



## Cisco Networking Academy: District of Columbia 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 the District of Columbia. Table 2 lists information about Networking Academy curricula in the District of Columbia, 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 the District of Columbia

<b>Networking Academy students</b>	235
<b>Female Networking Academy students</b>	38% female
<b>Distinct cumulative academy students (having successfully completed a course)</b>	432
<b>Academies</b>	5
<b>Academy instructors</b>	6
<b>Total estimated cumulative contribution value to District of Columbia academies*</b>	\$837,365

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 the District of Columbia.

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

**Table 2.** Networking Academy Curricula in the District of Columbia

Curriculum	All	ITE	CCNA 1, 2	CCNA 3, 4	Advanced Technologies and Other*
<b>Number of academies by curriculum</b>	5	20%	80%	0%	20%

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.** District of Columbia Academies and Students by Education Level

Education Level	Total Number	Secondary Schools	Community Colleges	Universities	Other
District of Columbia Students*	235	80%	0%	20%	0%
District of Columbia Academies*	5	80%	0%	20%	0%

Sources: AME/MRE FULL Package\_10 31 08 Quarterly Metrics Date: Nov 13, 2008 and JZinn email: % academies & students by curriculum (District of Columbia) 1.6.09

\*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 the District of Columbia 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 the District of Columbia congressional districts.

**Table 4.** Networking Academies in the District of Columbia Congressional Districts

Number of District of Columbia Congressional Districts	Number of District of Columbia Congressional Districts <u>with</u> Networking Academies	Number of District of Columbia Congressional Districts <u>without</u> Networking Academies	% District of Columbia 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 District of Columbia 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

- Luke C. Moore (Washington)
- McKinley Technology (Washington)
- Spingarn SHS (Washington)
- University of the District of Columbia (UDC) (Washington)
- Wilson Sr. High School (Washington)



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## Cisco Networking Academy: Workforce Development in the District of Columbia

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 U.S. Table 6 lists this information for District of Columbia.

**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

Source: Email from John N Kangethe, [John.Kangethe@dc.gov](mailto:John.Kangethe@dc.gov), Chief, District of Columbia Office of Labor Market Research and Information, 64 New York Ave. NE., Suite 3035, Washington, D.C. 20002. Telephone: (202) 671-1633 Internet: <http://www.does.dc.gov/does>

\*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 the District of Columbia**

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007^
	2006	2016	Numeric	Percent*		
Computer Support Specialists	4374	4912	538	0.1	189	3950
Computer Systems Analysts	4202	5591	1389	0.3	250	3750
Network and Computer Systems Administrators	4459	5803	1344	0.3	236	4140
Network Systems and Data Communications Analysts	1912	3132	1220	0.6	161	1720
Computer and Information Systems Managers	3439	3794	355	0.1	92	3150

Source: Email from John N. Kangethe, [John.Kangethe@dc.gov](mailto:John.Kangethe@dc.gov), Chief, Office of Labor Market Research and Information, 64 New York Ave. NE., Suite 3035, Washington, D.C. 20002. Telephone: 202 671-1633. Internet: <http://www.does.dc.gov/does>. Data is not posted on any website as of October 2008.

\*Percentages of job growth in this table reflect annual projections.

^ 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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## District of Columbia Student and Graduate Profile

In 2006, Uthman Adamoh-Fanixan was one of only ten students from the Cisco® Networking Academy® at Wilson High School in Washington, D.C. nominated to participate in the Summer Youth Work Enrichment Program, a technical internship with the Department of Employment Services. The opportunity allowed Uthman to gain real-world skills in a fast-paced environment, preparing computer labs for the school district and shadowing technicians. At the end of the six-week program, the group of interns was offered part-time employment throughout the school year. Uthman has since enrolled in college, but he continues to work for the DC. Public Schools in the Office of Information Technology as an information technology (IT) specialist.

Uthman developed a passion for technology at an early age and recalls being inspired in fourth grade by a friend's father who worked in technology. "I remember thinking how cool it was, and how I wanted to learn more. From that point on, I would dismantle our home computers just so I could challenge myself to put them back together." Over the years, Uthman's interest in technology strengthened, and in September 2003 at Wilson High School he signed up for the Cisco Certified Network Associate (CCNA®) course. "I am someone who prefers hands-on learning. I enjoyed the labs because they helped me understand the concepts better and faster than just reading a book and trying to imagine it."

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**"The internship and the Networking Academy course have been extremely influential in my pursuit of a career in IT. Almost every day I apply what I've learned to real-world situations. It's very rewarding."**

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### Uthman Adamoh-Fanixan

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After successfully completing the first semester of CCNA, Uthman was nominated for the Summer Youth Work Enrichment Program. "The internship and the Networking Academy course have been extremely influential in my pursuit of a career in IT. Almost every day I apply what I've learned to real-world situations. It's very rewarding."

In addition to his completing his internship at D.C. Public Schools, Uthman is a sophomore at Frostburg State University in Maryland where he is pursuing a degree in computer science. He says he would ultimately like to complete the CCNA program and receive his CCNA and network security certifications.

For more information on the Cisco Networking Academy at Wilson High School, visit: [www.wilsonhs.org](http://www.wilsonhs.org)



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