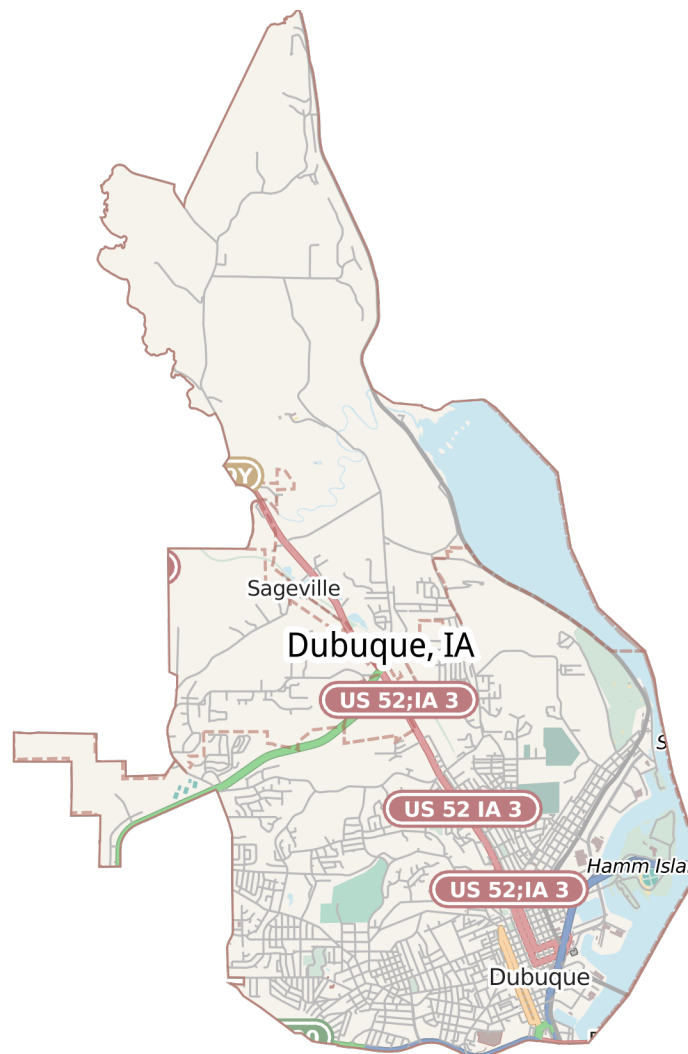


Ethnoscape Zipcode Profile for 52001 in Dubuque, IA



In partnership with:



Intercultural Institute
for Contextual Ministry



TABLE OF CONTENTS

1.	Race & Ethnicity Backgrounds	3
2.	Racial & Ethnic Age Groups	4
3.	Citizenship Status of Foreign Born by Race/Ethnicity	5
4.	Language Spoken at Home (Pop Age 5+) & Ability to Speak English for the Foreign Born by Race/Ethnicity	6
5.	Region of Birth for the Foreign Born by Gender & Year of Entry	7
6.	Marital Status by Race/Ethnicity & Foreign Born Status	8
7.	Education by Race/Ethnicity & Foreign Born Status	9
8.	Household Income by Race/Ethnicity & Foreign Born Status	10
9.	Recent & Ancestral Origins by Race/Ethnicity & Foreign Born Status	11
10.	Non-English Languages Spoken by Race/Ethnicity & Foreign Born Status	12

RACE & ETHNICITY BACKGROUNDS



ASIAN AMERICANS

All Asian ethnic backgrounds such as Chinese, Indian, Persian, Iraqi, Nepali, etc.

