



## Cisco Networking Academy: Alabama Profile

Cisco® Networking Academy® is playing a critical role in the U.S. economic recovery by preparing students for the sustainable jobs that government, education and industry all agree will fuel America's ability to innovate and compete, not just today but in the future. As the focus turns to infrastructure, Networking Academy provides students with critical IT and networking skills to design, build, and maintain the infrastructure highway that both the public and private sector now depend on for sustainability.

The new Obama administration clearly recognizes the importance that technology plays in preparing students to compete in a 21<sup>st</sup> century global economy. In a speech on January 8, 2009, at Virginia's George Mason University, President Obama highlighted the current science and technology skills gap in the United States and the urgent need to address it:

“To give our children the chance to live out their dreams in a world that’s never been more competitive, we will equip tens of thousands of schools, community colleges, and public universities with 21<sup>st</sup> century classrooms, labs, and libraries. We’ll provide new computers, new technology, and new training for teachers, so that students in Chicago and Boston can compete with kids in Beijing for the high-tech, high-wage jobs of the future.”

Cisco Networking Academy is a proven model for delivering 21<sup>st</sup> century learning because it delivers:

- rigorous and interactive curricula licensed at no cost to nonprofit educational institutions
- an e-learning platform that supports different learning styles
- web-based content available to students 24/7
- online assessments
- student performance tracking
- hands-on labs
- instructor training and support

Networking Academy is a unique public-private partnership between educational institutions, national, state and local government, and community-based organizations, currently educating more than 128,000 students in over 2,200 U.S. educational institutions.

As an education solution, Networking Academy encourages seamless educational pathways between secondary and post-secondary institutions by using curricula aligned to national and state education standards for math, language arts, and technology and industry certifications. These courses also help students prepare to pursue degrees related to science, technology, engineering, and math (STEM). Networking Academy courses provide instructors with tools to help students make the connection between their educational experience and their careers. In the United States, academies are located in high schools, technical schools, colleges, universities, and community-based organizations.

Cisco Networking Academy provides:

- IT and networking skills mapped to high-skill, high-demand, high-wage 21<sup>st</sup> century jobs across virtually every industry
- sustainable partnerships at all levels of education, including community colleges at the forefront of workforce development and retraining

- strong alignment with high school career and technical education programs that build technical skills and create pathways for high school graduates going either directly into the workforce or on to post-secondary education
- the skilled pipeline of talent required to design, build and maintain the infrastructure needed for economic recovery

Included in each state profile are Networking Academy statistics, IT workforce projections, and student/graduate stories. These state-by-state profiles will provide you with important information about the value Cisco brings to government, education and business through delivery of IT/networking skills and knowledge. Cisco Networking Academy educates the architects of today's networked economy.

Profiles are updated annually with core content, and we will continue to add student/graduate profiles. For your convenience, the library of profiles for each state, plus the District of Columbia and the United States as a whole, are accessible at <http://www.cisco.com/go/netacadresourcecenter>.

We welcome your suggestions for future profiles. Please send any questions and feedback to our U.S. Marketing Team via Nancy Bischoff at [nbischof@cisco.com](mailto:nbischof@cisco.com).

## Learn More

Table 1 lists data about academies in Alabama. Table 2 lists information about Networking Academy curricula in Alabama, and Table 3 shows information by student education level.

For additional information about Cisco Networking Academy, visit <http://www.cisco.com/go/netacad>

**Table 1.** Cisco Networking Academy in Alabama

<b>Networking Academy students</b>	1072
<b>Female Networking Academy students</b>	26%
<b>Distinct cumulative academy students (having successfully completed a course)</b>	5315
<b>Academies</b>	23
<b>Academy instructors</b>	28
<b>Total estimated cumulative contribution value to Alabama academies*</b>	\$3,303,312

Sources: AME/MRE FULL Package\_10 31 08 Quarterly Metrics Date: Nov 13, 2008

Cumulative students are distinct; therefore, each student is only counted once.

\*This estimate includes donations and discounts made to educational institutions implementing Cisco Networking Academy within Alabama.

\*Sources: AME/MRE report #3616student and instructor enrollment by year 2008.11.24\_JBZ\_v8.xls

**Table 2.** Networking Academy Curriculum/Course in Alabama

<b>Curriculum/Course</b>	<b>All</b>	<b>ITE</b>	<b>CCNA 1, 2</b>	<b>CCNA 3, 4</b>	<b>Advanced Technologies and Other**</b>
<b>Academies by curriculum</b>	23	39%	87%	39%	9%

The above curricula represent the core Networking Academy curricula.

