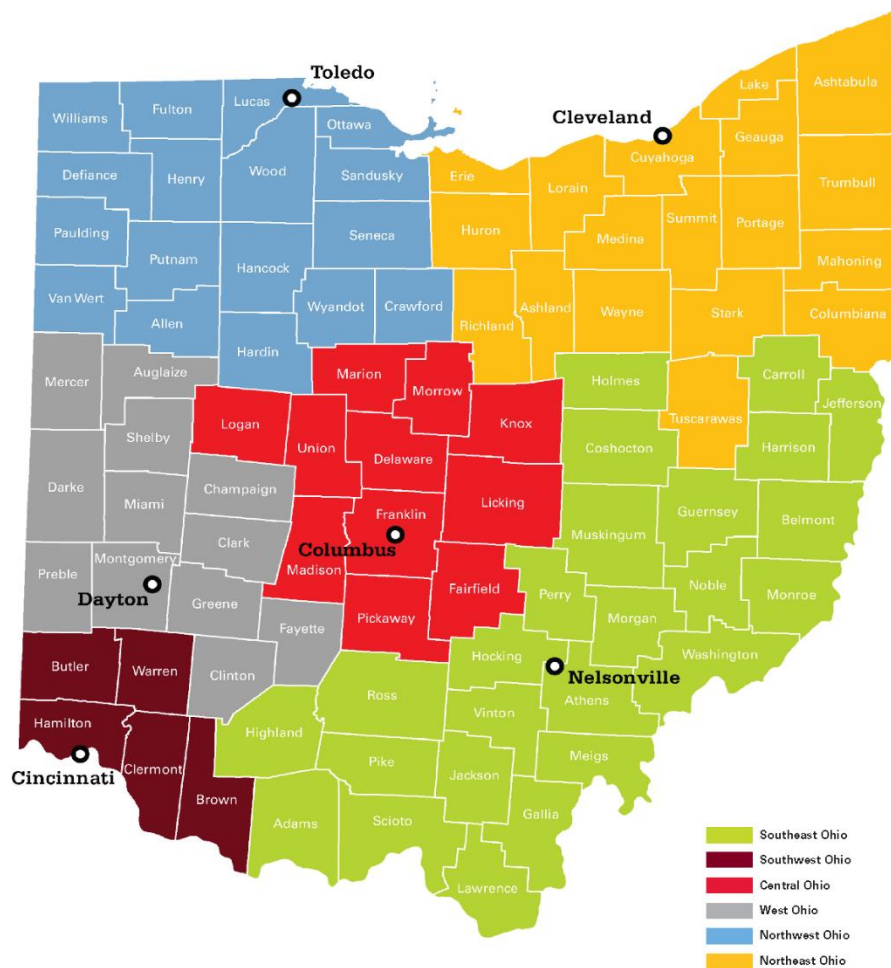


# 2024-2025 Business Advisory Council Plan Template

The Ohio Department of Education and Workforce recommends using this template and the optional award addendum for your Business Advisory Council plan. However, feel free to use any extra space for additional initiatives that you list based on how much space is allocated in the template. You can add extra rows to the tables to include more than two initiatives for each quality practice.

Identify the Structure and Name of the Business Advisory Council: (School District, Educational Service Center, Joint Vocational School District or Independent Collaborative)

[JobsOhio Region](#) in which business advisory council operates:



List all member districts Represented by the Business Advisory Council:

