



## Cisco Networking Academy: Georgia Profile

### Educating the Architects of the Networked Economy

Now in its second decade, Cisco® Networking Academy® has provided more than two million students worldwide with the information technology (IT) and networking skills necessary to compete in the 21st century global economy.

To prepare the Networking Academy for the decade ahead, Cisco has launched innovative new curricula including Cisco Certified Network Associate (CCNA®) Discovery and CCNA Exploration, as well as a new version of IT Essentials called PC Hardware and Software, and updates to the Cisco Certified Network Professional (CCNP®) curriculum. These new courses have been specifically designed to help students be more successful, whether they plan to be IT professionals or are simply seeking a deeper understanding of IT.

Our new courses align to industry certifications, including the recently launched Cisco Certified Entry-Level Technician (CCENT™). In addition to serving as an entry-level certification for employers, CCENT helps meet the new Carl D. Perkins Career and Technical Improvement Act funding requirements.

The new Networking Academy curricula provide seamless educational pathways between secondary and post-secondary institutions and are aligned to national and state education standards for math, science, and language arts. These courses can also help students prepare to pursue degrees related to science, technology, engineering, and math (STEM). In the United States, academies are located in high schools, technical schools, colleges, universities, and community-based organizations with more than 125,000 students enrolled at more than 2300 academies.<sup>†</sup>

As IT continues to be a high-demand job field in the United States, many educational institutions are incorporating IT into their offerings:

- Secondary schools are building pathways for students around the IT career cluster.
- Post-secondary institutions are integrating IT curriculum into degree programs ranging from computer science to networking to business.
- Community colleges and technical schools are providing existing workers with the opportunity to upgrade their skills, pursue additional education, and expand their expertise in technical fields.

Through its proven model of public-private partnerships with education, government, and business, Cisco Networking Academy is addressing the growing need for a pipeline of skilled IT professionals at a time when corporate technology leaders, public sector IT officials, and technology-service-oriented industries are concerned about the lack of a trained technical workforce to fill existing jobs.

<sup>†</sup> Source: AME/MRE FULL Package\_10 31 07 Quarterly Metrics\_v2 Date: November 28, 2007

An academy has a class currently in session or has taught a class, with at least 3 students, within the last 12 months.

A student is enrolled in a class or has taken a class within the last 12 months.

### Learn More

Table 1 lists data about academies in Georgia. Table 2 lists information about Networking Academy curricula in Georgia, 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 Georgia

<b>Networking Academy students</b>	5029
<b>Distinct cumulative academy students (having successfully completed a course)</b>	25,593
<b>Academy instructors</b>	136
<b>Total estimated cumulative contribution value to Georgia academies*</b>	\$10,358,796

Source: AME/MRE FULL Package\_10 31 07 Quarterly Metrics\_v2 Date: November 28, 2007

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 Georgia.

\*Sources: AME/MRE reports 1210\_190810.31.07 Date: November 30, 2007

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

<b>Curriculum</b>	<b>CCNA®</b>	<b>CCNP®</b>	<b>IT Essentials</b>	<b>Security</b>	<b>Wireless</b>
<b>Number of academies by curriculum</b>	56	7	10	6	7

The above curricula represent the core Networking Academy curricula. Panduit Network Infrastructure Essentials, Java, and UNIX are also available.

Academies often teach multiple curricula and may be counted more than once in this table.

Source: AME/MRE rpt 3087 Date: December 5, 2007

**Table 3.** Georgia Academies and Students by Education Level

<b>Education Level</b>	<b>Number of Georgia Academy Students</b>	<b>Percentage of Georgia Students</b>	<b>Number of Georgia Networking Academies</b>	<b>Percentage of Georgia Academies*</b>
<b>Secondary schools</b>	754	15%	22	38%
<b>Community colleges</b>	2917	58%	27	45%
<b>Universities</b>	1308	26%	9	16%
<b>Other</b>	50	1%	1	1%
<b>Total by education level</b>	5029	100%	59	100%

Source: AME/MRE FULL Package\_10 31 07 Quarterly Metrics\_v2 Date: November 28, 2007

Academies represented in "Other" category include the following: community-based organizations, middle schools, the military, nontraditional educational settings, and post-graduate institutions



## Cisco Networking Academy: Workforce Development

If the United States is to remain competitive in this global economy, leading experts believe we must have a trained and educated workforce. And yet the number of U.S. students pursuing careers in science, technology, engineering and math—critical areas for educating the workforce of tomorrow—continues to decline.

