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CTE®



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OVERVIEW

This publication contains guidelines for secondary career and technical education (CTE) and CTE early middle college (EMC) program advisory committees as they work to improve CTE programs.

The Program Advisory Committee Tool Kit details key roles of program advisory committees and offers a general process to follow, as well as templates. The tool kit has been designed to help facilitate communication and to enhance the program advisory committee. Originally, the tool kit was developed by a committee consisting of field representatives. It has been updated by the Office of Career and Technical Education (OCTE) staff to reflect current changes and updates for CTE programs.

PROGRAM ADVISORY COMMITTEES

Program advisory committees are a required component of state-approved CTE programs under the Strengthening Career and Technical Education for the 21st Century Act of 2018, commonly referred to as [Perkins V](#). Expertise of individuals from related business and industry play an essential role in providing high-quality CTE programs, in addition to fostering the development of a trained and educated workforce. Program advisory committees determine the need for the program in the comprehensive high school or technical center.

The primary purpose of a program advisory committee is to serve as a resource and a connection to the workplace for CTE teachers, administrators, and students. The CTE program advisory committee guides the local education agency (LEA) with planning, development, implementation, operation, promotion, evaluation, and maintenance of the CTE program that result in continuous program improvement. A program advisory committee provides input on the following:

- Business and industry processes, equipment, and replication of work environments
- Input on the process to plan and implement relevant CTE programs
- Workforce needs for employers
- Worker knowledge and skill needs
- Recruitment of additional business and industry partners
- A plan for safety training in the classroom and in work-based learning (WBL) settings
- Related WBL experiences for students
- Access, equity, and inclusion within the program
- Professional development opportunities
- Ways to include early college credit opportunities

Program advisory committee members may assist in the classroom with activities and program requirements.

The program advisory committee majority membership must be from local or area business and industry. The program advisory committee chairperson MUST be from business/industry.

The SPOPS representative may come from many different positions: Special Education teacher or consultant, a paraprofessional, a parent/guardian, family advocate or others who have a broad understanding of SPOPS.

Postsecondary partner participation facilitates alignment of program academic and technical skills with the postsecondary curriculum.

It may be advantageous for identical CTE programs, within a district, to operate a collaborative program advisory committee, with industry representatives from each school. While some regions or districts may desire to collaborate, only one collaborative regional program advisory committee meeting may count annually. At these meetings, each program must be represented by industry members from their local committee. For a regional meeting to meet CTE requirements, all meeting criteria must be met. An outline of tips for instructors can be found in [Appendix F](#).

SELECTING PROGRAM ADVISORY COMMITTEE MEMBERS

Program advisory committees must include representatives from the appropriate program-specific business and industry, a representative from SPOPS, postsecondary representation and a parent/guardian. Representation on the committee should reflect persons from all genders, racial, and ethnic minorities represented within the community. Business and industry members should be from a variety of different businesses.

Non-voting members may include administrators, counselors, students, academic teachers, labor and community representatives (i.e., Tribal organizations).

Member Selection

The CTE instructor, CTE school administrator, and current program advisory committee members should identify potential new member candidates. Potential program advisory committee members must possess knowledge, skills, and experience in the CTE program area they serve.

The first step to a good program advisory committee is establishing the required membership roster. The program advisory committee roster contains at least seven members, and the majority must be representatives of business and industry specific to the Classification of Instructional Program (CIP) code area. OCTE recommends that committees be seven to ten members so that the group is large enough to provide varied perspectives but not so large that it is difficult to reach consensus. The program advisory committee majority membership must be from local or area business and industry.

Program advisory committee members may not represent more than one group on the committee. The roster must contain the contact information for the members and include their committee role. Once potential members have been determined, they should be sent a letter of invitation. The letter will detail what duties will be expected should they choose to be part of the committee.

