedas, carriolas, andaderas etc.....

Notas:

Total de cruces peatonales e intersecciones: / 21



SEGURIDAD PARA CICLISTAS

Calificación
0-3

Pase a la siguiente sección si no hay carriles para bicicletas en la ruta.

- 1. Hay un carril para bicicletas marcado con una línea, poste, área elevada, etc.....
- 2. El carril para bicicletas está libre de baches u objetos que obstruyan el camino.....
- 3. Hay señales que indican el uso de bicicletas (ej., letreros con “share the road”).....
- 4. Las bicicletas parecen estar seguras del tráfico ☐ N/A (no bicyclists on the route).....

Notas:

Total de Seguridad para Ciclistas: / 12



SEGURIDAD PARA PEATONES

Calificación
0-3

1. Hay un número razonable de señales de límites de velocidad.....
2. Parece que los peatones están seguros del tráfico. ☐ N/A (no hay peatones en la ruta)
3. La ruta tiene iluminación adecuada con focos que funcionan.....
4. Los peatones parecen estar seguros de animales que se encuentran en la ruta.....
☐ N/A (no hay peatones o animales en la ruta)
5. Los peatones parecen estar seguros de acoso o amenazas similares.....
☐ N/A (no hay peatones en esta ruta)
6. Hay otros peatones presentes o hay escaparates de tiendas o casas en la ruta.....
7. Hay policías sobre la ruta (no clasificado): ☐ PRESENTE ☐ NO PRESENTE

Notas:

Total de Seguridad para peatones:

/ 18



COMPORTAMIENTO DE LOS AUTOMOVILISTAS

Calificación
0-3

Pase a la siguiente sección si no había automovilistas en la ruta.

1. Parece que los automovilistas respetan los límites de velocidad.....
2. Los automovilistas obedecen las señales de alto, detrás de los cruces de peatones.....
3. Los automovilistas ceden el paso a la gente que pasa caminando.....
4. Los automovilistas parecen estar atentos al camino (no están en el teléfono o viendo a sus pasajeros).....

Notas:

Total en el comportamiento de los automovilistas:

/ 12



COMODIDAD Y APARIENCIA

Calificación
0-3

1. Hay árboles u otras plantas a lo largo de las banquetas.....
2. Hay suficiente sombra.....
3. Los edificios y lotes están bien cuidados.....
4. Hay bancas o lugares donde sentarse.....
5. Hay botes para la basura.....
6. Las paradas de camión están cubiertas.....
7. Hay muy poco vandalismo (ej., señales dañadas o grafiti).....
8. Los desperdicios son mínimos (ej., basura o vidrios rotos).....

Notas:

Total para comodidad y apariencia:

/ 24

RESUMEN DE WALC:

Puede dejar en blanco las secciones que se saltó.
NOTA: Los artículos no aplicables (N/A) hacen que los puntajes de la sección sean más bajos. Para propósito de uso de la herramienta WALC, no tiene que preocuparse por ajustar los puntos.

BANQUETAS.....		OF 15
CRUCEROS EN LAS CALLES.....		OF 21
SEGURIDAD PARA CICLISTAS.....		OF 12
SEGURIDAD PARA PEATONES...		OF 18
COMPORTAMIENTO DE LOS AUTOMOVILISTAS.....		OF 12
COMODIDAD Y APARIENCIA.....		OF 24

¿Ha habido mejoras en la ruta desde la pasada evaluación? Si es así, por favor descríbalos abajo.

Reflexión para después de WALC

¿Quién asistió a la auditoría? Anote los papeles de cada participante en la comunidad (ej., bibliotecario, miembro del concilio, residente, etc.)

¿Cuáles eran los puntos fuertes de la ruta? Consulte el mapa de WALC y la herramienta de WALC para que le ayude a identificar los puntos fuertes de la ruta.

¿Cuáles fueron las preocupaciones principales? Consulte el mapa de WALC y la herramienta de WALC para que le ayude a identificar las preocupaciones principales de la ruta.

Inserte el Mapa de la Ruta aquí

MIENTRAS CAMINA, CONSIDERE...

La accesibilidad

- ¿Estas características de la ruta son accesibles para cualquiera, incluyendo personas mayores que usan silla de ruedas o tienen problemas visuales?

Banquetas y carriles para bicicleta

- ¿Hay carriles para bicicleta?
- ¿Hay grietas, está rota o incompleta la banqueta?
- ¿Estarían seguros los niños paseando en bicicleta?

La seguridad

- ¿Es fácil y seguro cruzar la calle?
- ¿Se siente seguridad al caminar?
- ¿El tráfico va demasiado rápido?
- ¿Está bien iluminada la calle??

El vecindario

- ¿Las construcciones están bien cuidadas?
- ¿Hay edificios vacíos?

Zona escolar

- ¿Hay cruceros para peatones hacia la escuela?
- ¿Hay banquetas/carriles para bicicleta continuos hacia la escuela?

Mapa de WALC:

Lea la herramienta WALC antes de comenzar la caminata—esto le ayudará como guía mientras completa el mapa de WALC. Este mapa no está clasificado—es simplemente un espacio para que anote sus observaciones en la ruta. Mientras camina por la ruta, tome nota de las características positivas y negativas de la ruta, escribiendo un número en la ubicación que seleccionó en el mapa de abajo. Escriba su observación en la línea que corresponde al número que escribió en el mapa. Si necesita más espacio, puede usar el reverso de esta hoja.

