

Education Board Meeting
Friday, September 11, 2026 11:30 AM

Conference Room 3340
1015 Norwood Park Blvd.
Austin, TX 78753

Agenda

- I. CALL TO ORDER/WELCOME
- II. ESTABLISH A QUORUM
- III. PUBLIC COMMENT
Action: Consider public testimony and approval of Certification of Compliance with Certain Laws under Texas Education Code 39.008, as enacted by Senate Bill 12 (89th Legislative Session)
- IV. CONSENT AGENDA
 - April 17, 2026, Meeting Minutes
- V. PRESIDENT REPORT
 - Charterholder Updates
- VI. SUPERINTENDENT REPORT
 - 2025/26 - Wrap up + Graduation Video
 - 2026–27 SY Updates and Highlights
 - Expansion Updates
- VII. CABINET UPDATES
 - Annual Bilingual/ESL Educational Performance Report and Connally Waiver, Dayna Swain
 - Update on Senate Bill 12 requirements and related policy revisions, Natlalie Elliott
 - Mental Health and Wellness 25-26 SY Report, Susan Lavender
 - Early Childhood Education, Sharon Evans
- VIII. DISCUSSION/ACTION ITEMS
 - Opening of RFP #001A – Goodwill Central Texas’s Center for Good and The Excel Center’s Exploration Center
 - *Action: Formally open and publicly read the bids received in response to the RFP. No evaluation or vendor selection will occur at this time.*
 - Consideration and Approval of Non-Expansion Amendment Related to Bylaws Changes
- IX.
- X. EXECUTIVE SESSION
 - Update Regarding Level III Grievance Appeal
 - Discussion Regarding Proposed Houston Memorandum of Understanding
- XI.
- XII. RECONVENE IN OPEN SESSION
 - Consideration and Possible Action Regarding Proposed Houston Memorandum of Understanding

XIII. ADJOURN MEETING



Goodwill Education Board Meeting

Friday, April 17, 2026, 9:00AM-11:00AM

The meeting was held in person at 1015 Norwood Park Blvd., Austin, TX 78753, Conference Room 3340. A videoconference option was made available via Microsoft Teams pursuant to Texas Gov't Code §551.127. The presiding officer, Rob Neville, was physically present at the posted meeting location as required by law.

Education Board Members Present: Rob Neville, Kirsten Hund, Cheryl Koury, Delbert Bray, Margaret Moten, Katina Kenyon

Absent: Marian Wallace

Staff Present: Theresa Rappaport, Heather Briscoe (minutes), Aaron Moncibaiz, Natalie Elliott, Susan Lavender, Sharon Evans, Dayna Swain

Guests: Marcia Aaron, Kyle James

CALL TO ORDER

Board President, Rob Neville called the meeting to order at 9:03AM.

ESTABLISH A QUORUM

A quorum of six (6) voting members was established.

PUBLIC COMMENT

No members of the public were present at the time of comment.

CONSENT AGENDA

The Board reviewed and approved the consent agenda, which included:

- February 6, 2026, meeting minutes
- Module 3 Policies
- Instructional Materials Certification

Motion by Margaret Moten

Seconded by Kirsten Hund

In favor - All

Opposed - None

Abstain - None

PRESIDENT REPORT

Mr. Neville welcomed representatives from the Charter School Growth Fund and acknowledged their support of the strategic planning process. He provided a brief overview of the strategic planning journey, highlighting key milestones including prior approvals of guiding principles, stakeholder engagement, and strong survey feedback indicating readiness to proceed. He emphasized that the strategic plan represents a directional framework, with future approvals required for specific campuses and budgets.

SUPERINTENDENT REPORT

Ms. Rappaport provided a high-level update on year-to-date performance, highlighting strong momentum in enrollment, graduation outcomes, and financial stability, along with continued alignment to Goodwill

These Board meeting minutes were certified and approved by the Board of Directors on May 22, 2026, and serve as the official record.

Central Texas and strengthening of systems to support a multi-campus model. She shared a success story on the launch of a justice education campus in Memphis, demonstrating the broader impact and scalability of the Excel Center model.

She reported that key performance indicators are on track or exceeding targets, and that the organization remains in a strong financial position with healthy reserves. The Board discussed future investments aligned to strategic priorities, including instructional systems, curriculum development, and infrastructure to support growth, and expressed general support for the proposed direction.

DISCUSSION/ACTION ITEMS

2026–27 School Year Calendar

The Board reviewed and approved the proposed school year calendars and authorized the Superintendent to modify, if needed to the Charterholder Board.

Motion by Delbert Bray

Seconded by Cheryl Koury

In favor - All

Opposed - None

Abstain - None

Excel Center 10-Year Strategic Plan

Ms. Rappaport presented the final strategic plan, summarizing the vision, priorities, growth strategy, and implementation approach. She highlighted strong alignment across stakeholders and outlined structures for ongoing Board oversight, including regular reporting and strategic updates.

The Board engaged in discussion regarding implementation, communication, and oversight, emphasizing the importance of maintaining quality, financial sustainability, and internal alignment during growth.

The Board approved recommending the 10-year strategic plan to the Charterholder Board for final approval.

Motion by Cheryl Koury

Seconded by Margaret Moten

In favor - All

Opposed - None

Abstain - None

EXECUTIVE SESSION

The Board convened in Executive Session at 10:39AM pursuant to Texas Gov't Code §§551.071 and 551.074 to review the results of the South Austin Campus Intruder Detection Audit.

RECONVENE IN OPEN SESSION

The Board reconvened in open session at 10:45AM. Staff reported that the audit identified a minor documentation-related finding regarding safety procedures. Corrective actions have been implemented, including retraining and updated documentation processes, and no further action was required by the Board.

ADJOURN:

There being no further business, Board President, Rob Neville called for a motion to adjourn the meeting at 10:46AM. The motion to adjourn was made by Kirsten Hund and seconded by Katina Kenyon.

| **ESL Education Program Report**

ESL / Pull-Out Model

English language development through targeted instruction and responsive academic support

PROGRAM MODEL

English acquisition program for identified English learners

Students receive English instruction designed to build language proficiency and access to academic content.

INSTRUCTION

Delivered by an appropriately certified ESL teacher

Instruction is provided through English language arts and reading with aligned language supports.

STUDENT GOAL

Full English proficiency and equitable participation in school

The pull-out model targets English language development through linguistically and culturally responsive academic instruction.