Population: 531



MULTI-RACIAL AMERICANS

All multi-racial families that include two or more racial backgrounds

Population: 1,725



BLACK AMERICANS

All African-Americans and racially black African immigrants

Population: 1,191



PACIFIC AMERICANS

All Hawaiian and Pacific Islanders are included

Population: 146



HISPANIC AMERICANS

All Hispanics or Latinos from all country of origins including all racial backgrounds

Population: 979



WHITE AMERICANS

All White or Caucasian people mostly from European backgrounds

Population: 38,842



NATIVE AMERICANS

All Native American tribes are included, including those living on native lands

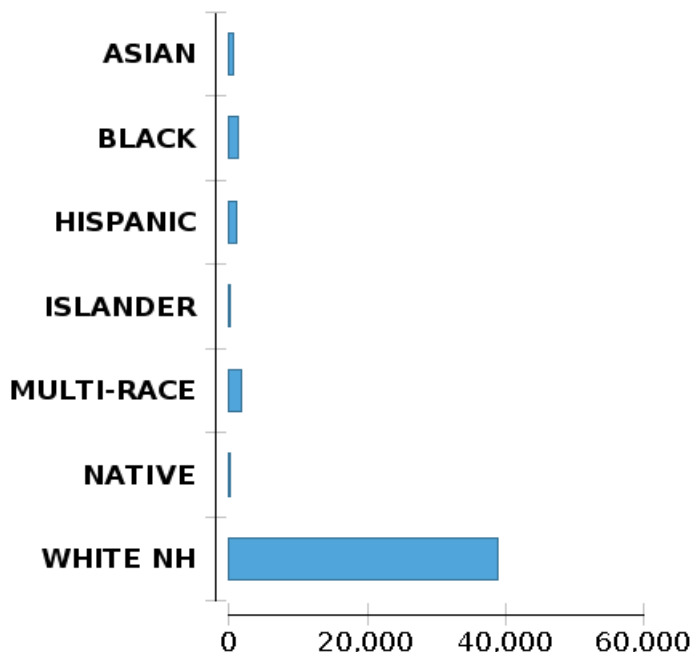
Population: 153

ISSUES FOR CONSIDERATION

The racial and ethnic information shown provide a window into the type of people that live in this location. As you consider this information, the following questions may need to be addressed:

1. What is the dominant racial or ethnic categories that needs to be reached?
2. To your knowledge, are there existing ministries that are effectively reaching each of these groups?
3. Are there groups that are not being reached effectively?
4. What can you do to connect with these groups in order to reach them?

Population by Race & Ethnicity



RACIAL & ETHNIC AGE GROUPS

ISSUES FOR CONSIDERATION

The racial/ethnic groups in this zip code may span across several generations and age groupings. In the table below you will find the population counts by age group and race/ethnicity. The "White NH" represents those who are white (or caucasian) and are non-Hispanic. As you consider the racial/ethnic make up of these age groups you will want to consider several issues:

1. What are the largest age groups within each race/ethnicity? Are they the same? Are they different?
2. Compare the racial/ethnic concentration of pre-schoolers (under age 5 years) with the racial/ethnic concentration of those in the older age groups. Are they distributed across the racial/ethnic groups in the same way, or is there a difference? What does this tell you about changes in the racial/ethnic profile of this area over time? Reflect on the ministries that are reaching pre-schoolers in this area. Are each of the racial/ethnic groups being adequately reached? Which pre-school groups are likely underreached? What can be done to be more effective in reaching them?
3. In the same way as #2 above, compare the racial/ethnic concentrations of the school-aged youth.
4. Review the number of 18-24 year olds in the area within each racial/ethnic group. How well are the churches penetrating this key group? Which groups are underreached and underserved?
5. Evaluate the number of Senior Adults noted by the following age groups: 55-64 years (Maturing Adults); 65-84 years (Aging Adults); and 85+ (Elderly Adults). What types of Senior Adult ministries are needed to reach the seniors within the various ethnic groups?
6. Review the number of 25-34 year olds (Young Adults) and the number of 35-54 year olds (Middle-aged Adults) within each racial/ethnic group. How well are the churches in the area penetrating these adults? Which groups are underreached and underserved?