Cisco Networking Academy addresses this gap by providing students with the skills needed to succeed in the wide range of careers available today and tomorrow. In addition to integrating IT skills, the Networking Academy also embeds math, science, and language arts skills in the curricula.

### IT Occupational Data

Table 4 lists information about IT-related occupations in the United States, and Table 5 lists this information for Georgia.

**Table 4.** Selected IT-Related Occupations in the United States

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2006*
	2004	2014	Numeric	Percent		
Computer Support Specialists	518,370	637,560	119,190	22	18,300	514,460
Computer Systems Analysts	486,550	639,500	152,960	31	20,800	446,460
Network and Computer Systems Administrators	278,380	385,250	106,870	38	13,770	289,520
Network Systems and Data Communications Analysts	231,270	357,460	126,190	54	15,340	203,710
Computer and Information Systems Managers	280,290	352,920	72,620	25	12,350	251,210

U.S. Department of Labor, Bureau of Labor Statistics, <http://www.bls.gov/oco/oco20024.htm>, based on data availability as of December 2007

\*U.S. Department of Labor, Bureau of Labor Statistics, May 2006 State Occupational Employment and Wage Estimates (US), [http://stat.bls.gov/oes/current/oes\\_nat.htm](http://stat.bls.gov/oes/current/oes_nat.htm)

**Table 5.** Selected IT-Related Occupations in Georgia

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2006^
	2004	2014	Numeric	Percent		
Computer Support Specialists	18,380	24,130	5750	31	800	20,500
Computer Systems Analysts	19,220	25,910	6690	34	890	15,720
Network and Computer Systems Administrators	7790	11,270	3490	44	440	8090
Network Systems and Data Communications Analysts	9420	15,180	5770	61	690	7290
Computer and Information Systems Managers	10,460	13,860	3390	32	530	10,280

U.S. Department of Labor, Bureau of Labor Statistics, <http://www.bls.gov/oco/oco20024.htm>, based on data availability as of December 2007

^ U.S. Department of Labor, Bureau of Labor Statistics, May 2006 State Occupational Employment and Wage Estimates (by state), <http://stat.bls.gov/oes/current/oesrscst.htm>



## Georgia Student and Graduate Profile

Twenty years ago, Freeman Myers joined the United States Army where he began working in the communications field and learning new technologies. In 2005, while stationed at Fort Gordon, Georgia, he enrolled in the Cisco® Networking Academy®. Fort Gordon provides advanced training for military personnel in signal occupational specialties, training more soldiers in its Signal Corps than any other branch training center of the U.S. Army. After completing the Cisco Certified Network Associate (CCNA®) course and certification, Freeman enjoyed his experience at the Networking Academy so much he decided to teach the program to his fellow soldiers.

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**“I know that I’m making an impact on these soldier’s lives. It’s critical to have the technical knowledge in the field where battles are fought. Our soldiers are ensuring that our tactical networks are secure.”**

**Freeman Myers**

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“I know that I’m making an impact on these soldier’s lives,” says Freeman. “It’s critical to have the technical knowledge in the field where battles are fought. Our soldiers are ensuring that our tactical networks are secure. They’re the front-line communicators that provide command and control for our networks and for commanders on the battlefield.”



Prior to being stationed at Fort Gordon, Freeman served in Operation Desert Storm in Iraq, and then in Bosnia, East Timor and Operation Iraqi Freedom. Throughout his military career, Freeman worked in several positions as a network management technician and communications engineer. During Operation Iraqi Freedom, he taught soldiers how to put together data packages consisting of routers, switches, firewalls, and multiplexers. It was at this time that Freeman realized how quickly technology was changing and he wanted to keep up with the latest technological advances.

“I was primarily dealing with line-of-site and satellite transport, multiplexing, and tactical switching. I had always focused on the wide area network (WAN) as a network management technician, but Internet Protocol (IP) was the area in which I was not really proficient. After taking the CCNA courses, I decided I really liked the IP side of the WAN. It seemed as if networking and network services were transforming to IP-based technology and I did not want to become irrelevant. The Cisco program gave me the tools and skills to stay current.”

Within five months of enrolling in the Cisco course, Freeman had completed, graduated, and received his CCNA certification. Shortly afterward, he became one of only two Cisco instructors running the program at Fort Gordon responsible for training Warrant Officers and Non-Commissioned Officers in CCNA. In addition, he trains Department of the Army civilians and contractors in Cisco Certified Network Professional (CCNP®) courses.

