



# COMMUNITY EQUITY PROFILE SUMMARY

# Community Equity Profile Summary

We are pleased to share this summary of the Community Equity Profile that was launched in February 2015. It includes findings from:

- conversations with nearly 600 dialogue participants
- input from more than 2,000 survey responses
- secondary data from respected local, state and national sources.

## Origin of Inclusive Dubuque and the Equity Profile

In early 2012, community members began to take notice of challenges related to diversity, equity and inclusion in Dubuque. Individuals were having trouble accessing needed services and connecting to parts of the community, neighborhoods were experiencing struggles related to demographic changes, and businesses were reporting difficulty attracting and retaining a diverse workforce. With a shared desire to understand challenges and engage community members, leaders from business, nonprofits, education, government, philanthropy and the faith community came together. Together, this dynamic group of individuals developed a vision for an initiative called Inclusive Dubuque.

The growing network includes individuals and organizations all committed to a common cause: a community where all people feel respected, valued and engaged.

By building a network of partners, Inclusive Dubuque aimed to organize people, identify opportunities and take action to challenge and change social and economic structures.

Inclusive Dubuque grew to become a network of more than 50 organizations dedicated to advancing equity and inclusion. As the network evolved, it became clear that making the community more equitable and inclusive required a baseline understanding of Dubuque's strengths and weaknesses. How are diverse groups succeeding in our community? What challenges do they face?

After extensive research and discussion, the network determined the best way to achieve this baseline understanding would be to conduct an equity profile.

## Equity Profile Summary: Scope of the Project

Inclusive Dubuque designed its equity profile to be a process that discovers how diverse groups are affected by various systems in the community. For the purposes of this summary, diverse groups include race, age/generation, culture, disability, gender, nationality, religion, sexual orientation, socioeconomic status, veteran status and more.

Launched in February 2015, the equity profile sought to gather local data along with feedback from community members in seven different focus areas: economic wellbeing, housing, education, health, safe neighborhoods, transportation and arts/culture.

Inclusive Dubuque's goal in sharing this equity profile summary is to inform community leaders, community members and policymakers in order to transition from gathering information to creating an action plan that will support Dubuque's growth as an equitable and inclusive community.

The equity profile process began in February 2015 when Inclusive Dubuque hosted community dialogues each month, for seven months, about one of the profile's focus areas to gain insight from community members. Dialogues were hosted by a trained facilitator who encouraged participants to share their perspectives, stories and experiences. In addition to the community dialogues, surveys were distributed to community members both online and in print form.

The profile's ambitious goal to include all diverse groups presented a challenge: data does not exist for all groups and areas. Quantitative data is typically not broken down by religious beliefs, sexual orientation, disability, etc., which is why these groups are not represented in the data that follows. This is where the use of qualitative data—feedback from the surveys and community dialogues—was beneficial to help fill in the gaps.

The data from surveys and dialogues, although not scientifically collected, helped provide context for the quantitative data. Community engagement helped to bring people together, giving them a voice on the topic of equity and inclusion. Participating individuals and groups connected with each other and also with Inclusive Dubuque.

This equity profile summary provides an overview of the data and community feedback from dialogues and surveys, allowing us to discover disparities that exist among diverse groups in Dubuque. This summary is designed to be an evolving tool to engage the community. Going forward, the data will continue to be updated through a partnership with Loras College Center for Business Analytics. They will continue to develop the data further so community members and the Inclusive Dubuque network can continue to use it as a baseline to monitor progress and help make informed decisions.

## A Note on Structural Racism

While reviewing the Equity Profile summary, it is important to keep in mind the history of our country and community that may have led to disparities among diverse groups.

Structural racism is a system in which public policies, institutional practices, cultural representations and other norms work in various, often reinforcing ways to perpetuate racial group inequality. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time.

An example of structural racism was the federal mortgage policy of redlining that denied mortgages to blacks, which resulted in racial segregation to neighborhoods with declining property values. This resulted in a smaller tax base which affected school funding, as well as affecting one’s ability to generate wealth.

