GUIDELINE ADVISORY MANUAL FOR NATIVE AMERICAN PEDESTRIAN SAFETY ASSESSMENTS



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INTRODUCTION AND PURPOSE

Introduction

This advisory manual supplements the Native American Pedestrian Safety Assessment Guidelines and is designed for use by Tribal agencies, assessors, and related multidisciplinary teams. This manual provides direction on how to interpret and apply the guidelines and helps identify documentation and evidence to support safety program evaluations on Tribal lands.

This manual should be read and applied along with:

- "Native American Pedestrian Safety Guidelines"
- "Process Manual for Native American Pedestrian Safety Assessments"

Purpose

The manual aims to:

- Translate guideline principles into actionable steps.
- Present interpretive questions for program evaluation aligned with the USDOT's Safe System Approach.
- Help Tribal organizations create data-driven and evidence-based documentation to support the assessment's findings.
- Ensure that evaluations are culturally sensitive and aligned with Tribal governance structures.

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HOW TO USE THIS MANUAL

How to Use This Manual

The Pedestrian Safety Program Champion (appointed by the Tribal Council or the Tribal Nation Transportation Department) would help facilitate the following, in order:

Step 1: Familiarize the stakeholders and assessors with the Safe System Approach

Step 2: Apply pedestrian-safety focused interpretive questions

Step 3: Identify potential deficiencies and collect data as evidence

Step 4: Collect and document data & review available countermeasure

In addition, the champion would also be charged with:

- training volunteers
- coordinating community events
- promoting safe road-user behavior
- leading safety scans to evaluate risk prone areas
- supporting enforcement, engineering, education and EMS strategies
- guiding media as well as public outreach efforts
- encourage all aspects of the safe system approach



Interpretive Questions by Safe System Objectives

A. Safer People

- Are there roadway sections with higher-than-average number of DUI/DWI-related incidents?
- Are there roadway sections with higher-than-average number of speeding-related incidents?
- Are there roadway sections with higher-than-average number of pedestrian-related incidents?
- Are there active safety education campaigns implemented?
- Are cultural storytelling and/or indigenous knowledge used?
- Are community members, especially the youth and the elderly, engaged in feedback loops?

B. Safer Roads

- Are roadways compliant with existing design standards and guidelines, e.g., Manual on Uniform Traffic Control Devices (MUTCD) and Americans with Disabilities Act (ADA)?
- Are culturally-relevant paths and pedestrian zones (especially along K-12 schools) prioritized?
- Are pedestrian environments conducive to mitigation of human errors?

C. Safer Vehicles

- Are public service passenger vehicles inspected frequently?
- Are public service heavy vehicles/equipment inspected frequently?
- Are privately owned passenger vehicles inspected frequently?
- Are privately owned heavy vehicles/equipment inspected frequently?
- Are Tribal drivers trained on the operation and especially on the safety features, of the vehicles they operate personally/professionally?
- Are advanced vehicle safety technologies deployed?
- What are the current safety belt usage rate across the demographics?
- Is a child passenger/pupil safety education program in place?
- What are the current child restraint usage rates across different age and size ranges?

D. Safer Speeds

- Are safer speeds in all road-weather conditions promoted in local pedestrian environments?
- Are locations where speeding is an issue known to the Tribal agencies?
- Are speed-enforcement campaigns in place?
- Are speed limits set appropriately?
- Are there road-user safety education programs in place?

E. Post-Crash Care

- Is Indian Health Services (IHS) staff trained in post-crash care?
- Is IHS hospital trauma-designated?
- Are providers Advanced Trauma Life Support (ATLS) trained?
- Are providers Trauma Nursing Core Course (TNCC) trained?
- Is EMS staff trained in post-crash care?

- Are incident response protocols and Hospital Emergency Response Teams in place?
- Are incident response times tracked?
- Are other tribal staff trained in incident response and first-aid?



Supporting Documentation Checklist

- ☐ K-12 education: curricula, educational events, flyers, social media metrics, student self-report safety surveys
- ☐ Engineering and streets: designs, as-builds, GIS maps, maintenance/project history
- ☐ Law enforcement: patrol logs, specific enforcement zones, crash reports
- ☐ Health and EMS: incident reports, response times, training history, protocols
- ☐ Outreach and engagement: focus group summaries, meeting minutes, survey results
- ☐ Cultural inputs: oral histories, wisdoms, and route maps
- ☐ Planning: transportation plans, strategies, and protocols
- ☐ Consultants: project reports, memoranda
- ☐ Program evaluation representatives: relevant research reports and tools



Tools and Templates

Appendices (examples to be included):

- Assessment ratings template
- Focus group survey template
- Vehicle inspection checklist
- Safety belt/child restraint usage observation sheet
- Report template

Cultural Sensitivity and Community Integration

Program Champion-led pedestrian safety assessments should reflect Indigenous values and demonstrate strong leadership. The entire process must stand on pillars of community support through public input, feedback, and validation while remaining culturally relevant in its outreach efforts.

