



## **ORGANIZATIONAL COMMUNITY HEALTH ASSESSMENT TOOL**

Thank you for your continued interest in creating healthy and accessible communities using a health equity community design approach. To better understand the needs of your community, we invite you to complete the Prevention Institute's THRIVE (Tool for Health & Resilience in Vulnerable Environments) Community Assessment\*.

This assessment helps to identify and prioritize the THRIVE factors that can be the basis for a local action plan to improve health equity. The goal of health equity is the reduction of disparate health outcomes that are unnecessary, avoidable, and unjust and that typically are the result of social and historical bias. As a determinant of health and safety, each factor in this assessment can help to ensure that all communities have access to the same opportunities for good health and a fulfilling and productive life. The assessment can be completed as a group/committee or by individuals within the group/committee.

You can preview the [THRIVE Community Assessment Worksheet](#) in advance of completing it online.

## DEMOGRAPHICS

Organization:

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Location of Project (Please select the appropriate county.)

- Addison
- Bennington
- Caledonia
- Chittenden
- Essex
- Franklin
- Grand Isle
- Lamoille
- Orange
- Orleans
- Rutland
- Washington
- Windham
- Windsor

Name of community and/or tribal group where the project will take place  
(Please be specific to the city, town, village, or  
neighborhood).\_\_\_\_\_

Project Title (if applicable:  
\_\_\_\_\_

The following demographic questions are to be complete if the assessment  
is being completed by an individual.

#### Gender Identity

- Male
- Female
- Nonbinary
- Other \_\_\_\_\_
- Prefer not to respond.

Race. Select all that apply.

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other \_\_\_\_\_
- Prefer not to respond.

#### Ethnicity

- Hispanic and/or Latinx
- Non-Hispanic and/or Latinx
- Prefer not to respond.

Date of Birth: \_\_\_\_\_

**INSTRUCTIONS:** Complete steps 1 through 3 to identify the opportunities to improve health and safety and decrease health inequities in your community. The tool enables you to rate factors in the social-cultural environment (people), physical environment (place), and economic environment (equitable opportunity).

Step 1: **COMMUNITY EFFECTIVENESS SCORE (A – F):** How well is your community doing on this factor? Using a scale of A (excellent) to F (failing), rate how well this factor is currently being addressed in your community.

Step 2: **PRIORITY RATING:** What are your priorities for increasing health and safety? Given what you know about the effectiveness of current efforts to address each of the factors, how would you rate the priority of future efforts to increase health and decrease inequity for each factor?

**INTENTIONALLY LEFT BLANK**

	Cluster	THRIVE Factor	Community Effectiveness Score	Priority Rating Low – Med - High	Top 3 Picks
People		<b>1. Social Networks &amp; Trust:</b> Trusting relationships among community members built upon a shared history, mutual obligations, opportunities to exchange information, and that foster the formation of new, and strengthen existing, connections.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
		<b>2. Participation &amp; Willingness to Act for the Common Good:</b> Individual capacity, desire, and ability to participate, communicate, and work to improve the community; meaningful participation by local/indigenous leadership; involvement in the community such as through local community and social organizations and participation in the political process.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
		<b>3. Norms &amp; Culture:</b> Broadly accepted behaviors to which people generally conform that promote health, wellness and safety among all community residents; discourage behaviors that inflict emotional or physical distress on others; and reward behaviors that positively affect others; Norms include values and practices stemming from belief systems that are often linked to those core personal characteristics from which identity derives.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
		<b>Write-in at the People Level:</b>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>

Place	<p><b>4. What's Sold &amp; How It's Promoted:</b> availability and promotion of safe, healthy, affordable, culturally appropriate products and services (e.g. food, pharmacies, books and school supplies, sports equipment, arts and crafts supplies, and other recreational items); and the limited promotion, availability, and concentration of potentially harmful products and services (e.g. tobacco, firearms, alcohol, and other drugs).</p>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
	<p><b>5. Look, Feel &amp; Safety:</b> Surroundings that are well- maintained, appealing, perceived to be safe and culturally inviting for all residents.</p>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
	<p><b>6. Parks &amp; Open Space:</b> Availability and access to safe, clean parks, green space and open areas that appeal to interests and activities across the generations.</p>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
	<p><b>7. Getting Around:</b> Availability of safe, reliable, accessible and affordable ways for people to move around, including public transit, walking, biking and using devices that aid mobility.</p>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
	<p><b>8. Housing:</b> High-quality, safe and affordable housing that is accessible for residents with mixed income levels.</p>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
	<p><b>9. Air, Water &amp; Soil:</b> Safe and non-toxic water, soil, indoor and outdoor air.</p>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>
	<p><b>10. Arts &amp; Cultural Expression:</b> Abundant opportunities exist within the community for cultural and artistic expression and participation, and for positive cultural values to be expressed through the arts; and arts and</p>	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F	<input type="radio"/> L <input type="radio"/> M <input type="radio"/> H	<input type="radio"/>

		culture positively reflect and value the backgrounds of all community residents.			
		<b>Write-in at the Place Level:</b>	(A) (B) (C) (D) (E) (F)	(L) ( ) (M) ( ) (H)	( )
Equitable Opportunity		<b>11. Living Wages and Local Wealth:</b> Local ownership of assets; accessible local employment that pays living wages and salaries; and access to investment opportunities.	(A) (B) (C) (D) (E) (F)	(L) ( ) (M) ( ) (H)	( )
		<b>12. Education:</b> High quality, accessible education and literacy development for all ages that effectively serves all learners.	(A) (B) (C) (D) (E) (F)	(L) ( ) (M) ( ) (H)	( )
		<b>Write-in at the Equitable Opportunity Level:</b>	(A) (B) (C) (D) (E) (F)	(L) ( ) (M) ( ) (H)	( )
		<b>Write-in at the Community Level:</b>	(A) (B) (C) (D) (E) (F)	(L) ( ) (M) ( ) (H)	( )

Step 3: TOP THREE PRIORITIES: What should your community focus on first? Based on your effectiveness and priority ratings, check the three areas across all factors that you feel are most important to address in your community with the goal of increasing health and safety and reducing health inequities. Please include any written-in factors as well.

- Social Networks & Trust
- Participation & Willingness to Act for the Common Good
- Norms & Culture
- Write-in at the People Level (if applicable)\_\_\_\_\_
- What's Sold & How It's Promoted
- Look, Feel & Safety
- Parks & Open Space
- Getting Around
- Housing
- Air, Water & Soil
- Arts & Cultural Expression
- Write-in at the Place Level (if applicable)\_\_\_\_\_
- Living Wages and Local Wealth
- Education
- Write-in at the Equitable Opportunity Level (if applicable)\_\_\_\_\_
- Write-in Community Level #1 (if applicable)\_\_\_\_\_
- Write-in Community Level #2 (if applicable)\_\_\_\_\_
- Write-in Community Level #3 (if applicable)\_\_\_\_\_

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