Acknowledging structural racism as a barrier to success for many groups does not minimize the barriers and struggles that all people may face and have to overcome. Rather, it recognizes that there have been many laws and policies in our history that have created a disadvantage for people of color, and that those laws and policies still have an effect on people’s ability to succeed today.

We must be careful not to see the data as reinforcing stereotypes, but rather to understand there are long-standing systemic and structural challenges we will have to address as we move ahead.

# DUBUQUE DEMOGRAPHICS

The demographic statistics included in this equity profile summary assist in displaying emerging trends in the community. It highlights the changing demographics of the community throughout the past decades and will help to give readers a concept of the diverse groups that exist in Dubuque.

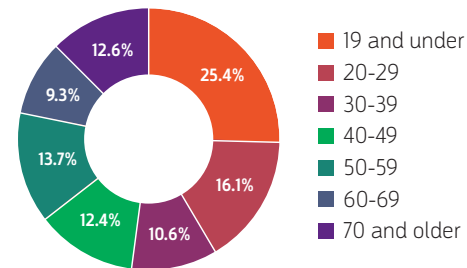
# Dubuque Demographics

## Age Composition and Median Age

The age of the Dubuque population is spread fairly evenly across generations, with 52.1% of the population at 39 and under. The chart showing the median age for different racial/ethnic groups shows that the typical individual from minority groups is significantly younger than the typical white resident.

### Age Composition

City of Dubuque



Source: 2010 U.S. Census

### Median Age

City of Dubuque

Race	<b>40</b> White
	<b>25</b> Black
	<b>14</b> Native American
	<b>29</b> Asian
	<b>19</b> Latino
	<b>19</b> Two or more races
Gender	<b>37</b> Male
	<b>40</b> Female

U.S. Census Bureau, 2008-2010 estimates

# Dubuque Demographics

## Racial/Ethnic Composition

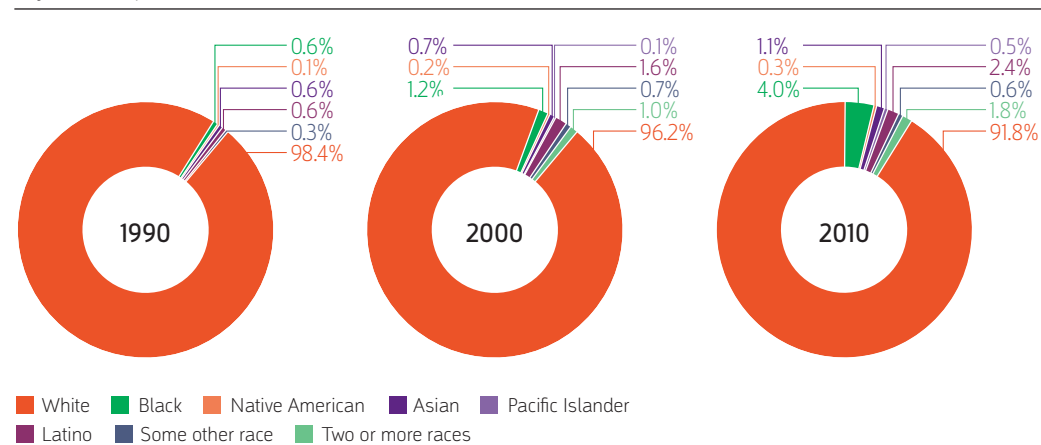
From 2000-2010, Dubuque experienced an increase in its racial diversity, with the Black population increasing by 228.9%. The Asian/Pacific Islander population experienced the second largest amount of growth with a 103.74% increase and Latinos were the third largest growing group with a 51.81% increase.