Freeman plans to continue his Cisco education and earn both his CCNP and Cisco Certified Internetwork Expert (CCIE®) certifications. In December 2007, he will receive his bachelor’s degree in business. He will begin coursework toward his master’s degree in business technology beginning in January 2008.

For more information on the Networking Academy at Ft. Gordon, visit: <http://www.gordon.army.mil/sit/NMD/opcs.htm>





## Active Cisco Networking Academies in Georgia

### 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 6 lists information about academies in Georgia congressional districts. Custom reports by congressional districts may be run upon request by contacting Melody Buchanan at [Melody.Buchanan@ciscolearning.org](mailto:Melody.Buchanan@ciscolearning.org).

**Table 6.** Networking Academies in Georgia Congressional Districts

Number of Georgia Congressional Districts	Number of Georgia Congressional Districts <u>with</u> Networking Academies	Number of Georgia Congressional Districts <u>without</u> Networking Academies	% Georgia Congressional District Penetration
13	13	0	100%

Academies listed here have taught a class, with at least one student, within the last six months

Source: MRE/Academy Connection, U.S. Congressional District Database Date: January 3, 2008

### Active Georgia Cisco Networking Academies by Congressional District

\* Indicates Cisco Networking Academy Training Center

Academies listed here have taught a class, with at least one student, within the last six months

Source: MRE/Academy Connection, U.S. Congressional District Database Date: December 31, 2007

#### Congressional District 1

- Coastal Georgia Community College (Brunswick)
- Okefenokee Technical College (Waycross)

#### Congressional District 2

- \*Albany Technical College (Albany)
- Carver High School (Columbus)
- Darton College (Albany)
- Calhoun County Board of Education (Morgan)
- South Georgia Technical Institute - Americus (Americus)
- \*Southwest Georgia Technical College (Thomasville)

#### Congressional District 3

- Central Education Center (Newnan)
- \*Columbus Technical College (Columbus)

- Griffin Technical College (Griffin)

- Hardaway High School (Columbus)
- Starr's Mill High School (Fayetteville)
- West Georgia Technical College (Lagrange)

#### Congressional District 4

- \*DeKalb Technical College (Clarkston)
- DeKalb Technical College - Clarkston Campus (Clarkston)
- Rockdale Career Academy (Conyers)
- Southwest Dekalb High School (Decatur)
- Westwood College Atlanta Northlake ATL (ACC) (Atlanta)

#### Congressional District 5

- Atlanta Technical College (Atlanta)
- Georgia Institute of Technology - OIT (Atlanta)

- Herzing College (Atlanta Campus) (ACC) (Atlanta)
- Life Skills Centers and Ministries Inc. (Atlanta)
- Morris Brown College (Atlanta)
- Westwood College Atlanta Midtown ATM(ACC) (Atlanta)

#### **Congressional District 6**

- DeVry University, Atlanta Metro (ACC) (Alpharetta)
- Doraville Academy (Atlanta)

#### **Congressional District 7**

- Microcomputer Technology Academy (Monroe)
- \*Gwinnett Technical College (Lawrenceville)

#### **Congressional District 8**

- \*Central Georgia Technical College - Regional (Macon)
- East Central Technical College (Fitzgerald)
- Heart of Georgia Technical College (Dublin)
- Mercer University (Macon)
- Middle Georgia Technical College (Warner Robins)
- Moultrie Technical Institute (Moultrie)

#### **Congressional District 9**

- Hart County High School (Hartwell)
- \*Lanier Technical College- Forsyth Campus - Regional (Cumming)
- Lanier Technical College- Main Campus - Local (Oakwood)
- South Forsyth High School (Cumming)
- Forsyth Central High School (Cumming)

- \*Dalton State College (Dalton)
- Murray County High School (Chatsworth)
- North Forsyth High School (Cumming)
- Northwestern Technical College (Rock Spring)
- Whitfield County Career Academy (Dalton)

#### **Congressional District 10**

- \*U.S. Army School of Information Technology (Fort Gordon)
- U.S. Army School of Information Technology - OFFIC (Fort Gordon)

#### **Congressional District 11**

- Floyd County Technical High School (Rome)
- Southern Polytechnic State University, Continuing (Marietta)

#### **Congressional District 12**

- Augusta Technical College (Augusta)
- Ogeechee Technical College (Statesboro)
- \*Savannah Technical College (Savannah)
- Swainsboro Technical College (Swainsboro)
- Sandersville Technical College - Cisco Academy (Sandersville)

#### **Congressional District 13**

- Clayton State University (Morrow)
- Lithia Springs High School (Lithia Springs)
- \*Chattahoochee Technical College (Marietta)
- Alexander High School (Douglasville)



## Cisco Networking Academy: Promoting IT Careers

Technology jobs will not only continue to grow, but the role of information technology (IT) workers will continue to evolve since today nearly every company in every industry relies on IT. The skills learned through Cisco Networking Academy lay a critical foundation for almost any profession, even non-IT careers. Networking Academy graduates not only build careers, but also help build businesses, communities, and countries.