1.	_____	20.	_____
2.	_____	21.	_____
3.	_____	22.	_____
4.	_____	23.	_____
5.	_____	24.	_____
6.	_____	25.	_____
7.	_____	26.	_____
8.	_____	27.	_____
9.	_____	28.	_____
10.	_____	29.	_____
11.	_____	30.	_____
12.	_____	31.	_____
13.	_____	32.	_____
14.	_____	33.	_____
15.	_____	34.	_____
16.	_____	35.	_____
17.	_____	36.	_____
18.	_____	37.	_____
19.	_____	38.	_____

Mapa de WALC:

Lea la herramienta WALC antes de comenzar la caminata—esto le ayudará como guía mientras completa el mapa de WALC. Este mapa no está clasificado—es simplemente un espacio para que anote sus observaciones en la ruta. Mientras camina por la ruta, tome nota de las características positivas y negativas de la ruta, escribiendo un número en la ubicación que seleccionó en el mapa de abajo. Escriba su observación en la línea que corresponde al número que escribió en el mapa. Si necesita más espacio, puede usar el reverso de esta hoja.

- | | |
|-----------|-----------|
| 1. _____ | 16. _____ |
| 2. _____ | 17. _____ |
| 3. _____ | 18. _____ |
| 4. _____ | 19. _____ |
| 5. _____ | 20. _____ |
| 6. _____ | 21. _____ |
| 7. _____ | 22. _____ |
| 8. _____ | 23. _____ |
| 9. _____ | 24. _____ |
| 10. _____ | 25. _____ |
| 11. _____ | 26. _____ |
| 12. _____ | 27. _____ |
| 13. _____ | 28. _____ |
| 14. _____ | 29. _____ |
| 15. _____ | 30. _____ |

**Inserte el Mapa de la
Ruta aquí**

Mapa de WALC:

Lea la herramienta WALC antes de comenzar la caminata—esto le ayudará como guía mientras completa el mapa de WALC. Este mapa no está clasificado—es simplemente un espacio para que anote sus observaciones en la ruta. Mientras camina por la ruta, tome nota de las características positivas y negativas de la ruta, escribiendo un número en la ubicación que seleccionó en el mapa de abajo. Escriba su observación en la línea que corresponde al número que escribió en el mapa. Si necesita más espacio, puede usar el reverso de esta hoja.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Inserte el Mapa de la Ruta
aquí

26. _____
27. _____
28. _____
29. _____
30. _____
31. _____

Appendix C:
WALC Map and Tool (Diné)



Walk Audit for Livable Communities (WALC) naaltsoos bee ní'doonishgo ch'íideet'ánígíí éí kin dahnaazhjaá' kéédahat'íígo binaa bił ádahoot'éhígíí hait'éego lá bits'áádoó nee'nijj' hoolzhishdoo danízingo yee yíká adoolwoł. Hóyahgi ła' agháhnídadilwo'í nidab'déekidgo, éí ła' ádaaní díí t'óó'di na'adáago, dzí'izí da bee, éí doodai' it na'abaqası da bee éí hait'éego lá baa'áháyáągo bá ádoolníł ła' danízin. Díí hadílééhgo da, éí díída ła' bik'ídíníítáát:

- **Doo nanit'agó asht'eh halnééh**, ch'il da atíingo nahjj' ahaljooshgo t'áa ha'ní.
- **T'áa bita'gi asht'eh halnééh**, oodáát bá da'nítiingo ła' bínéit'aahgo éí doodai' nádleeshgo.
- **T'áa yédígo na'anishgo**, oodáát bá da'nítiingo asht'e nálnééhgo éí doodai' ła' bínáhiit'aahgo da.

BIK'EHGO I'DOOLNÍÍŁ

1. **HAÍDÍGÍÍ ATIIN DÍNÓOL'ÍÍŁ'ÍÍŁÍGÍÍ.** Bíla'ashdla'ii lá t'áa ákwííj haídí atíin aláahgo **yíkáá' nídadikah** éí doodai' dzí'izí bił nídadijah (naaltsoos báhooghangó da, ałchíní ninádaa'neehígó da, dóo naalyéhé báhooghan da).

4. **ATIIN BAA HANE'GO AŁKÉÉ' HONÍ'ÁNÍGÍÍ NANIŁKAAH.** Íádaat'éhígíish **doo atíingo át'éeda (0), atíingo ła' át'é (1), t'áa lą'í át'é (2), t'áa át'é ákódaat'é (3)?** Atíingo haadahanóolinígíí ajiitkeedgo ałdó' łahdóo hwíká'ilwo' ákoh bée jılñiih teh.

2. **ATAH DANILÍNÍGÍÍ BIŁ AHIŁ HOJILNE'GO.** T'áa akóó kéédahatínígíí dóo łahdóo akóó nidaalnishígíí da bił ahił dahólne' dóo bił díí naaltsoos **ch'íideet'ánígíí hadílééh** dóo hahgo shíj ahínáohkah dooígíí bee ahił dahólne'.

5. **NÍSÍNÍŁKÁÁ'ÍGÍÍ AHÍZÓÓH.** T'áa ałhíijj', **hait'éego lá díí nidaalkaahígíí** nidadootkah éí bee ła' ninohkááh. Áádóo ałkéé' nahaz'áągo ałhídaosóoh dóo akéé'di wólta'ígíí ałhídadoosoh!

3. **HAIT'ÉEGO AŁTSXO ÁDOOLNÍÍŁ.** As Ałhíijj', baa nídaaht'j díí WALC Map naaltsoos daats'í nánóohjée' dóo bikéédóo hadadidootíł **ÉÍ DOODAI'** t'áa áłah ałhíijj' ádadootíł. Azháshjįh. Díí naaltsoos ch'íideet'ánígíí t'áa át'é deinółta' t'ahdoo dahdoohjeehgo.

6. **AŁTSXO AHÍDZOGO BAA NÍDAAHT'J.** Haa'ígi lá yá'át'ééhgo ádoolníł nínízin? Atíingi lá haa'ígi t'áa yá'adahoot'ééh? Naaskáá'ígíí baa nídaaht'j díí kéédahat'ínígíí, naalnish dayéétyeedígíí, dóo łahdóo baąh naazláhígíí bił. **"Post Walk Audit Guide"** naaltsoos choideidoot'jįł nááná ánáádoolníłgo!