### Growth Rate of Different Racial Groups 2000-2010

Race/Ethnicity	2000	2010	% Change
White	55,801	52,869	-5.3%
Black	700	2,302	228.9%
Latino	912	1,383	51.6%
Asian	391	659	68.5%
Pacific Islander	65	268	312.3%
Native American	112	155	38.4%
Some other race	400	366	-8.5%
Two or more races	553	1,018	84.1%

Source: U.S. Census Bureau

### Racial Composition City of Dubuque



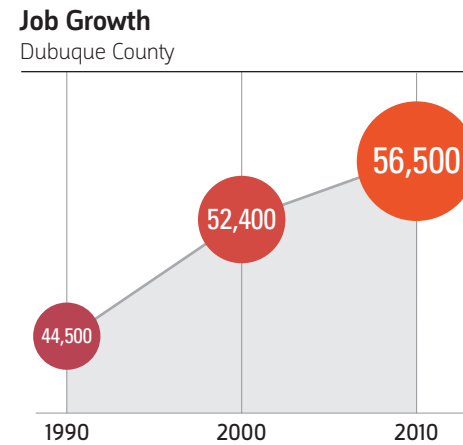
Source: U.S. Census Bureau

Note: In combination with one or more of the other races listed. The six numbers may add to more than the total population, and the six percentages may add to more than 100 percent because individuals may report more than one race.

## Dubuque Demographics

# Job Growth

Dubuque County has continued to see an increase in the number of jobs available to community members over the past three decades. From 1990-2010 the number of jobs increased by 12,000.



The annual growth rate for Dubuque County is 1.4%.

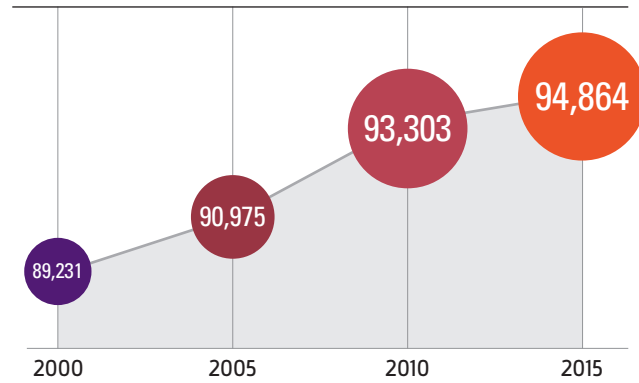


# Dubuque Demographics

## Population Growth Rate

### Population Growth

Dubuque County



The annual growth rate for Dubuque County is 0.41%.

*Total population data 2000-2005, are from the U.S. Dept. of Commerce.*

*All data 2010-2015 are projected by Woods & Poole; residential population as of July 1.*

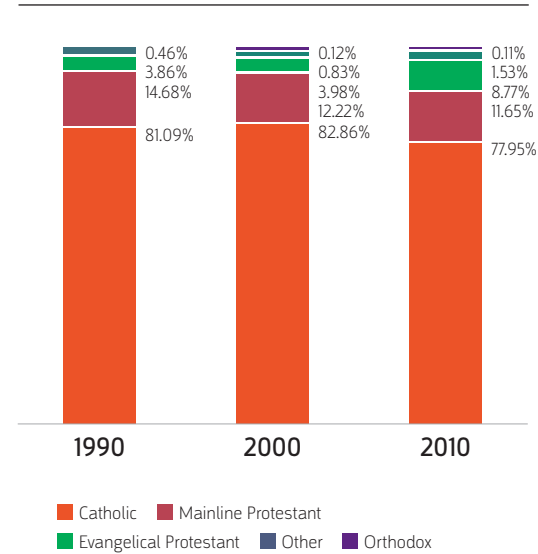
## Dubuque Demographics

# Religious Composition

The most prominent religion in Dubuque County continues to be Catholicism. However, over the past decade, the number of residents identifying as Catholic has decreased. Evangelical Protestants have seen the largest growth, increasing from 3.98% of the population in 2000 to 8.77% in 2010.

