



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

Networking Academy students	299
Female Networking Academy students	17% female
Distinct cumulative academy students (having successfully completed a course)	1645
Academies	13
Academy instructors	16
Total estimated cumulative contribution value to Wyoming academies*	\$1,412,670

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 Wyoming.

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

Table 2. Networking Academy Curricula in Wyoming

Curriculum	All	ITE	CCNA 1, 2	CCNA 3, 4	Advanced Technologies and Other*
Number of academies by curriculum	13	38%	69%	31%	0%

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. Wyoming Academies and Students by Education Level

Education Level	Total Number	Secondary Schools	Community Colleges	Universities	Other
Wyoming Students*	299	46%	52%	0%	2%
Wyoming Academies*	13	50%	46%	0%	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 Wyoming 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 Wyoming congressional districts.

Table 4. Networking Academies in Wyoming Congressional Districts

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

- Big Horn High School (Big Horn)
- Campbell County (Gillette)
- *Central Wyoming College (Riverton)
- Cody High School (Cody)
- Eastern Wyoming College Cisco Academy (Torrington)
- Goshen County School District Local Academy (Torrington)
- KWHS Networking Academy (Casper)
- LCCC Cisco Academy (Cheyenne)
- NWCCD Sheridan College (Sheridan Campus) (Sheridan)
- *Sheridan County School District (Ranchester)
- Sheridan High School (Sheridan)
- Uinta BOCES 1 Education Center (Evanston)



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Cisco Networking Academy: Workforce Development in Wyoming

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 Wyoming.

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 Wyoming

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2007^
	2006	2016	Numeric	Percent		
Computer Support Specialists	389	466	77	19.8	20	420
Computer Systems Analysts	365	514	149	40.8	25	370
Network and Computer Systems Administrators	216	279	63	29.2	11	230
Network Systems and Data Communications Analysts	142	228	86	60.6	12	140
Computer and Information Systems Managers	186	220	34	18.3	6	140

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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Wyoming Student and Graduate Profile

Richard Rohde has achieved a level of success that would have eluded most people given the extraordinary difficulties and setbacks he has experienced. At 25 years of age, Richard has battled Hodgkin's Lymphoma, skin cancer, the death of his father, the loss of his family home, the resulting separation from surviving members of his family, and brief periods of homelessness. Despite all these challenges, Richard received his undergraduate degree, earned a number of industry certifications, and is closing in on earning his Cisco® Certified Network Associate (CCNA®) certification passing three out of the four Cisco Certified Network Professional (CCNP®) exams.

When Richard was a senior at Dubois High School, a counselor told him about the new Cisco Networking Academy® that was starting up at the school. Richard had been interested in computer technology for quite some time, playing video games and helping teachers after school with their computer needs, so he decided to give it a shot. "Doing these things really spiked my interest in technology" says Richard. But around the same time, he was diagnosed with Hodgkin's Lymphoma. Because of his weakened immune system and the chemotherapy he was undergoing, Richard was home-schooled for much of the year and could not attend school with his fellow classmates. With the help of his instructors who would carefully disinfect the equipment, Richard was able to complete the labs after school hours when there were fewer students around.

Because of his weakened immune system and the chemotherapy he was undergoing, Richard was home-schooled for much of the year and could not attend school with his fellow classmates. He did, however, go to school after hours, when there were fewer students around, to complete the labs. His instructors would disinfect the equipment to make it as safe and sterile an environment for Richard as possible.

After high school, Richard took a few Networking Academy classes at the Central Wyoming College and worked as an academy lab tech, tutoring academy students in lower grade levels, and serving as an academy teacher's aide.. When he transferred to the Montana Tech of the University of Montana in Butte, he continued taking Networking Academy classes. In May 2007, Richard graduated with a bachelor of science degree in information technology and design. Richard attributes his past accomplishments to his good attitude, work ethic, and easy-going personality. He is a hard worker who once he sets his mind on doing something, tries his best to carry it out.

When asked what he enjoyed most about the Networking Academy, Richard replies: "The labs, instructors, and fellow classmates. They all contributed to a great learning experience" he says. "The labs were hands-on and I think they gave me skills that will make me marketable in the job market" says Richard. His instructors, in particular, were a great help: "They were interested in me as a person and wanted me to excel in my education." In fact, it was his academy instructor, Martha Davey, who referred Richard to an internship that eventually led to full-time employment. It was also Martha who told Richard about a position that was vacant at Central Wyoming College.

As a result of both of these referrals, Richard is now an IT onsite analyst with Brunton, Inc., with responsibilities related to help desk, desktop support, and hardware maintenance. In addition, Richard serves as a Cisco adjunct instructor at Central Wyoming College, where he teaches the CCNA curriculum. "The Cisco Networking Academy has given me opportunities I would not otherwise have had," says Richard.



When asked what he would say to others who may be interested in the Cisco Networking Academy, Richard replies "I think that it's a very good program. ... It gives you skills that today's employers want to see in their new hires. The Networking

Academy has given me the foundation in technology that I need for today's world." Richard's goal is to become an IT manager and is now working toward obtaining his CCNA certification and has plans to take the CCNP exam as well.

When Richard is not working, he enjoys playing video games, Frisbee golf, fishing, boating, hunting, watching the Green Bay Packers.

For more information on the Networking Academy at Central Wyoming College, visit: www.cwc.edu



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