EB Students Enrollment: School Year 2025/2026

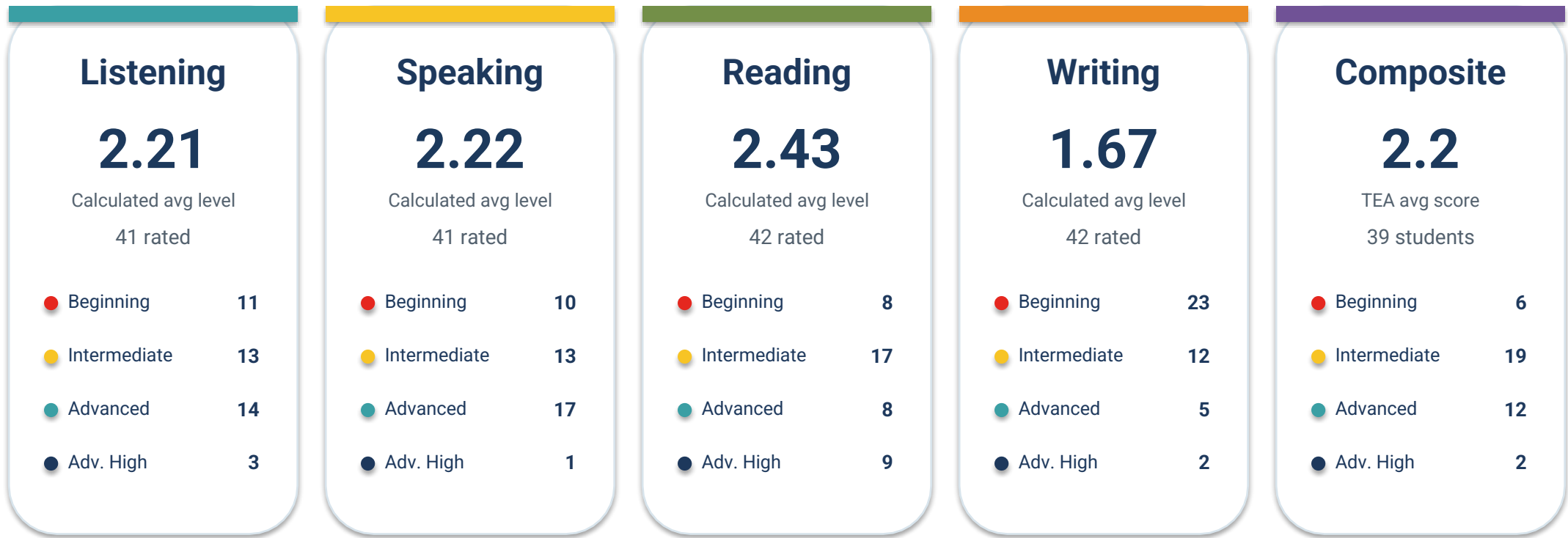
Enrollment by Campus

Campus	9 th	10 th	11 th	12 th	Total EB Students Served
Billy Moore	6	9	6	5	26
Coleman	6	5	6	9	26
Connally	0	0	1	3	4
Diboll	2	4	8	8	22
Norwood	221	63	32	43	359
South Austin	42	18	10	3	73
Stiles	7	1	3	14	25
Total	284	100	66	85	535

District TELPAS Results

Spring 2026 TELPAS proficiency by domain

Official district summary; includes all students rated in each domain



TELPAS proficiency levels: 1 = Beginning | 2 = Intermediate | 3 = Advanced | 4 = Advanced High

Number of Students

Reclassified

Reclassification outcomes should be read in context of TELPAS eligibility requirements

0

students reclassified

2026 TELPAS review cycle

2

students eligible for review

based on the reclassification rubric

Why the eligible pool was small

Most EB students are 22 or older and do not participate in TELPAS.

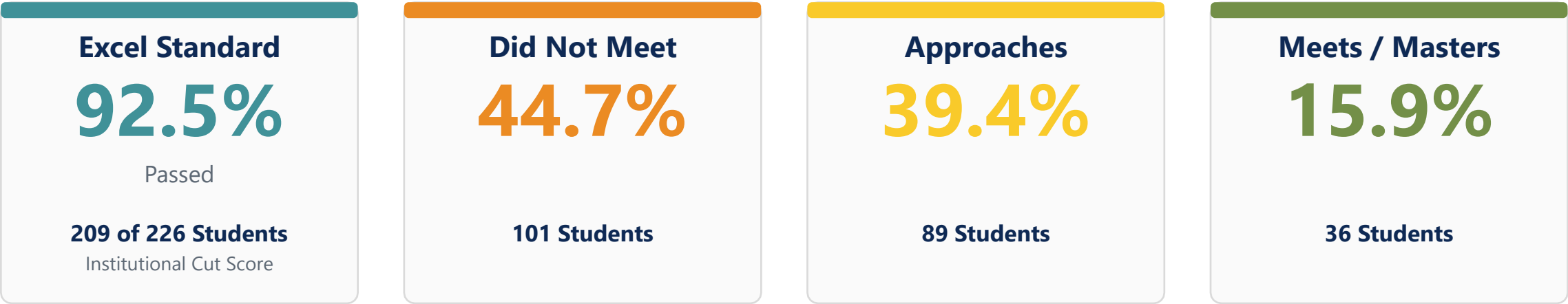
Because a TELPAS composite of 4 is required for reclassification students without TELPAS results are not included in the reclassification pool.

TEA guidance has been requested regarding a reclassification rubric appropriate for our adult learner population (ages 18–50); response is pending.

STAAR Results

Emergent Bilingual (EB) Student Performance Overview

Includes all EB students across Algebra I, Biology, and English II (n = 226 tests)



Subject-Level Breakdown: Excel Pass vs. State STAAR Levels

Subject	Total EB Testers	Excel Passed	Did Not Meet	Approaches)	Meets / Masters
Algebra I	83	100.0% (83)	44.6% (37)	39.8% (33)	15.7% (13)
Biology	75	97.3% (73)	21.3% (16)	61.3% (46)	17.3% (13)
English II	68	77.9% (53)	70.6% (48)	14.7% (10)	14.7% (10)
Total / Overall	226	92.5% (209)	44.7% (101)	39.4% (89)	15.9% (36)

Staffing

Recruiting / Certification Endeavors

- Enrolled 11 teachers across all campuses in the ESL Online Academy course to provide a foundation for understanding language acquisition and explore best practices in ESL instruction while preparing for the TExES ESL Supplemental Exam.

Stipends

- \$2500 Stipend offered for ESL teachers on each campus providing services to our students identified as emergent bilingual

District Bilingual/ESL Professional Development 2025-2026

Training	Date	Scope	Attendance
TEA Learn LPAC Framework	April 2026	Compliance-focused training on LPAC procedures, roles, documentation, assessment decisions, and state requirements to support appropriate identification, services, and monitoring of emergent bilingual students.	19 staff members across 7 campuses
ESL Online Academy	May 2026	A 10-hour course that provides a foundation for understanding language acquisition and exploring best practices in ESL instruction while preparing teachers for the TExES ESL Supplemental Exam.	11 teachers across 7 campuses
SIOP Training I and II	January 2026	A research-based framework used to teach grade-level content to English learners while simultaneously building their English language skills.	Community School staff
Classroom Accommodations PD	January 2026	Implementation of instructional and testing accommodations for students served through Excel's ESL programs, including accessing accommodation plans and selecting supports appropriate to student needs.	Community School staff

Exceptions/Waivers

PRIOR-YEAR OUTCOME

0

Successfully certified

Teachers from the previous year who had an exception or waiver filed and later obtained certification.

CURRENT STATUS

2

**Waivers / exceptions
in progress**

Teachers for whom an exception or waiver has been filed or is currently being filed.

Comprehensive PD Plan

Scope and Sequence of Plan	Measures of Success
Term 1: Compliance & Foundations - LPAC Procedures Training for all committee members - Understanding ELPS - Administering TABE CLAS-E Language Proficiency Assessment for Adults	100% of LPAC members complete required training resulting in correct placement and instructional/testing accommodations. - ESL teachers demonstrate understanding of ELPS and proficiency levels - Community schools ready to administer TABE CLAS-E Locator for new students in Term 2 and Forms C&D in the ESL classroom as a diagnostic tool.
Term 2: Instruction - Utilizing TABE CLAS-E results to inform ESL instruction - Applying ELPS through SIOP strategies - Language objectives - Differentiation for adult English learners - PD offered by the region service centers	- TABE CLAS-E results used to identify individual language-development needs - Evidence of ELPS-aligned strategies and language objectives in instruction - Differentiated supports documented for adult English learners
Term 3: Targeted Language Development - Strategies for incorporating writing across content areas - Collecting English Proficiency progress data	- Increased use of writing strategies across content areas - English-proficiency progress data collected and reviewed - Instruction adjusted based on student progress and identified areas of need
Term 4: ELPS, TELPAS & Program Evaluation - Reviewing TELPAS, STAAR, and TABE CLAS-E data to determine outcomes - Continuing supports for teachers seeking ESL certifications.	- Year-over-year English-proficiency growth documented - ESL certification progress tracked - Findings used to establish 2027–28 program and PD priorities

2026–2027 Bilingual/ESL Program Plan for Improvement

2026–27 Focus

Strengthen outcomes for adult EB students by pairing explicit language-development instruction with linguistic accommodations, certification support, and progress monitoring.