### Religious Composition

Dubuque County



Source: The Association of Religion Data Archives

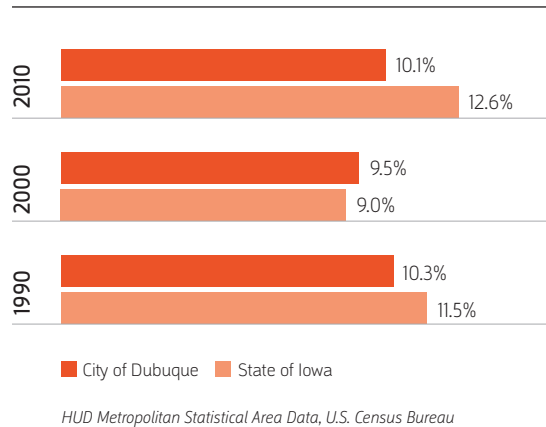
# Dubuque Demographics

## Poverty Rate

The poverty rate has stayed fairly consistent throughout the past three decades, hovering around the 10% range. Compared to the state of Iowa, the City of Dubuque shows a lower poverty rate, most recently in 2010, with 10.1% compared to 12.6% for the state. To see further poverty data broken down by age, race and gender see page 10.

### Poverty Rate

City of Dubuque / State of Iowa



### Children under 18 Years Old Living in Households in Poverty

City of Dubuque

	Total	In married-couple, family household	In male, no wife present, family household	In female, no husband present, family household
Total children in Dubuque	11,650	7,208	1,010	3,403
Percent of children living in households with income in the past 12 months below poverty level	20.0%	6.2%	12.1%	50.7%
Percent of children living in households with income in the past 12 months above the poverty level	80.0%	93.8%	87.9%	49.3%

2009-2013 American Community Survey Estimates, U.S. Census Bureau

# EDUCATION



Education impacts quality of life, community vitality, and economic development and growth, making it an important area to look at with regards to equity and inclusion.

## JOIN the Conversation!

Keep these questions in mind as you read through the following data and information.

- ▶ How can we eliminate barriers to achievement so that all students can succeed?
- ▶ How can we provide diverse role models to support students of all backgrounds?
- ▶ Can we reduce poverty in our community by ensuring all students have at least a high school diploma and ideally some post secondary education or training?



# Education

## Student Achievement

How can we eliminate barriers to achievement so that all students can succeed?

Historical data indicates a correlation between socioeconomic status and student achievement. In the Dubuque Community School District (DCSD), 76% of all students meet reading proficiency in grades 3-5 (on Iowa Testing Program exams), while 62.10% of students eligible for free/reduced lunch meet proficiency in this category. In grade 11 math, 86.40% of all students meet proficiency (on Iowa Testing Program exams), while 74.40% of students eligible for free/reduced lunch meet proficiency.

### FROM THE SURVEY:

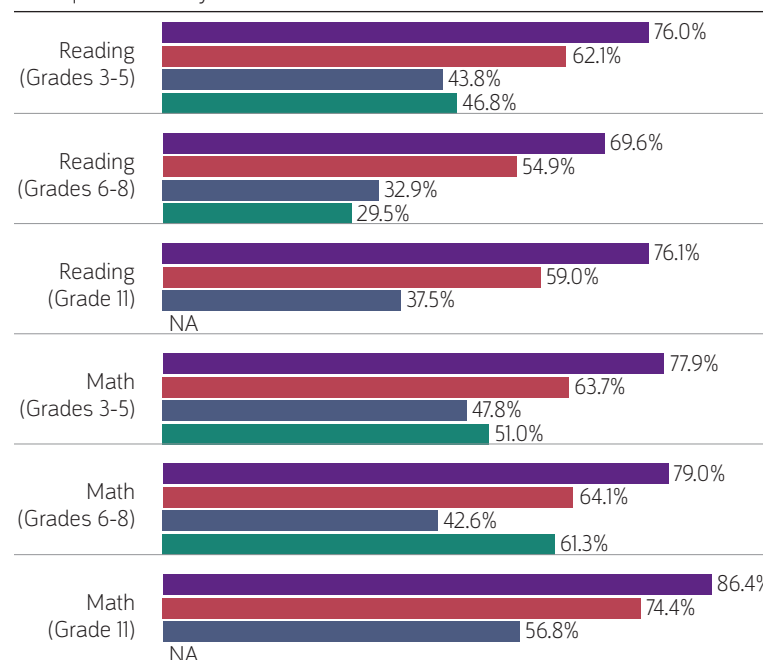
- 50.16% of respondents say they are confident that schools are meeting the needs of students, compared to 22.43% respondents who disagree.
- 57.77% of respondents believe schools are preparing students for their next academic year, compared to 7.3% respondents who disagree.

