



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

Networking Academy students	2068
Female Networking Academy students	15% female
Distinct cumulative academy students (having successfully completed a course)	6874
Academies	33
Academy instructors	70
Total estimated cumulative contribution value to Oklahoma academies*	\$4,018,035

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 Oklahoma.

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

Table 2. Networking Academy Curricula in Oklahoma

Curriculum	All	ITE	CCNA 1, 2	CCNA 3, 4	Advanced Technologies and Other*
Number of academies by curriculum	33	85%	82%	33%	36%

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. Oklahoma Academies and Students by Education Level

Education Level	Total Number	Secondary Schools	Community Colleges	Universities	Other
Oklahoma Students*	2068	31%	50%	13%	6%
Oklahoma Academies*	33	38%	50%	8%	4%

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 Oklahoma 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 Oklahoma congressional districts.

Table 4. Networking Academies in Oklahoma Congressional Districts

Number of Oklahoma Congressional Districts	Number of Oklahoma Congressional Districts <u>with</u> Networking Academies	Number of Oklahoma Congressional Districts <u>without</u> Networking Academies	% Oklahoma Congressional District Penetration
5	5	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 Oklahoma 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

- Broken Arrow CE (Broken Arrow)
- Tri County Technology Center (Bartlesville)
- *Tulsa Technology Center-Riverside Campus (Tulsa)

Congressional District 2

- Indian Capital Muskogee (Muskogee)
- Indian Capital Tahlequah (Tahlequah)
- *Kiamichi Technology Centers (Atoka)
- Kiamichi Technology Center - Durant (Durant)
- Kiamichi Technology Center - Hugo (Hugo)
- Kiamichi Technology Center - Idabel (Idabel)
- Kiamichi Technology Center - McAlester (McAlester)
- Kiamichi Technology Center - Poteau (Poteau)
- Murray State College (Tishomingo)
- Oklahoma State University - Okmulgee (Okmulgee)

Congressional District 3

- Autry Technology Center (Enid)

- Caddo Kiowa TC (Fort Cobb)
- Canadian Valley Technology Center (El Reno)
- Central Tech (Drumright)
- Chisholm Trail Technology Center (Omega)
- High Plains Technology Center (Woodward)
- *Meridian Technology Center (Stillwater)
- Pioneer Technology Center (Ponca City)
- Southwest Technology Center (Altus)
- Western Technology Center (Burns Flat)

Congressional District 4

- Great Plains Technology Center (Lawton)
- Mid-Del Lewis Eubanks Technology Center (Midwest City)

Congressional District 5

- *Francis Tuttle - Bruce Gray Center (Oklahoma City)
- Francis Tuttle – Deer Creek (Edmond)
- Francis Tuttle Net Tech (Oklahoma City)
- Francis Tuttle PC Original (Oklahoma City)
- Gordon Cooper Technology Center (Shawnee)
- Metro Tech Vo Tech #22 (Oklahoma City)
- Oklahoma City Public Schools (Oklahoma City)
- Southern Nazarene University (Bethany)



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Cisco Networking Academy: Workforce Development in Oklahoma

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 Oklahoma.

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 Oklahoma

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007^
	2006	2016	Numeric	Percent		
Computer Support Specialists	9180	10,390	1210	13.2	410	9160
Computer Systems Analysts	3650	4570	920	25.2	190	3730
Network and Computer Systems Administrators	2980	3610	630	21.1	140	2690
Network Systems and Data Communications Analysts	2090	3090	1000	47.9	150	1830
Computer and Information Systems Managers	2130	2350	220	10.3	60	2030

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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Oklahoma Student and Graduate Profile

Otis Surratt Jr. can remember being interested in computers as far back as the age of six. So it wasn't much of a surprise to learn that by his sophomore year in high school, he had started and is now running his own Internet service provider (ISP), OCOSA Communication, LLC that services clients in both the United States and India. By the time Otis graduated from high school, he had completed two Cisco® Networking Academy® courses of study, Cisco Certified Network Associate (CCNA®) and Cisco Certified Network Professional (CCNP®), and had started an internship program for Networking Academy students at his company.

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While attending Booker T. Washington High School, Otis enrolled in and completed both the CCNA and CCNP courses at Tulsa Technology Center where he earned dual credit for his Networking Academy coursework. Somehow Otis also found time to participate in the SkillsUSA competitions, and during his senior year he placed first at the Oklahoma state Internetworking competition.

Otis realized that it was also important for him to give back to his local academy, so he organized an opportunity for students in the program to intern at his company. Students worked with live networks, participated in customer interactions, and shadowed employees.

Although Otis' greatest challenge was managing his ISP while going to school, he says he would not trade this experience, as it set him up for his success. Otis credits the Networking Academy for training him on the use of Cisco equipment, which he uses on a daily basis while managing his ISP.

Otis is currently a sophomore attending the University of Tulsa and plans to obtain his CCNA and CCNP certifications and earn his bachelor of science in information systems technology. He works full time as the Director of Operations for his ISP company and has aspires to start a new telecommunications company, OCOSA TeleCom, LLC.



For more information on the Networking Academy at Tulsa Technology Center, visit:
http://www.tulsatech.com/bcd_econ_dev_tip.htm



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