



DEMOGRAPHICS

- Age: 5 (Baby: 0-12 months, Toddler: 1-3 years, Preschool: 3-5 year)
- Sex: Male or Female
- Grade: Kindergarten
- School: Walton Elementary
- Branch: South
- Income (HHI): <\$35K
- Parents: Single
- Grandparents: Helping raise grandchildren



STORY

Emanuel is an easy-going 5-year-old in kindergarten. Like his big brother, he loves LEGOs and games. He loves to "read" at bedtime, just like his sibling. His favorite books are about dinosaurs and robots.



PSYCHOGRAPHICS: BEHAVIOR & DEVELOPMENT

COGNITIVE STAGE

Stage 2 - Pre-operational:
 Development of symbolic thought marked by irreversibility, conservation, and egocentrism (2-7 years)

INTELLECTUAL

- Imaginary play is a notable milestone of this stage (3-5)
- Children begin to name colors and begin to understand simple counting (3-5)
- It's important to stimulate intellectual development by reading aloud to every day (3-5)
- Kids gradually begin to understand the concept of time (3-5)
- By age 3, preschoolers know 300 words. That expands to 1,500 words by age 4, and to 2,500 words by age 5 (3-5)

PHYSICAL

- By age 5, many kids can stand on one foot for at least 10 seconds (3-5)
- Children can draw a person with up to four body parts by age 5 (3-5)



REWARDS & RECOGNITION

- Guided through developmental exercises by an educator (possibly for the first time out of his home), introducing a new level in his learning journey
- Receive praise when reaching milestones from a non-guardian, reinforcing emotional independence & encouraging a love of learning
- Continue his exposure to reading, understanding the breadth of content that is available to him through the library
- Meet new people, of various ages, allowing him to see that reading & learning can be social activities
- Receive quality, healthful snacks - allowing him to feel safe & cared for outside of the home

- Kids often become frustrated with wanting to do something physically and not being able to do it yet. Thus, they have lots of falls and mishaps (3-5)

SOCIAL

- Interaction with other children increases (3-5)
- A great deal of social development occurs through fantasy play and imagination (3-5)
- Children this age need to learn how to deal with conflict and how to solve problems without so much emotion (3-5)

EMOTIONAL

- Kids move easily between fantasy and reality, and can become quite emotional about their imaginary play. They often do not know the difference between fantasy and reality, so imaginary monsters under the bed or in the dark are as frightening to them as a real threat (3-5)
- Emotions should be taken seriously and parents should help him make sense of his emotions. (3-5)



EDUCATION

THE PRICE OF EDUCATION

- Research shows that providing a high quality education for children before they turn five yields significant long-term benefits.
- The High Scope Perry Preschool Study found that individuals who were enrolled in a quality preschool program ultimately earned up to \$2,000 more per month than those who were not. Young people who were in preschool programs are more likely to graduate from high school, to own homes, and have longer marriages.

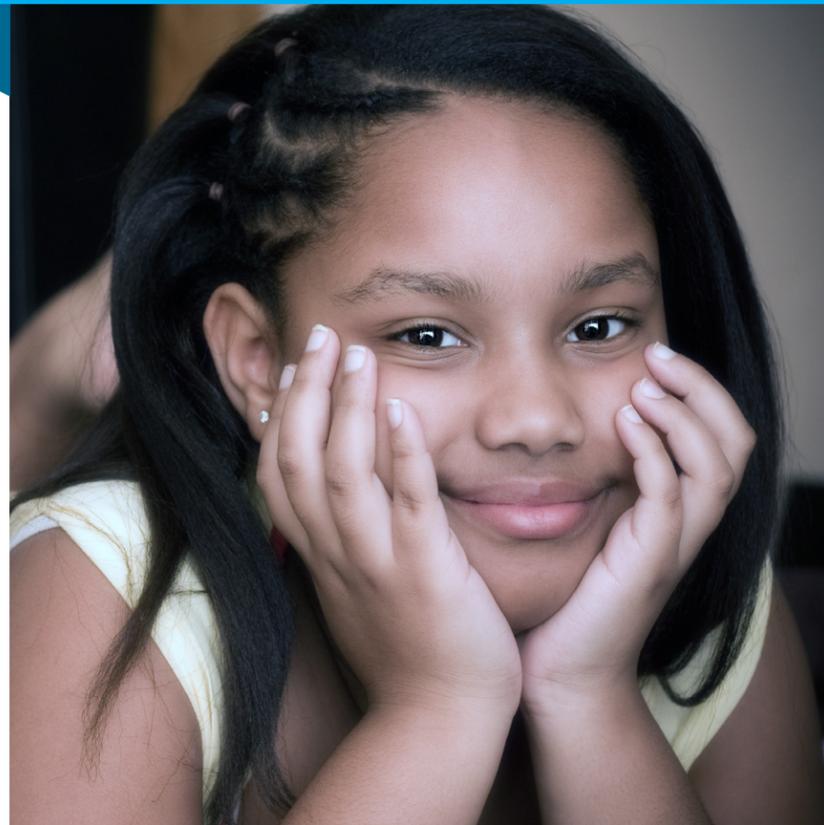
CPL PARTICIPATION

- His mom or siblings take him to CPL. Minimal participation by parents
- He participates the lunch program, story time and on the road to learning early childhood literacy program at his daycare



TECHNOLOGY IN LEARNING

- Among very young children (0 to 5) who use the Internet, about 80% do so at least once a week
- At age 3, about 25% of children go online daily, increasing to about 50% by age 5
- Among younger children (ages 5 to 9), on a typical weekday, 60% of white and black children use the Internet, compared with 45% of Hispanic children. Although black and white children access the Internet at roughly the same rate, black children spend more time online per session (41 minutes) than their white peers (27 minutes)



DEMOGRAPHICS

- Age: 11 (6-12)
- Sex: Male or Female
- Grade: 6th
- School: Marion-Sterling Elementary
- Branch: Sterling
- Income (HHI): <\$35K
- Parents: Single



STORY

Liv did not take to reading as easily as her older brother, but that in no way diminishes her desire to read or her enjoyment of it. She's creative and kind, and takes care of everyone, including her little brother. She has spent much of the year working with reading tutors. She loves early reading software programs. Her mother plans to enroll her in the library's summer reading program to prevent the "summer slip" from happening this year.



PSYCHOGRAPHICS: BEHAVIOR & DEVELOPMENT

COGNITIVE STAGE

Stage 3 - Concrete operational: Mental operations applied to concrete events; mastery of conservation, hierarchical classification (7-12).

INTELLECTUAL

- Enjoys the social aspects of learning
- Around ages 11, 12, and 13, shifts occur in kids' thinking we need to keep them engaged in school and learning. Encourage curiosity
- Many are strongly influenced by friends
- Many kids move from concrete to abstract thinking
- Because kids this age have strong emotions, they tend to either "love" school or "hate" it.
- Most kids at this age think there is too much homework

PHYSICAL

- Puberty reigns at this age

SOCIAL

- This is the age when peer pressure has the most influence. Kids are more interested in "being the same" and "being accepted."