District	District Primary Contact and Role	Primary Contact Email	District Secondary Contact and Role	Secondary Contact Email
EATON COMMUNITY SCHOOLS	JEFF PARKER; SUPERINTENDENT	JPARKER@EATON.K12.OH.US	NOT APPLICABLE	NOT APPLICABLE
NATIONAL TRAIL LOCAL SCHOOL DISTRICT	JENNIFER COUCH; SUPERINTENDENT	JCOUCH@NATIONALTRAIL.US	NOT APPLICABLE	NOT APPLICABLE
PREBLE SHAWNEE LOCAL SCHOOL DISTRICT	TODD BOWLING; SUPERINTENDENT	BOWLINGT@PSARROWS.COM	NOT APPLICABLE	NOT APPLICABLE
TRI-COUNTY NORTH LOCAL SCHOOL DISTRICT	WILLIAM DERRINGER; SUPERINTENDENT	BILL.DERRINGER@TCNSCHOOLS.ORG	NOT APPLICABLE	NOT APPLICABLE
TWIN VALLEY SOUTH LOCAL SCHOOL DISTRICT	SCOTT COTTINGIM; SUPERINTENDENT	SCOTTINGIM@TVS.K12.OH.US	NOT APPLICABLE	NOT APPLICABLE
PREBLE COUNTY ESC	MIKE DERRINGER SUPERINTENDENT	MIKE.DERRINGER@PREBLECOUNTYESC.ORG	NOT APPLICABLE	NOT APPLICABLE

Note: May add cells as needed.

List business advisory council members (business, higher education, community partners, for example). List industries represented on the business advisory council based on [Ohio's Top Jobs](#) classification. Include workforce boards, economic development, higher education, and community partners.

Business Advisory Council Member	Title	Email	Industry
Darrel Cottle	Financial Advisor	Darrel.Cottle@edwardjones.com	Finance-Edward Jones
Melissa Reimers	Human Resources	melissa.reimers@parker.com	Manufacturing-Parker Hannifin

Perrica Short	Director Assistant	pshort@prebledev.com	PC Development Partnership
Justin Sommer	Executive Director	jsommer@prebledev.com	PC Development Partnership
Rachael Vonderhaar	Commissioner	rvonderhaar@prebco.org	Government-County Commissioner
Jennifer Couch	Superintendent	jcouch@nationaltrail.us	Education-National Trail Schools
Jeff Parker	Superintendent	jparker@eaton.k12.oh.us	Education-Eaton Community Schools
Todd Bowling	Superintendent	bowlingt@psarrows.com	Education-Preble Shawnee Schools
Scott Cottingim	Superintendent	scottingim@tvs.k12.oh.us	Education-Twin Valley South Schools
Bill Derringer	Superintendent	bill.derringer@tcnschools.org	Education-Tri-County North Schools
Mike Derringer	Superintendent	mike.derringer@preblecountyesc.org	Education-Preble County ESC
Shelly Lykins	ESC Board Member	shelly.lykins@preblecountyesc.org	Education-Preble County ESC Board
Rodney Creech	Owner & State Representative	creech@lawn-plus.com	Agriculture-Lawn Plus
Angela Erbaugh	Executive Director	aerbaugh@daytonrma.org	Dayton Region Manufacturers Assn
Amy Schrimpf	Vice President	aschrimpf@daytonrma.org	Dayton Region Manufacturers Assn
Steve Rumpke	Owner	steve.rumpke@rumpke.com	Logistics-Regional Waste Management
Mark Adams	Owner	mark@adamspaintinginc.com	Trades-Paint
Tom McQuiston	Owner-Farmer	t.mcquiston@butlerrural.coop	Energy-Butler Rural Electric
Amy Weaver	Senior Financial Officer	amy.weaver@e-farmcredit.com	Agriculture-Farm Credit Services
Amy Funkhouser	Human Resources	AFunkhouser@hennypenny.com	Manufacturing-Henny Penny
Brooke Snyder	Preble Co. Youth Coordinator	bsnyder@jobworksinc.org	Ohio Means Jobs (Jobs Works, Inc)
Tommy Renfro	K-12 Future Wrkfrce Dev. Lead	trenfro@shookconstruction.com	Trades-Shook construction
Heather Morton	Community Outreach	hmorton@medship.health	Health-Medship
Mike Simpson	Preble Co. Sheriff	msimpson@preblecountysheriff.org	Law & Corrections
John Liddy	Director of Engineering	jliddy@bullentech.com	Manufacturing-Bullen Ultrasonics
Denver Norris	Sr. Agronomy Specialist	Denver.Norris@keystonecoop.com	Agriculture-Keystone
Pete Ferriell	Vice President	pferriell@somervillenb.com	Banking-Somerville National Bank

