



Cisco Networking Academy: Arkansas 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 Arkansas. Table 2 lists information about Networking Academy curricula in Arkansas, 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 Arkansas

Networking Academy students	2352
Female Networking Academy students	18% female
Distinct cumulative academy students (having successfully completed a course)	8475
Academies	32
Academy instructors	60
Total estimated cumulative contribution value to Arkansas academies*	\$ 4,998,241

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 Arkansas.

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

Table 2. Networking Academy Curricula in Arkansas

Curriculum	All	ITE	CCNA 1, 2	CCNA 3, 4	Advanced Technologies and Other*
Number of academies by curriculum	32	50%	91%	53%	13%

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. Arkansas Academies and Students by Education Level

Education Level	Total Number	Secondary Schools	Community Colleges	Universities	Other
Arkansas Students*	2352	41%	47%	12%	0%
Arkansas Academies*	32	38%	53%	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



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Active Cisco Networking Academies in Arkansas 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 Arkansas congressional districts.

Table 4. Networking Academies in Arkansas Congressional Districts

Number of Arkansas Congressional Districts	Number of Arkansas Congressional Districts <u>with</u> Networking Academies	Number of Arkansas Congressional Districts <u>without</u> Networking Academies	% Arkansas Congressional District Penetration
4	4	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 Arkansas 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

- *Arkansas State University Mountain Home (Mountain Home)
- Arkansas State University Technical Center (Marked Tree)
- Black River Technical College (Pocahontas)
- *Mid-South Community College (West Memphis)
- Mountain Home High School (Mountain Home)
- North Central Vocational Center (Leslie)
- Paragould High School (Paragould)
- Turrell High School (Turrell)
- University of Arkansas Community College At Batesville (Batesville)

Congressional District 2

- *Arkansas State University - Beebe - Regional (Beebe)
- Army National Guard Professional Education Center (North Little Rock)
- Bryant High School (Bryant)
- Conway Area Career Center (Conway)
- Hall Cisco (Little Rock)
- North Pulaski High School (Jacksonville)

- *Pulaski Technical College (North Little Rock)
- Sylvan Hills High School (Sherwood)

Congressional District 3

- Lincoln Consolidated School District (Lincoln)
- *North Arkansas College (Harrison)
- North West Arkansas Community College (Bentonville)
- *University of Arkansas - Fort Smith (Fort Smith)
- WATC Fort Smith (Fort Smith)

Congressional District 4

- Cossatot Community College of the University of Arkansas (De Queen)
- Hope High School (Hope)
- Magnolia Public Schools (Magnolia)
- National Park Community College (Hot Springs)
- Ouachita Technical College (Malvern)
- Prescott High School (Prescott)
- South Arkansas Community College (El Dorado)
- *Southern Arkansas University - Regional (Magnolia)
- Southern Arkansas University Tech (Camden)
- UAM-College of Technology Crossett (Crossett)



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Cisco Networking Academy: Workforce Development in Arkansas

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 Arkansas.

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/oesrcrst.htm>

Table 6. Selected IT-Related Occupations in Arkansas

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007^
	2006	2016	Numeric	Percent		
Computer Support Specialists	3824	4711	887	23.2	207	3750
Computer Systems Analysts	2164	3245	1081	50	165	2040
Network and Computer Systems Administrators	1454	1973	519	35.7	52	1450
Network Systems and Data Communications Analysts	1520	2653	1133	74.5	144	1000
Computer and Information Systems Managers	1089	1367	278	25.5	46	1050

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 (by state), <http://stat.bls.gov/oes/current/oesrcrst.htm>



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Arkansas Student and Graduate Profile

As a former crop dusting pilot, Gil Freitas may have had his “head in the clouds,” but when it came time to change careers, his feet were firmly planted on the ground. Originally from Portugal, Gil developed an interest in flying at a young age, but due to a spinal condition he was not eligible to join the Portuguese Air Force as he had hoped. Undaunted and determined to fly, Gil moved to Brazil to fly in the Amazon and then began piloting crop-dusting planes in other areas of the country. Later, he joined his Brazilian friend in Memphis, Tennessee to help start a crop-dusting business, but his friend’s untimely death only two short months after his arrival caused Gil to re-think his plans. He decided to stay in the United States to learn English and took some computer classes. When a Cisco® Networking Academy® started at Mid-South Community College (MSCC) in nearby West Memphis, Arkansas, Gil enrolled and was soon on his way to a career in information technology (IT).

Gil credits his flying experience with giving him an “aerial” perspective on how to advance along an IT career path. He quickly recognized the value of having networking knowledge, which was a common requirement in many job descriptions, and that a Cisco certification was a “must have” for career advancement. While taking the Networking Academy classes at Mid-South, Gil further developed his technical skills by working as an IT technician collaborating with others to set up the school’s network, all without the benefit of any prior networking experience.

Gil says the Networking Academy experience gave him a strong foundation, and he is convinced that it was a major factor in his being offered the position of Director of Information Technology at East Arkansas Community College in Forrest City, Arkansas.

Since that time, Gil has completed Cisco Certified Network Associate (CCNA®), Cisco Certified Network Professional (CCNP®), and Fundamentals of Network Security courses. Gil says the Networking Academy experience gave him a strong foundation, and he is convinced that it was a major factor in his being offered the position of Director of Information Technology at East Arkansas Community College in Forrest City, Arkansas. As Director of IT, Gil manages four staff members and is responsible for most IT-related issues at the college. Despite working in an academic setting, Gil retains a practical orientation and would encourage prospective students to “maintain a working environment perspective and ask for real-world examples.”

Gil says his academy instructor Bill Vance encouraged and inspired students to learn, promoted teamwork as well as individual effort, and suggested that students bring in real-world situations. “Bill presented the lessons in an understandable way that encouraged beginning students to continue, and was always available for extra help,” says Gil. Although Gil has graduated, he keeps in touch with Bill and, as colleagues, they exchange experiences and information.

Bill says of Gil, “He is successful because he continues to expand his knowledge in IT by always looking for new solutions and reading about new methods of addressing issues. Gil understands that this career field is ever-changing and he is willing to adapt to new technologies as they develop.”

Gil is an insatiable lifelong learner. He is currently taking graduate-level courses in transport and logistics at Embry-Riddle Aeronautical University and, in his spare time, he is learning quantum physics and getting involved in green technologies and renewable resources. Gil attributes his success to persistence and a



desire to learn. From Portugal to Brazil to the United States, Gil has worked hard, followed his passion, and creating his own opportunities. Even if his head was in the clouds, he planted his feet firmly in the Networking Academy, and once he was there his career in IT took off.

For more information on the Networking Academy at Mid-South Community College, visit: <http://www.midsouthcc.edu/>



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