



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

|  |             |
|--|-------------|
| <b>Networking Academy students</b>   | 2586        |
| <b>Female Networking Academy students</b>  | 13% female  |
| <b>Distinct cumulative academy students (having successfully completed a course)</b> | 11,779      |
| <b>Academies</b>   | 44          |
| <b>Academy instructors</b>   | 69          |
| <b>Total estimated cumulative contribution value to Minnesota academies*</b>         | \$7,606,331 |

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 Minnesota.

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

**Table 2.** Networking Academy Curricula in Minnesota

| Curriculum                               | All | ITE | CCNA 1, 2 | CCNA 3, 4 | Advanced Technologies and Other* |
|--|-----|-----|-----------|-----------|----------------------------------|
| <b>Number of academies by curriculum</b> | 44  | 50% | 66%       | 43%       | 18%                              |

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. Minnesota Academies and Students by Education Level**

| Education Level             | Total Number | Secondary Schools | Community Colleges | Universities | Other |
|-----------------------------|--------------|-------------------|--------------------|--------------|-------|
| <b>Minnesota Students*</b>  | 2586         | 25%               | 74%                | 0%           | 1%    |
| <b>Minnesota Academies*</b> | 44           | 50%               | 45%                | 0%           | 5%    |

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 Minnesota 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 actively teaching 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 Minnesota congressional districts.

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

| Number of Minnesota Congressional Districts | Number of Minnesota Congressional Districts <u>with</u> Networking Academies | Number of Minnesota Congressional Districts <u>without</u> Networking Academies | % Minnesota Congressional District Penetration |
|---|--|---|--|
| 8   | 8  | 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 Minnesota 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

- Minnesota State College - Southeast Technical (Winona)
- Riverland Community College (Albert Lea)
- Rochester Community and Technical College (Rochester)
- South Central Technical College (North Mankato)

#### Congressional District 2

- Carver Scott Educational Cooperative (Chaska)
- \*Inver Hills Community College (Inver Grove Heights)
- ISD 917 (Rosemount)
- Rosemount High School (Rosemount)

#### Congressional District 3

- \*Anoka-Ramsey CC - CR/Camb (Coon Rapids)
- Hennepin Technical College (Eden Prairie)
- Hopkins High School (Minnetonka)
- Wayzata Public Schools (Plymouth)



#### **Congressional District 4**

- Arlington High School (Saint Paul)
- Century College (White Bear Lake)
- East Metro OIC (Saint Paul)
- Mounds View High School (Arden Hills)
- Saint Paul College (Saint Paul)

#### **Congressional District 5**

- Dunwoody (Columbia Heights)
- Minnesota Statewide Limited Energy JATC (Fridley)

#### **Congressional District 6**

- Buffalo (Buffalo)
- St. Cloud Apollo (Saint Cloud)
- \*St. Cloud Technical College (Saint Cloud)

#### **Congressional District 7**

- Alexandria Technical College (Alexandria)
- Canby Public Schools (Canby)
- Crookston Schools (Crookston)
- Fergus Falls Community College (Fergus Falls)
- Hancock High School (Hancock)
- Hawley High School (Hawley)
- Lake Park/Audobon High School (Lake Park)
- \*Lakes Country Service Cooperative (Fergus Falls)
- Marshall Public Schools (Marshall)
- Minnesota State Community and Technical College (Detroit Lakes)
- Minnesota State Community and Technical College - (Moorhead)
- Northland Community and Technical College - East G (East Grand Forks)  
Perham High School (Perham)
- Red Rock Central (Lamberton)
- Ridgewater College (Hutchinson)

#### **Congressional District 8**

- Albrook High School (Saginaw)
- Cambridge-Isanti High School (Cambridge)
- Cook High School (Cook)

- Hibbing Community College (Hibbing)
- Lake Superior College (Duluth)
- Minnesota State Community and Technical College - (Wadena)

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## Cisco Networking Academy: Workforce Development in Minnesota

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 Minnesota.

