



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

<b>Networking Academy students</b>	973
<b>Female Networking Academy students</b>	18% female
<b>Distinct cumulative academy students (having successfully completed a course)</b>	4137
<b>Academies</b>	18
<b>Academy instructors</b>	27
<b>Total estimated cumulative contribution value to Mississippi academies*</b>	\$2,453,784

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 Mississippi.

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

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

Curriculum	All	ITE	CCNA 1, 2	CCNA 3, 4	Advanced Technologies and Other*
<b>Number of academies by curriculum</b>	18	39%	67%	50%	11%

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.** Mississippi Academies and Students by Education Level

Education Level	Total Number	Secondary Schools	Community Colleges	Universities	Other
<b>Mississippi Students*</b>	973	29%	63%	7%	0%
<b>Mississippi Academies*</b>	18	39%	56%	6%	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 Mississippi 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 Mississippi congressional districts.

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

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

- East Mississippi Community College --- Mayhew Camp (Mayhew)
- Itawamba Community College (Tupelo)

#### Congressional District 2

- Copiah-Lincoln Community College (Wesson)

#### Congressional District 3

- Holmes Community College--Ridgeland Campus (Ridgeland)

#### Congressional District 4

- Harrison High School (Gulfport)
- \*Jones County Junior College (Ellisville)
- \*Long Beach High School (Long Beach)
- Mississippi Gulf Coast Community College Jefferson (Gulfport)
- Mississippi Gulf Coast Community College Perkinston (Perkinston)
- Moss Point Separate School Programs (Moss Point)
- North Forrest High School (Hattiesburg)
- Oak Grove HS (Hattiesburg)

- Pearl River Community College (Hattiesburg)
- Pearl River Community College (Poplarville)
- Petal School District Career & Technical Center (Petal)
- Sumrall High School (Sumrall)
- University of Southern Mississippi (Hattiesburg)



**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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## Cisco Networking Academy: Workforce Development in Mississippi

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 Mississippi.

**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 Mississippi**

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007^
	2006	2016	Numeric	Percent		
Computer Support Specialists	2420	2910	490	20.2	125	2430
Computer Systems Analysts	1680	2170	490	29.2	95	1220
Network and Computer Systems Administrators	1260	1680	420	33.3	70	1430
Network Systems and Data Communications Analysts	710	1020	310	43.7	45	490
Computer and Information Systems Managers	780	930	150	19.2	30	840

Source: Email from Roderick Brumfield, Labor Market Analyst Supervisor, [rbrumfield@mdes.ms.gov](mailto:rbrumfield@mdes.ms.gov), Mississippi Department of Employment Security, Labor Market Information Department, Employment Projections Unit, 1235 Echelon Parkway, P.O. Box 1699, Jackson, MS 39215-1699, Telephone: (601) 321-6251, Internet: [www.mdes.ms.gov](http://www.mdes.ms.gov)

^ 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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## Mississippi Student and Graduate Profile

Sometimes finding the right career feels more like climbing a mountain than traveling on a highway. After dropping out of high school, earning his GED, and working different jobs in various fields, Charles Morris wondered if he would ever find his niche. In 2007, as a result of some influence and inspiration from his wife and father-in-law, Charles enrolled at Itawamba Community College (ICC) in Tupelo and starting taking Cisco® Networking Academy® classes. By July of that year, Charles had landed a full-time job as a network and security administrator for a local employer. He has completed all of his coursework and will receive his associate of applied science degree in LAN/computer servicing technology in May 2008.

Interest in networking technology seems to run in the family. Charles first heard of the Networking Academy from his wife Emily who graduated from Itawamba Community College in 1999 with two degrees, one in computer networking technology and one in computer programming technology. Charles says it was tough balancing a full-time job at a furniture factory, school, and family time, but that in the end, "It was very worth the stress!" He enjoyed the hands-on experience of programming routers and working with classmates who shared his technology interests.

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**"Without the technical education I received through the Networking Academy, I would not have this awesome job working in an environment I have grown to love."**

### **Charles Morris**

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Charles says his wife and father-in-law were significant factors in his success. Emily is a hardware coordinator for a local computer repair business and her father is a self-employed technician whom Charles often helped on home theater, wireless, and PC installations. That's when the road straightened out for Charles with the realization that he had found his career. "My wife and her father really influenced me by sharing what they were doing. The more I learned, the more I wanted to know. I realized computer networking is something I knew and something I could do and still stay in the same geographic area."

Besides his wife and father-in-law, Charles credits his instructors as a significant factor in his success with the coursework. "They were more than willing to help out including one-on-one time to break complex ideas into more understandable ones. It made the learning process easier," says Charles. He also appreciated the flexibility the online curriculum provided: "Having the curriculum available online to read and study was especially helpful for me with a family and full-time job. It left the decision with me as to what time I had to dedicate myself to it."

In terms of personal qualities, Charles believes his "strong work ethic, a drive to succeed, and lots of studying" were important factors in his success at the academy. Charles advises others interested in the Networking Academy to "Study and stick with it. It gets hard at times, but is worth it in the end." When Charles is not working, most of his spare time is spent with family, working in the yard, playing video games, and going to concerts.

Charles is currently working as a network and security administrator for Central Service Association (CSA), a not-for-profit association that offers consulting, networking, Internet, hardware, and software sales to more than 100 utilities in eight states. Charles applied and was selected for the position after CSA contacted academy instructors about the job opening.



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**“My wife and her father really influenced me by sharing what they were doing. The more I learned, the more I wanted to know. I realized computer networking is something I knew and something I could do and still stay in the same geographic area.”**

**Charles Morris**

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Not only does his position give Charles the opportunity to continue learning on the job, he also has the flexibility to finish his coursework and, after six months on the job, CSA will reimburse Charles for the cost of acquiring certifications, including the Cisco Certified Network Associate (CCNA®), which Charles intends to earn in 2008.

“I have applied the skills learned through the Networking Academy with my job responsibilities, including monitoring our current WAN connections, installing and maintaining firewalls, routers, and spyware/filtering equipment, and helping customers through any problems they encounter. Without the technical education I received through the Networking Academy, I would not have this awesome job working in an environment I have grown to love.”

Charles enjoys his job and does not see himself leaving any time soon. His career path now is looking more and more like an information highway.

For information on the Networking Academy at Itawamba Community College: [www.iccms.edu](http://www.iccms.edu)



**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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