1

Improve academic language & writing

BEST-PRACTICE ACTIONS

Embed structured speaking and writing routines in ELA and content classes; use TELPAS-style writing samples to plan targeted supports.

MEASURES OF SUCCESS

TELPAS and TABE CLAS-E Writing movement; student writing samples; walkthrough evidence of language supports.

2

Build ESL-certified instructional capacity

BEST-PRACTICE ACTIONS

Continue ESL Online Academy, test-prep supports, and SLOP coaching for teachers serving EB students.

MEASURES OF SUCCESS

Course completion; TExES attempts and passes; waiver reduction; coaching participation.

3

Strengthen adult EB monitoring

BEST-PRACTICE ACTIONS

Track TELPAS and TABE CLAS-E participation and growth; continue working with TEA to develop adult learner rubric for reclassification.

MEASURES OF SUCCESS

Composite ratings; year-over-year growth; eligible-student reviews; TEA response and next steps.



Prohibition on DEI Duties and Disciplinary Procedures

Policy Number: 4.29

Sec. 1 POLICY STATEMENT & PURPOSE

In compliance with Texas Senate Bill 12 (89th Regular Session), The Excel Center prohibits employees and contractors from intentionally or knowingly engaging in or assigning Diversity, Equity, and Inclusion (DEI) duties unless required by law. The purpose of this policy is to ensure compliance with state law and provide clear expectations for all staff.

Sec. 2 SCOPE

This policy applies to all district employees, contractors, and volunteers. It governs the assignment and execution of any DEI-related duties, unless legally mandated by state or federal law.

Sec. 3 DEFINITIONS

- DEI Duties: Activities related to diversity, equity, and inclusion initiatives, including recruitment, training, policy development, or assessments based on race, color, sex, or ethnicity, unless legally required.
- Employee: Any individual employed by The Excel Center.
- Contractor: Any individual or entity contracted to provide services to The Excel Center.

Sec. 4 PROHIBITION

Employees and contractors are prohibited from engaging in or assigning DEI duties, unless the activity is required by state or federal law, including compliance with Title VII, Title IX, or other applicable regulations.

Sec. 5 DISTRIBUTION OF POLICY

The Excel Center shall provide a physical and electronic copy of this policy and its procedures to every employee and contractor. Acknowledgment of receipt must be documented in personnel records.

Sec. 6 REPORTING VIOLATIONS

Any employee or contractor who becomes aware of potential violations of this policy must report the matter immediately to Human Resources or the Superintendent.



Sec. 7 INVESTIGATION & DISCIPLINARY PROCESS

Reported violations will be promptly investigated by Human Resources. If a violation is substantiated, disciplinary action may include written reprimand, suspension, or termination. The severity of discipline will be based on intent, impact, and compliance history.

Sec. 8 DUE PROCESS & APPEALS

Employees and contractors are entitled to due process, including:

- Written notice of the alleged violation
- Opportunity to respond and present evidence
- Fair hearing or review consistent with existing district policies

Appeals shall follow the same process as other disciplinary matters within The Excel Center.

Sec. 9 RECORDKEEPING & CONFIDENTIALITY

All investigation records, findings, and disciplinary actions will be documented and maintained according to District record retention policies. Confidentiality will be preserved to the greatest extent possible.

Sec. 10 TRAINING & MONITORING

Administrators, supervisors, and Human Resources personnel shall receive training on this policy. The Excel Center will review job descriptions, training materials, and procedures annually to ensure compliance.



MENTAL HEALTH PROGRAM REPORT

School Year 2025–2026

EXECUTIVE SUMMARY

During School Year 2025–26, the Excel Center Mental Health program served 101 students across the Norwood and South Austin campuses, delivering 897 counseling sessions. Students who engaged with mental health services graduated at 32.7%, roughly two to nine times the school-wide graduation rate at each campus (Norwood: 11%; South Austin: 4%), and 68.1% of served students persisted through the term/year.

101 Students Served	897 Sessions Delivered	32.7% MH-Served Grad Rate	68.1% Persistence Rate
-------------------------------	----------------------------------	-------------------------------------	----------------------------------

Key Takeaways

- Reach: 101 unique students served — 8.6% of Norwood enrollment and 22.3% of South Austin enrollment.
- Volume: 897 completed sessions (excluding cancellations/no-shows), averaging 8.88 sessions per served student.
- Access: 78 new clients this year and 23 returning clients; 55 students (54%) received 5 or more sessions.
- Outcomes: MH-served students graduated at 32.7%, well above the 11% (Norwood) and 4% (South Austin) school-wide rates and earned certifications at a 42.6% rate.
- Watch area: Average days from referral to intake was 29 days (median 20) see Service Delivery for detail.

REACH & UTILIZATION

Total Students Served

A total of 101 unique students received mental health services in SY 2025–26 (Norwood: 77; South Austin: 41; some students were served across both campuses).

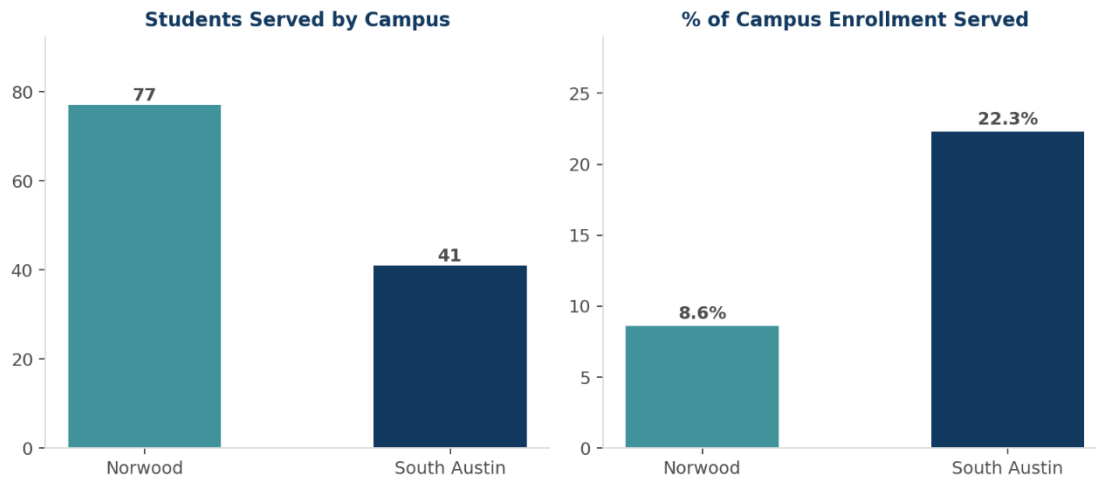


Figure 1. Students served and % of campus enrollment reached.

Demographics

Served students were a median age of 27 (mean 29.1). The population was 79 female (78%) and 22 male (22%).