### FROM THE DIALOGUES:

- Dialogue attendees expressed the need to increase participation and outreach to minority students regarding Advanced Placement (AP) courses.

### Percentage of Proficiency – District-Wide\*

Dubuque Community School District: 2013-2014



- All students
- Students eligible for free and reduced lunch
- Entitled for special education services
- English language learner

\*Based on Iowa Testing Program exams, which begin in grade 3. Scores are reported on a grade-level span.

Source: Iowa Department of Education



# Education

## Student Achievement (cont.)

The data also shows a gap in achievement between different races/ethnicities. In the DCSD, 72.50% of White students and 83.30% of Asian students meet reading proficiency in grades 6-8, while 34.70% of Black students and 64.70% of Hispanic students meet proficiency in this category.

**FROM THE SURVEY:**

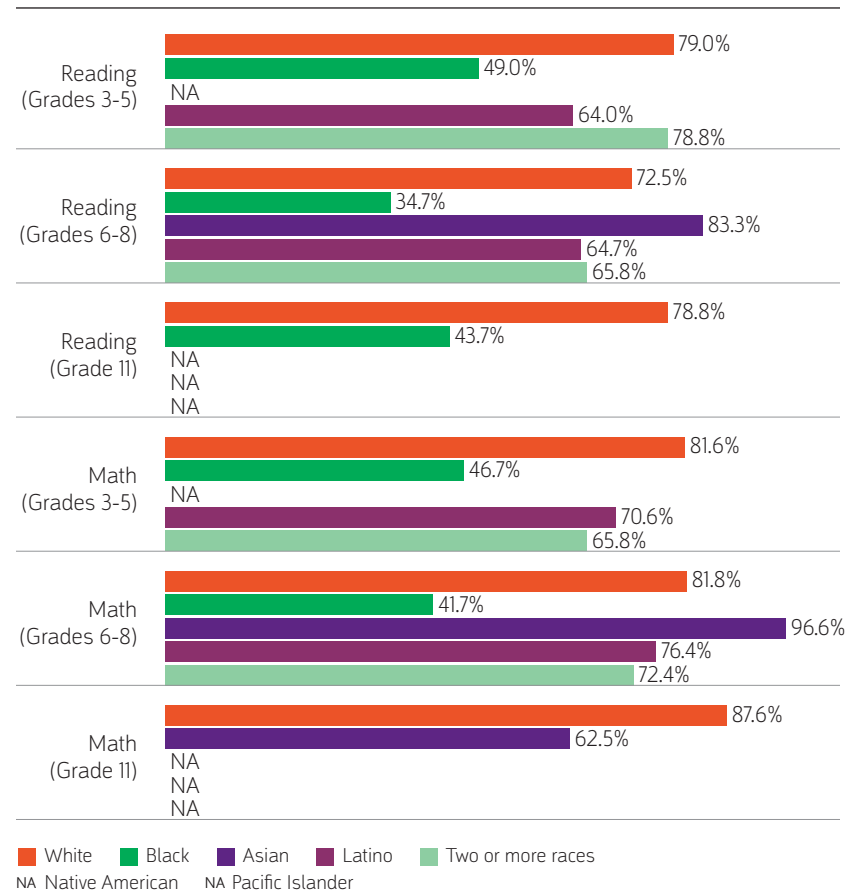
There were no comments directly related to this data point from the survey.

**FROM THE DIALOGUES:**

There were no comments directly related to this data point in the dialogues.

