



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

|  |             |
|--|-------------|
| <b>Networking Academy students</b>   | 1185        |
| <b>Distinct cumulative academy students (having successfully completed a course)</b> | 4911        |
| <b>Academy instructors</b>   | 45          |
| <b>Total estimated cumulative contribution value to South Carolina academies*</b>    | \$2,973,965 |

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 South Carolina.

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

**Table 2.** Networking Academy Curricula in South Carolina

| <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> | 20           | 1            | 7                    | 2               | 3               |

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.** South Carolina Academies and Students by Education Level

| <b>Education Level</b>          | <b>Number of South Carolina Academy Students</b> | <b>Percentage of South Carolina Students</b> | <b>Number of South Carolina Networking Academies</b> | <b>Percentage of South Carolina Academies*</b> |
|---------------------------------|--|--|--|--|
| <b>Secondary schools</b>        | 284  | 24%  | 10   | 50%  |
| <b>Community colleges</b>       | 901  | 76%  | 10   | 50%  |
| <b>Universities</b>             | 0  | 0%   | 0  | 0%   |
| <b>Other</b>                    | 0  | 0%   | 0  | 0%   |
| <b>Total by education level</b> | 1185   | 100%   | 20   | 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 U.S., and Table 5 lists this information for South Carolina.

**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 South Carolina

| Occupation                                       | Employment |       | Employment Change |         | Average Annual Openings | Occupational Employment as of May 2006^ |
|--|------------|-------|-------------------|---------|-------------------------|---|
|  | 2004       | 2014  | Numeric           | Percent |                         |   |
| Computer Support Specialists                     | 4,380      | 5,220 | 830               | 18      | 140                     | 4,620                                   |
| Computer Systems Analysts                        | 3,980      | 4,520 | 540               | 13      | 100                     | 4,210                                   |
| Network and Computer Systems Administrators      | 2,160      | 2,490 | 330               | 15      | 60                      | 1,840                                   |
| Network Systems and Data Communications Analysts | 2,860      | 3,310 | 450               | 15      | 80                      | 1,830                                   |
| Computer and Information Systems Managers        | 2,790      | 3,180 | 390               | 13      | 90                      | 2,280                                   |

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/oesrcst.htm>





## South Carolina Student and Graduate Profile

After graduating high school in Texas, Scott Lewis embarked on a journey that led him to South Carolina. With few financial resources but plenty of determination, Scott was able to find success through the Cisco® Networking Academy® at Piedmont Technical College, earning straight A's and eventually becoming technical support engineer at Blue Cross Blue Shield of South Carolina. "I now have a clear direction in life. I am proud of who I am and where I am going, and I know that with the right choices and hard work, I can be successful at whatever I do."

Scott originally enrolled at Piedmont Technical College in 1997 to pursue a degree in business administration. To earn enough money for college, Scott worked nearly 60 hours each week as a bartender and waiter and lived in a friend's garage. "Those first years were tough," Scott recalls, "So I took a break from school so I could earn some money." To help out, his manager at the restaurant where Scott worked offered Scott a room in his home and even let Scott borrow his car. "I was blown away. You don't meet people like that every day."

Through those difficult times, Scott never lost his desire to pursue his education. Even though he had never been on the Internet and considered himself "PC illiterate," when he came across a flyer promoting the Networking Academy at Piedmont Tech, Scott decided to enroll in the Networking Academy's Cisco Certified Network Associate (CCNA®) course. "I didn't even know what Cisco was, but I knew I didn't want to wait tables forever, so I decided to take charge of my life." Soon he was taking classes full time while working part time at the college as a network technician troubleshooting networks and repairing computers.

Scott's academy instructor Norm Wiseman was a source of inspiration for Scott. "He was always there for me. I knew nothing about computers and networking before I started his class. Norm and the Networking Academy gave me the confidence to pursue my career goals."

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**"The Networking Academy changed my life. It gave me a career path and the direction I needed to succeed."**

**Scott Lewis**

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Scott was able to take advantage of a National Science Foundation scholarship while at Piedmont Tech and graduated in 2004 with an associate's degree in computer technology. Scott's instructor wasn't surprised by Scott's success, "Scott was one of my best students and received top grades."

Scott continued working for the college until 2006 when he interviewed at Blue Cross Blue Shield of South Carolina as a desktop support technician. "I was hired the day of my interview. I believe having gone through the CCNA course gave them an idea of my capabilities." Scott has since been promoted within the company to third level network technical support engineer. He attended a rigorous six month entry-level training program offered by his company to advance his technology skills.

Scott plans to earn his CCNA certification within the next few months. "The Networking Academy changed my life. It gave me a career path and the direction I needed to succeed. Over the three years I have been in the IT field, I have learned to seek out challenges and to never stop trying. You don't really know what you're capable of until you push yourself."

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**Even though he had never been on the Internet and considered himself “PC illiterate,” when he came across a flyer promoting the Networking Academy at Piedmont Tech, Scott decided to enroll in the Networking Academy’s CCNA course.**

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To learn more about the Networking Academy at Piedmont Technical College visit: <http://www.ptc.edu/>



## Active Cisco Networking Academies in South Carolina

### 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 South Carolina 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 South Carolina Congressional Districts

| Number of South Carolina Congressional Districts | Number of South Carolina Congressional Districts <u>with</u> Networking Academies | Number of South Carolina Congressional Districts <u>without</u> Networking Academies | % South Carolina Congressional District Penetration |
|--|---|--|---|
| 6  | 6   | 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 South Carolina 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

- \*Horry-Georgetown Technical College (Myrtle Beach)
- \*Trident Technical College (North Charleston)

#### Congressional District 2

- Lexington School District One Cisco Academy (Lexington)
- \*Midlands Technical College (West Columbia)
- Richland District 1 Cisco Local Academy (Columbia)
- Swansea High Cisco Local Academy (Swansea)

#### Congressional District 3

- Piedmont Technical College (Greenwood)

#### Congressional District 4

- Greenville Technical College (Greenville)
- \*Spartanburg Technical College (Spartanburg)

**Congressional District 5**

- Central Carolina Technical College (Sumter)
- Florence-Darlington Technical College - Regional (Florence)
- Floyd D Johnson Technology Center (York)
- Northeastern Technical College (Cheraw)
- Rock Hill School Dist3 Applied Tech. CTR. (Rock Hill)
- \*York Technical College (Rock Hill)

**Congressional District 6**

- Garrett Academy (North Charleston)
- \*Orangeburg Calhoun Technical College (Orangeburg)
- Orangeburg Consolidated District Five Technology C (Orangeburg)



## 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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