- Relationships can become quite complex. Some kids have large shifts in their social circles as they go through puberty
- Many kids would rather be social than tend to their school work or other responsibilities
- Many kids want to spend most of their time with friends

EMOTIONAL

- Moodiness and roller-coaster emotions emerge during puberty.
- Emotionally, young teenagers bristle at any physical affection from their parents. Some like a lot of physical affection from their friends while others like to keep their distance.
- Many kids can become very emotionally sensitive. They're easily offended and easily hurt.
- Some kids begin dabbling in more serious risk behaviors (such as self-harm, smoking cigarettes, drinking alcohol, etc.)



REWARDS & RECOGNITION

- She goes to the library for internet access, both for fun and to aid in her schoolwork.
- She relies on tutoring resources to help her get ahead in subjects that don't come as easily for her.
- Through relationships she develops with library staff & tutors, she becomes more trusting & confident in her educational journey



EDUCATION

DISCOVERY

- They need to learn how to discover, the thrill of discovering the undiscovered. The time is now to support the role of learning in the pursuit of discovery and to embrace the powerful agency of culture

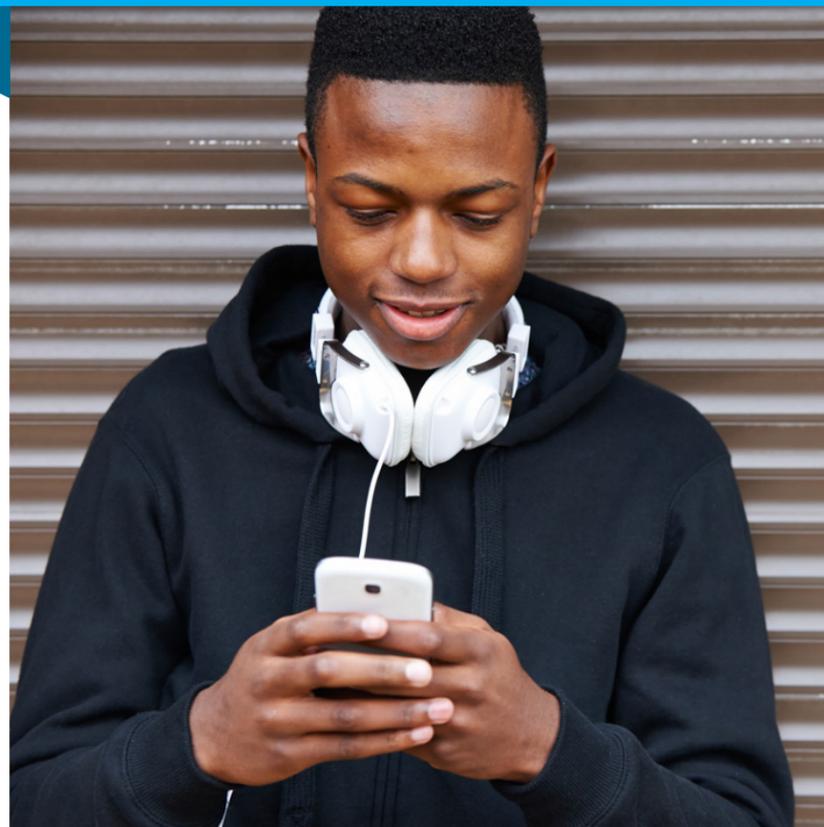
CPL PARTICIPATION

- She visits CPL by herself or with friends. Parents rarely visit with her.
- Younger siblings are often brought and they spend most of their time on the public computers.
- She participates in the tutoring and lunch programs



TECHNOLOGY IN LEARNING

- Black and Hispanic children have less home Internet access, but those that have access use the Internet more than white children
- Among children ages 8 to 14, for example, Hispanic children spend almost two hours online each day, 40 minutes more than white children



DEMOGRAPHICS

- Age: 17 (13-19)
- Sex: Male of Female
- Grade: 10th
- School: John F. Kennedy High
- Branch: Harvard-Lee
- Income (HHI): <\$35K
- Parents: Single



MINDSET TAKE ME SOMEWHERE IN LIFE

"I want classes that will take me somewhere, help me get a job. I need help finding a college."

PSYCHOGRAPHICS: DEVELOPMENT

COGNITIVE STAGE

Stage 4 - Formal operational: Mental operations applied to abstract ideas; logical systemic thinking



LEARNING MOTIVATION GET TO COLLEGE

- "I have football practice right after school and go to the library after that. I study, write my papers and then do it all over again the next day. It's what I have to do, I have to push myself for college."



DESIRED OUTCOME THE JOB

- He may not know what he wants to do yet, but he has a goal and he's focused on it. But he needs help creating the plan to get there
- 19% of Black, 16% of Hispanic and 12% of White adults 18-19 are "disconnected youth" - neither working nor going to school
- Adults 18-19 are nearly four times as likely as those ages 16-17 to be detached from school and work. There are few differences by race and ethnicity in the share who are detached among 16-17-year-olds.



REWARDS & RECOGNITION GET AHEAD

As the first member of his family to go to college, he is looking for help finding the right school & navigating the path to get there (testing, financial aid, etc.). He enjoys delving deeper into topics that interest him, rather than some of the subject taught in school that do not capture his attention.



TECHNOLOGY IN LEARNING MOBILE USERS

Nearly 75% of teens have or have access to a smartphone and 30% have a basic phone, while just 12% of teens 13-17 say they have no cell phone of any type. Black teens are the most likely of any group of teens to have a smartphone, with 85% having access to one, compared with 71% of both white and Hispanic teens. 91% of teens go online from mobile devices at least occasionally. Among these "mobile teens," 94% go online daily or more often. The social engagement for teens 13-17 includes:

Facebook: 71% / Instagram: 52% / Snapchat: 41% / Twitter: 33% / Google+: 33% / Vine: 24% / Tumblr: 14%



LEARNING STYLE & NEEDS WE SHOULD LEARN FROM EACH OTHER

OFFLINE & GROUP LEARNING

- "It's better to learn in the classroom...I prefer group learning, if you have a question, you can learn from other people in your classroom."

FOCUS ON WHAT I'M GOOD AT

- "I study math and science here, because I'm good at it and want to be even better. I always push myself, to better myself."

HANDS-ON LEARNING

- "I want to learn by doing things, like science experiments, to really see how it works and what it means."

CLASSES THAT I WANT TO TAKE

- "If I want to be an architect, there aren't any classes like that at my school. How can I become one if I can't take any classes on it?"