**Percentage of Proficiency by Race/Ethnicity – District-Wide\***

Dubuque Community School District: 2013-2014



\*Based on Iowa Testing Program exams, which begin in grade 3. Scores are reported on a grade-level span.

Source: Iowa Department of Education



# Education

## Graduation Rate

Similar to reading and math proficiency, there is a correlation between socioeconomic status and graduation rate. There are also disparities in graduation rate among minority populations: where 75% of Black students graduated in 2014 compared to 92.3% of White students and 92.9% of Asian students. Research has shown that proficiency levels in the early grades in math and reading can predict high school graduation rates.

**FROM THE SURVEY:**

There were no direct comments related to this data point on the survey.

**FROM THE DIALOGUES:**

There were no direct comments related to this data point in the dialogues.

**Graduation Rate**

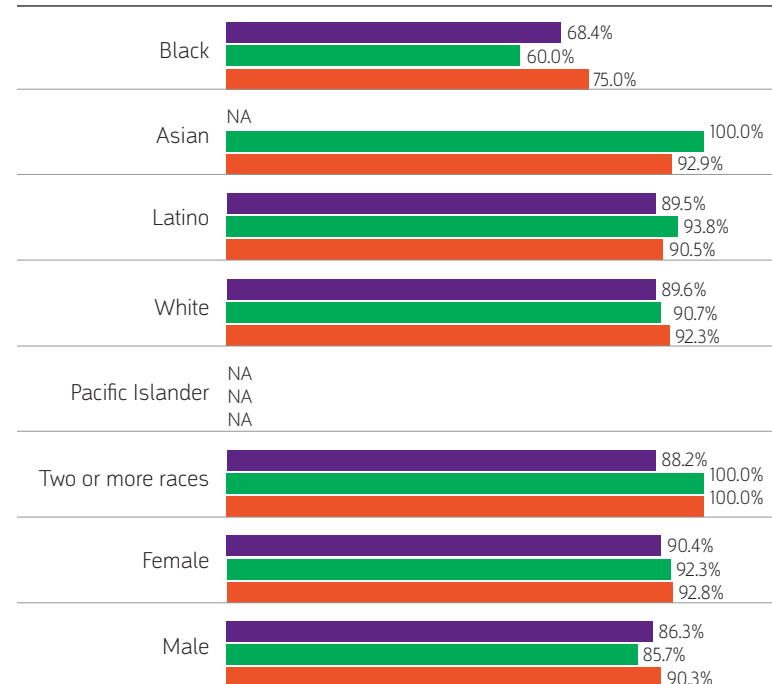
Dubuque Community Schools



■ Reported Spring, 2013 for the Class of 2012  
■ Reported Spring, 2014 for the Class of 2013  
■ Reported Spring, 2015 for the Class of 2014

**Graduation Rate by Race/Ethnicity**

Dubuque Community Schools



■ Reported Spring, 2013 for the Class of 2012  
■ Reported Spring, 2014 for the Class of 2013  
■ Reported Spring, 2015 for the Class of 2014

*NA denotes small cell count (denominator, N<10) that has been redacted due to FERPA.*

*Source: Iowa Department of Education, Information and analysis, Basic Educational Data Survey (BEDS) and SRI (EASIER) files.*



# Education

## Dropout Rates

Native American students showed the highest dropout rate of 9.1% for grades 7 through 12 in 2012-2013 in Dubuque. Black students show the second highest rate of 4.0%. Male and female students show a difference in dropout rates as well with the female student dropout rate at 0.9% and the male dropout rate at 2.3%.