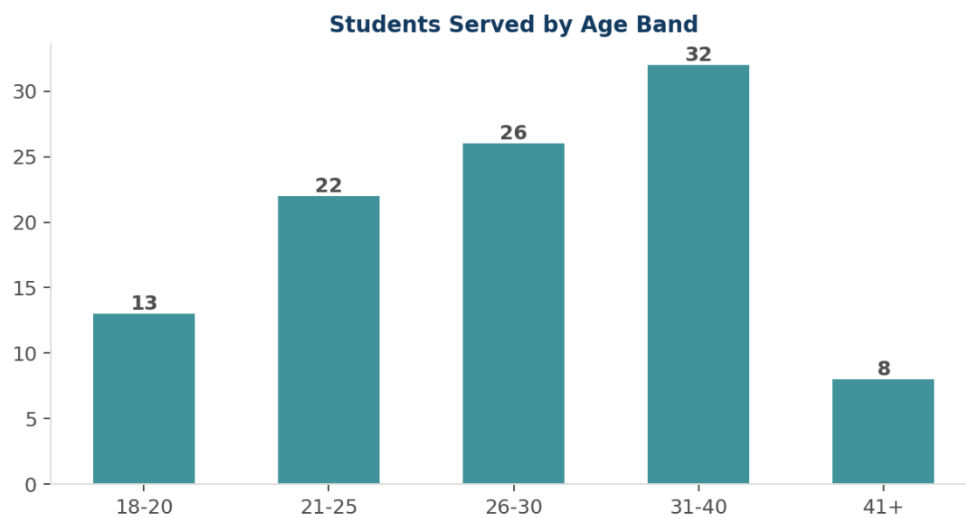


Figure 2. Age distribution of students served.

Special populations were well-represented among students served, reflecting the program's role in supporting students with intersecting needs:

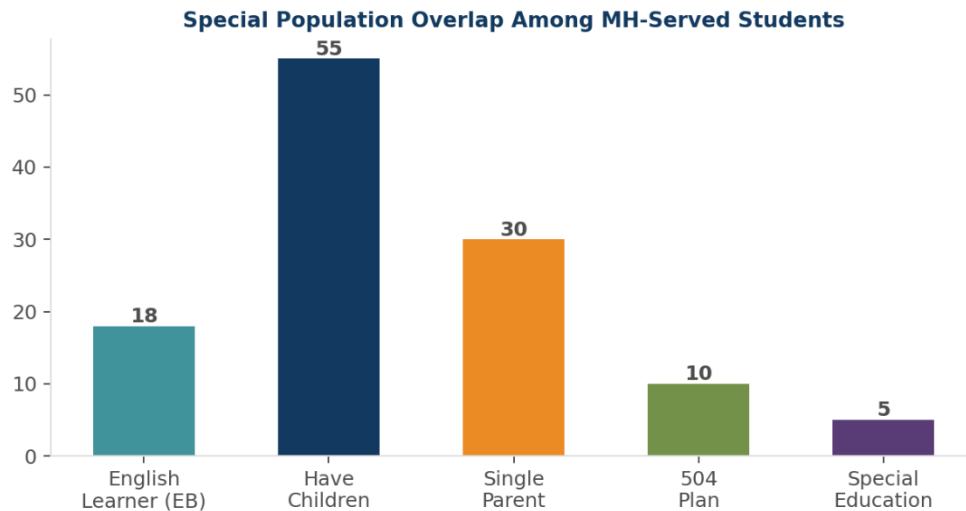


Figure 3. 18 English Learners (17.8%), 55 parenting students, 30 single parents, 10 students with 504 plans, and 5 students receiving Special Education services were served.

New vs. Returning Clients

Comparing this year's caseload to SY 2024–25, 78 students (77%) are new to mental health services this year, while 23 students (23%) are continuing from the prior year.

New vs. Returning Clients

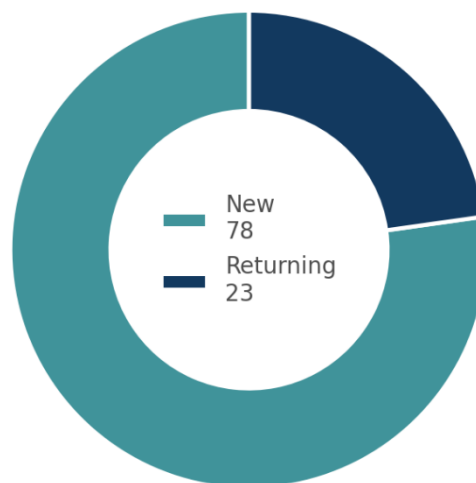


Figure 4. New vs. returning clients, SY 2025–26.

Total Referrals

The program received 106 referral events for 80 unique students. Referral sources broke down as follows:

Referral Source	Count	% of Referrals
Student Support Staff	62	58%
Self-Referral	35	33%
Teacher Referral	9	8%

SERVICE DELIVERY

Total Sessions

Counselors completed 897 sessions in SY 2025–26 (an additional 122 scheduled contacts were cancellations or no-shows and are excluded from this count).

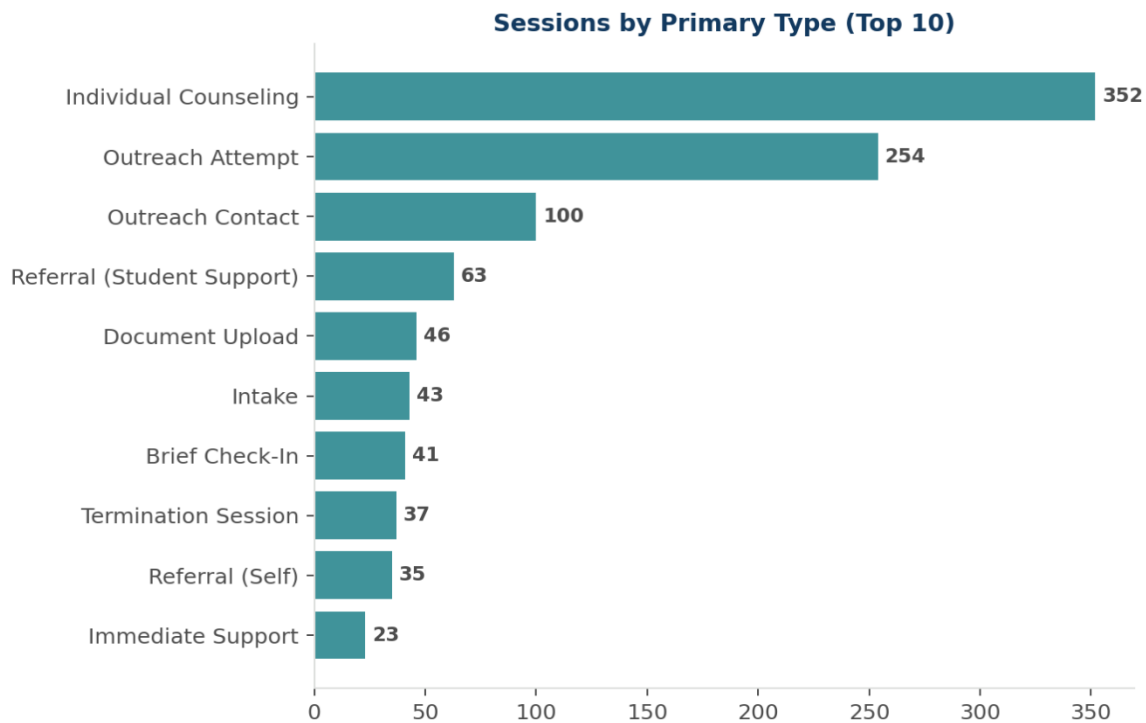


Figure 5. Completed sessions by primary type (top 10).