\*Academies can be active in more than one curriculum.

\*\*Includes CCNP, Security, Wireless, Java, UNIX and Panduit Network Infrastructure Essentials (PNIE)

Source: AME/MRE rpt #3651 as of 10.31.08 v2 Date: Dec 8, 2008

**Table 3.** Alabama Academies and Students by Education Level

Education Level	Total Number	Secondary Schools	Community Colleges	Universities	Other
Alabama Students*	1072	70%	27%	3%	0%
Alabama Academies*	23	61%	30%	9%	0%

Sources: AME/MRE FULL Package\_10 31 08 Quarterly Metrics Date: Nov 13, 2008

\*For academies that self identify as more than one education level, the academies and students in this table are distributed proportionately across the education levels.

Academies represented in "Other" category include the following: community-based organizations, middle schools, the military, nontraditional educational settings, and post-graduate institutions.



**Americas Headquarters**  
Cisco Systems, Inc.  
170 West Tasman Drive  
San Jose, CA 95134-1706  
USA  
www.cisco.com  
Tel: 408 526-4000  
800 553-NETS (6387)  
Fax: 408 527-0883

**Asia Pacific Headquarters**  
Cisco Systems (USA) Pte. Ltd.  
168 Robinson Road  
#28-01 Capital Tower  
Singapore 068912  
www.cisco.com  
Tel: +65 6317 7777  
Fax: +65 6317 7799

**Europe Headquarters**  
Cisco Systems International BV  
Haarlerbergpark  
Haarlerbergweg 13-19  
1101 CH Amsterdam  
The Netherlands  
www-europe.cisco.com  
Tel: +31 0 800 020 0791  
Fax: +31 0 20 357 1100

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## Active Cisco Networking Academies in Alabama U.S. Congressional District Database

Data for this report was gathered using the U.S. Congressional District Database. This tool was developed to communicate with congressional representatives about Cisco Networking Academy implementation in their home districts. The database maps active academies by congressional district or by all districts within a state, providing academy name, city, state, and congressional district. The listing by state is updated annually.

Table 4 lists information about academies in Alabama congressional districts.

**Table 4.** Networking Academies in Alabama Congressional Districts

Number of Alabama Congressional Districts	Number of Alabama Congressional Districts <u>with</u> Networking Academies	Number of Alabama Congressional Districts <u>without</u> Networking Academies	% Alabama Congressional District Penetration
7	7	0	100%

Academies listed here have taught a class with at least three students, or adopted a new curriculum, within the last twelve months

Source: MRE/Academy Connection, U.S. Congressional District Database Date: October 31, 2008

### Active Alabama Cisco Networking Academies by Congressional District

\* Indicates Cisco Networking Academy Training Center

Academies listed here have taught a class with at least three students, or adopted a new curriculum, within the last twelve months

Source: MRE/Academy Connection, U.S. Congressional District Database Date: October 31, 2008

#### Congressional District 1

- Baker High School (Mobile)
- \*C.F. Vigor High School (Prichard)
- Faith Academy (Mobile)
- \*Faulkner State Community College (Bay Minette)
- Gulf Shores High School (Gulf Shores)
- North Baldwin Center For Technology (Bay Minette)
- Theodore High School (Theodore)
- T.L. Faulkner (Prichard)

#### Congressional District 2

- Brewbaker Technology Magnet High School (Montgomery)
- \*Dothan Technology Center (Dothan)
- \*H. Councill Trenholm State Technical College (Montgomery)

#### Congressional District 3

- Alabama State University (Montgomery)
- Chattahoochee Valley Community College (Phenix City)

**Congressional District 4**

- \*Gadsden State Community College (Gadsden)
- Snead State Community College (Boaz)
- Winston County Technical Center (Double Springs)

**Congressional District 5**

- Calhoun Community College (Decatur)
- New Century Technology (Huntsville)

**Congressional District 6**

- Shelby County Schools (Columbiana)
- Hoover High School (Hoover)

**Congressional District 7**

- Lawson State Community College (Bessemer)
- McAdory High School (McCalla)
- Virginia College (Birmingham)



**Americas Headquarters**  
Cisco Systems, Inc.  
170 West Tasman Drive  
San Jose, CA 95134-1706  
USA  
www.cisco.com  
Tel: 408 526-4000  
800 553-NETS (6387)  
Fax: 408 527-0883

**Asia Pacific Headquarters**  
Cisco Systems (USA) Pte. Ltd.  
168 Robinson Road  
#28-01 Capital Tower  
Singapore 068912  
www.cisco.com  
Tel: +65 6317 7777  
Fax: +65 6317 7799