**FROM THE SURVEY:**

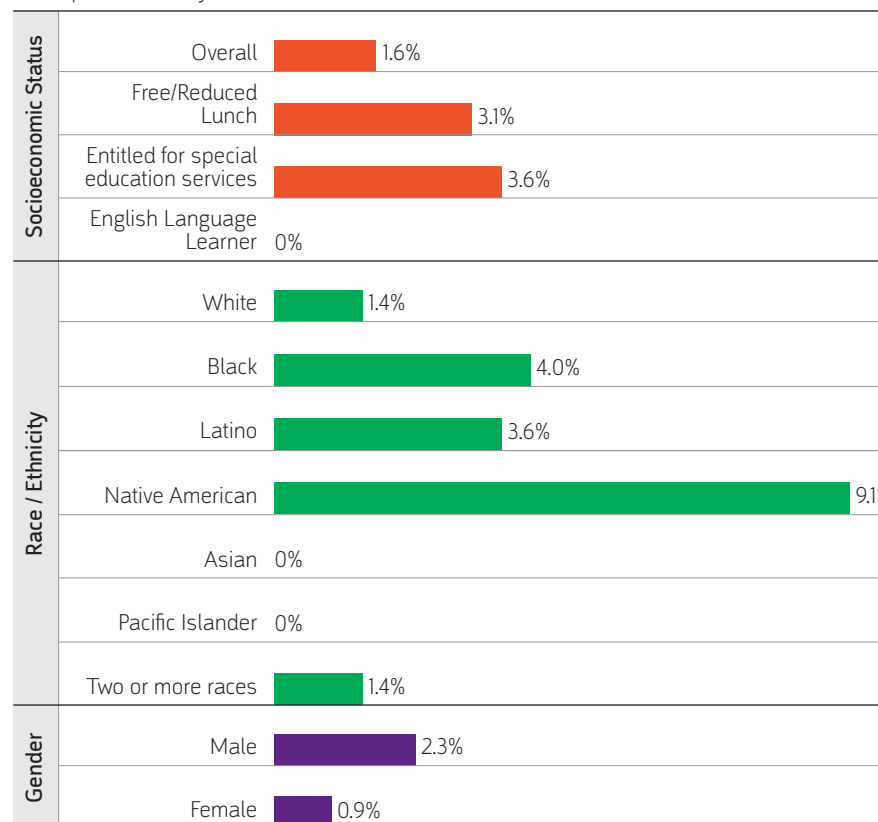
There were no direct comments related to this data point on the survey.

**FROM THE DIALOGUES:**

There were no direct comments related to this data point in the dialogues.

**Dropout Rates by District Subgroup: Grades 7-12, 2012-2013**

Dubuque Community School District



*Dropout rate = Percentage of 7-12 grade students who dropped out between October 1, 2012 and September 30, 2013.  
Source: Iowa Department of Education, Information and Analysis, Basic Educational Data Survey (BEDS) and SRI (EASIER) Files*





## Education

# Selected Enrollments

Enrollment in these courses and/or programs can predict achievement for students throughout their schooling. These courses can serve as milestones/precursors for high school graduation and educational attainment.

### FROM THE SURVEY:

- 57.77% of respondents believe schools are preparing students for the next academic year, compared to 7.3% respondents who disagree.

### FROM THE DIALOGUES:

- Dialogue attendees expressed the need to increase participation and outreach to minority students regarding Advanced Placement (AP) courses.

### Enrollment Percentages

Dubuque Community School District: Fall 2014-Winter 2015

District Enrollment	84.4%	6.5%	0.3%	1.5%	0.8%	3.3%	3.1%
Early Childhood Enrollment	70.8%	12.8%	0%	1.6%	1.6%	4.7%	8.6%
Calculus Enrollment	82.8%	0%	0%	3.5%	0%	1.2%	2.4%
Physics Enrollment	92.9%	2.9%	0%	1.7%	0%	1.4%	0%
Algebra I Enrollment in 7th or 8th Grade	92.1%	2.2%	0%	3.4%	0%	2.2%	0%
Chemistry Enrollment	90.5%	2.3%	0.7%	2.8%	0.3%	1.8%	1.5%
SAT / ACT Enrollment	94.1%	2.9%	0%	1.7%	0%	1.4%	0%
	White	Black	Native American	Asian	Pacific Islander	Latino	Two or more races

Source: A Plan for Sustainable Change, Fall 2014 - Winter 2015



# Education

## School Culture and Climate

How can we provide diverse role models to support students of all backgrounds?