Andrew Bekemeier	Chief	andybekemeier@eatonfireoh.org	Public Safety-Eaton Fire & EMS
Ehan Tauscher	Enrollment Manager	etauscher@edisonohio.edu	Education-Edison State
Ryan VanLoo	Human Resources Lead	ryan.vanloo@metallus.com	Manufacturing-Metallus
Dillon Gilbert	Manufacturing Safety Lead	dgilbert@prattindustries.com	Manufacturing-Lewisburg Container of Pratt, Inc.
John Lay	President/CEO	john@techforceonsite.net	Info Tech-Techforce Onsite
Sara Shoemaker	Owner	sshoe@shoemakermasonry.com	Trades-Masonry Construction, LLC
Kyle Siefring	Manufacturing Manager	Kyle.Siefring@ipaper.com	Manufacturing-International Paper
Maria Morgan	Community Outreach	mmorgan@prebledd.org	Human Services-Preble County DD
Laura White	Project LIFE	laura.white@preblecountyesc.org	Education- Project LIFE Coordinator

Note: May add cells as needed.

## Schedule of Meetings

Planning meetings for the (Academic Year) school year include:

Quarter 1 Meeting: October 9, 2024	Quarter 2 Meeting: December 11, 2024
Quarter 3 Meeting: February 12, 2025	Quarter 4 Meeting: April 9, 2025

Note: Some business advisory councils may choose to meet more frequently; Please include any planned meeting in the schedule.

# Business Advisory Council Mission and Vision for the 2024-2025 School Year

Business advisory councils operate under [three quality practices](#): **Develop Professional Skills for Future Careers, Build Partnerships, and Coordinate Experiences.**

## DEVELOP PROFESSIONAL SKILLS FOR FUTURE CAREERS

Describe how the business advisory council plans to **Develop Professional Skills for Future Careers** for the 2024-2025 school year.

- Describe the plan, including initiatives, projects, or events. Include specific districts impacted by initiative(s), and list all businesses involved.

**Our BAC Plan below has been annually reviewed and modified as a five-year set of strategic initiatives outlined below for K-12 students and educators in 100% of Preble County school districts.**

**BAC members have met with educators for their involvement in the plan, shared multiple resources and even professional development where applicable to help with the implementation of the plan.**

Those items highlighted in **green** are operational with the support and involvement of BAC members. Those items highlighted in **yellow** are to be additionally addressed during the 2024-2025 year with the remaining items in the plan to be expanded upon in the future.

The integration of identified professional skills and career trend data is included from BAC input at the various grade levels. As a priority of the BAC, educator engagement, along with student participation with employers who are involved in the classrooms or events/experiences are shared in the plan below and the related initiatives #1 through #8.

Grade	Preble County Career Connections: Developing Professional Skills for Future Careers
<b>K</b>  2023 and beyond	<p><b>Education &amp; Training</b></p> <ul style="list-style-type: none"> <li>• Teachers have been provided professional development and guidance with a set of lesson outlines and guiding questions to enhance the experience for students</li> </ul> <p>Administration            Administrative Support            Professional Support Services</p> <ul style="list-style-type: none"> <li>• Bus Driver</li> <li>• Counselor</li> <li>• Food Service</li> <li>• Librarian</li> <li>• Nurse</li> <li>• Teaching/Training</li> <li>• Technology Director</li> </ul>