EDUCATION

HIGH SCHOOL DROPOUT RATES

14% of Hispanics, 8% of blacks and 5% of White adults ages 18-24 drop out of school

COLLEGE ENROLLMENT

- Hispanics lag other groups in obtaining a four-year degree: 60% of Asian, 40% of White, 20% of Black and 15% of Hispanic adults ages 25-29 have a bachelor's degree or higher. This gap is due in part to the fact that Hispanics are less likely than other groups to enroll in a four-year college
- Hispanics are significantly less likely than other groups to have student debt: 42% of White, 40% of Black and 22% of Hispanic households have student debt

CPL PARTICIPATION

- Participates in the ACT program, uses the computer to type papers and for the free WiFi. Mainly, to get out of the house. He could participate in tours to historically black colleges and universities and formalized employment program



DEMOGRAPHICS

- Age: 65 (55+)
- Sex: Male (48.8%) or Female (51.2%)
- Income (HHI): <\$50K
- Education: Some College (55.7%)
- Employment: Retired (24.7%)
- Marital Status: Married (59.6%)
- Children in HH: None (85.3%)
- Grandchildren: Yes (52.4%)



MINDSET CONCENTRATION ON FAMILY

Spending time with my family is my top priority right now.



LEARNING MOTIVATION INTERNAL FULFILLMENT

INCREASE PERSONAL KNOWLEDGE & MASTERY

"With the knowledge I learn here, I can expand that to another area."

LEARN A NEW SKILL...TO GIVE BACK...

- "I want to volunteer. I want to take a few classes. I want to help send my grandkids to college."
- "At my age, it's not like I'm looking for a new career. Just something to do. Some way to help out."
- "I am taking this class to help plan a garden for my neighborhood to make my neighborhood better, so everyone will get to know each other and the kids will stay out of trouble."

...FOR A HOBBY...

"I love technical things. I work on the vehicles we have, so learning about cars and motorcycles, so I can self-diagnose and get it started again."

...TO MAKE CONNECTIONS WITH LIKEMINDED INDIVIDUALS

"I like people. I want to just talk to a variety of people and teach them to get along."



DESIRED OUTCOME PAY IT FORWARD

VOLUNTEER OPPORTUNITIES...WHERE THEY CAN USE THEIR SKILL...

- "I want to do something that I feel comfortable doing, something where I feel like I'm actually helping people. I want to see them smile."

...PASS THEIR KNOWLEDGE ON

- "I learn and then maybe I can help someone else."
- "With the knowledge I learn here, I can expand that to another area or pass that knowledge on to someone else."



TECHNOLOGY IN LEARNING MOTIVATED TO LEARN

NOVICE TECHNOLOGY USER

Depending on socio-economic level, technology use ranges from almost no use to using tech. for personal use. Mobile use is very low or nonexistent.

- "As I learn more about the computer, I would like to learn online as well."
- "I haven't tried online yet. I'm debating. I am going back to school and would like to try some of it online."



LEARNING STYLE AT THEIR OWN PACE

- "I'm more at peace of mind, less stress, I don't have that urgent need to succeed or that extra pressure."
- "I like to do things on my own time and do things at my own pace in a quiet space."

MY LEARNING PREFERENCES...

...IN GROUPS

- "In a group, you hear the questions that other people ask that you wouldn't have thought to ask, so you learn more."
- "I like group learning because you get feedback - you get more ideas."

...IN-PERSON

"I like to come here and I find something and if I can't figure it out, I ask someone."