AGE GROUPS	ASIAN	BLACK	HISPANIC	ISLANDER	MULTI-RACE	NATIVE	WHITE NH
0-5 yrs	31	133	141	21	319	12	2,119
05-17 yrs	67	333	220	12	540	50	5,594
18-24 yrs	111	156	210	82	369	19	5,432
25-34 yrs	141	235	280	11	166	6	4,735
35-54 yrs	81	262	74	20	276	53	9,946
55-64 yrs	59	58	15	0	30	13	4,439
65-84 yrs	42	13	39	0	24	0	5,297
85+ yrs	0	0	0	0	0	0	1,280

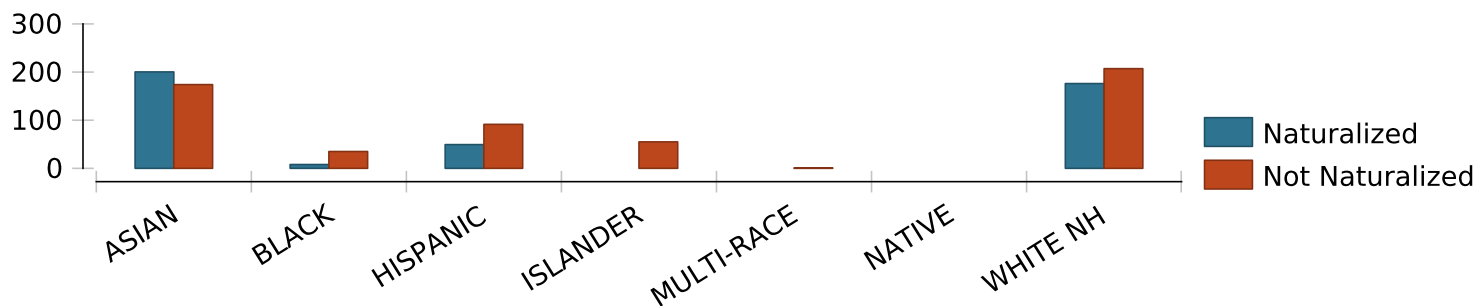
CITIZENSHIP STATUS OF FOREIGN BORN BY RACE/ETHNICITY

ISSUES FOR CONSIDERATION

The information on this page annotates the citizenship status of the foreign born in this area by race / ethnicity for both children under age 18 and adults over age 18. This information does not give the countries of origin because that will be discussed later in the report.

Some foreign born have completed the naturalization process and others have not. Naturalization is the process by which US citizenship is granted to a foreign citizen or national after he or she fulfills the requirements established by Congress. Large number of unnaturalized people in a racial category indicates that likely a significant percentage are likely to be fairly recent immigrants. As you review the table below, you may want to consider the following questions:

1. Review the numbers of foreign born children who have not been naturalized. Consider their potential needs growing up in a foreign environment. What issues do they and their families face that create opportunities for your church to minister?
2. Review the numbers of foreign born adults who have not been naturalized. Compare the numbers from each of the racial / ethnic categories. Which categories provide the most ministry opportunities?



CITIZENSHIP	ASIAN	BLACK	HISPANIC	ISLANDER	MULTI-RACE	NATIVE	WHITE NH
0-18 FB Naturalized	42	0	0	0	0	0	0
0-18 FB Not Naturalized	0	0	13	12	0	0	0
18+ FB Naturalized	158	8	49	0	0	0	176
18+ FB Not Naturalized	174	35	78	43	1	0	207

LANGUAGE SPOKEN AT HOME (POP AGE 5+) & ABILITY TO SPEAK ENGLISH FOR THE FOREIGN BORN BY RACE/ETHNICITY

ISSUES FOR CONSIDERATION

This page does not list the specific languages other than English that are spoken by the foreign born who live in this zip code because that will be listed later in the report. However, this page addresses how well the foreign born age 5 and over speak English. By evaluating this information, you will be able to discern categories of foreign born people for whom English as a Second Language instruction may be appropriate. In addition, if there are large numbers of English speaking foreign born people in the area there may be a need for an English-speaking International church. As you consider the table below, you may want to consider these questions:

1. Which racial/ethnic groups have larger number of foreign born immigrants who do not speak English well? Are there enough numbers to start English as a Second Language classes (specific language use will be discussed later in the report)?
2. Are there large numbers of English speaking foreign born immigrants? If they were attend existing churches would they feel comfortable culturally? If an international church does not exist, should one be started?

