



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

<b>Networking Academy students</b>	663
<b>Female Networking Academy students</b>	17% female
<b>Distinct cumulative academy students (having successfully completed a course)</b>	4171
<b>Academies</b>	24
<b>Academy instructors</b>	37
<b>Total estimated cumulative contribution value to Montana academies*</b>	\$2,970,727

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 Montana.

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

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

Curriculum	All	ITE	CCNA 1, 2	CCNA 3, 4	Advanced Technologies and Other*
<b>Number of academies by curriculum</b>	24	25%	88%	38%	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.** Montana Academies and Students by Education Level

Education Level	Total Number	Secondary Schools	Community Colleges	Universities	Other
<b>Montana Students*</b>	663	32%	39%	29%	0%
<b>Montana Academies*</b>	24	67%	21%	13%	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 Montana 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 Montana congressional districts.

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

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

- Belgrade High School (Belgrade)
- Belt (Belt)
- BFCC (Browning)
- Billings Career Center (Billings)
- Bozeman High School (Bozeman)
- Browning High School (Browning)
- Butte High School (Butte)
- Central Montana Cisco Academy (Lewistown)
- Fort Benton (Fort Benton)
- Great Falls High (Great Falls)
- Helena High School (Helena)
- Miles Community College (Miles City)
- \*Montana State University - Billings Cot (Billings)
- \*Montana State University - Great Falls (Great Falls)
- \*Montana Tech of the University of Montana (Butte)
- Sentinel High School (Missoula)

- Sunburst High School (Sunburst)
- Trapper Creek Job Corps (Darby)
- Troy High School (Troy)
- UM College of Technology (Missoula)
- University of Montana-Helena- Local/Regional (Helena)
- \*University of Montana-Missoula (Missoula)
- Victor High School (Victor)
- Whitehall High School (Whitehall)



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## Cisco Networking Academy: Workforce Development in Montana

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 Montana.

**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 Montana**

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007^
	2006	2016	Numeric	Percent		
Computer Support Specialists	1111	1319	208	18.7	55	1150
Computer Systems Analysts	684	942	258	37.7	44	690
Network and Computer Systems Administrators	667	860	193	28.9	34	680
Network Systems and Data Communications Analysts	348	536	188	54	26	340
Computer and Information Systems Managers	257	308	51	19.8	9	280

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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## Montana Student and Graduate Profile

After working in the Antarctic for 11 years providing logistical support to research scientists, Sarah Gundlach was ready to master something new. When she returned home to Frenchtown, Montana, Sarah completed several courses at a local technical college. One of these was a one-week program on routers and switches during which she learned about the Cisco® Networking Academy® and Cisco certifications. She was so interested in the material that after the one-week course, she actually tried to pass the Cisco Certified Network Associate (CCNA®) exam. “Imagine my score after one week” says Sarah. Nevertheless, she was hooked and soon enrolled in the Networking Academy at the University of Montana at Missoula. Two years later, Sarah took the exam again, passed, and earned her CCNA certification.

Sarah credits her successful experience in the Networking Academy to her instructors, the text books, the online curriculum, and the hands-on lab experience. “They were all important factors” says Sarah. The labs enabled her to practice router and switch configurations and the books were so valuable that she would often get up at 4a.m. to read and study.

Sometimes getting to class in Frenchtown, which is located in the rugged Montana countryside, could be challenging. The eight miles of unmaintained dirt road could be icy or impassable due to snow or fallen trees. Sarah put her experiences living in Greenland and the Antarctic to good use and ensured she arrived for classes on time.

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**When she was enrolled at the Networking Academy, Sarah was living in a small solar-powered cabin, without running water, that she built herself. She was also running her 160-acre farm and working as an independent technology contractor providing local area network support to small local businesses.**

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Sarah insists that her academy instructors, Penny Jakes and Rhonda Tabish, kept her focused. “Penny is a very good teacher,” says Sarah “she kept in touch with each person to see what they were going through. Penny must have seen something in me and knew I could do better.”

It must have been apparent to her instructors that Sarah was capable of some pretty extraordinary things. When she was enrolled at the Networking Academy, Sarah was living in a small solar-powered cabin, without running water, that she built herself. She was also running her 160-acre farm and working as an independent technology contractor providing local area network support to small local businesses. She did all this after beating kidney cancer in 2003. Clearly, Sarah’s positive attitude, dedication, and strong work ethic were factors in her success.



Now that she’s earned her CCNA certification, Sarah is searching for her dream job as a networking professional and is eager to work as part of an information technology team. “The Networking Academy has provided a very strong background” asserts Sarah. During interviews, Sarah is pleased to be able say that she has actually used the equipment in a lab environment instead of just having simulator experience. Her future plans include becoming a network engineer with Cisco Certified Network Professional (CCNP®) credentials, potentially specializing in VoIP.

When asked what she enjoyed most about the Networking Academy, Sarah replies “the challenge...it was definitely the longest time I ever studied and focused on earning a certification. Passing the CCNA exam was the reward for the hard work.”

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**During interviews, Sarah is pleased to be able say that she has actually used the equipment in a lab environment instead of just having simulator experience.**

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Her advice to others who are interested in the Networking Academy is “stay dedicated to it and don’t stray.” In addition, she suggests “learn the material, don’t just memorize it. Don’t get discouraged ... keep at it, and practice, practice, practice.”

For more information on the Networking Academy at the University of Montana, visit: [www.mso.umt.edu](http://www.mso.umt.edu)

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