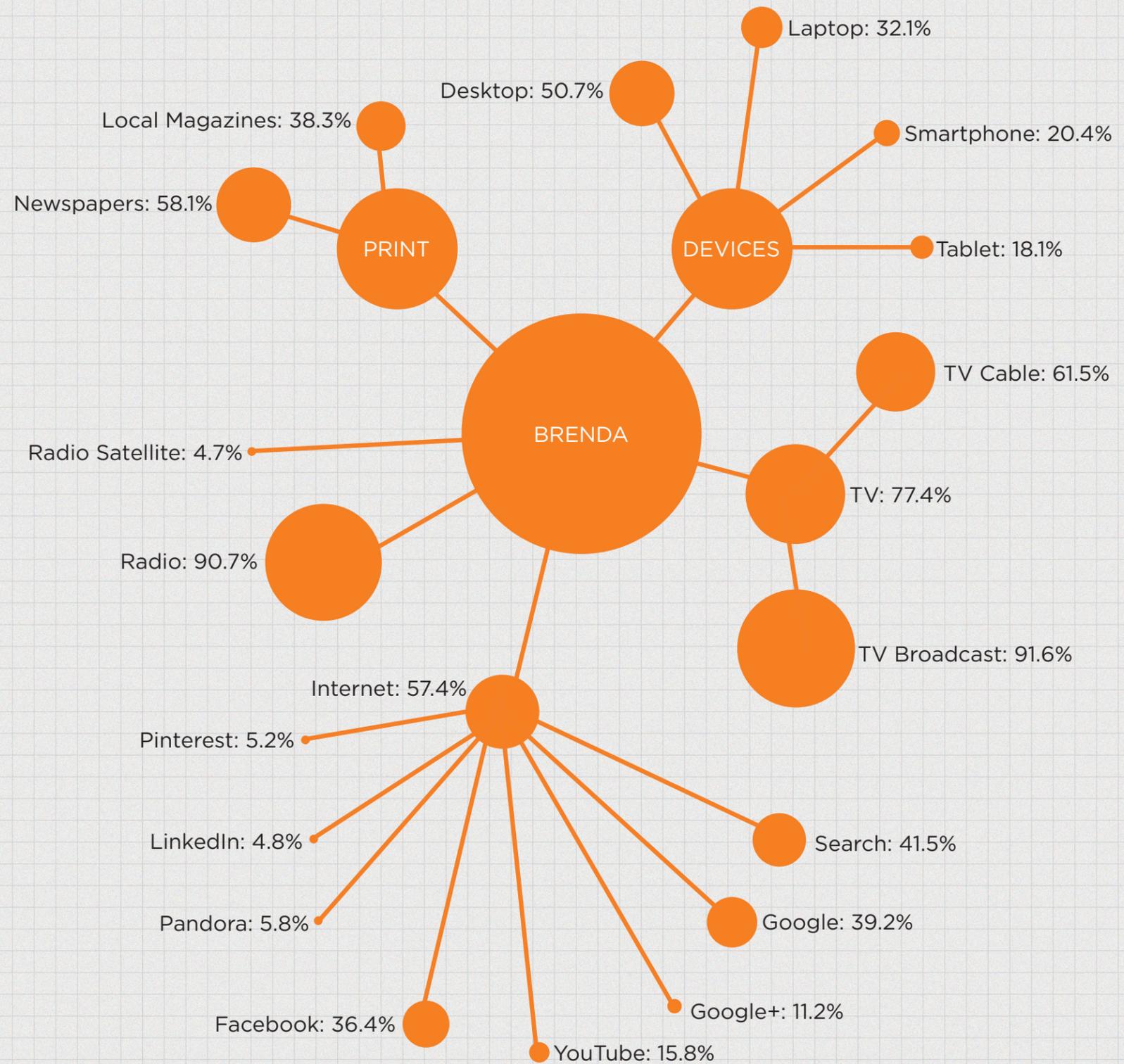
...QUIET SETTING

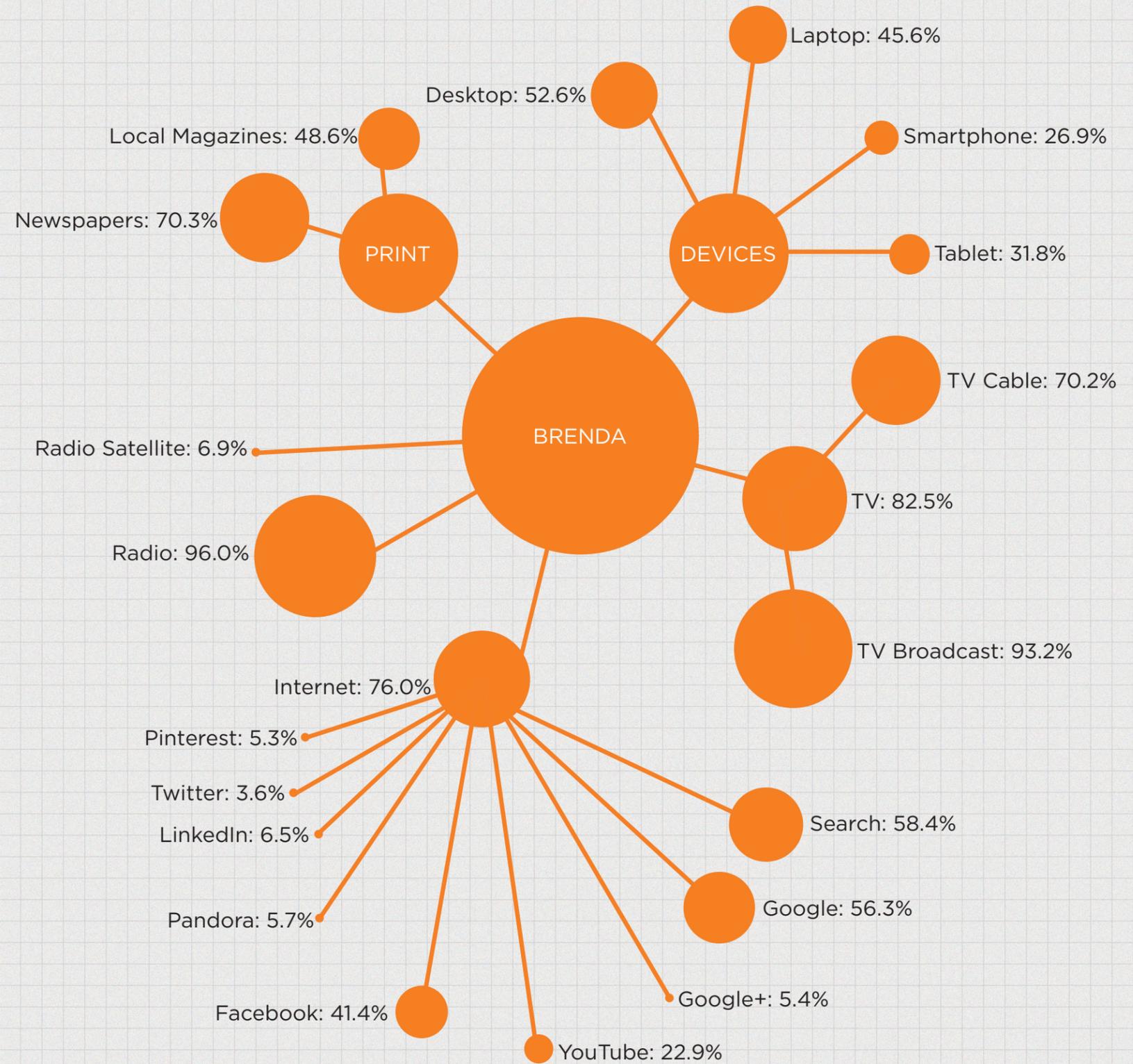
"It's a place of comfort. I basically feel comfortable here. Except for there is always some crap going on with the older teenagers, but other than that it is great."