Program Advisory Committee Member Criteria

Due to the interest in maintaining high quality state-approved CTE programs, careful consideration should be used when selecting the members of a program advisory committee. These individuals will be a foundation for the growth and success of the program. The following criteria can serve as a guide for identifying individuals who will serve as invaluable resources to the program:

- **Experience:** Members must have had successful first-hand employment experience in the respective areas being served. These individuals have developed respect and merit throughout their field and between their associates.
- **Willingness to Commit Time:** Members selected must be willing to make allotted time sacrifices for the betterment of these programs.
- **Character:** Members, typically recommended to serve by their colleagues, exhibit a strong sense of responsibility and civic mindedness.

Once potential members are established, letters should be sent to outline the goals and purpose of the committee and to offer the opportunity to serve as a member (see [Appendix A](#)). A telephone call may be necessary to determine availability and willingness to serve.

It is recommended that member input is sought when scheduling meeting dates. The committee must meet minimally two times per year and each meeting must have an established agenda, meeting minutes, and a sign-in sheet or list of members who attended the meeting.

Terms of Service

Program advisory committee member terms should be established. Term limits promote a continuous flow of new ideas that help keep the committee's advice current and relevant. The most common organization is a three-year term of service, staggered so that one-third of the membership is replaced or renewed each year. Rotating terms offers the following advantages:

- Terms are long enough for members to become thoroughly familiar with the committee's purpose and potential.
- Members in the second or third year of their terms have the benefit of experience, while newly appointed members add fresh ideas and perspectives.
- Members are more likely to give their time freely when the term of service is predetermined.

Teachers are encouraged to update program advisory committee membership and recruit new members. They should also encourage effective program advisory committee members to serve two consecutive terms.

Please refer to [Appendix B](#) for sample letter of appointment.

Please refer to [Appendix G](#) for a sample of the program advisory committee roster.

ROLE OF PROGRAM ADVISORY COMMITTEE

Program advisory committees perform a wide variety of functions. Program advisory committee members serve voluntarily. Their role is to provide guidance and support for the program. They have no legal status to change or implement policy.

Teachers should work with program advisory committee chairpersons to determine appropriate topics and input needed. The following lists include activities that may provide direction on how a program advisory committee can improve the CTE programs.

Support Curriculum and Instruction

- Identify and expand the use of new technologies in the industry
- Review technology standards in the curriculum
- Compare course content with competencies and tasks
- Analyze course content and sequence for relevance
- Review curriculum to ensure that it meets business needs and industry standards and is inclusive
- Assist with incorporating employability skills in the curriculum
- Review and recommend instructional materials
- Assist in developing and validating skills tests
- Recommend and/or identify postsecondary and or industry-recognized credentials which reflect the standards learned and can be obtained by students in the program.
- Advise on local labor market needs and trends
- Recommend safety policies and procedures
- Promote and assist in maintaining quality programs
- Provide support to the implementation of program standards
- Provide WBL opportunities
- Endorse new program applications as appropriate
- Collaborate with postsecondary to assure seamless transition for students and early college credit opportunities

Assist with Program Review

- Participate in OCTE Technical Review Assistance and Compliance (TRAC) program Classification of Instruction Program (CIP) Self-Reviews
- Review and recommend appropriate program materials and supplies
- Participate in program evaluation
- Assist in planning for program improvement
- Help to develop a curricular plan which will enable students to complete all standards and competencies of the program
- Review program safety training
- Review student performance standards
- Assess, recommend, and/or provide equipment and facilities to replicate industry
- Identify industry credentials that align with the program standards
- Review student follow-up reports
- Conduct community and occupational surveys
- Identify new and emerging occupations
- Recommend new programs or eliminate/refocus obsolete programs
- Participate in long-term planning
- Identify additional early college credit opportunities

Assist with Recruitment and Job Placement

- Identify industry-recognized credentials that could lead to employment
- Assist students to develop resumes and interview skills
- Identify and provide WBL opportunities for students in Career Awareness, Career Exploration, Career Preparation, Career Training and Registered Apprenticeships.
- Notify program instructors of entry-level job openings for students
- Develop strategies to recruit non-traditional students and expand placement opportunities