ATIIN BAA HANE'.

Kéyah Dahshijaa' Bízhi': _____ Na'alkaah hahgo: _____
Háádóo hahalzhíish: _____ Háájj' ałtsxo: _____
Hahgo hahalzhíish: _____ Oolkił hahgo íłtsxq: _____ Haanízáadjj' Nijılwod: _____

Hóyahgo bik'ih da'iizoh díí Community Engagement baa hólne'go dóo WALC bídéet'í'igo.

- ☐ Kin dahshijaa' kéé dahat'ínígíish łahdóo atah danilíí nít'éé' t'ahdoo LIA yá nidaalnishígíí WALC ádeilééhgo, dabighanígíí lá haidígíí atíin choidayooł'ínígíí.
- ☐ Kin dahshijaa' kéé dahat'ínígíish łahdóo atah danilíí WALC alnééhgo, dabighanígíí WALC łahdóo ádayiilaa LIA yá nidaalnishígíí yil.
- ☐ Kin dahshijaa' kéé dahat'ínígíish łahdóo atah danilíí daazlįj' WALC ályaa dóo bikéé', dabighanígíí atíin hait'éego yaa nitsídaakeesígíí yaa dahoolne'.
- ☐ Łahgo. T'áa shqódi hóyahgi baa hólne':

Na'itkaahgo, díí bée nílñiih t'áá át'é bíla'ashdla'ii atiin chodayoo'ínígíí hait'éego yaa nítídaakeesígíí áłchíní, hastoi dóó sáani, dzi'izí bił nidadzit'í'ígíí, amá dóó azhé'é, dóó/éí doodai' ił na'abaqas chodayoo'ínígíí éí doodai' bináá' bich'í' anídahazt'í'ígíí. Ádaat'éhígíí nanitkaahgo atkéé' niníniit díí bits'áqádóó:

Doo atiingo át'éeda (0), atiingo ta' át'é (1), t'áá la'í át'é (2), t'áá át'é ákódaat'é (3)



OODÁÁŁ BÁ ÁTIIN

Naalkaah
0-3

Saad dah shijaa'ígíí bilááh anittáád díí oodáát bá atiin da éí doodai' tsé náádleehee' atiin doo hólóqó.

Oodáát bá atiin éí doodai' tsé náádleehee' díí na'aztiingo éí:

1. T'áá yá'át'ééhgo atiin (doo nidaheestxq' da, doo hadaaz'áada, dóó doo ha'íida bik'ááh jidoolwoł da).....

2. Doo hodichxosh da, tsin doo adaaz'áada, doo ha'íi da dahnaaznil da, ch'il doo hólóqda, chidí doo hólóq da, etc.....

3. 3. Náás hoolzhish (doo bita'ii ha'íi da áden da)

4. T'áá honíteel ákoh naaki jidílt'ée joo'ashgo bííghah

5. T'oh danineez, t'iis, éí doodai' chidí naaz'íigo binahji' doo ayóo hoot'íida.....

Bikáá'álnééh:

Oodáát bá atiin Kónéelt'e': / 15



ATIIN AŁTIS NÍDA'DIJAH & AŁNÁ'ÓÓZTIIN

Naalkaah
0-3

1. Atiingo nináda'altí'go dah nida'achiih dóó éí dodai' ní'níttáád dabikáá'go dah naaznil díí ałná'óóztiingi dóó atiin altis nída'dijahgi.....

2. Nináda'altí'gi dah nida'achiihígíí éí doodai' ní'níttáád dabikáá'go dah naaznilígíí bił da'izheehígíí dóó t'áá ní' nidaakai yígíí dayoo'í.....

3. Atiin bitsxíjji t'áá ní' nidaajikaigo tsé náádleehee' atiin díí bił da'íjeehee' dóó t'áá ní' nidaakai yígíí dayoo'í.....

4. Tsé náádleehee' t'áá íishjání bik'ih na'asdzoh dóó t'áá bííghah bíla'ashdla'ii t'áá át'é yikáá' nidaakaigo

5. Atiin altis nída'dijahgi éí t'áá ní' deiyikáhígíí bá nizaadgó dah nida'achiih ákoh łahji' nizhdoolwołígíí bííghah. ☐ N/A (t'áá ní' deiyikáhígíí doo bá dah na'achiih da).....

6. 6. T'áá ní' deiyikáhígíí bá dah na'achiihgo éí łahdóó hanádzihgo ályaa. ☐ N/A (t'áá ní' deiyikáhígíí doo bá dah na'achiih da).....

7. Atiin altis nída'dijahgi dóó ałná'óóztiingi éí díí ha'íi dah joołbaqsgo da, ił na'abaqası da, awée' bee naalbaqası da, bee na'adáhi, etc. éí atiin ta' bá hóló.....

Bikáá'álnééh:

Atiin attis nída'dijah & Ałná'óóztiin Athiidzogo wólta'ígíí: / 21



DZI'IZÍ BAA' ÁHÁYÁ

Naalkaah
0-3

Saad dah shijaa'ígíí bilááh anittáád dzi'izí doo atiin bá hólóqó.

1. Dzi'izí bá atiin éí atiin bikáá' bik'h na'adzoh, łee'yi'dóó bá ada'íí'á t'áá hódahdi hada'aztiin, et.....

2. Dzi'izí bá atiin éí doo bii' dahoosdzáą da éí doodai' doo t'áá ha'íida bik'ee'aan ha'íiieeh da.....

3. Dah na'aznil díí akwé'é dzi'izí choo'ínígíí (díí nahalingo., "atiin athitji' choo'í" dabikáá'go dah na'aznil).....

4. Dzi'izí bił nidaajeehee' éí baa' ádahayá nahalin díí da'íjeeh bits'aan ☐ N/A (dzi'izí bił nidaajeehee' doo atiin bikáá'go hólóq da).....