Grade	<p style="text-align: center;"><b>Preble County Career Connections: Developing Professional Skills for Future Careers</b></p>
<p style="font-size: 2em; font-weight: bold;">1</p> <p>2023 and beyond</p>	<p><b>Law, Public Safety, Corrections, and Security</b></p> <ul style="list-style-type: none"> <li>Teachers have been provided professional development and guidance with a set of lesson outlines and guiding questions to enhance the experience for students</li> </ul> <p>Law enforcement services Emergency services Fire management services</p> <p>English Language Arts(1) Strand Reading: Foundational Skills Topic Print Concepts Career Connection: During shared reading, select a text with an alphabet theme that highlights different skills used across many careers (e.g., My Teacher Can Teach...Anyone! by W. Nikola-Lisa). After the read aloud, lead a discussion with students allowing them to identify how these skills relate to both the classroom and workplace.</p>
<p style="font-size: 2em; font-weight: bold;">2</p> <p>2023 and beyond</p>	<p><b>Health Sciences</b></p> <ul style="list-style-type: none"> <li>Teachers have been provided professional development and guidance with a set of lesson outlines and guiding questions to enhance the experience for students</li> </ul> <p>Nurse / Nurse Assistant Doctor Optometrist Dentist Pharmacists / Technician</p> <p>English Language Arts (2) Strand Writing Topic Production and Distribution of Writing Instructional Strategies - Career Connection: Invite your school's technology director or another technology professional from the community to discuss how integrating technology in to a presentation strengthens and supports the speaker's message, rather than a tool used for delivering the message. Then, students will create a presentation that shares their personal strengths and interests, while demonstrating their skills for integrating technology and writing, speaking, and listening.</p>

Grade	<p align="center"><b>Preble County Career Connections: Developing Professional Skills for Future Careers</b></p>
<p align="center"><b>3</b></p> <p>2021 and beyond</p>	<p><b>Agriculture, Food, &amp; Natural Resources</b></p> <ul style="list-style-type: none"> <li>• Agriculture STEM Day provides hands-on learning experiences in the following taxonomy areas for students as well as their teachers: <ul style="list-style-type: none"> <li>• Agribusiness systems</li> <li>• Animal systems</li> <li>• Environmental services</li> <li>• Food products &amp; processing</li> <li>• Natural resources</li> <li>• Plant systems</li> <li>• Power, structural, &amp; technical systems</li> </ul> </li> </ul> <p><b>Sponsoring of a Career Club (Possibly in partnership with 4H)</b></p> <ul style="list-style-type: none"> <li>- Career activities and speakers monthly after school</li> <li>- T-shirts awarded after attending 4 monthly meetings</li> </ul> <p>English Language Arts (3) Strand Reading: Literature Topic Key Ideas and Details</p> <p>Instructional Strategies and Resources – Career Connection: When focusing on understanding characters, students will choose an individually or group read text that includes characters that represent various careers (e.g., Community Helpers). Students will assume the role of a chosen character. Students may choose to dress like the character, include character-specific props, or make character puppets.</p>
<p align="center"><b>4</b></p> <p>2021 and beyond</p>	<p><b>Exploring 8 of the 16 Career Clusters</b> (Ten-minute stations for each) providing students with experiences and teachers with professional development in the Career Cluster areas below.</p> <ul style="list-style-type: none"> <li>• Architecture &amp; Construction</li> <li>• Business Mgmt &amp; Administration</li> <li>• Finance</li> <li>• Health Services</li> <li>• Human Services</li> <li>• Law, Public Safety, Corrections, &amp; Security</li> <li>• Marketing</li> <li>• Transportation, Distribution, &amp; Logistics</li> </ul> <p><b>Follow with Career Train display and sponsorship of Career Dress Up day</b></p> <p>English Language Arts (4) Strand: Language Topic: Vocabulary Acquisition and Use Enduring Understanding</p> <p>Instructional Strategies and Resources- Career Connection: Using the Frayer Model, students will determine and clarify the meaning of unknown terms related to career readiness and provide characteristics, examples and non-examples of each term within the organizer. Conduct a class discussion guiding students through examples of characteristics of career readiness (e.g., Career Ready Practices, and Life and Career Skills.)</p> <p>S.S. Concept of Innovations *Explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.</p> <p><b>Sponsorship of Innovation Nation Videos for classroom use to support S.S. curriculum</b></p>