Each session can carry more than one tag (for example, a visit logged as both "Intake" and "Individual Counseling"). The chart above reflects each session's substantive service type(s); Teletherapy and Spanish-language delivery are shown separately below, since they describe how a session was delivered rather than a distinct service.

Session Delivery Mode: Teletherapy & Spanish-Language

Teletherapy and Spanish-language service are tagged as modifiers on top of a primary session type rather than as standalone session types. 56 sessions (6% of all completed sessions) included a Teletherapy tag, and 59 sessions (7%) included a Spanish-language tag. Individual Counseling accounts for the large

majority of both: of the 352 Individual Counseling sessions, 22% were delivered via Teletherapy and/or in Spanish (9% Teletherapy only, 7% Spanish only, 6% both at once).

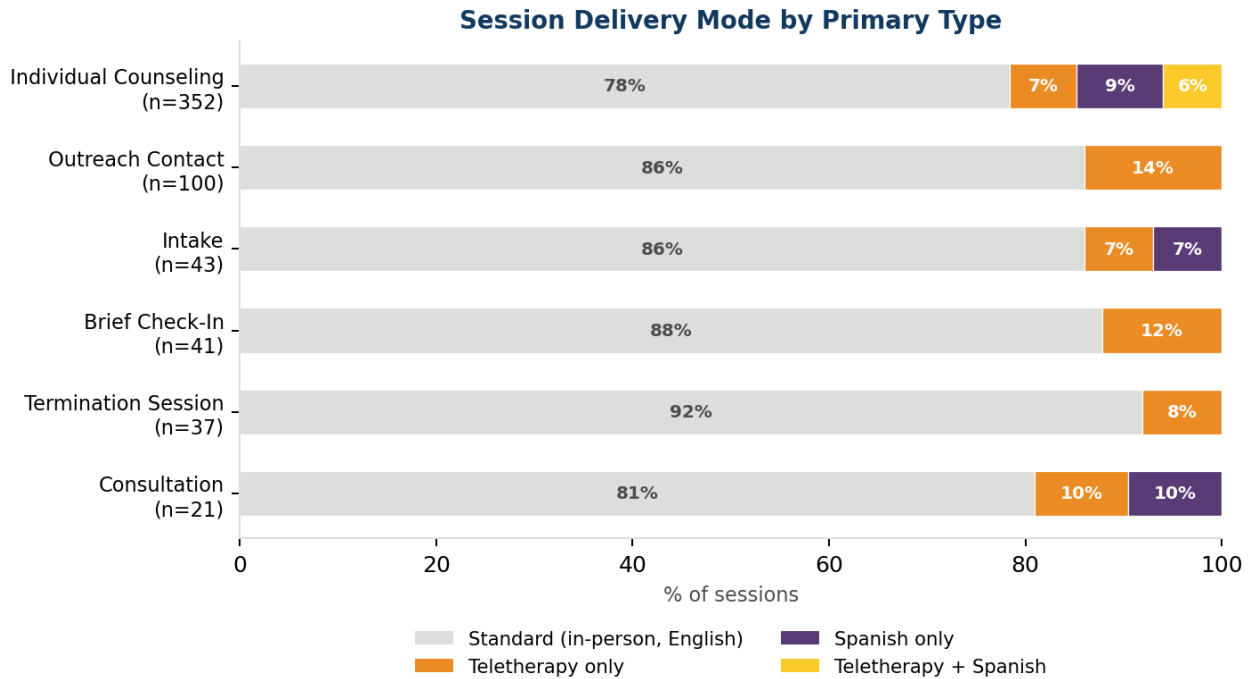


Figure 6. Delivery mode as a share of sessions, by primary type.

Average Sessions per Student

Served students received an average of 8.88 sessions (median 6), reflecting a program that supports many students with ongoing, multi-session engagement rather than one-time contact.

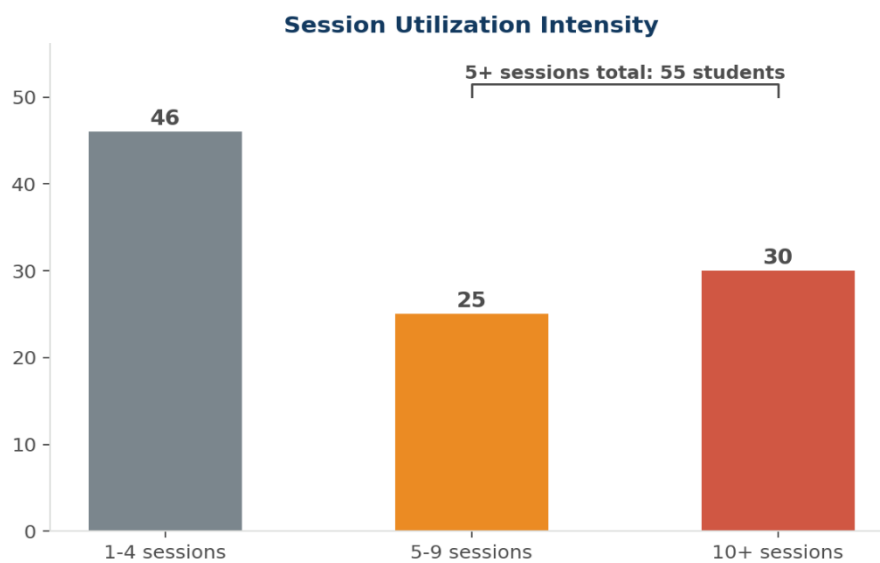


Figure 7. 55 students received 5+ sessions and 30 received 10+ sessions.

Referral to Intake Days

Among the 27 students with both a documented referral and a subsequent intake, the average time from referral to intake was 29 days (median 20 days).

Referral to Service Termination: Full Funnel

Tracing all 80 students referred this year from start to finish: 27 (34%) reached a documented intake, and 21 of those (26% of all referrals) went on to receive Individual Counseling. Across every pathway shown below, 18 students reached service termination this year and 9 were still connected to services of some kind at year end.