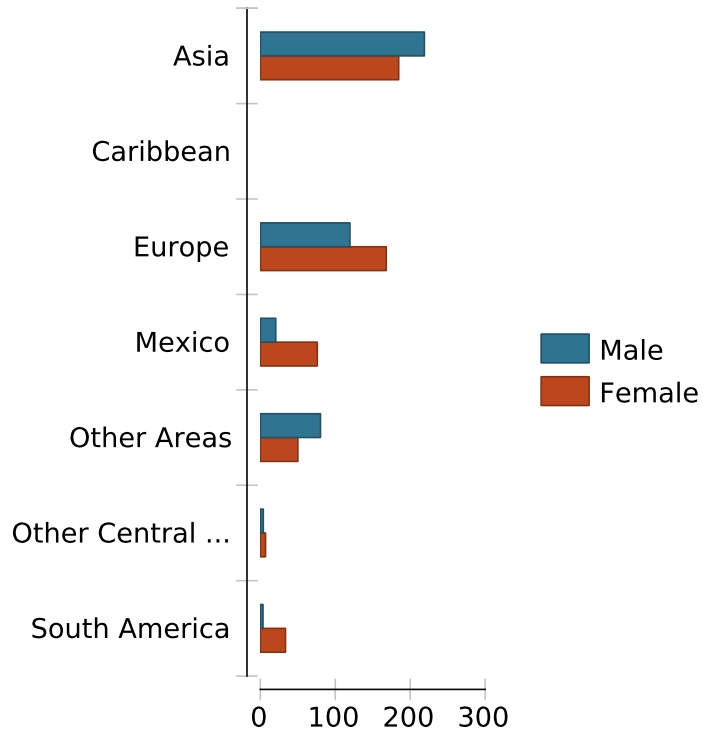


Race/Ethnicity	Speak Only English	Speak Other Lang: English Not Well	Speak Other Lang: English Well	Total Foreign Born
ASIAN	142	145	88	374
BLACK	19	24	0	43
HISPANIC	35	66	39	141
ISLANDER	0	9	46	55
MULTI-RACE	0	1	0	1
NATIVE	0	0	0	0
WHITE NH	225	27	131	383