**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 Minnesota**

| Occupation                                       | Employment |        | Employment Change |         | Average Annual Openings | Occupational Employment as of May 2007^ |
|--|------------|--------|-------------------|---------|-------------------------|---|
|  | 2006       | 2016   | Numeric           | Percent |                         |   |
| Computer Support Specialists                     | 10,679     | 11,944 | 1265              | 11.8    | 457                     | 12,040                                  |
| Computer Systems Analysts                        | 8982       | 11,132 | 2150              | 23.9    | 453                     | 8340                                    |
| Network and Computer Systems Administrators      | 8690       | 10,716 | 2026              | 23.3    | 401                     | 9880                                    |
| Network Systems and Data Communications Analysts | 5723       | 8666   | 2943              | 51.4    | 411                     | 4980                                    |
| Computer and Information Systems Managers        | 8918       | 10,124 | 1206              | 13.5    | 265                     | 8690                                    |

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/oesrcst.htm>



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## Minnesota Student and Graduate Profile

In 2001, Todd Anderson was a single parent to two children, working full time, and attending college. Although it was a difficult time for him and his family, Todd persevered and graduated from the Cisco® Networking Academy® at Minnesota State and Technical College (MSTC) in Fergus Falls, Minnesota in 2003.

Today, Todd is working full time at Communicating for America Education Programs, LLC as a Webmaster, continuing his studies in computer programming, and pursuing his dream of working in the technology industry. “The Networking Academy was a perfect choice for me. It really exposed a side of computer technology I had never seen and gave me a clear view of how big the world really is.”

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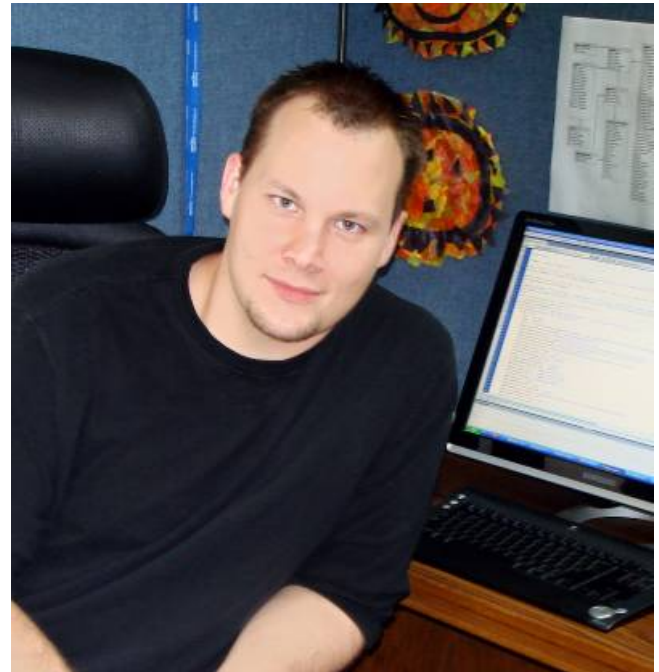
### **Todd Anderson**

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According to Todd, he has always had a strong interest in technology. He remembers being eight years old and working on his first computer. “I believe it was a Macintosh Plus. I fell in love with computers and, at that point, I knew what I wanted to do for the rest of my life.” Todd remembers telling his mother at the age of ten that he wanted to be a computer programmer.

Throughout high school, Todd became more interested in pursuing a path in technology, and once he enrolled at Minnesota State and Technical College in 2001 he began the Networking Academy’s Cisco Certified Network Associate (CCNA®) course.

“The Networking Academy labs were great for hands-on learning, my instructors had excellent understanding of the applied technologies, and the content was detailed and easy to understand.” During Todd’s third semester, he faced a few challenges. “I became a single parent to a one- and a three-year-old.



This was a very difficult and emotional time for me and working to make ends meet made it very difficult to focus on my studies.” Todd’s determination, patience, and desire to learn led him to success. He accepted an internship with a local company where he helped design and set up the company’s network, and by 2003 he had completed his Networking Academy coursework.

In his current position as a Webmaster, Todd’s responsibilities consist of server and network management and administration, computer programming, and hardware management. “The Networking Academy gave me a very clear vision of the entire process of computer communication, which I have used in wide spectrum of computer technologies, such as building online management applications, management of computer networks and operating systems, and even buying new hardware.”

Todd continues to build upon that vision. In September of 2007, he returned to MSTC to continue his studies in computer networking and programming.

For more information on the Networking Academy at Minnesota State and Technical College-Fergus Falls, visit:

[http://www.minnesota.edu/campuses/fergus\\_falls/](http://www.minnesota.edu/campuses/fergus_falls/)

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