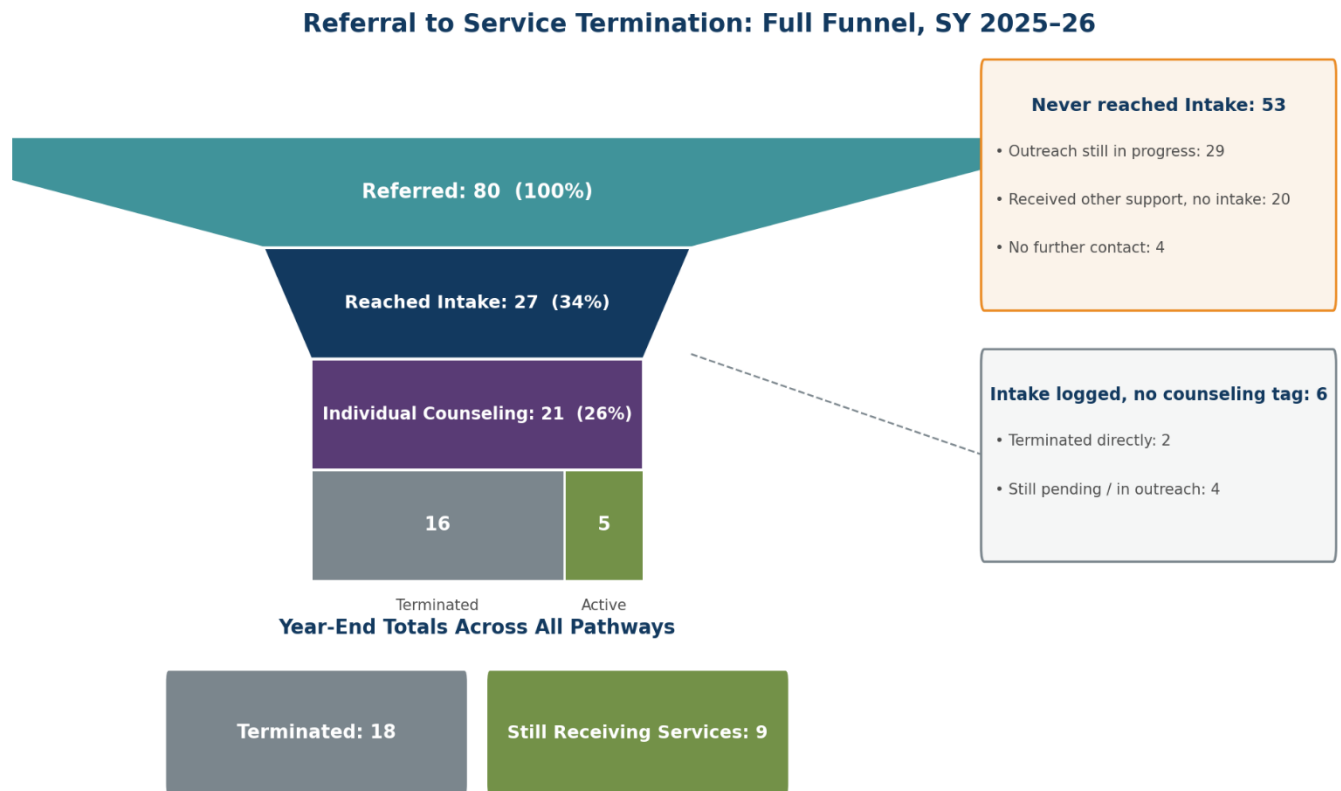


Figure 8. Full funnel from referral through service termination, with off-ramps at each stage.

Nearly half of all referrals (38, 48%) are still in active outreach — counselors have attempted contact but haven't yet connected them to service. Only 4 students (5%) show no follow-up at all after the referral was logged. Of the students who reached intake but have no formal Individual Counseling tag on file, most (4 of 6) are still in outreach or pending status rather than lost from the pipeline.

Counselor Caseload

Counselor Caseload — SY 2025-26

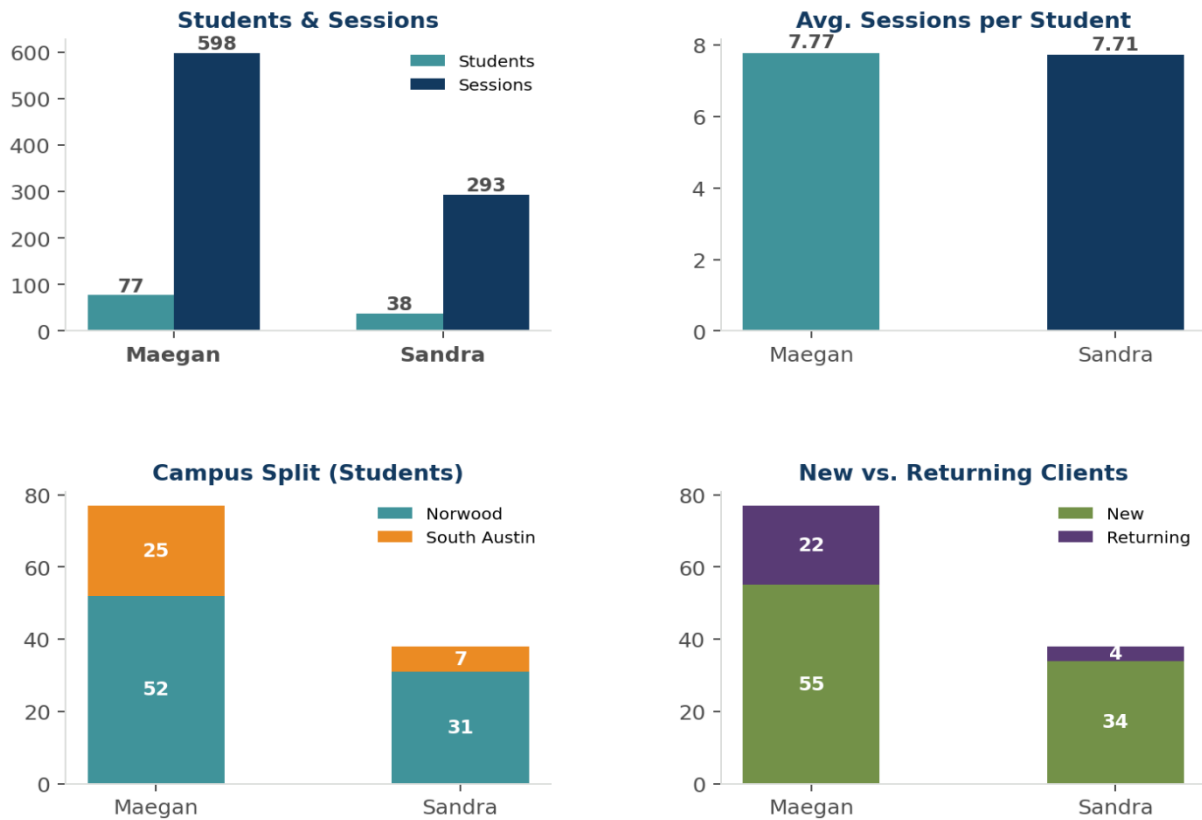


Figure 9. Students, sessions, campus split, and new/returning mix by counselor.

STUDENT OUTCOMES

Across every academic and engagement measure available, MH-served students are performing on par with or above school-wide benchmarks:

Student Outcomes — MH-Served Students, SY 2025-26

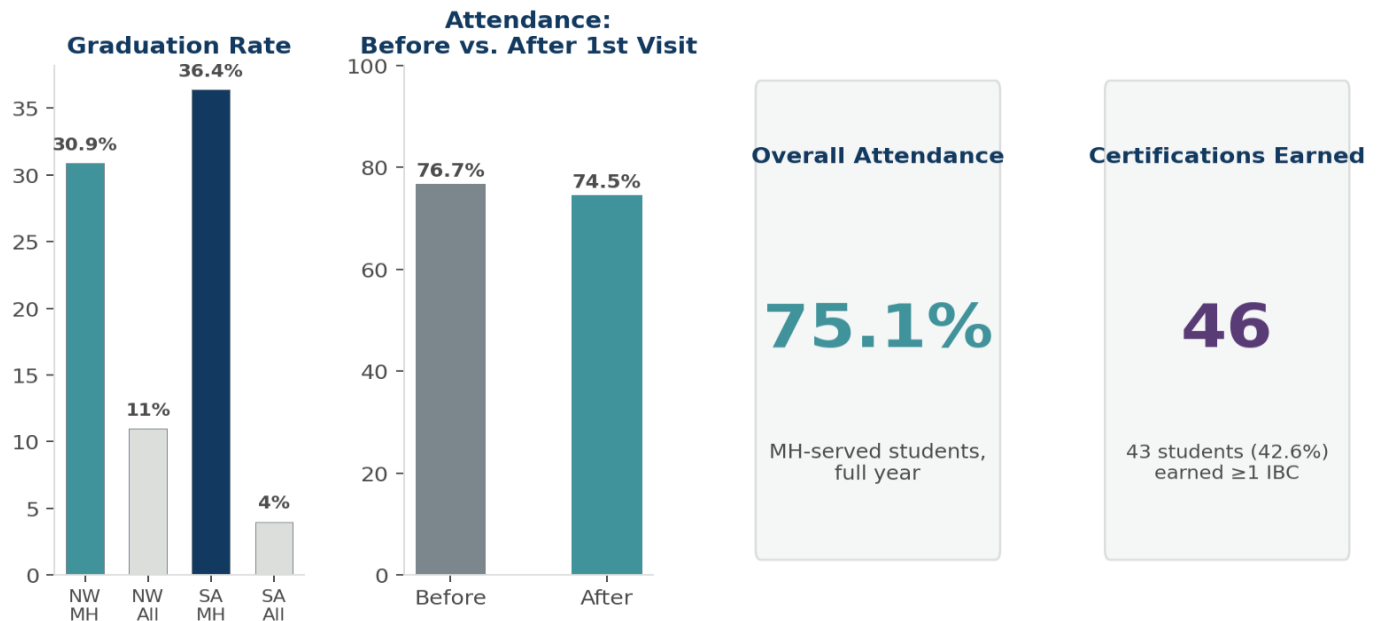


Figure 10. Graduation rate, attendance, and certifications for MH-served students.