Support Student Leadership/Career and Technical Student Organization

- Assist in developing student leadership/career and technical student organization (CTSO), and judging competitive skill events
- Sponsor student organization activities
- Conduct leadership development activities

- Assist students with career development
- Evaluate student portfolios
- Assist in student competency assessment
- Provide sponsorship opportunities and support for students to attend competitive events

Provide Staff Development

- Review professional development plans to ensure instructors are attending state level program and industry professional development each year
- Support counseling, paraprofessional, and teaching staff attendance at conferences
- Invite CTE instructors to participate in industry professional development activities and professional association meetings
- Provide instructors with retraining/back-to-industry and summer opportunities for technical upgrading
- Conduct workplace tours for staff and students

Support Community/Public Relations

- Promote the CTE program to employers, communities, local school boards and the media
- Assist in recognizing outstanding students, teachers, and community leaders
- Open houses to expose the community to the many opportunities and activities for students in the program
- Assist in developing a marketing plan which reflects nondiscriminatory school policy and promotes a diverse student population in the program

Identify Resources

- Provide tours and field trips, job shadowing experiences, and guest speakers
- Leverage community resources and facilitate community partnerships
- Provide input on program budget, facilities, and equipment needs

Support Legislation

- Advocate for CTE programs with legislators
- Arrange tours of CTE programs for legislators
- Involve legislators in CTE program events
- Support local millage to enhance CTE programs

RESPONSIBILITIES OF THE CTE INSTRUCTOR

The duties of CTE instructor include:

- Facilitate meeting arrangements
- Prepare an agenda for program advisory committee meetings (see [Appendix C](#)) in consultation with the chairperson and/or CTE/school administrator
- Recommend potential program advisory committee members to the CTE/school administrator
- Provide a CTE program overview to program advisory committee members annually
- Inform committee members of program needs
- Notify committee members of future plans
- Maintain records of committee roster, agenda, and minutes of meeting for TRAC CIP Self-Review
- Distribute committee minutes within two weeks to the CTE/school administrator and membership for review and action
- Foster communication with committee members via email, phone, and/or personal visits to business sites
- Determine meeting times that accommodate the majority of business and industry membership
- Encourage participation of business and industry partners in the CTE classroom and program (see [Appendix D](#))
- Assure "All Aspects of the Industry" are included in the curriculum/program
- Nominate program advisory committee members to participate in review and revision of related CTE program standards, as requested
- Invite program advisory committee members to evaluate student performance on skills testing
- Request program advisory committee members to provide WBL opportunities for students
- Annual review of CTE and CTE EMC programs of study and early college credit options.

RESPONSIBILITIES OF THE PROGRAM ADVISORY COMMITTEE CHAIRPERSON

The role of the committee's chairperson is to provide direction and to serve as a spokesperson for the program advisory committee. The chairperson of the committee must be an individual from business and industry, who possesses knowledge of the needs of the program related business and industry.

This person should serve a minimum of one school year and be appointed/reappointed annually (usually at the first meeting of the school year).

The duties of the chairperson include:

- Coordinate the planning and developing of an agenda for each meeting with the CTE instructor
- Preside at committee meetings, giving members the opportunity to express their opinions, give advice, and make recommendations
- Provide input, when appropriate, to the CTE school administrator and/or school board regarding the committee's findings and recommendations
- Serve as the spokesperson for the committee in meetings with CTE/school administrators, as necessary
- Appoint a representative to facilitate the meetings in the chair's absence

RESPONSIBILITIES OF THE CTE/SCHOOL ADMINISTRATOR

The administrator must provide leadership in establishing and maintaining program advisory committees and give the necessary support and assistance to CTE instructors as they carry out their duties and responsibilities.