17.15% of students in the Dubuque Community School District (DCSD) are minority students, while 2.2% of staff is minority. Currently there are 23 different languages spoken in the DCSD.

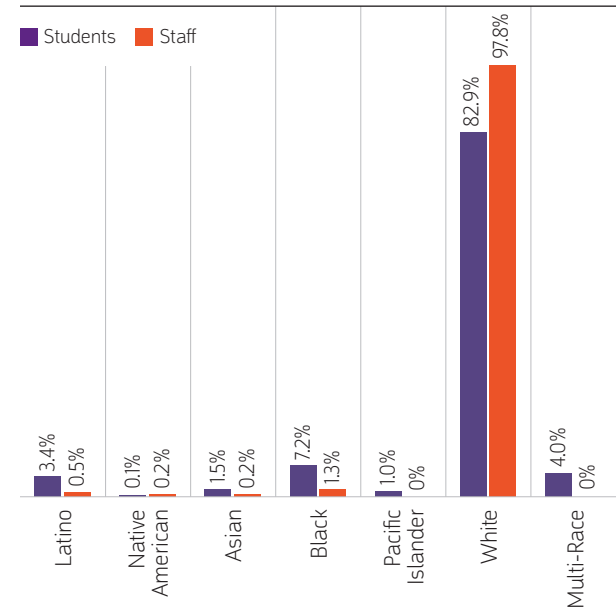
**FROM THE SURVEY:**

- 49.04% of respondents expressed some level of concern regarding access to supplementary services (tutoring, counseling, afterschool programs, etc.).
- 48.23% of respondents expressed some level of concern regarding discrimination.

**FROM THE DIALOGUES:**

- Dialogue attendees referenced the misalignment between staff diversity and student diversity, and expressed the need for additional cultural competency training for staff.
- Dialogue attendees noted a lack of technology access outside of school for some populations, which makes success in school increasingly difficult in today's technological society.

**Dubuque Community School District Staff/Student Race/Ethnicity by Percentage**



Source: Dubuque Community School District: 2014-2015

**Languages**

Dubuque Community School System

**23** Albanian • Amharic • Arabian Bengali • Bosnian Canadian French • Chinese Ethiopian • Filipino Gujarati • Hindi • Spanish • Korean • Marshallese Portuguese • Russian • Swedish • Tagalog Tamil • Telugu • Thai • Urdu • Vietnamese

Source: Dubuque Community School District



# Education

## Educational Attainment/ Access to Education

Can we reduce poverty in our community by ensuring all students have at least a high school diploma and ideally some post secondary education or training?

More than 21% of the Dubuque County population over the age of 25 with less than a high school degree are in poverty status. Individuals with a bachelor's degree have a median income of \$42,889 compared to \$26,926 for individuals with only a high school degree (in 2013 inflation-adjusted dollars).

**FROM THE SURVEY:**

- 63.99% of survey respondents felt that they were able to pursue the type of education they would like, compared to 8.04% who felt they were not able to.
- 72.44% of respondents said if they were looking to pursue an education, it would be easy for them to access services to assist in the process, compared to 6.41% who disagreed.

**FROM THE DIALOGUES:**

- Dialogue attendees expressed the need for more exposure to educational opportunities and to increase opportunities for minority students.

**Poverty Rate for the Population 25 Years and over by Educational Attainment: Dubuque County**

Less than high school graduate	21.2%
High school graduate (includes equivalency)	7.6%
Bachelor's degree or higher	4.7%

Source: U.S. Census Bureau

**Median Earnings in the Past 12 Months: Dubuque County (in 2013 Inflation-Adjusted Dollars)**

Less than high school graduate	\$19,496
High school graduate (includes equivalency)	\$26,926
Some college or associate's degree	\$31,416
Bachelor's degree	\$42,889
Graduate or professional degree	\$52,541

Source: U.S. Census Bureau