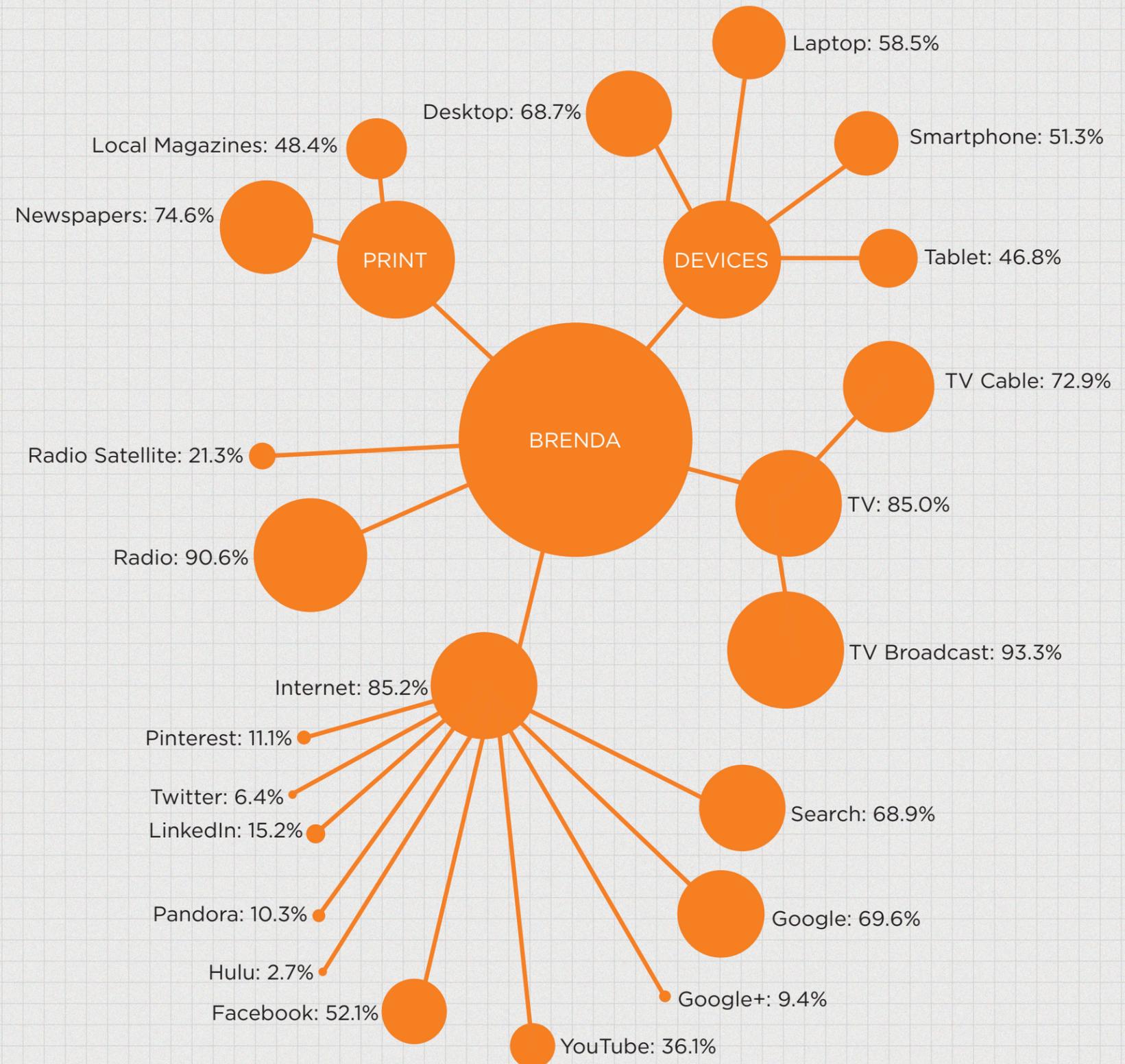


REWARDS & RECOGNITION KNOWLEDGE IS THE REWARD

- "When I'm done with the class, I am just happy that I learned."
- "Learning a mental rule is already satisfaction. Once you learn something it is yours."









DEMOGRAPHICS

THE CAREER SEEKER - CHRIS

- Age: 22 (Gen Y: 18-34)
- Sex: Male (43.1%) or Female (56.9%)
- Income (HHI): <\$35K (69.7%)
- Education: High School or less (61.1%)
- Employment: PT (35.5%) in service industry and/or student
- Marital: Single (71.8%)

THE REINVENTOR - RHONDA

- Age: 38 (Gen X: 35-49)
- Sex: Male (41.4%) or Female (58.6%)
- Income (HHI): <\$35K (56.0%)
- Education: High School or less (54.0%)
- Employment: FT (40.4%) in service industry and/or student
- Marital: Married (36.3%)



MINDSET CHANGE MY STATUS

I am looking to start a career to help me move up in the world. (27.8%)



LEARNING MOTIVATION START A CAREER

- "It's so hard to find a job and its so hard to have people take you seriously."
- "For a career, a brand new beginning. Especially getting out and seeing the world. That is why education is important, you get to go places, you get to see things."



DESIRED OUTCOME

THE JOB

"I want a job, but I want an opportunity where I can grow. Meet new people, learn new professions. It's about building relationships."

BUILDING COMMUNITIES

- "Bringing people together. A way to connect people so they see the best in each other."

PASSING ON KNOWLEDGE

- "It would be great to turn that into a business or even teach kids how to sew."



REWARDS & RECOGNITION WHATEVER IT TAKES

- "In GED programs, it's just a stepping stone, it's more about what I can take with me, not about the certification."
- "It's more important to have the experience."
- "A diploma may open a door, but it's still possible to do things without it."
- "The proof is I know who I am and what I'm capable of."
- "It's not about getting a piece of paper to prove I can do something. It's me learning they skills I need."



LEARNING STYLE CUSTOMIZABLE & PERSONAL

FOCUS ON CUSTOMIZABLE EXPERIENCES

- "Some people learn different ways. I learn hands on, I learn so much better when I am actually doing something."
- "Both because you do your courses online, but you still have to do practical things offline. You have to find people you can interact with and ask questions. Online learning is great to learn the basics, but you need the physical contact with people."
- "I'm very visual & needed the pictures that he drew & that I could repeat sections"

FOCUS ON PERSONAL ATTENTION

- "Small classes with personal connection with professors is important to real learning and students excelling."

FOCUS ON GOOD TEACHERS

- "If the teachers were good - they care about the students and aren't just there for the paycheck. I have heard teachers say that before. Like they would try harder if they were paid more."

FOCUS ON RESPECT

- "The library was a place, where even though I had dropped out of High School, they treated me with respect."
- "If they had teachers who were easy to talk to. Teachers can talk down to students and don't respect their students."
- "Kids should be comfortable with other students. Teachers should be able to come and assist students. It should be a place where we can Talk and be able to make friends."
- "A good teacher must first know what they are teaching and they must be able to curate information to their students."