Graduation rate note: this is a descriptive comparison, not a controlled study. Data cannot establish that counseling caused the higher graduation rate — but it does show that students receiving support are graduating at meaningfully higher rates than the general population.

Attendance note: attendance was somewhat lower after students' first MH visit in the aggregate data (a similar pattern holds among the 70 students with attendance data on both sides: 79.1% before vs. 66.1% after). This could reflect, that students are often referred to mental health services precisely when attendance is already declining, and that "after" periods extend later into the school year when overall attendance typically softens school-wide. This is a directional, descriptive comparison rather than a causal one, and is worth monitoring alongside campus-wide attendance trends.

MH-Served Students vs. All Other Students

Comparing MH-served students against every other student in the school this year (861 students with active coursework, 1036 with persistence data) shows the same pattern across every available measure — credits earned and persistence rate here are the school-wide equivalent of the MH-only figures reported earlier:

MH-Served Students vs. All Other Students, SY 2025-26

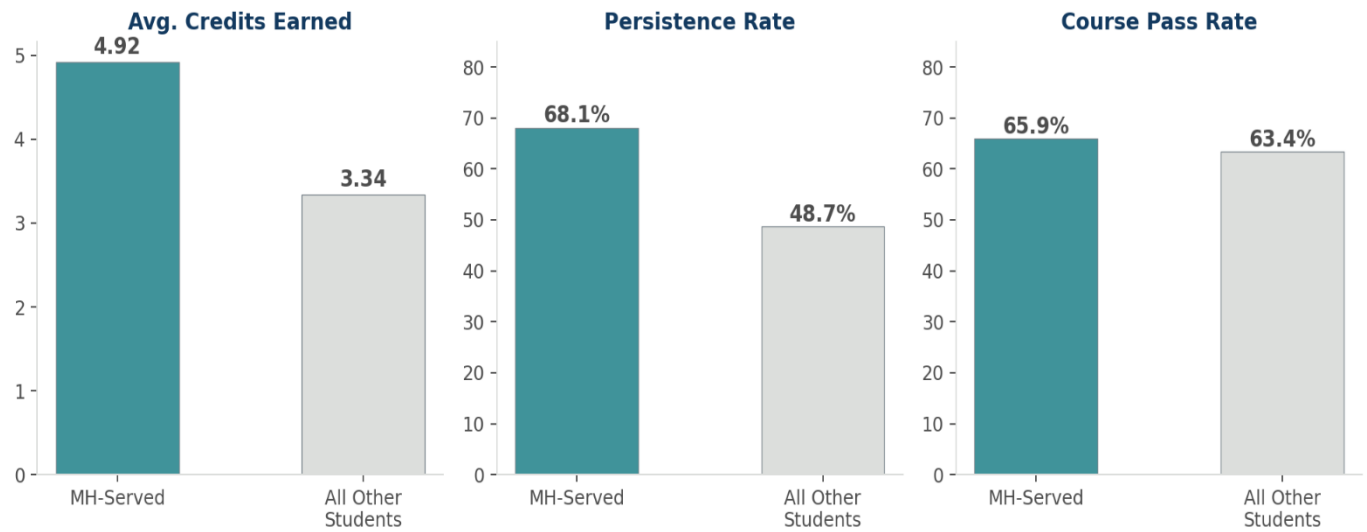


Figure 11. Credits earned, persistence, and course pass rate — MH-served vs. all other students.

Measure	MH-Served	All Other Students
Avg. credits earned	4.92	3.34
Median credits earned	4	2
Persistence rate	68.1%	48.7%
Course pass rate	65.9%	63.4%

As with the graduation rate comparison, this is descriptive rather than causal — it cannot show that mental health services produced these gaps. But it does show MH-served students are not falling behind their peers; if anything, they are outperforming the broader student population on every measure available, including persistence (a 19-point gap) and average credits earned (nearly 1.6x).

Cross-Analysis: Engagement, Attendance & Credits

Within the MH-served population, students with more counseling sessions tend to have both higher attendance and more credits earned, and attendance itself is the stronger predictor of credits earned of the two (correlation of 0.527 vs. 0.384 for sessions and credits).

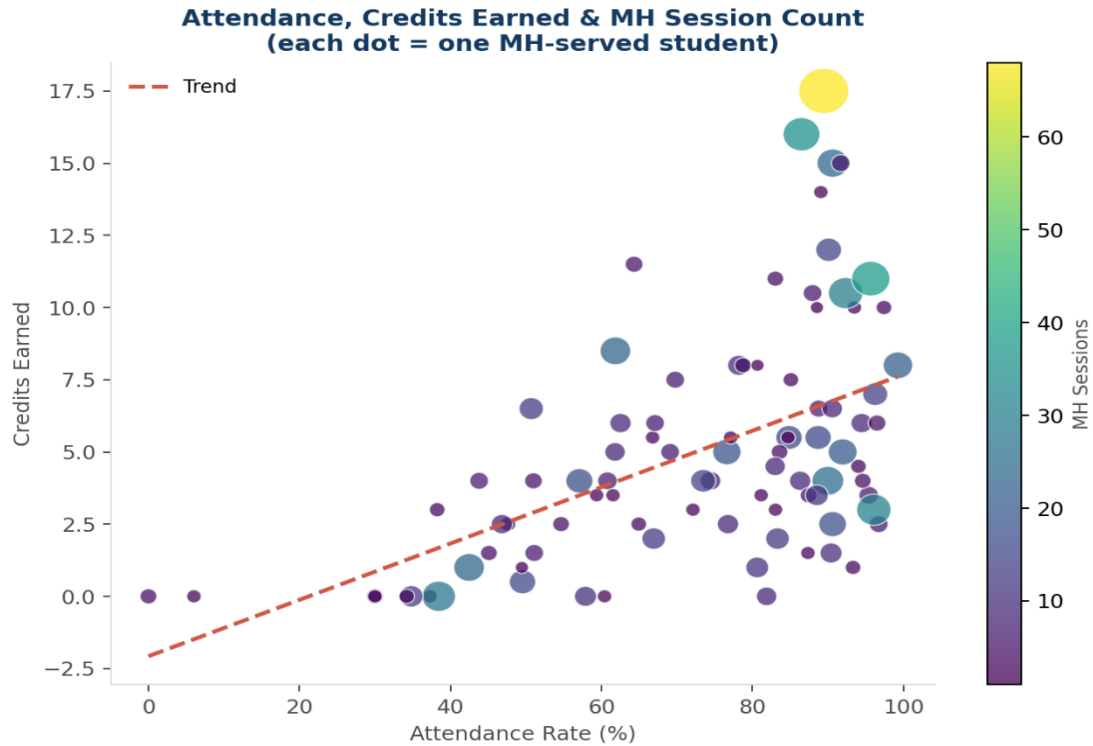


Figure 12. Each dot is one MH-served student, sized and colored by number of MH sessions received.