Bikáá'álnééh:

Dzi'izí baa' áháyá Athiidzogo: / 12

Díí naaltsoos hadilyaaígíí éí díí daasdzohígíí bits'áqádóó hadilyaa LSU Ag Center's Safe Routes to Public Spaces Walk Audit Checklist, AARP's Walk Audit Toolkit, Safe Routes to School's Walk Audit Checklist, and Columbus Public Health's Neighborhood Walk Audit Tool.



BÍLA'ASHDLA'II BAA' ÁHÁYÁ

Naalkaah
0-3

1. Oolwoŋ bee haz'ání éí t'áá ákohgo bił dah na'aztáh.....
2. Bila'ashdla'ii éí baa' ádahayá nahalin díí da'íjeeh bits'aan ☐ N/A (bila'ashdla'ii doo atiin bikáá'go hólóq da).....
3. Atiingó t'áá yédiigo da'diltłi'.....
4. Bí'a'ashdla'ii éí naaldlooshii yik'ááh nidaakahígíí doo haitéego bá báhádzid da.....
☐ N/A (atiingó bila'ashdla'ii éí doodai' naaldlooshii doo hólóq da)
5. Bila'ashdla'ii éí doo háida bí'áts'ih da éí doodai' doo na'níle'ii baa nát'íjda.....
☐ N/A (atiingó bila'ashdla'ii doo ła' naagháhií da)
6. Bila'ashdla'ii ła' akóq̄h nidaakai, éí doodai' naalyéhé báhooghan dahóló dóó hooghan ła' naaznil.....
7. Siláo atiin baq̄hgó ła' dahóló (doo naalkaahda): ☐ HÓLÓ ☐ DOO HÓLÓQ DA

Bikáá'álnééh:

Bíla'ashdla'ii Baa Áháya Wólta'go Ahíidzogo:

/ 18



NA'ATBAQ̄SÍ ÁT'ÍNÍGÍÍ

Naalkaah
0-3

Saad dah shijaa'ígíí bilááh anítáád nida'atbaq̄sí doo ła' atiingó hólóq̄gó.

1. Nida'atbaq̄sí oowoŋ bee haz'ání yik'eh dahat'íí lá.....
2. Nida'atbaq̄sí éí nináda'altłi' yik'eh dahat'í éí doodai' bíla'ashdla'ii yikáá' nidaakaaígíí yine'jí nináda'altłi'.....
3. Nida'atbaq̄sí éí bíla'ashdla'ii deikáahgo yaa ádahonízin.....
4. Nida'atbaq̄sí éí atiingó hada'asííd (béesh bee hane'í doo chodayooł'íjgo éí doodai' doo ła'hj' yich'í' yadaaltłi' da).....

Bikáá'álnééh:

Nida'atbaq̄sí Át'ínígíí Wólta'go Ahíidzogo:

/ 12



HÓŁ YÁ'ÁHOOT'ÉÉGO & ÁHONOLINÍGÍÍ

Naalkaah
0-3

1. T'íis naazkaad éí doodai' t'óo'gi asht'eh hoot'é.....
2. Chaha'oh t'áá ła'ígo haz'á.....
3. Kin naaznilígíí dóó nináda'a baq̄gi bik'i'adéest'íí'.....
4. Bikáá' dah asdáhí éí doodai' ha'ígi dah dashdínóodaatígíí t'áá hóló.....
5. Ts'iilzéi biih ha'níłi naaznil.....
6. Chidíłtsooí biba' asdzínigi éí bik'ih da'díníbaal.....
7. Ha'íida dadoolchxq̄q̄sh hwiindzinígíí éí t'áá hóyahdi nahalzhiish (díí nahalingo., dah naaztánígíí da'eestxq̄'go da éí doodai' t'áá ha'íida na'níle'ii bik'ih nidaashch'ąą' go da).....
8. Ts'iilzéi doo ła'í da (díí nahalingo., ts'iilzéi éí dooda' tózis daazts'ilgo da).....

Bikáá'álnééh:

Hot yá'áhoot'ééhgo & Áhonoolinígíí Wólta'go Ahíidzogo:

/ 24

WALC ÁŁTS'ÍÍSÍGO BAA HANE':

Saad dah shijaa' bilááh yíníyánígíí hwíndi ádaat'é. **Bikáá'álnééh:** Doo Bídéet'i'da (N/A) ádaat'éhígíí éí naalkaahígíí t'áá hóyahgo ádayiit'jijh. WALC ch'ídeet'ánígíí éí t'áá biniinaanii hólǫ, éí biniinaa naalkaahgo ałhíidzohígíí t'áadoo baah níné'é.

TSIN NÁÁDLEECH BIKÁÁ' NA'ADÁHÍ.....		OF 15
ATIIN AŁTIS NÍDA'DIIAH.....		OF 21
DZI'IZÍ BAA' ÁHÁYA.....		OF 12
BÍLA'ASHDLA'II BAA' ÁHÁYA.....		OF 18
NA'AŁBAȲSÍ ÁT'ÍNÍGÍÍ.....		OF 12
HOŁ YÁ'ÁHOOT'ÉÉGO & ÁHONOLINÍGÍÍ.....		OF 24

Naalkaah ályaadóósh atiin t'áá hait'éego da bina'azhnish? Aoo'go, t'áá shǫǫdí hóyahgi baa hólne'.

WALC-Bikéédóó Baa Nitsáhákees

Haish Na'alcaahgo Atah Tádiíyá? Atah yikaaígíí lá ha'íí yinidaalnish (díí nahalingo., naaltsoos baa'áhąągi naalnish, naat'áanii nilí, atah bighan, etc.)

Tá'dooldee'ígíí lá ha'íí bits'ąądóó bidziil nínízin? WALC Map níní'í & dóó WALC ch'ídeet'ánígíí hait'éego díí atiin bidziil ní.