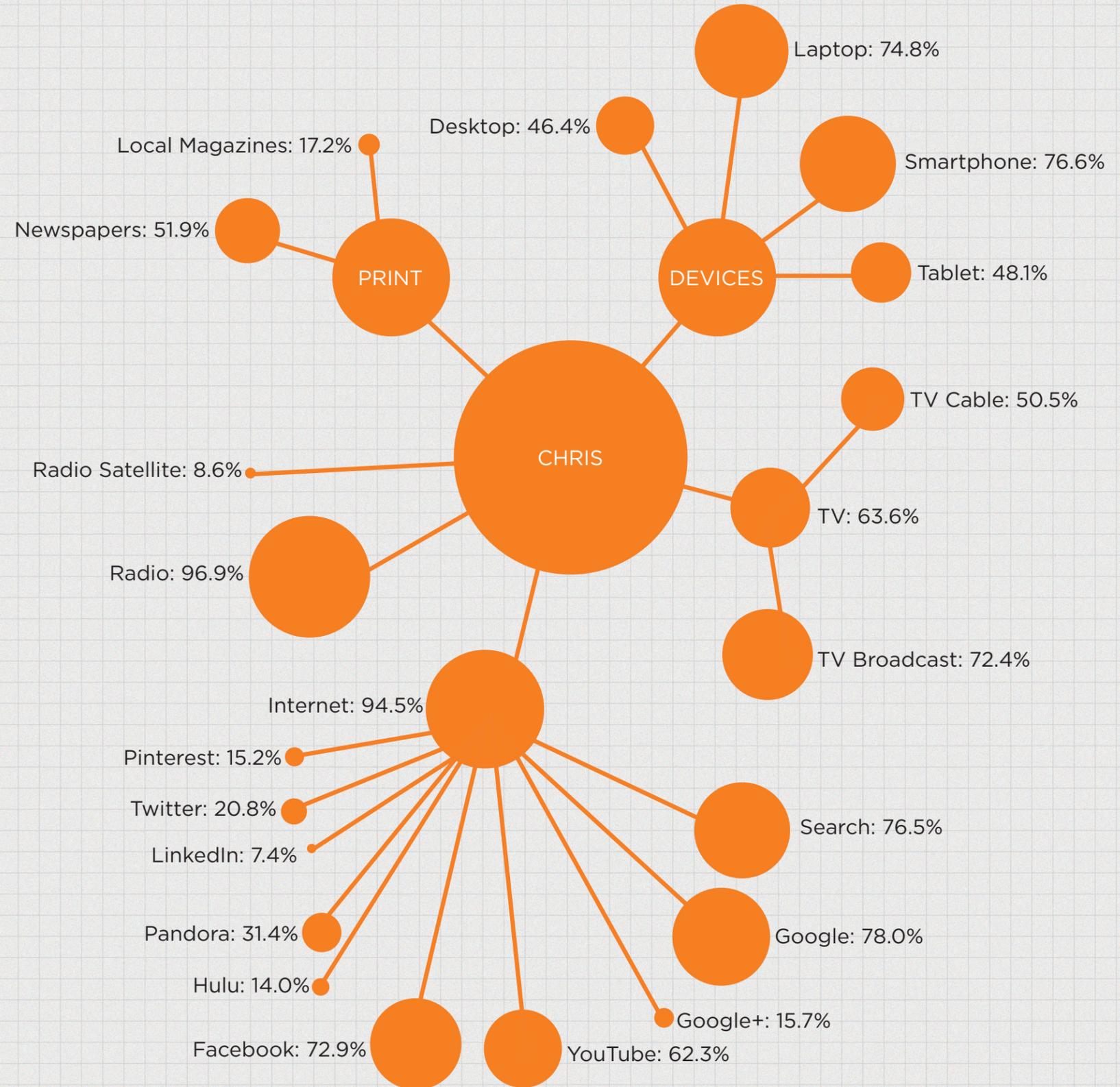
A NEED FOR MENTORING

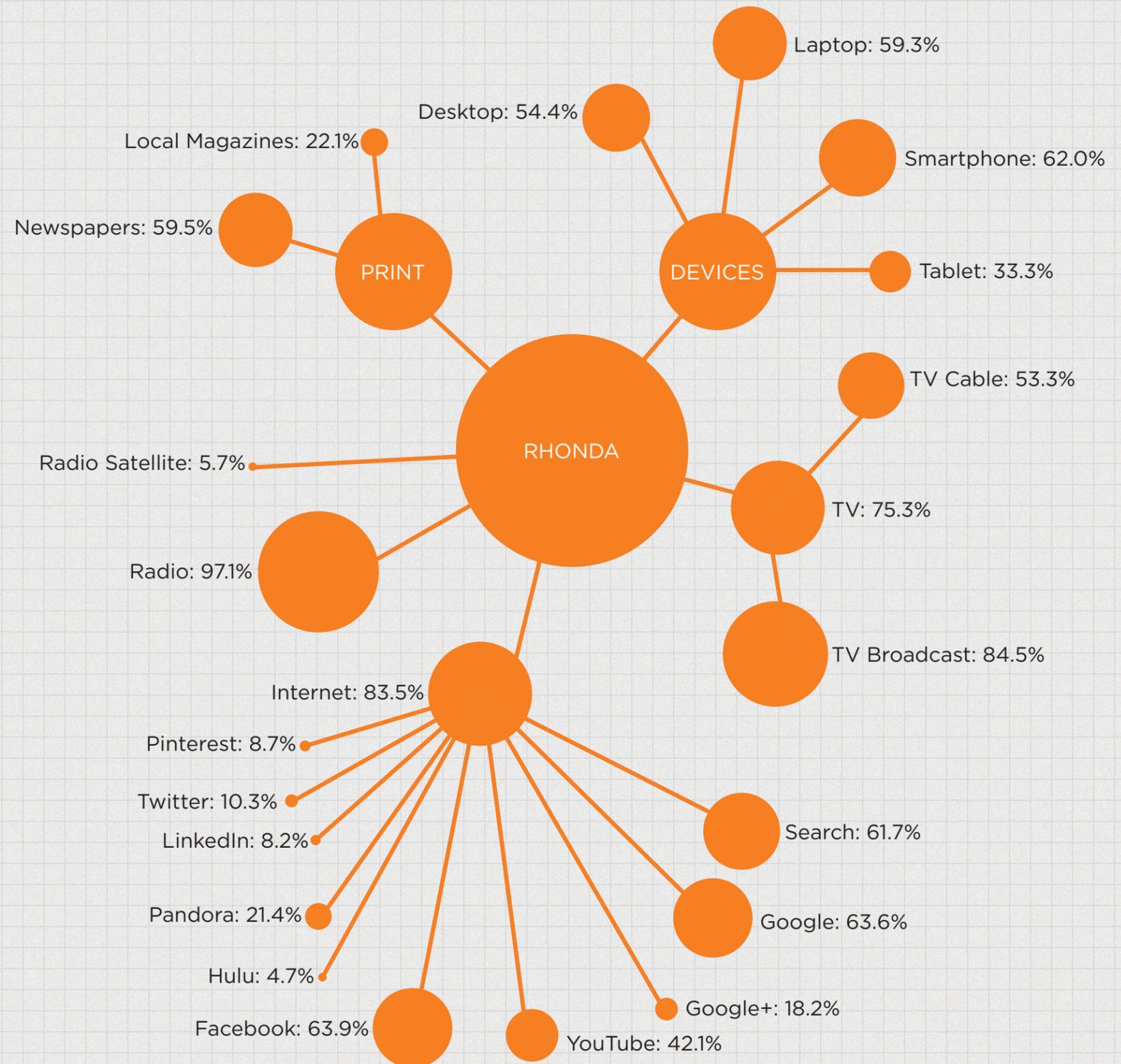
- "They [teachers] must be able to mentor students. If someone has an issue, they need to take the time to find out what that issue is. They should be involved in the overall progress of their students."
- "[Mentoring] is something that has to be ongoing. There should be a way to recruit people from different backgrounds. I would create a network between mentors and have them share information, students, and have them monitor the progress of students."



TECHNOLOGY IN LEARNING LEARN THE BASICS

- Technology experts (50.5%) regularly use technology for personal, information, and entertainment purposes.







DEMOGRAPHICS

- Age: 26 (18-34)
- Sex: Male or Female
- Income (HHI): \$50K+
- Education: College graduate
- Employment: Full-time professional
- Marital: Single (47.5%) or married (51.0%)



MINDSET GET CONNECTED

I am interested in meeting new people both for career and social reasons.



DESIRED OUTCOME INDIVIDUAL GROWTH

"How to strengthen one's skillset to have an effective impact on the marketplace."



LEARNING MOTIVATION AMBITION & ENTERTAINMENT

AMBITION

- "Considering obtaining my MBA, as I love learning and growing as a young professional."
- "Aspects of Marketing, Communications and Finance; because it betters me in my day to day career."

ENTERTAINMENT

- "Engaged activities like cooking, technology, creating things. With such limited time - skills that are fun to learn are ideal for me."
- "Music/health, wellness and fitness. Personal interests."
- "I love to learn about the history of different cities. I travel a lot and really enjoy learning about the different history of each city and what unique facts and trivia it holds."



