



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

| | |
|--|-------------|
| Networking Academy students | 640 |
| Female Networking Academy students | 8% female |
| Distinct cumulative academy students (having successfully completed a course) | 2356 |
| Academies | 11 |
| Academy instructors | 13 |
| Total estimated cumulative contribution value to Utah academies* | \$1,460,791 |

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 Utah.

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

Table 2. Networking Academy Curricula in Utah

| Curriculum | All | ITE | CCNA 1, 2 | CCNA 3, 4 | Advanced Technologies and Other* |
|--|-----|-----|-----------|-----------|----------------------------------|
| Number of academies by curriculum | 11 | 64% | 73% | 36% | 9% |

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. Utah Academies and Students by Education Level

| Education Level | Total Number | Secondary Schools | Community Colleges | Universities | Other |
|-----------------|--------------|-------------------|--------------------|--------------|-------|
| Utah Students* | 640 | 33% | 50% | 17% | 0% |
| Utah Academies* | 11 | 45% | 36% | 18% | 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 Utah 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 Utah congressional districts.

Table 4. Networking Academies in Utah Congressional Districts

| Number of Utah Congressional Districts | Number of Utah Congressional Districts <u>with</u> Networking Academies | Number of Utah Congressional Districts <u>without</u> Networking Academies | % Utah Congressional District Penetration |
|--|---|--|---|
| 3 | 3 | 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 Utah 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

- Grantville HS (Grantville)
- Layton High School (Layton)
- Salt Lake City School District Technology Center (Salt Lake City)
- Salt Lake/Tooele ATC (Salt Lake)
- Tooele HS (Tooele)
- *Weber State University (Ogden)

Congressional District 2

- Jordan Career and Technical Education Center (Sandy)
- Southwest ATCSR (Cedar City)

Congressional District 3

- IS&T Dept, Utah Valley State College (Orem)
- Salt Lake Community College (Salt Lake City)
- UCAT Mountainland (Orem)



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Cisco Networking Academy: Workforce Development in Utah

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 Utah.

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 Utah

| Occupation | Employment | | Employment Change | | Average Annual Openings | Occupational Employment as of May 2007^ |
|--|------------|------|-------------------|---------|-------------------------|---|
| | 2006 | 2016 | Numeric | Percent | | |
| Computer Support Specialists | 6230 | 8000 | 1770 | 28.4 | 370 | 5980 |
| Computer Systems Analysts | 2960 | 4320 | 1360 | 46 | 210 | 2650 |
| Network and Computer Systems Administrators | 2960 | 4170 | 1210 | 40.1 | 190 | 2480 |
| Network Systems and Data Communications Analysts | 2490 | 4350 | 1860 | 74.7 | 240 | 1700 |
| Computer and Information Systems Managers | 2090 | 2770 | 680 | 32.5 | 100 | 1960 |

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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Utah Student and Graduate Profile

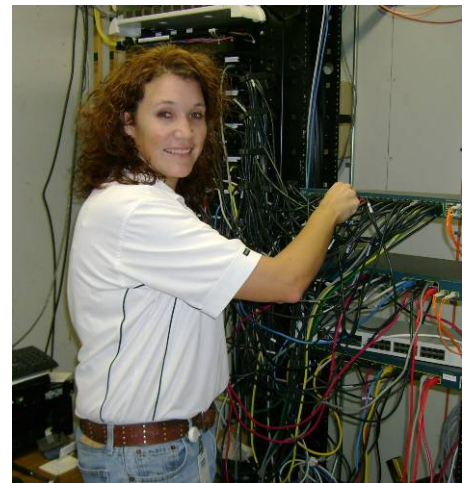
As a single mother with a young son, Rachael Lark worked hard, but never harder than when she was laid off from a major telecommunications provider back in 2002. Rachael was determined to create stability for her son and to give him a better future. So she made a plan, established her goals, and enrolled at Weber State University in Ogden, Utah. It was there that Rachael began taking Cisco® Networking Academy® classes. Within four years she earned a bachelor's of science degree in telecommunications administration and was on her way to earning her Cisco Certified Network Associate (CCNA®) certification. "The Cisco classes were probably the biggest contributors to my self-confidence," says Rachael.

Since Rachel had no prior knowledge or experience in networking, she was nervous about taking the Cisco classes, which were required as part of the telecom program. But Rachael could see that "technology is everywhere you turn, in everything you do. I wanted to be one of the people working in technology and to know the ins and outs of it. I knew that in order to grow my career, I would need to know technology."

Rachael first learned of the Networking Academy through the Weber State telecommunications administration program and her advisor and instructor, Ken Cuddeback. Since Rachel had no prior knowledge or experience in networking, she was nervous about taking the Cisco classes, which were required as part of the telecom program. But Rachael could see that "technology is everywhere you turn, in everything you do. I wanted to be one of the people working in technology and to know the ins and outs of it. I knew that in order to grow my career, I would need to know technology." So with Ken's encouragement and support, Rachael set out to learn networking and telecommunications.

"Watching Rachael grow over the past few years has been an inspiration for me. Seeing her tenacity inspired me to continue working on my Ph.D. knowing that her obstacles were far higher than my own," says Ken.

Being a single mother, working full-time, and attending school full-time made every day a challenge. It was a struggle at times, but Rachael took it day by day, class by class, and paper by paper. "I don't know how I did it," exclaims Rachael, "but I was determined to meet my goal and make a better life for my son and myself." Although the networking courses were challenging, she never gave up, and Rachael is now studying for the Cisco Certified Network Associate (CCNA®) certification exam, which she plans to sit for in 2008. As far as she knows, no woman at Weber State University has earned her CCNA® certification, and Rachael had made up her mind that she will be the first.



In retrospect, Rachael says what she enjoyed most about the Networking Academy was the "experience I gained, the knowledge I never ever imagined I would gain, and the friendships I made." She attributes her success to the course content, instructor, labs, and classmates. "I was able to gain hands-on experience with new and interesting equipment. Without the labs I don't know if I would have been able to fully grasp the ideas. The content and labs gave me a better understanding of what was being taught and to have a knowledgeable instructor available to help out only solidified my success," says Rachael. She especially enjoyed the labs and would deliberately mess something up so she could fix it, experimenting with different paths to solving the problem knowing that real-life situations would require multiple options to problem-solving.

A lot has changed for Rachael. Simply put, Rachael says “I am 100% more confident in everything I do.” She enjoys knowing that she can effectively collaborate with her co-workers as a peer, and that she has earned the respect of her colleagues. Recently married, Rachael is now employed as a telecommunication specialist for MarketStar Corporation and is responsible for the cellular equipment. With MarketStar’s plan to migrate to Cisco Call Manager, Rachael is excited about the experience she will gain assisting in the migration.

Although she was initially nervous about taking the networking courses, Rachel never gave up, and she is now studying for the Cisco Certified Network Associate (CCNA®) certification exam, which she plans to sit for in 2008.

When asked what advice she would give to others who might be interested in the Networking Academy, Rachael says “Don’t give up. No matter how difficult life becomes, don’t give up.”

For more information on the Networking Academy at Webster State University, go to:
<http://departments.weber.edu/ce/pd/Cisco/default.htm>



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