



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

<b>Networking Academy students</b>	5509
<b>Distinct cumulative academy students (having successfully completed a course)</b>	23,109
<b>Academy instructors</b>	157
<b>Total estimated cumulative contribution value to Florida academies*</b>	\$12,369,665

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 Florida.

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

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

<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>	75	8	35	4	8

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.** Florida Academies and Students by Education Level

<b>Education Level</b>	<b>Number of Florida Academy Students</b>	<b>Percentage of Florida Students</b>	<b>Number of Florida Networking Academies</b>	<b>Percentage of Florida Academies*</b>
<b>Secondary schools</b>	2479	45%	45	51%
<b>Community colleges</b>	2424	44%	34	39%
<b>Universities</b>	441	8%	7	8%
<b>Other</b>	165	3%	2	2%
<b>Total by education level</b>	5509	100%	88	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 Florida.

**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 Florida

Occupation	Employment		Employment Change		Average Annual Openings	Occupational Employment as of May 2006^
	2004	2014	Numeric	Percent		
Computer Support Specialists	31,290	40,230	8940	28	1280	28,190
Computer Systems Analysts	24,640	33,440	8800	35	1160	22,250
Network and Computer Systems Administrators	12,650	18,380	5740	45	710	12,990
Network Systems and Data Communications Analysts	16,920	26,720	9810	57	1180	15,620
Computer and Information Systems Managers	8170	10,710	2540	31	400	7380

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>





## Florida Student and Graduate Profile

The best advice Ohamien Uhakheme received was that “luck is nothing more than preparation and opportunity.” Heeding that advice, Ohamien prepared himself early on for a career in information technology (IT) and proactively sought out opportunities. He enrolled in Cisco® Networking Academy® when he was a sophomore at Mainland High School and has been charging ahead ever since.

Ohamien is passionate about technology. Even as a high school student, he dedicated significant amounts of time to the academy, making it a real priority. “Technology is fun and challenging,” says Ohamien. “It takes time and perseverance to learn everything about a technology, but when it’s all done you end up feeling like the hero, or at the very least it seems like you’ve accomplished something for yourself or your team.”

Ohamien’s commitment to preparing himself and creating opportunities was apparent early on. He knew he would have to work his way through college, and without a car, the job would have to be on campus. So when Ohamien learned he had been admitted to the University of Central Florida, he set his sights on the University’s Network Operations Center and called to see if they were hiring. As “luck” would have it, there was an immediate job opening. Ohamien had already earned his Cisco Certified Network Associate (CCNA®) certification by the time he graduated from Mainland High School, which proved to be a distinct competitive advantage. He beat out two other candidates for the job. From Ohamien’s perspective, “I had my goals, I had my priorities, and my plan had to happen.”

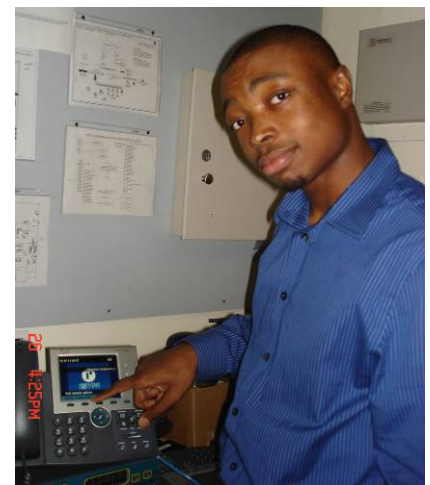
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**“If it were not for the Networking Academy I wouldn’t be where I am today. ... Everything I needed to know in my job I learned in high school through the Networking Academy. My bachelor’s degree was a necessity to get hired, but the experience I got in high school is what I use today on a day-to-day basis.”**

### Ohamien Uhakheme

In addition to graduating with a bachelor of science degree in information systems technology, Ohamien has earned a number of other Cisco certifications, including CCNP®, CCDA®, CQS-Rich Media®, CQS-Unity Design®, and CCVP®. He is currently working for The Revere Group, a global business and IT solutions consultancy, Cisco Premier Certified Partner, and Cisco SMB Select Partner. As a senior consultant, infrastructure engineer, and Cisco partner manager, Ohamien implements and supports Cisco products for clients, including Cisco VoIP, unified communications projects, and advanced security with Adaptive Security Algorithm and VPN.

Ohamien credits the Networking Academy for giving him the fundamentals upon which his career has been built. He says instructor Darrell Radford kept the class interesting and the labs were fun and a great opportunity to apply what he was learning. “If it were not for the Networking Academy I wouldn’t be where I am today. It was a great jump start. ... Everything I needed to know in my job I learned in high school through the Networking Academy. My bachelor’s degree was a necessity to get hired, but the experience I got in high school is what I use today on a day-to-day basis.” Ohamien’s plans for the future include earning his Cisco Certified Internet Expert (CCIE®) certification in either voice or routing/switching, continuing his career with Cisco technology, and advancing within The Revere Group.



In addition to working hard, Ohamien also plays hard. When he is not working, he is likely running, playing soccer, or keeping up with his 14-month old daughter. Ohamien's advice to others who may be considering the Networking Academy is "Your heart must really be into Cisco devices and technology. If you have that covered you should be fine. The material isn't difficult, but it may take time to understand. Stick with it. It is well worth it."