REGION OF BIRTH FOR THE FOREIGN BORN BY GENDER AND YEAR OF ENTRY



Place of Birth and Gender of the Foreign Born Population



ISSUES FOR CONSIDERATION

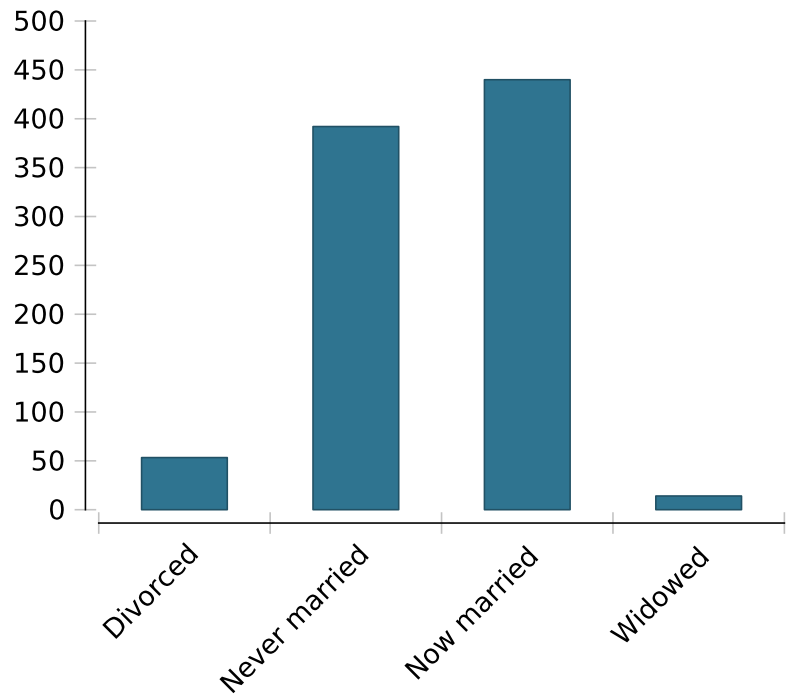
The foreign born population migrate to the United States from every part of the globe. Some come in pursuit of education, some for economic opportunities, and others because of political unrest in their home countries. Men come more predominantly from some countries, while more women come from others. Some immigrants came before 1980, some during the 1980s, 1990s, 2000s, or more recently since 2010. The longer the immigrants are here the more they are influenced by the cultures around them -- often changing and adapting to their new surroundings. Looking at the chart above and the table below, do you have more recent immigrants or those who have been here a long time? Are there more men or women?

Region	Entered before 1980	Entered 1980 to 1989	Entered 1990 to 1999	Entered 2000 or later	Total Foreign Born
Asia	34	50	155	165	404
Caribbean	0	0	0	0	0
Europe	78	23	51	135	288
Mexico	4	0	21	72	97
Other Central America	7	0	4	0	11
Other areas	13	11	17	90	130
South America	4	12	0	22	37

MARITAL STATUS BY RACE/ETHNICITY & FOREIGN BORN STATUS



Marital Status of the Foreign Born Population



ISSUES FOR CONSIDERATION

Great differences in marital status exists between the racial/ethnic groups and the foreign born populations. The chart above and the table below are based on the number of men and women ages 16+ in this zip code who are either divorced, never married, widowed, or now married. The chart above reflects all of the foreign born population. The table below includes everyone over age 16 by race/ethnicity category. The White NH refers to Non-Hispanic Whites. You may want to consider:

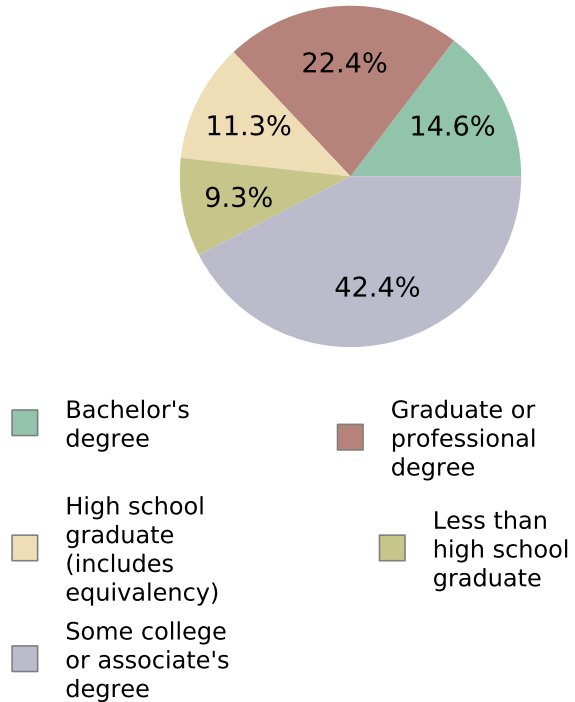
1. How does the non-married marital status affect the family structure of racial, ethnic and foreign-born groups?
2. What cultural similarities and differences are there among the families of the racial, ethnic and foreign-born groups?