Realizing the important contributions that business and industry participants can make to improve the total education process, the CTE/school administrator should place a high priority on program advisory committees.

The duties of the CTE school administrator include:

- Meet with the program advisory committees as necessary
- Review the program advisory committee minutes
- Respond to program advisory committee recommendations
- Monitor CTE and CTE EMC programs to assure compliance with OCTE program advisory committee requirements, including two meetings annually
- Facilitate program advisory committee meetings, as needed
- Ensure committee members are recognized and thanked for their participation (see [Appendix E](#))
- Assist CTE instructors in identifying potential program advisory committee members
- Assist the CTE instructor in informing the school board and other administration members of the committee recommendations and plans for the program

NEW PROGRAM APPLICATION PROCESS

When considering a new program application, the program advisory committee is vital to becoming a state-approved program. Each CTE program must have a local program advisory committee.

To be considered for approval, your first program advisory committee meeting must occur prior to submitting your [New CTE Program Application](#). Regional advisory committee meetings will not meet these criteria.

The new program application will require submission of the following items:

- Membership roster reflecting representatives from the program specific business, industry, and community agencies. Be sure to record the members who attend each meeting in the minutes (see [Appendix G](#))
- Meeting minutes (see [Appendix H](#))
- Additional requirements may apply for individual CIP codes.

If these items are missing, you will receive a request for modification and be required to submit proper documentation within ten days. Programs will be denied if this information is not properly submitted.

EARLY MIDDLE COLLEGE ADDITIONAL REQUIREMENTS

When completing a CTE Early Middle College (EMC) Program Application in the [CTE Portal](#) there are additional requirements that must be covered in a program advisory committee meeting.

1. The Program of Study (POS) for students must be approved by the Program Advisory Committee (see [Appendix H](#)). This must include:
 - a. How students will complete the final (fifth year) math/math related course to meet Michigan Merit Curriculum (MMC) requirements
 - b. How students will meet the pupil membership requirement that a pupil must be enrolled in a course that counts toward high school credit during each count period ([MMC requirements and pupil membership](#))
 - c. What classes will be taken at the college and how these relate to CTE
 - d. How many credits students will earn at the community college and what certification, credential, or degree they will receive from the college
2. The program advisory committee chairperson must sign off on the assurances page.
3. The community college must also sign off on the assurance page.
4. Work with postsecondary to ensure articulated credit is on the postsecondary transcript at the time the student graduates from high school. This is a pupil accounting requirement for on-track graduation of an EMC student.
5. Students must be enrolled in a math or math related course their final year of high school to meet MMC. Consider the strength of the student in math when determining to offer the course fall or spring semester. The local district determines which course(s) contains enough math content.
6. Be sure to check the assurance list for all items which must be covered in a program advisory committee meeting which will be used for a new CTE EMC Program.

APPENDICES

Appendix A Sample Letter of Invitation to Join Program Advisory Committee

Appendix B Sample Letter of Appointment to Program Advisory Committee

Appendix C Template for Program Advisory Committee Meeting Agenda and
Minutes

Appendix D Sample Invitation to Business Partners to Present in the Classroom

Appendix E Recognition of Program Advisory Committee Members

Appendix F Tips for Instructors

Appendix G Template – Program Advisory Committee Roster

Appendix H Sample CTE EMC Five-Year Program of Study

Appendix A: Sample Letter of Invitation to Join Program Advisory Committee

[Letterhead]

[Date]

[Name], [Title] [Business Name] [Street Address]
[City, State, Zip Code]

Dear [Name]:

[School Name] is seeking advice and assistance from key business and industry partners to keep our state-approved Career and Technical Education (CTE) programs relevant. You have been identified as an individual with expertise in the [CTE Program Name] area.

We would like to invite you to become a member of our [CTE Program Name] program advisory committee, which meets a **minimum** of two times a year. The purpose of the program advisory committee is to provide assistance and recommendations for the continuous improvement of our CTE program.