Ha'íí lá aláahdi na'níttł'ah nít'éeé'? WALC Map níní'í & dóó WALC ch'ídeet'ánígíí hait'éego díí atiin ha'ígi na'níttł'ah ní.

Atiin bikáá’
naashch’ąą’ígíí
kwé’é biih nittsóós

YÍLWOŁGO, DÍÍ BAA NITSÍNÍKEES...

Ahóót’í’ doo nanit’ahda

- Atingóósh t’áa át’é bíla’ashla’i yíkád’ yígáátgo bá ahóót’í, t’áa íyisíí náás daazíí’gi dóó ít na’abąąsí chodayoor’ínígíí da éi doodai’ bínád’ bich’í’ anídhazt’í’ígíí da?

Tsé Náádleehe’í bikádá’ atiin dóó Dзі’izí bá atiin

- Tsé náádleehe’í bikádá’ atiinísh hólq? Niteelish?
- Tsé náádleehe’í bikádá’ atiinísh níheestxq’ , yíchxq’ish, éi doodai’ t’ahdoo aftsxq’ asht’eelneéh da?
- Dзі’izíish bá atiin hólq? Átchiní dзі’izí bit nidaajeeshgoish t’áa bá yá’át’ééh?

Aa’áháyǵ

- Atingi naaníílyeedgoish doo nanit’ah da dóó t’áa baá’áháyǵągo naanzhdoolwoł?
- Joogáátgoish yá’át’ééngo doo bá hádzid da?
- Da’jeehngíish nít tsxííłtgo áhát’í’?
- Atingóósh yá’át’ééngo adinidíin?

Dahooghangóó kin dah naazhjaa’

- Kin naaznigíish hazhó’í bik’ih da’déest’íí’?
- Kinísh ta’ doo chodao’íí’go naaznii?

Ółta’ haz’ǵągi

- Átchiní ółta’gi atiin ałnaa ninąjahngíish baá’áháyǵągo haz’ǵ?
- Tsé náádleehe’í/dзі’izí bá atiin ádaat’éish ółta’íí’ t’áa lá’í ádaal’ya’a?

WALC atiin bikáá’ naashch’ąą’ :

WALC Tool áttse yídííłttah t’ahdoo dah díinaáhgó – níká adoolwoł ákoh WALC atiin bikáá’ naashch’ąą’ hazhó’í attso ádííłít. Atiin bikádá’ naashch’ąą’í éi doo wólta’da – díí éi t’óó łahdoo ha’alzííd biniyé. Atiin bąąhg yínáátgo, atiin hanisííd dóó atiin bikádá’ naasch’ąą’í bikádá’gi da’íizoh ha’íigi t’áa yá’ádhoot’ééh dóó doo yá’ádhoot’éhígíí. Ha’íínisidígíí éi díí atiin bikádá’ naashch’ąą’ígíí t’áa ałheet’éego bikádá’ ádanile’. Naaltsos bik’ih ítchíigo, doo haz’ǵągó éi naaltsos bine’déé’ bíkáá’ ánáádanidle’.

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WALC atiin bikáá' naashch'ąą':

WALC Tool áłtsé yídíłtah t'ahdoo dah diinááhgó – níká adoolwoł ákoh WALC atiin bikáá' naashch'ąą' hazhó'í altso ádííłít. Atiin bikáá' naashch'ąą'í éí doo wólta'da – díí éí t'óó łahdoo ha'alzíd biniyé. Atiin bąąhg yínáátgo, atiin hanisííd dóó atiin bikáá' naashch'ąą'í bikáá'gi da'iizoh ha'íigi t'áa yá'adahoot'ééh dóó doo yá'adahoot'éhígíí. Ha'íínisidígíí éí díí atiin bikáá' naashch'ąą'ígíí t'áa atheett'éego bikáá' ádanile'. Naaltsoos bik'ih íłchíigo, doo haz'ąągó éí naaltsoos bine'déé' bikáá' ánáádanidle'.

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Atiin bikáá' naashch'ąą'ígíí kwé'é biih niłtsóós

WALC atiin bikáá' naashch'ąą':

WALC Tool áłtsé yídíłtah t'ahdoo dah diinááhgó – níká adoolwoł ákoh WALC atiin bikáá' naashch'ąą' hazhó'í attso ádíłíł. Atiin bikáá' naashch'ąą'í éí doo wólta'da – díí éí t'óó łahdoo ha'alzíd biniyé. Atiin bąąhg yínáátgo, atiin hanisííd dóó atiin bikáá' naashch'ąą'í bikáá'gi da'iizoh ha'íigi t'áa yá'adahoot'ééh dóó doo yá'adahoot'éhígíí. Ha'íínísidígíí éí díí atiin bikáá' naashch'ąą'ígíí t'áa attheett'éego bikáá' ádanile'. Naaltsoos bik'ih ítchíigo, doo haz'ąągó éí naaltsoos bine'déé' bíkáá' ánáádanidle'.

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**Atiin bikáá'
naashch'ąą'ígíí
kwé'é biih níttsóós**

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Appendix D:

Walk Audit Flyer



About Walk Audits:

In a walk audit, a group of people identify improvements for getting safely from one place to another by foot, bike, or wheelchair.

The **Walk Audit for Livable Communities (WALC)** tool aims to help LIA staff and community members consider features of the built environment in a systematic way.



What Route to Assess:

Prioritize everyday destinations where people in the community are already walking or biking from one place to another (like libraries, schools, parks, and grocery stores). Consulting with community members will be valuable when choosing what route to assess!