Race/Ethnicity	Never married	Now married	Divorced	Widowed	Total
ASIAN	270	174	13	0	457
BLACK	433	201	102	26	762
HISPANIC	358	207	54	2	620
ISLANDER	82	31	0	0	113
MULTI-RACE	629	249	107	7	993
NATIVE	64	14	13	0	91
WHITE NH	11,648	14,690	3,846	2,398	32,583
TOTAL	13,484	15,566	4,136	2,433	35,619

EDUCATION BY RACE/ETHNICITY & FOREIGN BORN STATUS



Education of the Foreign Born Population



ISSUES FOR CONSIDERATION

Educational achievement differs among the racial, ethnic and foreign-born groups in the zip code. The pie chart above gives a glimpse into the different educational levels of the foreign born age 25 and over. The table below indicates the level of educational achievement among the racial/ethnic groups. As you review the information you may want to consider:

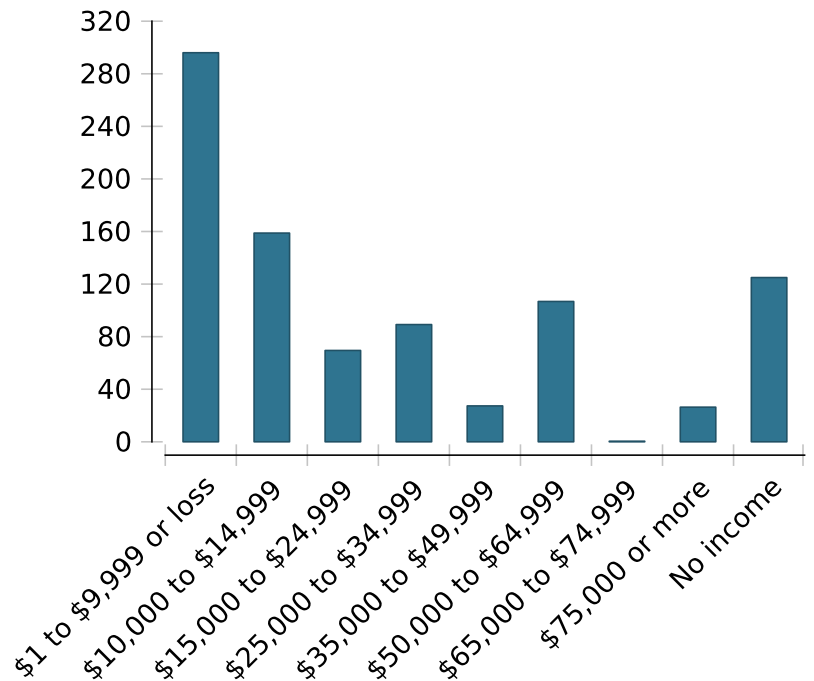
1. What educational differences are there between the different racial/ethnic groups?
2. How do the educational differences impact missional approaches to evangelism and discipleship?

Race/Ethnicity	Less than high school diploma	High school graduate, GED, or alternative	Some college or associate's degree	Bachelor's degree or higher
ASIAN	41	30	72	179
BLACK	121	104	266	78
HISPANIC	79	77	171	81
ISLANDER	9	11	11	0
MULTI-RACE	91	137	139	129
NATIVE	21	6	39	6
WHITE NH	2,845	9,980	6,866	6,006
TOTAL	3,207	10,345	7,564	6,479

HOUSEHOLD INCOME BY RACE/ETHNICITY & FOREIGN BORN STATUS



Household Income of the Foreign Born Population



ISSUES FOR CONSIDERATION











The variation of household income among the racial, ethnic and foreign-born populations impacts the culture that each group develops. Economic differences among the foreign-born population may be seen in the bar chart above. The table below distributes the racial & ethnic population among several income bands. As you review this information you may want to consider:

1. What income levels are reflected among the foreign-born population in the zip code?
2. Which racial/ethnic groups have significant population among the low income and lower middle income bands?
3. Reflect on the ministries in your area -- how effective are they in reaching the low income and the high income groups?