TECHNOLOGY IN LEARNING VALUE ONLINE LEARNING

- Expert Technology User: Regularly use technology (including mobile) for personal, information, and entertainment purposes, as well as research and adapt new technologies.
- "Online is more versatile."
- "Classroom learning is great but not convenient, Online courses have become an amazing tool"
- "I haven't been in a classroom setting for years so I've gotten very comfortable with e-courses."
- "Technology can be used to foster creatively (such as makers labs), as well as to allow for faster communication between teachers and fellow students."



LEARNING ENVIRONMENT NONTRADITIONAL

- "Depends on the course - probably a small group setting - coffee shop or patio over a traditional class room environment"
- "Clean, spacious, perhaps outdoors, coffee/drinks"
- "A positive area - one that allows people to exist naturally."
- "A unique community building, restaurant, etc."



LEARNING STYLE EXPERIENTIAL, CONNECTED & CUSTOMIZABLE

EXPERIENTIAL

- "Experiencing the lesson, not just reading it in a book. Going to Gettysburg to learn about the Civil War, meeting actors/actresses to learn about the arts, sitting in a courtroom for a proceeding, touring the steel mills, etc."
- "Actual experiences like cooking."

CONNECTED

- "Diverse classrooms, integrated with the community."
- "[Class size that is] Large enough to make connections and have discussions, small enough to get personal attention."

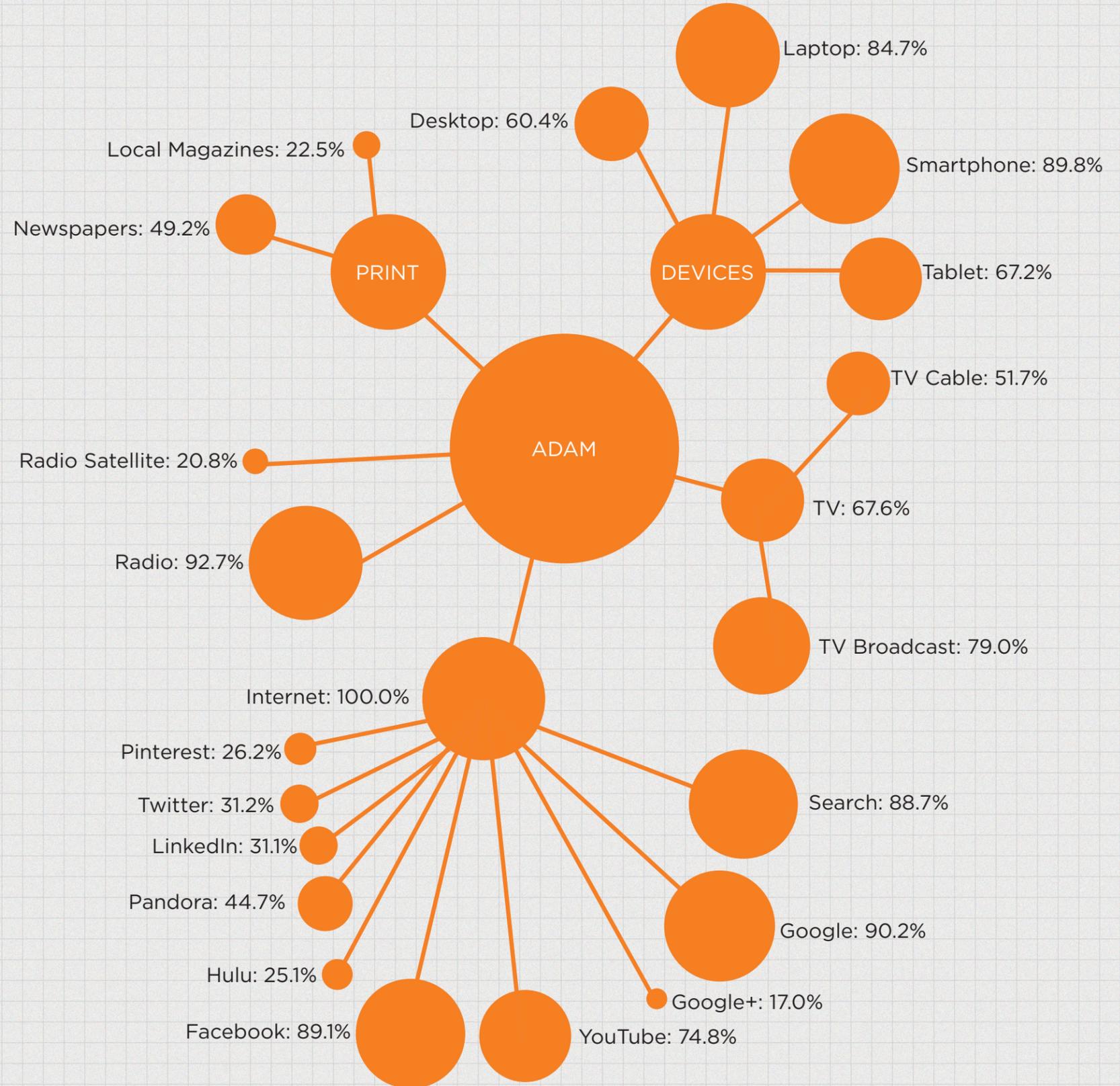
CUSTOMIZABLE

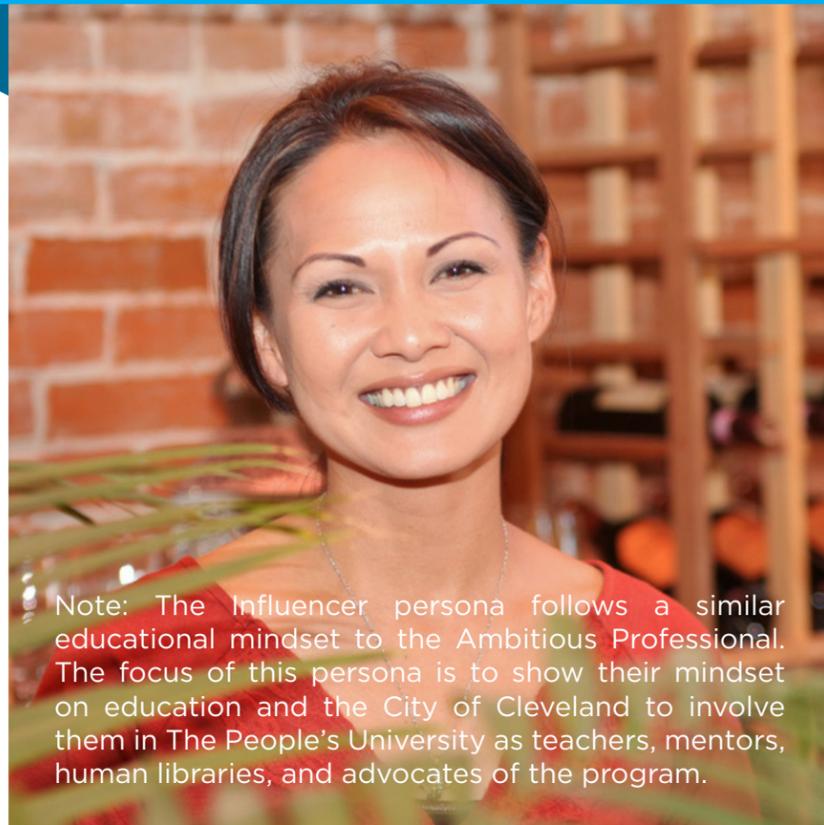
- "Depends on the individual's personality. Personally, I prefer personal - as it assures the teacher won't move forward until I understand the content presented."
- "Depends on the person. For me, I thrived in a group work. It contributed to a marketplace of ideas."



