



Cisco Networking Academy: Alaska 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 21st 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 21st 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 21st 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 21st 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.

Learn More

Table 1 lists data about academies in Alaska. Table 2 lists information about Networking Academy curricula in Alaska, 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 Alaska

Networking Academy students	451
Female Networking Academy students	10% female
Distinct cumulative academy students (having successfully completed a course)	2328
Academies	11
Academy instructors	20
Total estimated cumulative contribution value to Alaska academies*	\$1,570,243

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 Alaska.

*Sources: AME/MRE report #3616student and instructor enrollment by year 2008.11.24_JBZ_v8.xls

Table 2. Networking Academy Curricula in Alaska

Curriculum	All	ITE	CCNA 1, 2	CCNA 3, 4	Advanced Technologies and Other*
Number of academies by curriculum	11	55%	73%	64%	36%

The above curricula represent the core Networking Academy curricula.

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

Academies often teach multiple curricula and may be counted more than once in this table.

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

Table 3. Alaska Academies and Students by Education Level

Education Level	Total Number	Secondary Schools	Community colleges	Universities	Other
Alaska Students*	451	30%	20%	49%	0%
Alaska Academies*	11	36%	36%	27%	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.



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Active Cisco Networking Academies in Alaska 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 Alaska congressional districts.

Table 4. Networking Academies in Alaska Congressional Districts

Number of Alaska Congressional Districts	Number of Alaska Congressional Districts <u>with</u> Networking Academies	Number of Alaska Congressional Districts <u>without</u> Networking Academies	% Alaska Congressional District Penetration
1	1	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 Alaska 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 – At Large

- *Alaska Vocational Technical Center (Seward)
- Charter College, LLC (ACC) (Anchorage)
- Hutchison Career Center (Fairbanks)
- Kodiak Island School District (Kodiak)
- Matanuska-Susitna Borough School District (Wasilla)
- Matanuska-Susitna College (Palmer)
- North Pole High School (North Pole)
- University of Alaska - Anchorage, Goose Lake Campus (Anchorage)
- University of Alaska Fairbanks, Tanana Valley Camp (Fairbanks)
- University of Alaska Se-Ketchikan (Ketchikan)



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Cisco Networking Academy: Workforce Development in Alaska

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 ¹

“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 ¹

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 ²

Cisco Networking Academy addresses the need for 21st 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 21st century classrooms, labs, and libraries, to help our students compete with any worker in the world.” –American Recovery and Reinvestment Plan press release ³

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.” ⁴

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

² Technology CEO Council, Wash. D.C. 1/29/09, http://www.techceocouncil.org/index.php?option=com_content&task=blogsection&id=8&Itemid=159

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

⁴ 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 Alaska.

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 Alaska

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007 [^]
	2006	2016	Numeric	Percent		
Computer Support Specialists	1007	1142	135	13.4	45	780
Computer Systems Analysts	477	595	118	24.7	25	360
Network and Computer Systems Administrators	536	668	132	24.6	25	640
Network Systems and Data Communications Analysts	217	317	100	46.1	14	310
Computer and Information Systems Managers	373	429	56	15.0	12	410

Source: Email from Brian N. Rae, brian.rae@alaska.gov, Economist, Research & Analysis Section, Alaska Department of Labor & Workforce Development, P.O. Box 115501, Juneau, AK 99811-5501, Telephone: (907) 465-5883, Internet: <http://146.63.75.50/research/iodata/ocproj.htm>

[^] 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>



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Alaska Student and Graduate Profile

When Allen Sagoonick decided to pursue a career in IT (information technology) he wanted to find a program and school that would provide him with the same level of challenge and satisfaction he has experienced by serving his country and community for most of his adult life. His commitment to duty has included enlisting in the Alaska National Guard, joining the United States Marine Corps, and working as a local police officer for eight years.