We are looking forward to working with you and the other program advisory committee members. We will be contacting you with more details. Feel free to contact [Appropriate Contact Person Name] at [Phone/Email].

Thank you for your consideration.

Sincerely,

[Appropriate Signature]

[Name of Administrator and/or Teacher] [Title]

Appendix B - Sample Letter of Appointment to Program Advisory Committee

[Letterhead]

[Date]

[Name], [Title] [Business Name] [Street Address]
[City, State, Zip Code]

Dear [Name]:

Thank you for your willingness to serve on [Committee Name] program advisory committee.

This letter is to inform you that your appointment to the [Committee Name] Program Advisory Committee is effective beginning [Month] [Year] and ending [Month] [Year].

The [First/Next] meeting of the committee will be held at [Place], in [Room Number], on [Date], at [Time].

We wish to thank you for accepting this committee appointment. We appreciate your willingness to assist us in supporting career and technical education opportunities for students in our community.

[Note any enclosures and add any specific information to your school such as parking, security, etc.]

Sincerely,

[Appropriate Signature]

[Name of Administrator and/or Chair of Committee] [Title] cc: [Appointee's Supervisor]

Appendix C - Template for Program Advisory Committee Meeting Agenda and Minutes

[Letterhead] [Name of School]
Program Advisory Committee - [Name of Program] [Date,
Time, Location]

Agenda/Meeting Minutes

Chairperson:

Note Taker:

Timekeeper:

Attendees with Affiliations:

Introductions

Role of Advisory Members, Select a Chairperson for the Committee
[Conclusion]
[Action Items, Responsible Party, Deadline]

Program Updates

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Curriculum Offered, Courses Offered, and Segments Covered

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Facilities and Maintenance of Program - Information from tour of facilities and equipment being used in the program

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

CTSO / Student Leadership Development

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Work-Based Learning

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Program Data – Participants, Concentrators, Completers, Technical Skills, Non-Traditional Students

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Industry Certifications and Assessments

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Early Middle College Course of Study for Students and Planned Student Supports (For EMC Programs Only)

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Early Middle College Certificate or Degree Earned (For EMC Programs Only)

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Educational Materials - Software, Textbooks, and Other Items

[Discussion Notes]
[Conclusion]
[Action Items, Responsible Party, Deadline]

Note: These topics might be spread over two meetings.

Appendix D - Sample Invitation to Business Partners to Present in the Classroom

[Letterhead]

[Date]

[Name], [Title] [Business Name] [Street Address]
[City, State, Zip Code]

Dear [Name]:

Dear Program Advisory Committee Member:

One of my goals this year is to provide students with relevant lessons presented by professionals in [Program Area]. Learning about [Topic] from someone in the field would offer more depth and significance for students than a traditional lesson.

Because of your expertise, I would like to invite you to talk to my students about [Topic].

I will call you to schedule details and discuss equipment needs, as well as any preliminary knowledge students need prior to your presentation.

Thank you in advance for sharing your time and experience.

Sincerely,

[Appropriate Signature]

[CTE Instructor's Name]
[Email Address]
[Phone Number]

Appendix E - Recognition of Program Advisory Committee Members

The following strategies and techniques have been used to reward and recognize committee members:

1. Publicly recognize members by name and introduce them at meetings.
2. Send a letter of appreciation to the program advisory member's supervisor.
3. Issue press releases to the media, announcing member appointments.
4. Send personal letters of appreciation upon completion of tasks at the conclusion of the terms of service.
5. Award members a framed certificate of appreciation or plaque at the conclusion of their service.
6. Recognize the contributions of individual members or subcommittees in the media.
7. Invite members to program events, such as student banquets, competitions, or graduation.
8. Display members' names on a plaque in classroom or lobby of school.
9. Recognize program advisory committee members at a Board of Education meeting.
10. Place a banner or company logo from committee members in the classroom.