REWARDS & RECOGNITION PROOF OF SKILLS

- "Certificates, credentials that are actually recognized somewhere."
- "I would say they are not, but I have a ghost hunting certificate and a citizens police class certificate from several years ago and I still talk about them, so...yeah, I'd say it would be a lot of fun to collect and display them."
- "Very important because it demonstrates achievement."
- "Personally, as a millennial, rewards and acknowledge are critical."





Note: The Influencer persona follows a similar educational mindset to the Ambitious Professional. The focus of this persona is to show their mindset on education and the City of Cleveland to involve them in The People's University as teachers, mentors, human libraries, and advocates of the program.



DEMOGRAPHICS

- Age: 35 (35-54)
- Sex: Male or Female
- Income (HHI): >\$50
- Education: College Graduate (30.6%)
- Employment: Full-time professional or managerial role



MINDSET MAKE BIG CHANGES

I am content in my career and am more interested in helping make real change in my community.



GIVE BACK & PERSPECTIVE

- "Every single day...most of my volunteer experiences include serving on and leading Advisory and Executive Boards."
- "It's how I've built my business, and a career that has purpose."
- "It is oftentimes the person with the least amount of experience in a room who will question something or raise a new point."



I CARE ABOUT EDUCATION

LEARNING ENVIRONMENTS

- "I think personal and group learning need to happen in any learning environment and for all topics. The different scales of those two learning environments allows more people to explore a topic through whichever method best responds to them."
- "I think even within a topic, class size should vary, to allow different scales of conversations to take place. I think it is extremely valuable that anyone learning something be given multiple environments through which to explore."

LEARNING STYLES

- "Understanding how other people are learning or interpreting a topic is important to being able to collaborate with others around a knowledge topic."

CREATIVITY

- "Focus on the individual experience. Empathy. Enjoyment of learning, rather than a focus on grades or achievement alone."

ACCESS & NETWORK

- "We have equal access to quality education no matter what neighborhood you have grown up in."
- "There's a robust support network to help students outside of school (parents, mentors, etc.)."
- "We have a more holistic way of preparing students for success, beyond testing."
- "What is also important is that they are evaluated against more criteria, and with a lower emphasis on standardized testing."
- "Can connect/develop business' needs for educated talent in an agile fashion. Everyone should have access to a good education."



I CARE ABOUT CLEVELAND

SMALL BUSINESS & CIVIC DISRUPTORS

- "We need to keep dynamic innovators and businesses thriving. Supporting these ventures and having incentives for these individuals to stay, and have ability to maintain businesses is important."

LEARN FROM THE PAST

- "Understanding the history of Cleveland. What are our strengths? Weaknesses? Can we develop in such a way that we can identify our growth opportunities through freedom of expression and the exchanging of ideas."

PURPOSE

- "Allow people access to a life that brings them purpose. Allow them to move out of areas that don't serve them. Treat people like individuals, and care about the details of their life."



EDUCATION WILL CHANGE CLEVELAND

EDUCATION & TALENT

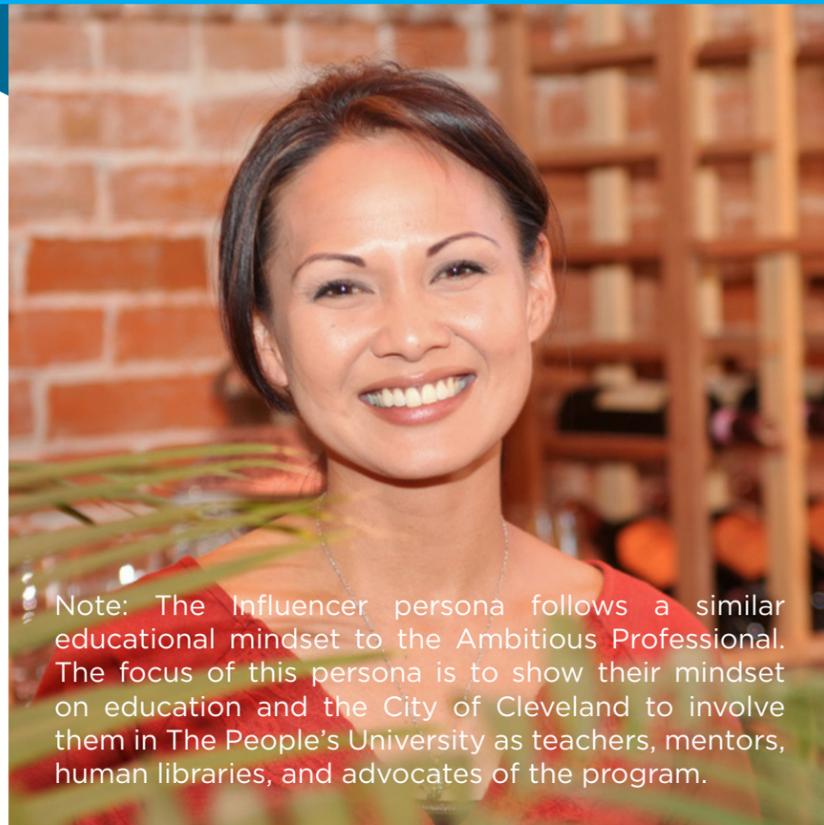
- "Education is key, it creates a pipeline of talent. If we have educated people we can fill existing jobs, create new jobs, and attract employers. All of this provides the foundation to build civic amenities, and strengthen communities. People may say reducing crime, but I think that's a symptom of low education and few opportunities."

THE ARTS

- "Support the arts. Bring people together over good discussion, make more creative public space where people can gather. Give people access to good education, find creative solutions to make everyday life better for each individual in this city."

THE FUTURE WORKFORCE

- "I think the colleges and universities can do more to offer learning experiences where jobs are needed. We have a shortage of talent in technical and medical positions. We should have a way to rapidly develop talent in those roles. Same with manufacturing. With education it's about access and we have to support parents and mentors to help students with their learning."



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