**Europe Headquarters**  
Cisco Systems International BV  
Haarlerbergpark  
Haarlerbergweg 13-19  
1101 CH Amsterdam  
The Netherlands  
www-europe.cisco.com  
Tel: +31 0 800 020 0791  
Fax: +31 0 20 357 1100

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## Cisco Networking Academy: Workforce Development in Alabama

Cisco® Networking Academy® is ready to help U.S. workers learn critical IT and networking skills through academies located in high schools, community colleges, four-year colleges, and nontraditional settings. Developing in-demand technical skills in a timely, focused program enables students to quickly find and retain sustainable, high-paying jobs. Academy courses map to industry certifications and prepare students for technical jobs in a new, improved technical infrastructure across the nation. Even students who complete introductory courses will be prepared to work for companies that depend on a technical infrastructure for business sustainability.

“Obama’s pro-tech agenda could increase the number of technology jobs in the United States by 10 percent, adding about 300,000 high-paying IT positions.” –Katherine McGuire, VP of government relations, Business Software Alliance <sup>1</sup>

“Even with this economic downturn, the jobs outlook in IT for 2009 is better than that of many other industries, since IT is no longer at the peripheral of industries but at the core of their competitive edge, and IT will play a critical role in the infrastructure build out.” –David Foote, CEO of Foote Partners LLC, which analyzes IT wages and hiring data <sup>1</sup>

As the U.S. remains focused on economic recovery throughout 2009, there is a growing emphasis on upgrading the educational infrastructure to deliver the required knowledge and skills to build the needed technical workforce to support and maintain technology infrastructure assets and requirements. Just as the interstate highway investment created millions of construction jobs, which were then followed by maintenance and automotive jobs in the long term, so technology investments will initially create jobs necessary to design and deploy technology infrastructure, and these jobs will be followed by an array of new business opportunities.

“Investments in America’s digital infrastructure will spur significant job creation in the immediate term. An investment of \$40 billion in IT network infrastructure in 2009 will create more than 949,000 U.S. jobs, more than half of which will be in small businesses.” –Technology CEO Council press release <sup>2</sup>

Cisco Networking Academy addresses the need for 21<sup>st</sup> century teaching and learning models that prepare students to move into the pipeline of talent needed to fill these high-skill, high-wage, high-demand careers.

“We will enable students of all ages to learn in 21<sup>st</sup> century classrooms, labs, and libraries, to help our students compete with any worker in the world.” –American Recovery and Reinvestment Plan press release <sup>3</sup>

In a recent report, the Information Technology and Innovation Foundation “finds that investments in America’s digital infrastructure will spur significant job creation in the short run. Specifically, ITIF estimates that an additional investment of \$30 billion in America’s IT network infrastructure in 2009 will create approximately 949,000 U.S. jobs.” <sup>4</sup>

<sup>1</sup> Computerworld, 1/5/09, *Stimulus could create thousands of IT jobs*, <http://www.computerworld.com/action/article.do?command=viewArticleBasic&articleId=331783>

<sup>2</sup> Technology CEO Council, Wash. D.C. 1/29/09, [http://www.techceocouncil.org/index.php?option=com\\_content&task=blogsection&id=8&Itemid=159](http://www.techceocouncil.org/index.php?option=com_content&task=blogsection&id=8&Itemid=159)

<sup>3</sup> American Recovery and Reinvestment Plan press release, 1/16/09, <http://appropriations.house.gov/pdf/PressSummary01-15-09.pdf>

<sup>4</sup> ITIF, 1/7/09, *The Digital Road to Recovery: A Stimulus Plan to Create Jobs, Boost Productivity and Revitalize America*, <http://www.itif.org/index.php?id=212>

## IT Occupational Data

Table 5 lists information about IT-related occupations in the United States, and Table 6 lists this information for Alabama.

**Table 5.** Selected IT-Related Occupations in the United States

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007*
	2006	2016	Numeric	Percent		
Computer Support Specialists	552,000	624,000	71,000	21.9	24,000	525,570
Computer Systems Analysts	504,000	650,000	146,000	29	28,000	446,440
Network and Computer Systems Administrators	309,000	393,000	83,000	27	15,000	309,660
Network Systems and Data Communications Analysts	262,000	402,000	140,000	53.4	19,000	216,050
Computer and Information Systems Managers	264,000	307,000	43,000	16.4	9,000	264,990

U.S. Department of Labor, Bureau of Labor Statistics, <http://www.projectionscentral.com>, based on data availability as of October 31, 2008