Grade	<p align="center"><b>Preble County Career Connections: Developing Professional Skills for Future Careers</b></p>
<p align="center"><b>5</b></p> <p>2021 and beyond</p>	<p><b>Exploring 8 of the 16 Career Clusters</b> (Ten-minute stations for each) providing students with experiences and teachers with professional development in the Career Cluster areas below.</p> <ul style="list-style-type: none"> <li>• Agriculture, Food, &amp; Natural Resources</li> <li>• Arts, A/V Technology, &amp; Communications</li> <li>• Education &amp; Training</li> <li>• Government &amp; Public Administration</li> <li>• Hospitality &amp; Tourism</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Science, Technology, Engineering, &amp; Mathematics</li> </ul> <p><b>Follow with a shoebox float parade and sponsorship of Career Dress Up day</b></p> <p>English Language Arts (5) Strand: Speaking and Listening Topic: Presentation of Knowledge and Ideas Instructional Strategies and Resources – Career Connection: In small groups, students will discuss traditional and non-traditional careers (e.g., non-traditional for women would be engineer, traditional for women would be a nurse; non-traditional for men would be an early childhood educator, traditional for men would be a construction manager) within an identified career field (e.g., STEM, construction, education). For a list of non-traditional occupations for both women and men, visit <a href="http://dol.gov">http://dol.gov</a> (search: non-traditional). Students will research these careers and create multimedia presentations supported by facts and details that either inform or present an opinion of traditional and/or non-traditional careers</p> <p>HISTORY - FINANCIAL LITERACY 18. Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences. **Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.</p>
<p align="center"><b>6</b></p> <p>2024 and beyond</p>	<p><b>Ohio Means Jobs</b></p> <ul style="list-style-type: none"> <li>• Create a Student Profile</li> <li>• Take an interest survey</li> </ul> <p><b>Create a Career Brochure and upload to the Student Career Success Plan Google Classroom</b></p> <p>English Language Arts (6) Strand: Writing Topic: Research to Build and Present Knowledge Instructional Strategies and Resources – Career Connection: Students will research a specific occupation within a selected career field. Using various resources (e.g., print, electronic, video, professional interview), students will focus on research questions identified ahead of time, such as:</p> <ul style="list-style-type: none"> <li>• What is the future job outlook for your community and across the state? How much would you expect to be paid starting out?</li> <li>• What are the education and training requirements?</li> <li>• What types of classes or activities could you get involved in throughout middle and high school to prepare for this occupation?</li> <li>• What types of skills are needed? What types of technology are used?</li> <li>• What are the typical working conditions? What are some common tasks?</li> <li>• What pathways and related occupations are available within the same career field?</li> <li>• How does this career field, pathway, and occupation align with your interests, skills, abilities, and future goals?</li> </ul> <p>Students will present a summary of their research to the class while dressed according to their workplace (e.g., suit, uniform, business casual)</p>