Allen began his journey into IT when he crashed a computer he had recently purchased, then repaired it himself without any previous computer training or technical support. Once Allen discovered that he had a knack for technology, he began researching education and training programs and found the IT field to be full of opportunities. In his usual disciplined manner, Allen conducted an exhaustive search and selected the Alaska Vocational Technical Center (AVTEC) as his school of choice where he enrolled in the Cisco® Networking Academy Certified Network Associate (CCNA®) course. As Allen notes, “I wasn’t looking for just any school, I was looking for the best school, and AVTEC was the only one that was certified by everyone and his brother.”

Selecting AVTEC and the Networking Academy® has definitely paid off for Allen and others. In fact, 14 of the 16 students in his graduating class were hired two weeks before they graduated. Allen attributes his and the other students’ success to their instructor, Mark Ganser. In Allen’s words, the high employment rate among graduates “shows you how good Mark is. ... He has a lot of success stories.” Allen can’t say enough good things about Mark, who has a deep understanding of networking, and was able “to explain something seven different ways to get through to different people” until it made sense.

Selecting AVTEC and the Cisco Networking Academy has definitely paid off for Allen and others in his class. In fact, 14 of the 16 students in his graduating class were hired two weeks before they graduated.

Mark brushes off the praise, saying that Allen would be successful at anything he chose to do. From Mark’s standpoint, “What sets Allen apart from many others is that he recognizes the responsibility that comes with success: the responsibility to contribute something. Allen actively encourages others from the Northwest Region of Alaska to pursue careers in IT and provides a role model young people can relate to.” Mark adds, “Because of Allen’s encouragement, several other students from the northwest region have attended AVTEC’s program and then returned to Northwestern Alaska to begin their careers.”

Allen is an Inupiat Eskimo who attributes his success to listening to his elders. They taught him to be patient, and to take incremental steps toward a long-term goal. Some of his success is also due to having “a mind like a sponge and a steel trap—I absorb a lot and don’t let it go.” His energy, drive, and positive attitude must also have been factors. While he was enrolled in the academy Allen was balancing being a father to three active children, serving as president of AVTEC’s Student Council, mentoring a troubled youth, and serving in the Alaska National Guard.

Allen is currently employed at Kawerak, Inc., a non-profit corporation that provides education, housing, natural resource management, and economic development services to residents throughout the Bering Strait region. Through his job at Kawerak, Allen is able to continue his focus on giving back. Although he is not literally in the line of fire as an Information Systems Tech at Kawerak, he has faced his share of challenges on the job, including a rigorous travel schedule that was necessary when he was setting up the LAN, MAN, WAN, and providing PC support for a large geographic area roughly the size of the state of Iowa. Having completed the initial set-up, Allen is now responsible for upgrades and ongoing maintenance of the network.

Besides his work at Kawerak, Inc., Allen provides technical support on a contract basis to other organizations in the area. In fact, he is considering starting his own business and is in the process of preparing his business plan. But Allen is not all work and no play. He makes time for personal interests such as hunting, fishing, and reading, and helps his children with special

projects for school or for fun. Between his natural ability to troubleshoot and his personal motto of “no problems, only solutions,” Allen has found his niche. He loves what he does and the quality of his work experience has exceeded his expectations.

His enthusiasm for information technology and networking may be contagious. Allen’s 17-year-old son appears to be leaning toward the IT field. Who knows, AVTEC may soon have a second generation Sagoonick.

When asked what advice he would give to others who may be interested in the Networking Academy, Allen says, “Go do it! It can only help you. Funding might be a problem, but after the Networking Academy you’ll get paid more. ... The benefits are far greater than the initial cost of paying for the program. ... Borrow the money if you have to. It’ll pay off.”

His enthusiasm for information technology and networking may be contagious. Allen’s 17-year-old son appears to be leaning toward the IT field. Who knows, AVTEC may soon have a second generation Sagoonick.

For more information on the Networking Academy at AVTEC, visit: <http://avtec.labor.state.ak.us/>



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