



Rapid Response Racial Equity Assessment and COVID-19 Decision Making

In spite of challenges due to the COVID-19 crisis, the City of Boulder reaffirms its commitment to advancing racial equity. COVID-19 related racial equity declarations and guidance can be found on the city's [Racial Equity webpage](#).

2020 marks the launch of the city's Racial Equity Instrument, a step-by-step process to help city employees use a racial equity focus when assessing city budgets, programs, policies and practices. Although our city Racial Equity Instrument trainings are temporarily suspended, we encourage employees to consider the following five equity questions when making COVID-19 process, budget, activity and service decisions, to help avoid disproportionate impacts on our people of color community members. ***These set of questions can also be applied to other underrepresented groups of people in our community to ensure equity is the focus for all decisions regardless of age, race, ethnicity, gender, sexual orientation, socio-economic status and abilities.***

Progress must be swift and we acknowledge this is an imperfect tool. However, in order to minimize harmful impacts as much as possible, employees are encouraged to utilize this instrument thoughtfully with as much collaboration and inclusivity as reasonable.

Our Racial Equity Instrument training team members -- [Elizabeth Crowe](#), [Ryan Hanschen](#), [Aimee Kane](#), [Leslie Labrecque](#) and [Holly Valenta](#) -- are available to help employees answer these questions to ensure that our COVID-19 activities help promote equity to the greatest extent possible.

1. What is the policy, activity or budget decision that could impact racial equity?

Example: Reduced hours or cancellation of a children's educational program that is popular among racially- and ethnically-diverse families in our community.

2. Who is or will experience burden based on the decision?

Example: Many children of color lack the same educational opportunities and social supports as do white children. Children of color participating in the program may experience a wider achievement gap if the program hours are reduced or cancelled.



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3. Who is or will experience benefits?

Example: While the program is beneficial to children of any racial or ethnic group, families of color may be more reliant on, and benefit more from the program's educational advancement and social supports.

4. What strategies might mitigate or avoid unintended consequences for people of color?

Example: Reduced hours may be unavoidable due to budget constraints. However, the program could potentially be offered online and at times when families of color are most likely to be able to participate, based on their schedules or other responsibilities.