Breaking students into groups makes the pattern easier to read. The first two charts below split students by how many MH sessions they received (1-4, 5-9, or 10+) and show their average credits and average attendance side by side. The third chart takes a different cut: it ranks all 89 students by attendance rate and splits them into three equal-sized groups — lower third (lowest attendance), middle third, and upper third (highest attendance) — then shows the average credits earned within each group. Students in the top third for attendance earned nearly three times the credits of those in the bottom third:

Credits Earned Increases With Engagement

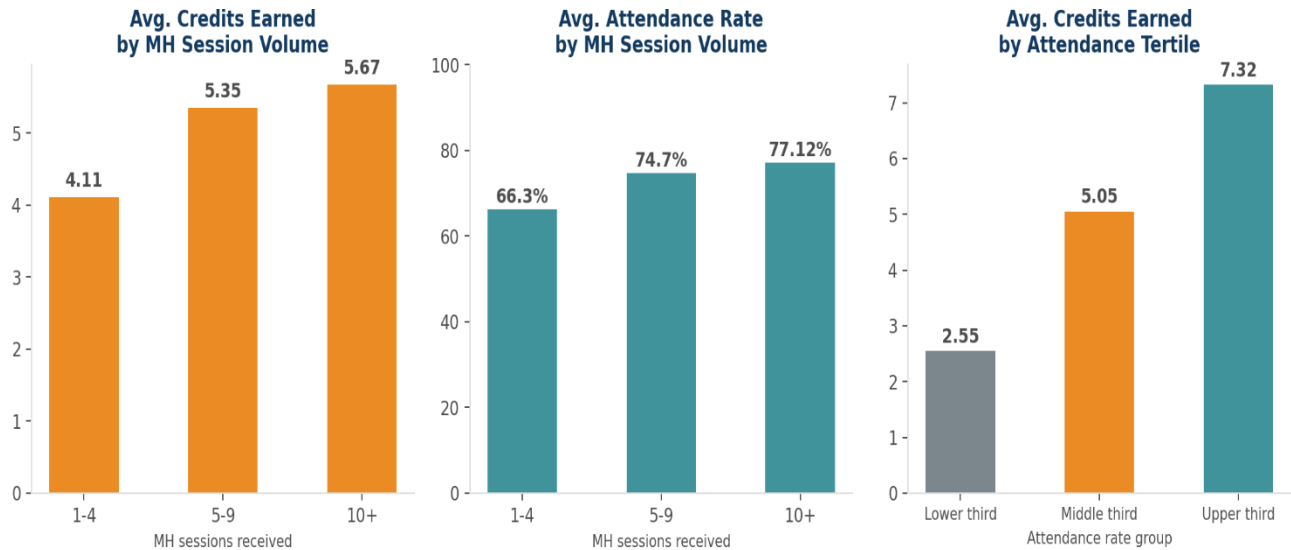


Figure 13. Average credits and attendance by MH session volume (left two panels) and average credits by attendance tertile (right panel).

This is correlational, not causal, and the direction likely runs both ways — students who attend more have more opportunity to earn credits, and students who are more engaged with support services may also be more engaged with school generally. Session count is a weaker predictor of credits than attendance is, suggesting attendance (not raw counseling volume) is the more actionable lever to watch. n=89 students with complete data on all three measures.

METHODOLOGY & NOTES

- Session (completed): any visit record not flagged as a Cancellation (CNL) or No-Show (NOS) in any of the three Visit Reason fields.
- Referral: a visit flagged RSF (Self), RSS (Student Support Staff), or RTE (Teacher) in any Visit Reason field.
- New vs. Returning: a student is 'Returning' if they also appear in the SY 2024–25 Served list; otherwise 'New.'
- Attendance before/after: compares each student's attendance rate before vs. on/after the date of their first SY 2025–26 MH visit.
- School-wide graduation rate benchmarks (Norwood 11%, South Austin 4%)
- Full funnel: the referral-to-termination funnel traces all SY 2025–26 referred students by their furthest documented stage (Intake, Individual Counseling, Termination), plus year-end status for those not yet terminated. "Still Active" and "Still Receiving Services" reflect the student's last documented activity.
- MH-served vs. all other students: the comparison population comes from all Community School students data compared to students who received counseling services.
- Cross-analysis (engagement, attendance, credits): limited to the 89 MH-served students with complete session-count, attendance, and active-credit data. Correlations are Pearson coefficients on raw values; session buckets and attendance tertiles are simple equal-sized groupings, not statistical models.

RESOLUTION OF THE BOARD OF DIRECTORS OF GOODWILL INDUSTRIES OF CENTRAL TEXAS
Approval and Submission of Material Non-Expansion Amendment Request
Regarding Charter Holder Bylaws
The Excel Center for Adults – CDN 227-827

WHEREAS, Goodwill Industries of Central Texas (the “Corporation” or “GICT”) is the charter holder and sponsoring entity for The Excel Center for Adults;

WHEREAS, the Board of Directors of GICT (the “Board”) has reviewed proposed amendments to Article 3, Section 3.1 of the Corporation’s Amended and Restated Bylaws, together with related conforming and administrative revisions;

WHEREAS, the proposed amendments (i) clarify that the GICT President is an officer of the Corporation but is not a member of the Board unless specifically and separately appointed to the Board; (ii) increase from three (3) to five (5) the maximum number of successive on-year terms for officers other than the GICT President; (iii) permit the GICT President to be elected as an officer for successive one-year terms without limitation while serving as GICT President, subject to annual election and removal by the Board; and (iv) establish a general policy of prudent rotation of officer assignments to promote leadership opportunities and appropriate Board succession planning;

WHEREAS, the proposed revisions also retitle Section 3.1 as “Election of Officers” and update the approval page to identify the current Board Chair and Secretary, without changing the substantive powers of those offices;

WHEREAS, changes to charter holder bylaws require approval through a material non-expansion amendment request submitted to the Texas Education Agency (“TEA”); and

WHEREAS, this Resolution is being considered at a lawfully called meeting conducted in compliance with the Texas Open Meetings Act, at which a quorum of the Board is present.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board approves the proposed amendments to the Corporation’s Amended and Restated Bylaws, substantially in the tracked-changes and clean forms presented to the Board, and approves a material non-expansion amendment request to amend the charter holder’s bylaws accordingly.
2. The Board authorizes and directs the GICT President and Chief Executive Officer, the Superintendent of The Excel Center for Adults, and their respective designees to prepare, execute, and submit the amendment request and all required supporting materials to TEA.
3. The bylaw amendments shall become effective for charter purposes only upon TEA’s written approval, or on a later effective date approved by TEA, and shall not be implemented retroactively.

ADOPTED by the Board of Directors of Goodwill Industries of Central Texas on September 25, 2026.

BOARD MEMBER APPROVAL AND SIGNATURE PAGE
Material Non-Expansion Amendment - Charter Holder Bylaws
The Excel Center for Adults – CDN 227-827

By signing below, each director confirms that the director attended the lawfully called Board meeting on September 25, 2026, and voted in favor of the foregoing Resolution. The signatures below must demonstrate approval by a quorum of the Board members in attendance.

Printed Name	Signature

Board Secretary Certification

I certify that the foregoing Resolution was adopted at a lawfully called meeting of the Board, that the directors signing above were in attendance and voted in favor, and that their signatures constitute a quorum of the Board members in attendance.

Board Secretary Signature

Date