Grade	<p align="center"><b>Preble County Career Connections: Developing Professional Skills for Future Careers</b></p>
<p align="center"><b>7</b></p> <p>2024 and beyond</p>	<p><b>Research a career and display at the Career Fair (like a science fair)</b></p> <ul style="list-style-type: none"> <li>• Judging at the school level by community volunteers</li> <li>• Top displays shared at Preble County Fair and awarded prizes</li> <li>• Upload photo of display to the Student Career Success Plan Google Classroom</li> </ul> <p><b>Initiate YouScience in 2025</b></p> <p><b>Have the “7<sup>th</sup> grade talk”</b> explaining the importance of earning credit in high school to graduate. You need to prepare yourself in Middle School to have success in your high school curriculum that will support your career choice(s). Middle school teachers have learned through observation of this “talk” as professional development that this is an imperative conversation for their students.</p> <p>English Language Arts (7) Strand: Reading: Informational Text Topic: Range of Reading and Level of Text Complexity Instructional Strategies and Resources – Career Connection: Students will select an instruction manual that represents a career field of interest (selection provided by the teacher, contributed by student, or available on the Internet). Lead a class discussion where students have a chance to brainstorm which types of careers they think might be associated with the manual, answering questions like: who created it?, who designed it?, who produced it?, what is the purpose?, and who will consume it? (representing the many roles involved throughout the process). After students write their own instruction manuals, revisit the brainstorm discussion to emphasize the application of classroom content to the workplace.</p>
<p align="center"><b>8</b></p> <p>2021 and beyond</p>	<p><b>MVCTC 8<sup>th</sup> Grade Experiencing Careers Event</b></p> <p><b>Hands-on Career Fair experiences at a common location (PC Fairgrounds) in the Fall</b></p> <ul style="list-style-type: none"> <li>• Students choose top 4 of the 16 career clusters based on prior Career Connections experiences and survey reflections. Teachers participate simultaneously and interact with the over 70 presenters learning career path specifics as their own professional development annually.</li> <li>• Students use a pre-printed “career passport” with each station and time assigned that has to be turned into their final station leader</li> </ul> <p><b>Parent presentations on the Future Pathways of Work(Engage), Military(Enlist), and/or Further Education</b></p> <p>English Language Arts (8) Strand: Writing Topic: Text Types and Purposes Instructional Strategies – Career Connection: Students will brainstorm and then research the characteristics and skills of a quality employee (e.g. Career Ready Practices or Life and Career Skills). For their pre-writing activity, students will choose three to five of these ideas to focus their key idea statements, which will serve as the structure of their essay. Invite a Human Resources professional to the classroom to share their expectations of quality applicants. Students will realize the skills expected to be demonstrated during job interviews and in the workplace</p>
<p align="center"><b>9</b></p> <p>2024 and beyond</p>	<p><b>Quarterly Lunch and Learn hands-on sessions</b></p> <ul style="list-style-type: none"> <li>• Students sign up and get an early “lunch pass,” then eat and meet with someone with certain career knowledge, experience, or an activity.</li> </ul> <p><b>Through a partnership with all the district’s English Language Arts teachers 9<sup>th</sup> grade students use a BAC approved résumé template to build an initial résumé</b></p> <ul style="list-style-type: none"> <li>• All 9th-grade students use the Résumé Generator or other templates to create their personal résumé</li> <li>• There is a place provided in their Student Success Plan Google Classroom for them to upload, store, and access their résumé in the future as needed.</li> </ul> <p>English Language Arts (9-10) Strand: Writing</p>

Grade	<p align="center"><b>Preble County Career Connections: Developing Professional Skills for Future Careers</b></p>
	<p>Topic: Text Types and Purposes Instructional Strategies and Resources –Career Connection After reading an argumentative text (e.g., From Courage to Freedom: Frederick Douglass’s 1845 Autobiography) and analyzing the author’s craft, students will apply those strategies to their own writing. Students will develop an argumentative piece about themselves, convincing an employer of their skills and knowledge (e.g., letter of intent, scholarship essay, résumé). The letter will form their position as to why they are the best candidate, providing supporting details pulled from their self-analysis.</p> <p>Strand: Language Topic: Vocabulary Acquisition and Use Instructional Strategies and Resources – Career Connection: Important to Résumé and Cover Letter writing: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p align="center"><b>10</b></p> <p>2025 and beyond</p> <p>2024 and beyond</p>	<p><b>All students visit Miami Valley Career Tech Center (MVCTC) to experience their “Top 2” Programs of Choice</b></p> <ul style="list-style-type: none"> <li>• <b>Students and parents are invited to a follow-up evening meeting for further program and career exploration. This can be followed by the opportunity to apply for career program acceptance for their junior and senior years.</b></li> </ul> <p><b>Managing your personal brand</b></p> <ul style="list-style-type: none"> <li>• Creating a Linked In page</li> </ul> <p><b>Update personal Résumé and then...</b> Participate in a mock interview; may take various formats- phone, video, in-person, group, panel, or over a meal.</p> <p><b>Reverse Job Fair</b></p> <ul style="list-style-type: none"> <li>• Students have a display board and/or portfolio about themselves and their skills to share with parents and community guests during a PTC evening</li> </ul> <p><b>Optional Job Shadow</b></p> <p>S.S. Concept of Innovations (American History) **Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agricultural economy to an increasingly industrial economy. **Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes (and other mentions included in additional Expectations for Learning)</p>
<p align="center"><b>11</b></p> <p>2023 and beyond</p>	<p><b>Credential class offerings (Leadership, Lean Six Sigma Yellow &amp; Green Belts, MSSC, Ag Business, etc.) are offered to students who are not attending the MVCTC where those students are offered multiple credential offerings aligned to their Career Technical program of choice.</b></p> <p><b>Preparation for work in:</b></p> <ul style="list-style-type: none"> <li>• Internships</li> <li>• Apprenticeships</li> </ul> <p><b>Sponsor a Career Fair and Lunch &amp; Learns</b></p> <ul style="list-style-type: none"> <li>• Lunch with Adults from various careers</li> </ul> <p><b>Offering Job Shadow or Service Learning Experience with adults in certain careers</b></p> <p><b>Jr. meetings to outline their plan “A” &amp; “B”</b></p> <p>English Language Arts (11-12) Strand Reading: Informational Text</p>