Appendix F - Tips for Instructors

- Poll members to determine the most convenient meeting time.
- Determine the preferred method of communication of each member.
- Develop a draft agenda prior to a meeting and consult the chairperson for input.
- Ensure meetings are a forum for input from business and industry, and postsecondary.
- Meet often enough to establish working relationships and accomplish workplans.
- Foster communication about program specific topics at meetings.
- Follow-up on recommendations from program advisory committee members and communicate the results to them.
- Encourage members to visit the school's CTE programs and/or facilitate a student meeting for an open question-and-answer session with students.
- Avoid asking members to complete work that can be handled by school staff.
- Keep members informed of current and pending legislation affecting CTE.
- Send reminder announcements of meetings one month in advance.
- Send the agenda out two weeks in advance of meetings and call or email members the day before the meeting.
- Ensure meetings do not last more than 90 minutes. Use agenda effectively.
- Disseminate minutes within two weeks after meetings.
- Provide members with current committee rosters. Keep rosters revised and current.
- Replace inactive members. Ask current members to recommend new members.
- If issues that require immediate attention arise, meet individually or with at least two or three members at a time.
- Keep the committee active. Continually solicit and consider their advice.
- Publicly recognize program advisory committee members.

Appendix G - Template – Program Advisory Committee Roster

The completed roster must be uploaded into the CIP Self-Review

Program Advisory Committee Roster						
For 20XX-20XX	District and Building	CIP Code and Program				
Committee Position (add / remove lines as needed)	Name	Company Name and Address	Position	Email	Phone	Signature for sign in (If needed by CEPD)
Voting Members						
Chairperson (must be from business and industry)						
Business and Industry						
Business and Industry						
Business and Industry						
Business and Industry						
Business and Industry						
Parent / Guardian						
Post Secondary Representative						
Special Populations Representative						
Non-Voting Members						
Teacher						
Administrator						
Student						
Counselor						
Community						

Appendix H - Sample CTE EMC Student Five-Year Program of Study

Michigan School District Early Middle College

Student Name:	Michigan Student	Certificate/Degree Program:	Associate Degree Business Administration
Career Cluster:	Business	College:	Michigan Community College
Secondary CIP Code:	52.0201	Total College Credits Available:	63

9th Grade

1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
English	English	English	English	English 101 3 credits	COMM 131 3 credits
Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	SOCY 191 3 credits	PSYC 281 3 credits
World Language	World Language	Physical Education	Health	World Language	World Language
Elective(s)	Elective(s)	Elective(s)	Elective(s)	CTE Business Class	CTE Business Class

Total College Credits 0

Total College Credits 0

Total College Credits 12

12th Grade

1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
CTE Business Class/ACCT 201 3 credits	CTE Business Class/BUSN 104 3 credits	ECON 221* 3 credits	MGMT 283 3 credits
Math 115 4 credits	Math 130 4 credits	MGMT 181 3 credits	BUSN 294** 4 credits
MKTG 108 3 credits	BUSN 106 3 credits	MGMT 186 3 credits	MKTG 253 3 credits
ENG 102 3 credits	BUSN 261 3 credits	MKTG 250 3 credits	MKTG 257 3 credits

Total College Credits 26

Total College Credits 25

*Final year math and counts high school credit

**counts for high school credit

[Michigan Merit Curriculum \(MMC\)](#) = 4 credits English, 4 credits math (math experience in the final year), 1 credit physical education & health, 3 credits science, 3 credits social studies, 2 credits world language, 1 credit visual performing, & applied arts (VPAA), ½ credit Personal Finance and an online learning experience. Students completing [state approved CTE programs](#) may meet some MMC, world language, and VPAA requirements. Reference [MCL 380.1278a](#) and [MCL 380.1278b](#). [Leveraging Career and Technical Education to Support Implementation of the Michigan Merit Curriculum](#). [Pupil Membership Requirement](#).



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