If the United States is to remain competitive and continue to innovate in a global economy, we must foster student interest in pursuing technology- and engineering-related careers. A critical strategy in building a technical workforce for the 21st century is the development of seamless programs like Networking Academy that build pathways between secondary and post-secondary institutions and lead to professional career development.

Through the Cisco Promoting IT Careers initiatives, students are introduced to potential careers in IT and networking and given valuable information about pathways to advanced education, certification, and careers.

Visit the Promoting IT Careers Website, <http://www.cisco.com/go/promoteitcareers>, which is dedicated to the following:

- Increasing awareness and interest in opportunities in IT and networking
- Creating interest in IT and networking as a profession
- Helping students establish career goals
- Providing tools and resources to support success as students pursue IT careers
- Creating opportunities for students and graduates to transition from classroom to careers

### Five Ways to Promote IT Careers

The following events and activities engage students at all levels of experience. Valuable tools and resources for each event are available through the Promoting IT Careers Website.

#### 1. Host Your Own All Academy Day

**All Academy Day** is a competition that gives students the chance to show off the skills they have learned in the Networking Academy and to explore career pathways by interacting with IT professionals. Teams of students participate in a series of hands-on events selected from the following options: cable making, component identification, computer building, home networking, quiz bowl, router configuration, TAC/professionalism, and virtual computers. For more information, visit: <http://www.cisco.com/go/allacademyday>

#### 2. Help Students See Your Shadow

Job shadowing can be an important first step in pointing students toward IT careers. You can put on a full **Job Shadow Day** or offer an event as simple as a guest speaker in your classroom. Hearing first-hand about the world of work from IT professionals helps students relate their classroom experiences to the workplace and can inspire students to pursue careers in math, science, and technology. For more information, visit: <http://www.cisco.com/go/jobshadow>

### 3. Introduce Young Students to the World of IT

**Packetville** is a public e-learning portal filled with interactive and educational resources for introducing students aged 8 to 14 to the world of IT. Lesson plans, which are aligned with the standards of the International Society for Technology in Education, include community service projects and career exploration. For more information, visit: <http://www.cisco.com/go/packetville>

### 4. Connect Students with Employers

The Networking Academy is connecting Networking Academy alumni with employers through the Career Connection job board. For more information, visit: <http://cc.netacad.net/home.do>

### 5. Explore the Landscape of IT

This series of **Virtual Field Trips** helps Networking Academy students and instructors explore and understand the landscape of IT and prepare for networking careers, all without leaving the classroom. Designed to engage students early on in their Networking Academy experience, the videos cover a range of topics that encourage students to continue their education and begin early to build their career path. A companion module that accompanies each video reinforces the content from the video. For more information, visit: <http://www.cisco.com/go/virtualfieldtrip>

## Learn More about IT and Networking Careers

- Certification Magazine, “Hot Jobs & Skills for 2007”  
[http://www.certmag.com/articles/templates/CM\\_gen\\_Article\\_template.asp?articleid=2521&zoneid=1](http://www.certmag.com/articles/templates/CM_gen_Article_template.asp?articleid=2521&zoneid=1)
- CNNMoney.com, “Skilled Worker Shortage Hurts U.S.”  
[http://money.cnn.com/2007/01/04/news/economy/jobs\\_outlook/index.htm](http://money.cnn.com/2007/01/04/news/economy/jobs_outlook/index.htm)
- Job Data Resources
  - U.S. Department of Labor Bureau of Labor Statistics, Occupational Employment Statistics  
<http://data.bls.gov/oes/search.jsp>
  - State-Level Job Projections  
<http://www.projectionscentral.com>
- John Chambers on the role of technology in education  
[http://www.forbes.com/opinions/2008/01/23/solutions-education-chambers-oped-cx\\_sli\\_0123chambers.html](http://www.forbes.com/opinions/2008/01/23/solutions-education-chambers-oped-cx_sli_0123chambers.html)
- “The Quiet Crisis,” Shirley Ann Jackson, Ph.D.; President, Rensselaer Polytechnic Institute  
<http://www.rpi.edu/homepage/quietcrisis/>



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