<b>Grade</b>	<b>Preble County Career Connections: Developing Professional Skills for Future Careers</b>
	<p>Topic Integration of Knowledge and Ideas Instructional Strategies and Resources - Career Connection: Before reading historical documents (e.g., President Lincoln's and President Obama's Second Inaugural Address), students will develop a speech describing their accomplishments over the past year. Students will identify key events that occurred in their school and personal life (e.g. Nominations, awards, extra-curricular activities, clubs, sports, academic successes, driver license, part-time job, CPR/First Aid). They will highlight the details of each accomplishment, and briefly describe a vision for their future (e.g., apply for financial aid, graduate high school, pass Algebra II, become an Insurance Broker). The format and substance of their accomplishments and vision should resemble that of the Inaugural Addresses of both Presidents Lincoln and Obama. Students will take their addresses and use the information to update or create a résumé.</p> <p>Strand: Language Topic: Knowledge of Language Instructional Strategies and Resources - Important to Résumé and Cover Letter writing: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p style="text-align: center; font-size: 2em;">12</p> <p>2022 and beyond</p>	<p><b>All Seniors are scheduled for 15-30 minute individual Career Consultations and Mentoring with a Career Navigator. Follow up services are provided by request as students continue and finish their senior year.</b></p> <p><b>Industry Sectors Day (Including Manufacturing Tours) are conducted for all seniors to allow them to meet with over 30 local businesses, to allow them to understand next career steps, and/or to connect with current job offerings as they approach graduation.</b></p> <p><b>Real World Work-Based Learning</b></p> <ul style="list-style-type: none"> <li>• Internships</li> <li>• Apprenticeships</li> </ul> <p><b>Sponsor a Career Fair and Lunch &amp; Learns</b></p> <ul style="list-style-type: none"> <li>• Lunch with Adults from various careers</li> </ul> <p><b>Offering Job Shadow or Service Learning Experience with adults in certain careers</b></p> <p><b>Reverse Job Fair</b></p> <ul style="list-style-type: none"> <li>• Students have a display board and/or portfolio about themselves and their skills to share with <b>community business professionals</b>, parents and community guests</li> </ul>
	<p><b>Sponsor Educator Tours to local businesses for CEU credit</b></p> <ul style="list-style-type: none"> <li>• This opportunity provides professional development to principals, teachers, and others in our education system as they tour many different area businesses. They not only have the opportunity to engage in a small group setting at the places of business but also to share their reflection and intentions on their new found knowledge while learning CEU or College Course credit supported by the BAC.</li> </ul>