Continuous Improvement

The Tribal Council, Program Champion, and other stakeholders including the assessor(s) must commit to continuous improvement in pedestrian safety within their nations/regions. Stakeholders should demonstrate this commitment by seeking feedback, implementing any lessons learned, keeping relevant databases up-to-date, refining strategies/plans/designs based on current standards/guidelines or other insights gained from elders and community members. These pedestrian safety documents should be updated as the needs of the community evolve.



Appendix A: Assessment Ratings Template

Use the following scorecard to document observations and ratings for each Safe System component.

Location description			
Date	**mm/dd/yyyy**	**Program Champion**	**First Name Last Name**
Tribes/Nations	Tribe/Nation 1, Tribe/Nation 2 etc.	Program Evaluation Representative(s)	First Name Last Name (Agency)
Component	Criteria	Rating (1-5)	Comments
Safer People	Evaluation criteria		
Safer Roads	Evaluation criteria		
Safer Speeds	Evaluation criteria		
Safer Vehicles	Evaluation criteria		
Post-Crash Care	Evaluation criteria		

Appendix B: Focus Group Survey Template

Use this survey to capture community feedback during focus groups.

1. List the most dangerous areas to walk in your community ranked from the most dangerous to least dangerous by severity.
2. List concerns you have about pedestrian and bicyclist safety near your home, school, or work. Specify location per concern.
3. Have you, or someone you know, experienced a pedestrian- or bicyclist-related incident? Include details. List steps that were taken by yourself, community members, or agencies with jurisdiction to improve the situation.
4. What improvements do you think make walking or biking safer in your community?
5. Are you aware of any existing pedestrian safety programs within your community? If yes, briefly explain.
6. Do you feel respective agencies respond promptly and appropriately to pedestrian concerns?
7. What cultural traditions or routes should be considered in pedestrian and bicyclist safety planning?

Appendix C: Infrastructure Inspection Checklists

- Use the Walkability Checklist and the Bikeability Checklist to evaluate infrastructure and driver behavior during site visits. These checklists will help address any concerns regarding:
- Sidewalk: presence and continuity
- Engineering design, build quality, signage and pavement markings: compliance with MUTCD, crosswalk clearly marked and visible, sufficient drainage etc.
- ADA-compliance: appropriate slope and curb ramps installed etc.
- Lighting adequacy
- Traffic calming measures in place (e.g., speed bumps)
- Maintenance practices: pathway free of obstructions or hazards
- Cultural sensitivity: required connections to traditional or culturally important routes

RATE YOUR WALK



Location of walk:

_____

_____

Rating Scale

1	2	3	4	5	6	7
Awful	Many issues	Some issues	Good	Very good	Excellent	Perfect

1 Did you have space to walk safely?

○ **Yes** ○ **No** Location of problems: _____

Add the number of "yes" responses, then subtract the number of "no" responses.

Rating: 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ *(Choose One)*

2 Was it safe to cross streets?

○ **Yes**	The road has few lanes of traffic, making the crossing distance shorter and safer.	○ **No**	The road has many lanes of traffic, making the crossing distance too wide to cross safely.
○ **Yes**	Traffic signals operate frequently and allow ample time to cross safely.	○ **No**	Traffic signals operate infrequently, causing long wait times, and do not allow enough time to cross safely.
○ **Yes**	Intersections provide a walk signal, have walk signals installed and provide cues (e.g., tweet) for people with low vision that it is safe to cross.	○ **No**	Intersections do not provide a walk signal, do not have walk signals installed or do not provide cues (e.g., tweet) for people with low vision that it is safe to cross.
○ **Yes**	Striped crosswalks and traffic signals are present.	○ **No**	No striped crosswalks or traffic signals are present.
○ **Yes**	Intersections are clear of parked cars, trees or plants, allowing visibility of traffic.	○ **No**	Intersections are blocked by parked cars, trees or plants, obscuring visibility of traffic.
○ **Yes**	Curb ramps are present and well maintained.	○ **No**	Curb ramps are absent or need repairs.
○ **Yes**	An adult school crossing guard is present.	○ **No**	There is no adult school crossing guard.

NHTSA

Location of problems: _____

Add the number of "yes" responses, then subtract the number of "no" responses.

Rating: 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ *(Choose One)*

Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!



Can you get to where you want to go by bike?

Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.

At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.

Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score.

Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride or route you've chosen. Enjoy the ride!



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Appendix D: Community Action Plan Template

Use this worksheet to document community validation of assessment results:

Date of Meeting:

Location:

Participants:

Program Champion:

Discussion Summary:

- Summary of findings presented
- Community feedback themes
- Revisions or adjustments suggested by community

Final Agreed Actions:

- List of desired changes
- Responsible parties for further evaluation, implementation

Appendix E: Sample Assessment Report Template

Include the following sections in your assessment report:

1. Executive Summary
2. Introduction and Objectives
3. Methodology (mixed methods, cultural insights etc.)
4. Key Findings (by Safe System component)
5. Community Input Summary
6. Desired Changes and Prioritization List
7. Supporting Documentation and Evidence
8. Implementation and Reevaluation Plan
9. Appendices (photos, maps, surveys), samples of curricula, flyers, student safety survey responses