Examples of Who to Invite:

- Community members
- Community partners
- Youth
- Parents
- Elected officials
- Librarians
- School staff
- Transportation government partners

What you might find:



Easy improvements:

- Removing branches blocking a sidewalk



Moderate improvements:

- Adding or painting crosswalks



Challenging improvements:

- Repairing or adding sidewalks

WHAT TO BRING

- Copies of the WALC Tool
- Copies of the WALC Map
- Clipboards
- Pens
- Sun protection
- Bottled water
- Wagon (optional)

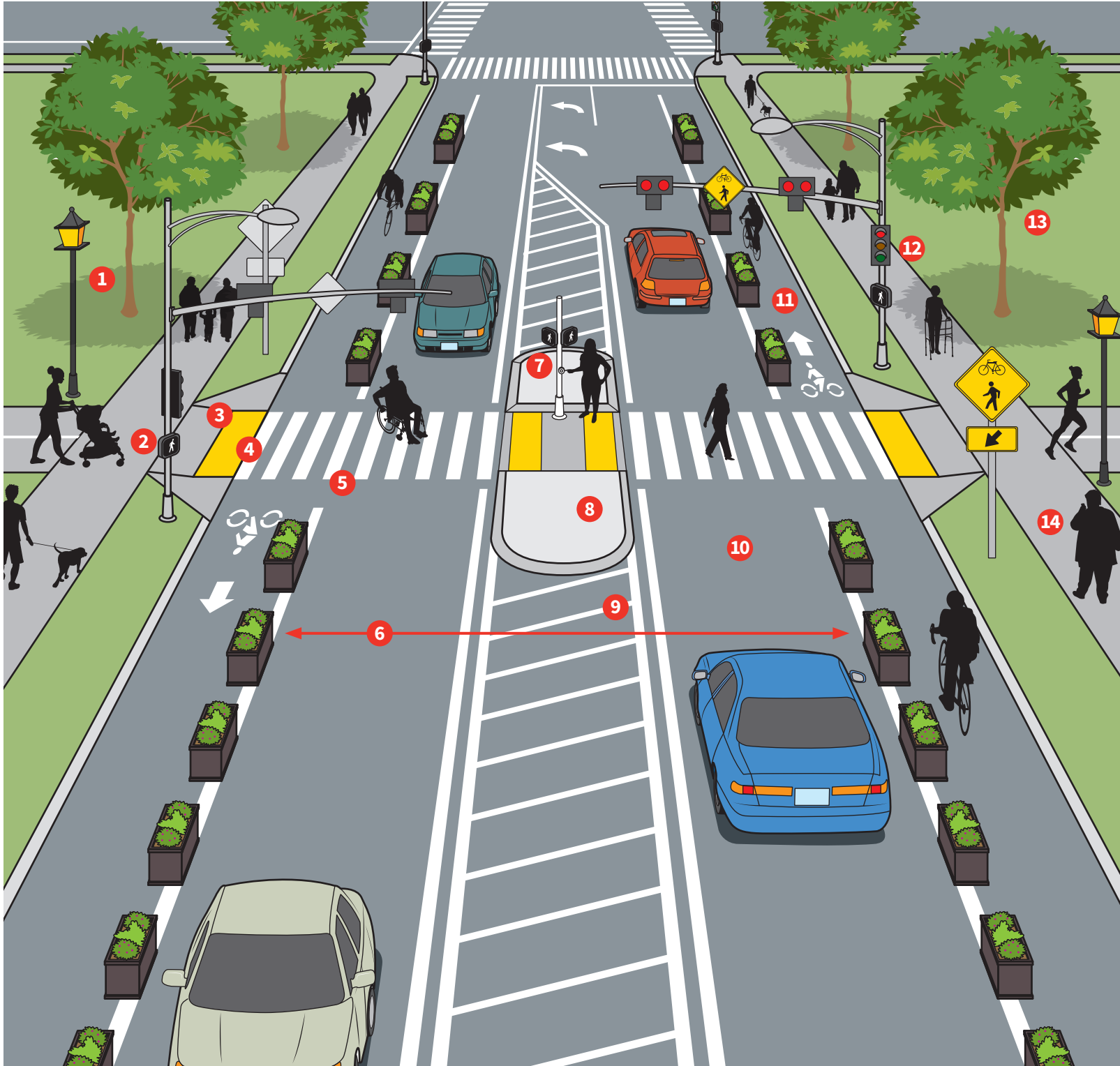
Appendix E:

Streetscape Vocabulary Infographic

INFORMATION AND INSTRUCTIONS

A Streetscape Vocabulary List

Transportation planners, engineers and advocates speak in a language that is sometimes incomprehensible to the average reader or resident. Employing terminology used by these professionals in the walk audit report will show that the auditor or auditors have done the necessary homework. Herewith some words and terms for talking the talk.



1 Pedestrian-Scaled Lighting

These light fixtures are positioned lower (about 12 to 14 feet above the sidewalk) than typical roadway or highway lights, are placed more closely together and are directed toward where people walk or bicycle.

2 Signalized Pedestrian Crossing

Properly timed Walk/Don't Walk devices enable pedestrians to complete a crossing before the signal changes and the vehicles move again.

3 Curb Cut (or Curb Ramp)

A solid ramp graded down from the top of a sidewalk to the surface of an adjoining street allows smooth passage for wheelchairs, bicycles and baby strollers.

4 Tactile Ground Surface Indicators

Installed in sidewalks, roadways and other surfaces, the indicators are raised stubs or bumps that warn pedestrians who are blind or have impaired vision that they're about to step into a street.

5 Crosswalk

Marked crosswalks show pedestrians where to cross and signify to motorists that they must yield. Crosswalks are usually indicated by white or yellow painted lines that are about 12 inches wide and extend from curb to curb.

6 Lane Width

When vehicle lanes or roadways are overly wide, pedestrians are forced to walk farther to cross streets. Highways generally have 12-foot-wide lanes. Streets in city and suburban neighborhoods can range from 9 to 15 feet wide.