\*U.S. Department of Labor, Bureau of Labor Statistics, May 2007 State Occupational Employment and Wage Estimates (US), <http://stat.bls.gov/oes/current/oesrcst.htm>

**Table 6.** Selected IT-Related Occupations in Alabama

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007^
	2006	2016	Numeric	Percent		
Computer Support Specialists	5250	6340	270	1.9	27	4820
Computer Systems Analysts	7820	10,270	450	2.8	45	7190
Network and Computer Systems Administrators	3740	5020	215	3	21	3750
Network Systems and Data Communications Analysts	2770	4230	200	4.3	20	2040
Computer and Information Systems Managers	2400	2920	90	2	9	2260

Source: Alabama Department of Industrial Relations, Internet:  
<http://www2.dir.state.al.us/projections/Occupational/Proj2016/Statewide/Computer.aspx>

^ U.S. Department of Labor, Bureau of Labor Statistics, May 2007 State Occupational Employment and Wage Estimates (by state), <http://stat.bls.gov/oes/current/oesrcst.htm>



**Americas Headquarters**  
 Cisco Systems, Inc.  
 170 West Tasman Drive  
 San Jose, CA 95134-1706  
 USA  
[www.cisco.com](http://www.cisco.com)  
 Tel: 408 526-4000  
 800 553-NETS (6387)  
 Fax: 408 527-0883

**Asia Pacific Headquarters**  
 Cisco Systems (USA) Pte. Ltd.  
 168 Robinson Road  
 #28-01 Capital Tower  
 Singapore 068912  
[www.cisco.com](http://www.cisco.com)  
 Tel: +65 6317 7777  
 Fax: +65 6317 7799

**Europe Headquarters**  
 Cisco Systems International BV  
 Haarlerbergpark  
 Haarlerbergweg 13-19  
 1101 CH Amsterdam  
 The Netherlands  
[www-europe.cisco.com](http://www-europe.cisco.com)  
 Tel: +31 0 800 020 0791  
 Fax: +31 0 20 357 1100

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## Alabama Student and Graduate Profile

In 1999, Angela Cupp was a new mother working full-time at Wal-Mart while trying to learn networking, something she had never done or heard about before. “The idea of starting something new was challenging, but my instructors at the Cisco® Networking Academy® and my family helped keep me focused and determined on earning a degree and certification in technology.” In 2000, Angela was one of only two women to complete the Networking Academy course at Gadsden State Community College in Gadsden, Alabama. Currently, Angela works full time as a manager at Deltacom, Inc. “As a manager who has gone through the Networking Academy training, I feel confident in hiring potential candidates who have gone through the program and have achieved the level of technical experience needed to be successful in today’s business industry.”

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**“As a manager who has gone through the Networking Academy training, I feel confident in hiring potential candidates who have gone through the program and have achieved the level of technical experience needed to be successful in today’s business industry.” -Angela Cupp**

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Angela first heard about the Networking Academy through one of her relatives. Though she had virtually no technical experience when she signed up for the Cisco Certified Network Associate (CCNA®) course, she succeeded and obtained her CCNA certification. “I really felt the hands-on lab exercises, small group projects, and instructor one-on-one time led to my success with the program.”

In 2000, Angela joined Deltacom, Inc., a full-service telecommunications and technology solutions company, as a data install technician where she routinely configured Cisco routers remotely for new customers. Throughout the past seven years at Deltacom, Angela has built upon her skills learned in the Networking Academy and advanced through the company from the routing group to the maintenance group where she was recently promoted to manager.

Angela’s future plans include spending quality time with her friends and family, spreading the word about the Networking Academy, and obtaining her bachelor of science degree.



For more information on the Networking Academy at Gadsden State Community College, visit: <http://www.gadsdenstate.edu/>



**Americas Headquarters**  
Cisco Systems, Inc.  
170 West Tasman Drive  
San Jose, CA 95134-1706  
USA  
www.cisco.com  
Tel: 408 526-4000  
800 553-NETS (6387)  
Fax: 408 527-0883

**Asia Pacific Headquarters**  
Cisco Systems (USA) Pte. Ltd.  
168 Robinson Road  
#28-01 Capital Tower  
Singapore 068912  
www.cisco.com  
Tel: +65 6317 7777  
Fax: +65 6317 7799

**Europe Headquarters**  
Cisco Systems International BV  
Haarlerbergpark  
Haarlerbergweg 13-19  
1101 CH Amsterdam  
The Netherlands  
www-europe.cisco.com  
Tel: +31 0 800 020 0791  
Fax: +31 0 20 357 1100

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