For more information on the Networking Academy at Mainland High School, visit: <http://www.acmtmhs.org/>



## Active Cisco Networking Academies in Florida

### 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 Florida 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 Florida Congressional Districts

Number of Florida Congressional Districts	Number of Florida Congressional Districts <u>with</u> Networking Academies	Number of Florida Congressional Districts <u>without</u> Networking Academies	% Florida Congressional District Penetration
25	24	1	96%

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 Florida 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

- George Stone Area Vo-Tech Center (Pensacola)
- IT Institute @ Niceville High School (Niceville)
- Locklin Technical Center (Milton)
- Navarre High School (Navarre)
- Okaloosa-Walton Community College (Niceville)
- \*Pensacola Junior College (Pensacola)

- \*Florida Community College At Jacksonville (Regional) (Jacksonville)
- Florida Community College At Jacksonville Downtown (Jacksonville)
- Valencia Community College, West Campus (Orlando)
- William Raines High School (Jacksonville)
- Winter Park Tech (Winter Park)

#### Congressional District 2

- Bay High School (Panama City)
- FAMU-FSU College of Engineering (Tallahassee)
- \*Tallahassee Community College (Tallahassee)

#### Congressional District 4

- Florida Community College At Jacksonville Kent (Local) (Jacksonville)
- Ft. White High School (Fort White)
- Lake City Community College (Lake City)
- Lincoln High School (Tallahassee)
- \*North Florida Community College (Madison)

#### Congressional District 3

- Crooms Academy of Information Technology (Sanford)
- DeVry University, Orlando (ACC) (Orlando)

- \*North Florida Community College - CATC (Madison)

#### **Congressional District 5**

- Pasco-Hernando Community College (New Port Richey)

#### **Congressional District 6**

- Santa Fe Community College - Regional (Gainesville)

#### **Congressional District 7**

- Lyman High School (Longwood)
- \*Mainland High School (Daytona Beach)
- \*Seminole Community College (Sanford)

#### **Congressional District 8**

- Westside Tech (Winter Garden)

#### **Congressional District 9**

- \*St. Petersburg College (Clearwater)

#### **Congressional District 11**

- Business Economics Technology Academy (Beta) (St Petersburg)
- Erwin Technical Center (Tampa)
- Hillsborough Community College (Tampa)
- Leto High School (Tampa)
- Middleton High School (Tampa)
- \*School District of Hillsborough County (Tampa)
- Tampa Bay Technical High School (Tampa)

#### **Congressional District 12**

- Aparicio/Levy Technical Center (Tampa)
- Polk Community College - Lakeland (Lakeland)
- \*Polk Community College - Winter Haven (Winter Haven)

#### **Congressional District 13**

- Desoto County High School (Arcadia)

- \*Manatee Community College - Regional (Bradenton)

- Manatee Technical Institute (Bradenton)

- \*Sarasota County Technical Institute (Sarasota)

#### **Congressional District 14**

- International College (Naples)
- Lee County High Tech Center North (Cape Coral)

#### **Congressional District 15**

- Brevard Community College (Melbourne)
- Eau Gallie High School (Melbourne)
- TECO(Kissimmee)
- \*Valencia Community College, Osceola Campus (Kissimmee)

#### **Congressional District 16**

- Charlotte Technical Center (Port Charlotte)
- South Florida Community College (Avon Park)

#### **Congressional District 17**

- McArthur High School (Hollywood)
- Miami Central High School (Miami)
- Miami Dade Community College - North Campus (Miami)
- William H. Turner Technical Arts High School (Miami)

#### **Congressional District 18**

- Coral Shores High School, Monroe County, FL (Tavernier)
- \*Miami Dade College (Miami)
- Miami Dade Community College - Wolfson Campus (Miami)
- Miami-Dade Community College - Interamerican (Miami)
- \*Miami-Dade County Public Schools (Miami)
- South Miami Senior High School (Miami)
- The English Center (Miami)

**Congressional District 19**

- Atlantic Technical Center (Margate)
- West Boca High (Boca Raton)

**Congressional District 20**

- \*Broward Community College (Davie)
- McFatter Technical Center (Davie)

**Congressional District 21**

- American Senior High School (Hialeah)
- Miami Killian High School (Miami)
- Miami Lakes Educational Center (Miami Lakes)
- Miami Palmetto Senior High School (Miami)

**Congressional District 22**

- Palm Beach Community College (Lake Worth)
- South Tech Academy (Boynton Beach)

**Congressional District 23**

- Indian River Community College (Fort Pierce)
- \*Lincoln College of Technology (ACC) (West Palm Beach)

**Congressional District 24**

- Cocoa High School (Cocoa)
- Titusville High School (Titusville)

**Congressional District 25**

- Felix Varela Senior High (Miami)
- G Holmes Braddock (Miami)
- Homestead Senior High School (Homestead)
- John A Ferguson Senior High (Miami)
- Miami Dade Community College - Kendall (Miami)
- Miami Southridge High School (Miami)
- Miami Sunset Senior High School (Miami)
- Robert Morgan Educational Center (Miami)





## 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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