

THRIVE (Tool for Health & Resilience in Vulnerable Environments) Community Assessment Worksheet

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.

WORKSHEET INSTRUCTIONS:

Complete steps 1-3 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. Please bubble in your response.

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? Please bubble in your choices.

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

Demographic Information (Optional):

Age: <input type="checkbox"/> 0 - 17 <input type="checkbox"/> 18 – 35 <input type="checkbox"/> 36 - 64 <input type="checkbox"/> 64+	Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	Race/Ethnicity: <input type="checkbox"/> Non-Hispanic White <input type="checkbox"/> Asian <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Non-Hispanic Black/African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Hispanic/Latino/a <input type="checkbox"/> Other: _____
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Cluster	THRIVE Factor	Community Effectiveness Score A B C D E F	Priority Rating Low – Med - High	Top 3 Picks
People	1. Social Networks & Trust: 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.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	2. Participation & Willingness to Act for the Common Good: 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.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	3. Norms & Culture: 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.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	Write-in at the People Level:	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
Racial and Social Justice Place	4. What's Sold & How It's Promoted: 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).	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	5. Look, Feel & Safety: Surroundings that are well-maintained, appealing, perceived to be safe and culturally inviting for all residents.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	6. Parks & Open Space: Availability and access to safe, clean parks, green space and open areas that appeal to interests and activities across the generations.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	7. Getting Around: Availability of safe, reliable, accessible and affordable ways for people to move around, including public transit, walking, biking and using devices that aid mobility.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	8. Housing: High-quality, safe and affordable housing that is accessible for residents with mixed income levels.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	9. Air, Water & Soil: Safe and non-toxic water, soil, indoor and outdoor air.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	10. Arts & Cultural Expression: 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 culture positively reflect and value the backgrounds of all community residents.	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	Write-in at the Place Level:	(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
	Equitable Opportunity	11. Living Wages and Local Wealth: 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)
12. Education: High quality, accessible education and literacy development for all ages that effectively serves all learners.		(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
Write-in at the Equitable Opportunity Level:		(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>
Write-in at the Community Level:		(A) (B) (C) (D) (E) (F)	(L) (M) (H)	<input type="radio"/>

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