7 Pedestrian Hybrid Beacon

Unlike a pretimed traffic signal or Walk/Don't Walk sign, this device is activated by pedestrians when needed. (Note: A real streetscape like the one at left likely wouldn't need this type of beacon since the traffic lights and walk signs would be synchronized to enable the crossings.)

8 Pedestrian Island

Also referred to as a crossing island or refuge island, a pedestrian island protects people who are crossing a multilane roadway. An island allows pedestrians to focus on one direction of traffic at a time as they cross, and it provides a place to wait for a gap in oncoming traffic. Another benefit: drivers typically slow down due to a narrowing of the vehicle lanes.

9 Median Strip

A portion of the roadway that separates opposing traffic. The area may be paved, planted, painted (as shown) or raised.

10 Travel Lane

The dedicated space on the roadbed for motorized vehicles to drive on.

11 Bicycle Lane

A designated (ideally barrier-protected) bike lane is safest for cyclists, drivers and pedestrians. On very wide streets, a dedicated bicycle lane can be created by placing an ancillary lane for parked cars directly next to the roadway, and then using the space between the parked cars and the sidewalk as a bike lane. See an example on page 13.

12 Signal Timing

Traffic signal (aka traffic light) timing involves assigning "green time" to the vehicles and pedestrians entering an intersection.

13 Tree Canopy

Street trees provide shade and cooling — and safer streets! In a 2018 study, University of Colorado Denver researchers found that "increased tree canopy coverage was significantly associated with fewer crashes."

14 Sidewalk

If set back from the curb, a sidewalk needs to be at least 5 feet wide — or 6 feet if extended to the curb. For two people to walk together, 5 feet is the minimum suitable width. ■

Appendix F:
WALC Action Planning Guide

WALC Action Planning Guide:

What Action Steps Can be Taken?

Difficulty	Concerns to Address	Action Step
Easy 	Example: Branches blocking sidewalk on 8th & Main.	Example: Call the City Works Department to request trimming.
Moderate 	Example: Intersection of 2nd & Maple not handicap accessible.	Example: Identify possible funding sources.
Challenging 	Example: No sidewalks between elementary school and library.	Example: Create working group to find funding options. Contact local ADOT.

Which Action Step(s) Can be Started Within the Next Two Weeks?

WALC Action Planning: 3-month follow-up

Meeting with Key Local Stakeholders

If you have not already, schedule a follow up meeting with local partners and key stakeholders. Consider inviting elected officials, road/public works supervisors, business leaders, school officials, and other community members and leaders.

To fill out before the meeting

Proposed Meeting Date	Who to Invite	Items for Discussion

To fill out after the meeting

Meeting Date	Attendees	Action Steps



Safe Routes
to School
**National
Partnership**

Keep Up the Pace: Next Steps After Conducting a Walk Audit



Photo: CMSD/City of Cleveland Safe Routes to Schools Initiative

Walk audits are a great tool to engage community members and gather information for community planning and traffic safety projects. But a walk audit is just the first step! This factsheet helps you figure out how to use the results of your walk audit to make your streets safer and more comfortable for people getting around on foot.

Revisit Your Walk Audit Goals

Start by remembering why you decided to conduct a walk audit in the first place. Is your goal to capture and share information? If so, see the section below about ways to share your walk audit findings with staff and officials. Is your goal to highlight a specific need and advocate for changes to the streets to address that need? If so, share your walk audit findings with staff and officials, but be prepared to continue building community support and following up to see the changes implemented. Was the walk audit conducted as part of a process to make broader changes to improve walkability or bikeability near your school, in your neighborhood, or community-wide? If so, it is important that walk audit findings inform and are included in a pedestrian, bicycle, Safe Routes to School, or other planning document, or that a policy such as a Complete Streets policy is put in place. This way your city or county will continue to implement changes that support walking and biking over a longer period.

Why Conduct a Walk Audit?

Walk audits are used to identify and record street conditions, barriers to walking, behaviors, and perceptions of people walking. In order to improve conditions for walking, a walk audit needs to translate into changes to the streets and neighborhoods or programs that change behaviors. Our [Let's Go For A Walk: A Toolkit for Planning and Conducting a Walk Audit](#) provides guidance on and tools for conducting a walk audit. This fact sheet picks up where that toolkit leaves off and covers ideas for sharing your walk audit results, what changes you might see your city or county make and how long it might take, and things that community members can do to support improved walkability more immediately.

Sharing Your Walk Audit Findings

Once you have compiled your walk audit notes, pictures, and findings in a report or on a map, you are ready to make sure the right people get the information.

Here are some strategies for sharing walk audit findings with key stakeholders and decision makers.

- **Share your report and conclusions with agency staff.** City or county transportation, planning, public works, or other staff may have participated in the walk audit. If so, great! They likely already heard many of the findings firsthand. Ask the staff what would be most helpful for them. Would a report or testimony directly from community members help them in their planning process? Grant applications often ask for documentation of community engagement or community support for the proposed project. A summary of your walk audit process and conclusions could help elevate the need for funding improvements. If city or county staff have not been involved with your walk audit yet, now is the time to connect with them. These staff can help you understand the process to making change. Some concerns, like maintenance issues, might be easily addressed once the appropriate staff is informed and engaged.

Note: If your walk audit included a school area, share the findings with the school district as well. Concerns on school property will need to be addressed by the district. The district can also be an effective advocate with the city or county for changes surrounding the schools.



Photo: Orange County Health Care Agency

- **Present your findings at a city council, county board, or planning or transportation commission meeting.** Approach the staff for these decision making bodies to see about getting a dedicated time on a meeting agenda to present on your walk audit process and findings. If you are not able to secure a dedicated spot on the agenda, you can also provide information during the public comment portion of the agenda, but keep in mind there will likely be time limits and your comments will need to be brief. Involve the walk audit participants in the presentation to elevate their voices. If students participated in the walk audit, include them in the presentation as well. The perspectives of youth who walk or bike can be very compelling.