Household Income	ASIAN	BLACK	HISPANIC	ISLANDER	MULTI-RACE	NATIVE	WHITE NH
\$1 to \$14,999	127	122	109	0	74	7	1,977
\$15,000 to \$24,999	30	147	31	0	40	24	2,055
\$25,000 to \$34,999	0	76	30	11	64	22	2,440
\$35,000 to \$49,999	0	25	26	0	74	6	3,044
\$50,000 to \$59,999	28	0	42	0	68	3	1,483
\$60,000 to \$74,999	13	18	42	0	60	11	1,587
\$75,000 to \$99,999	16	9	26	0	11	0	1,847
\$100,000 to \$124,999	0	0	5	0	0	0	730
\$125,000 or more	12	12	4	0	13	0	926

RECENT & ANCESTRAL COUNTRIES OF ORIGIN FOR THE NATIVE AND FOREIGN BORN POPULATION

TOP FOREIGN BORN COUNTRIES OF ORIGIN

Rank	Country of Origin (Foreign Born)	Population
1	 Philippines	108
2	 Mexico	97
3	 Netherlands	89
4	 Germany	71
5	 Korea	57
6	 Oceania, n.e.c.	55
7	 Thailand	51
8	 India	44
9	 Nepal	40
10	 Canada	32

TOP NATIVE ANCESTRIES OF ORIGIN

Rank	Ancestry of Origin (Native Born)	Population
1	 German	21,953
2	 Irish	9,889
3	 Other groups	5,725
4	 English	3,146
5	 American	2,681
6	 French (except Basque)	1,418
7	 Norwegian	1,216
8	 Italian	1,053
9	 Dutch	925
10	 Swedish	676

ISSUES FOR CONSIDERATION

Above are two lists that present information on the origins of the population in the zip code. The list on the left lists the top countries of origin among the foreign born population. The list on the right lists the top ancestral countries of origin for the native population. Predominant countries of origin may indicate the cultural heritage that continues to shape the cultural values, cultural practices and spiritual issues among the population. As you review these two lists you may want to consider:

1. What are dominant countries of origin for the foreign-born and the native-born? Are they from the same world region or do they differ greatly? How does this similarity or difference affect the development of culturally-appropriate ministries?
2. What are the top countries of origin for the foreign-born? Do these share the same language or are they different?
3. As you reflect on ministries in the area that are ministering to the foreign-born groups, how effective are they? Are there some groups that are underserved or underreached?

TOP NON-ENGLISH LANGUAGES SPOKEN

ISSUES FOR CONSIDERATION

Below is a table that lists the top non-English languages that are spoken in the zip code and how well these groups speak English. The census data on language spoken at home were derived from questions that indicated whether the household sometimes or always spoke a language other than English at home. In households where one or more people spoke a language other than English, the household language assigned to all household members was the non-English language spoken by the householder, parent or other adult with a non-English language. Government agencies use information on language spoken at home for their programs that serve the needs of the foreign-born and specifically those who have difficulty with English.

Language spoken at home appears to indicate the primary "first" language of the family. Missiologists (ministry people who study the mission of the church) view this language as the "heart language" of the people group. "Heart language" refers to the language that a person is born hearing and first learns to speak. This is the language with which the person is most comfortable and at ease. Missionaries should always attempt to communicate Biblical truths in the heart language of the people being reached. As you consider the following table, you may want to consider:

1. How well do each of the groups speak English? Is there a need for teaching English as a Second Language?
2. Are there existing ministries reaching each of the language groups represented in the area?



Language	Speak Other Lang: English Not Well	Speak Other Lang: English Well	Population
Spanish or Spanish Creole	204	462	665
German	50	160	210
French (incl. Patois, Cajun)	30	96	126
Other Pacific Island languages	79	46	125
Chinese	16	40	56
Other Indic languages	9	35	44
Hindi	28	12	40
Tagalog	35	0	35
Laotian	32	0	32
Korean	25	0	25
Other and unspecified languages	0	23	23
Other West Germanic languages	0	23	23

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