Some key items to include in your presentation include the impetus for the walk audit (why did you decide to conduct one and why in that particular area), a description of who participated in the walk audit, key barriers or challenges observed, and a specific ask for improvements. Include a map to give context, as well as pictures, which can sometimes tell the story all on their own. Keep your presentation brief so the audience can focus in on your key points.

- **Write up and share findings with the broader community.** This could include writing an article or op-ed for the local newspaper, posting findings from the report on social media, or publishing a blog post. Traditional and online media are great outlets to make sure residents and other community members know about the walk audit and conclusions. This can generate support from more community members who can reinforce needs for changes with the city or county decision makers. It may also generate support from businesses, foundations, or other organizations that may provide resources to help solve some of the concerns.

Share Your Findings on Paper or Online

Walk audit findings can be compiled and shared in a number of different ways. Paper maps with consolidated notes and corresponding pictures can be useful for public presentations. You can also use free online tools such as Google Maps to create virtual, interactive maps with icons representing different concerns. See the [Vermont Safe Routes to School Walk Audit Mini Guide](#) for instructions on using Google Maps to compile findings.

Strategies to Improve Walkability

Sharing your findings with staff and officials is important, but of course your real goal is to see change. This section describes the typical types of programs and infrastructure changes a city or county can implement to improve walkability. The information is organized into short, medium, and long term approaches to give a sense of what timeline should be anticipated. More detailed information on each infrastructure strategy can be found on the [Pedestrian and Bicycle Information Center website](#).

Strategy	Description
<i>Short Term (0-6 months)</i>	
Beautification	Cleaning up the area by removing graffiti, picking up litter, and replacing or installing landscaping.
Traffic education and enforcement	Programs to raise awareness, educate people walking, bicycling, and driving about safety, and reinforcing safe behaviors while deterring unsafe behaviors.
Removing sidewalk obstructions	Trimming overgrown trees and shrubs; moving or removing signage and other obstacles identified during the walk audit. Note: moving utilities obstructing the sidewalk may be a medium-term improvement.
Repainting crosswalks and replacing signage	Repainting faded crosswalk markings and other striping with high visibility materials and replacing signs that are illegible or outdated.
Adjusting signal timing	Changing signal timing to allow enough time for people to walk across the street.
<i>Medium Term (6 months-2 years)</i>	
Upgrading street crossings	This can include adding signage and adding flexible posts or other temporary curb extensions.
Upgrading pedestrian signals	Adding countdown signals; ensuring push buttons comply with ADA requirements; adding pedestrian signals when they are missing.
Reconstructing sidewalks	Repairing deteriorated walking surfaces; ensuring curb ramps meet ADA requirements; moving utilities that are obstructing the path.
Installing street trees and street furniture	Adding or replacing street trees that provide shade; installing benches and trash receptacles.
New wayfinding and signage	Adding new signage including warning signs and wayfinding signs.
Improving street lighting	Replacing street lighting with pedestrian-oriented lighting and/or upgrading to more energy efficient features.
Traffic calming using paint	Using paint to stripe curb extensions, buffers, and other features to slow drivers down.
Addressing vacant or abandoned properties	This may include working with property owners to landscape vacant lots or turn them into temporary community spaces or rehabilitating or tearing down abandoned and deteriorating buildings.
<i>Long Term (2+ years)</i>	
Building new sidewalks and paths	Creating places for people to walk where there was not a pathway before. This can involve acquiring the needed property (right-of-way or an easement), grading the land, and laying down a walking surface.
Redesigning streets	This could include realigning intersections, narrowing the roadway (a road diet), adding bike lanes, or changing on-street parking.
Large-scale traffic calming	This could include permanent curb extensions, roundabouts or traffic circles, or redesigning curbs to have a smaller radius.

Adapted from Asociación Puertorriqueños en Marcha and Get Healthy Philly's Introduction to Walkability.

Things You Can Do to Support Walkability Now

While infrastructure changes and the strategies described above are likely going to need to be implemented by the city or county that is responsible for the streets and sidewalks, there are some things that community members can start addressing right away. Here are some ideas for how you can take your walk audit findings and create more immediate change.

- **Organize a community clean up.** Work with residents and local businesses to address some of the maintenance problems seen on the walk audit. This can include picking up litter, trimming overgrown landscaping, and planting new trees and plants on private property. Reach out to elderly homeowners or others with property in need of some TLC to help them out or connect them with resources for maintenance assistance.
- **Organize a community event to promote walking and physical activity.** This might be a Walk to School Day event or a family bike night, or organizing a reoccurring activity like a walking group. Encouraging more people to try out walking can build awareness and enthusiasm.
- **Fundraise.** Check with your local planning or public works staff about policies around community fundraising and donations. Some cities and counties allow neighborhood residents or business owners to fundraise and donate things like street trees and furniture that can improve the walking environment.
- **Teach others to conduct walk audits and keep up the momentum.** Share the tools and resources you used with other community members and encourage them to organize walk audits around their schools and on their neighborhood streets.



Why is it Taking So Long?

Street infrastructure changes may take months or even years, which can be frustrating. As a general guideline, infrastructure changes that are more complex take longer to implement. Some factors that influence a project timeline include:

- Who owns or controls the land? Does the right-of-way need to be acquired or does an easement need to be established? Both of these add time because they require coordination between the local jurisdiction and separate landowners.
- Are there different parties or jurisdictions that need to coordinate? For example, changes to a state highway running through a town might need approval and coordination by local and state authorities.
- Is there complex engineering involved? This could include leveling slopes or addressing drainage issues.
- Is a traffic study or other study needed? Some infrastructure changes require additional studies to make sure the changes are going to be safe for all users and actually improve conditions.
- How expensive is the improvement? Is there funding? Projects that require larger dollars may need to be planned and budgeted for the future as resources are available in the city/county's capital improvements program or through grant funding.

