This Open Meeting of the Board of Trustees is authorized in accordance with the Texas Government Code, §§551.001 through 551.146. Verification of Notice of Meeting and Agenda are on file in the Office of Board Relations. Per Texas Government Code §551.1282, this meeting is being broadcast over the Internet in the manner prescribed by Texas Government Code, §551.128. In accordance with Texas Government Code §551.127 one or more members of the Board of Trustees may participate in the meeting via videoconference in accordance with the provisions thereof.

NOTICE OF AN EDUCATION WORKFORCE COMMITTEE MEETING OF THE BOARD OF TRUSTEES FOR DALLAS COLLEGE
TUESDAY, OCTOBER 6, 2026 | 1:30 PM

Administration Office
1601 Botham Jean Blvd., Room #036, Dallas, TX 75215
www.dallascollege.edu/boardmeetingslive

Persons who address the Board are reminded that the Board may not take formal action on matters that are not part of the meeting agenda and may not discuss or deliberate on any topic that is not specifically named in the agenda. For any non-agenda topic introduced during this meeting, there are three (3) permissible responses: 1) to provide a factual answer to a question; 2) to cite specific Board Policy relevant to a topic; or 3) the topic may, at a later date, be placed on a Board Agenda for a subsequent meeting.

Speakers shall direct their presentations to the Board Chair, or the Board, as a whole.

EDUCATION WORKFORCE COMMITTEE MEETING AGENDA

1. Roll Call - Announcement of Quorum
   (Committee Members: Phil Ritter (Acting Chair), Kesha O'Reilly (Member)

2. Certification of Notice Posted for the Meeting

3. Citizens Desiring to Address the Board

4. Committee Presentations
   4.1. 2025-2026 Enrollment Update & 2026-2027 Enrollment Snapshot
   Presenters: Madeline Burillo-Hopkins, Katherine Doss, Beatriz Joseph, Greg Morris, Karen Stills
   4.2. Dallas College 2035 Driving Reputation & Engagement
   Presenter: Dan Diaz

5. Items for Review
   5.1. Committee Notes
      a. Education Workforce Committee Notes for August 11, 2026

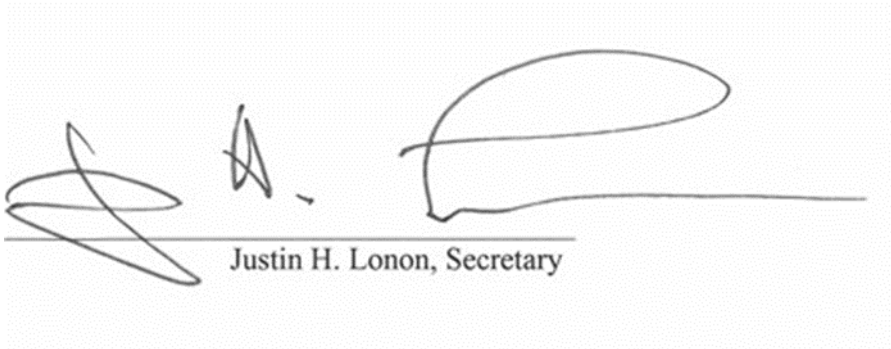
6. Executive Session
   6.1. Consultation with Attorney Regarding Legal Matters or Pending and/or Contemplated Litigation or Settlement Offers - Tex. Gov't Code Section 551.071
      a. *Salvatore Frisella, Paul Patrick Day, and Howard Jeffrey Hughes v. Dallas College*; Civil Action No.: 3:24-cv-00469-D, pending in the United States District Court for the Northern District of Texas;
      b. *Brianna K. Day v. Dallas College;* Civil Action No.: 3:24-CV-01259-N, pending in the United States District Court for the Northern District of Texas;
      c. *Daniel Diaz-Alcaraz v. Dallas College*; Civil Action No.: 3:25-CV-2258-X, pending in the United States District Court for the Northern District of Texas;
      d. *Daniel Diaz-Alcaraz v. Dallas College Board of Trustees*; Cause No. DC-25-15491, pending in the 116th Judicial District Court, Dallas County, Texas
   6.2. Personnel Matters Relating to Appointment, Employment, Evaluation, Assignments, Duties, Discipline, or Dismissal of Officers or Employees- Tex. Gov't Code Section 551.074
   6.3. Deliberate Regarding Real Property Since Open Deliberation would have a Detrimental Effect Upon Negotiations with a Third Person - Tex. Gov't Code Section 551.072
   6.4. Deliberate Regarding Security Devices or Security Audits Tex. Gov't Code Sections 551.076 and 551.089

7. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

CERTIFICATION OF NOTICE POSTED FOR OCTOBER 6, 2026, EDUCATION WORKFORCE COMMITTEE MEETING OF DALLAS COLLEGE BOARD OF TRUSTEES

I, Justin H. Lonon, Secretary of the Board of Trustees of Dallas College, do certify that a copy of the notice for this meeting was posted on the 30th day of September 2026 in compliance with the applicable provisions of the Texas Open Meetings Act.



ITEMS FOR REVIEW NO. 5.1.a.

Education Workforce Committee Notes for August 11, 2026

The Education Workforce Committee Meeting of the Board of Trustees of Dallas College was held Tuesday, August 11, 2026, beginning at 10:33 a.m. at the Administrative Office in room 036 and was broadcasted via this streaming link. This meeting was convened by Committee Chair Diana Flores.

Board Members and Officers Present

Mr. Cliff Boyd
Mrs. Monica Lira Bravo
* Ms. Diana Flores (Committee Chair)
Dr. Catalina E. Garcia
Dr. Justin H. Lonon (secretary and chancellor)
Mr. Paul Mayer
* Dr. Kesha O'Reilly
* Mr. Philip J. Ritter

* *Denotes a committee member*

Members Absent

None

1. Roll Call - Announcement of a Quorum was confirmed by Committee Chair Flores.

2. Certification of Notice Posted for the Meeting was confirmed by Chancellor Lonon.

3. Citizens Desiring to Address the Board There were no citizens desiring to address the Board.

4. Committee Presentations

4.1. Experiential Learning - Connecting Learning to Workplace Learning
Presenter: Greg Morris

Chair Flores introduced Greg Morris for the first presentation. Morris provided an update on experiential and workplace learning for 2025–26, noting that internships and apprenticeships often led to full-time employment and higher starting salaries. He reported that 94% of student apprenticeships resulted in full employment, with an average annual salary of $80,000. Morris explained that Dallas College offered various experiential learning opportunities, including youth apprenticeships, Earn & Learn programs, co-ops, and clinicals, through partnerships with employers who often paid students during internships. He noted that Department of Labor requirements made registered apprenticeships resource-intensive to manage; Dallas College continued to diversify its experiential learning opportunities.

Chair Flores asked about total student participation across experiential learning modalities and whether Dallas College had a participation goal. Morris reported a 41% increase in workplace learning, exceeding the 20% goal for 2025–26. He noted that faculty partnered directly with industry, with workplace learning often embedded in the curriculum and co-op courses providing an option for students unable to complete unpaid internships. Chancellor Lonon stated that workplace learning was a clear priority, particularly in Health Sciences, Manufacturing & Industrial Technology, and Business, Hospitality & Global Trade, where hands-on experience was essential to many CTE programs.

Morris emphasized that DOL-registered apprenticeships were labor-intensive and credited Kendra Rockwell, Anita Bedford, and their seven-member team for expanding Dallas College's apprenticeship efforts. He reported 38 DOL-approved apprenticeship occupations and noted that much of the early work was grant funded. Trustee O'Reilly asked about staffing needs, and Morris said additional support would help expand workplace learning opportunities.

Trustee Ritter asked whether experiential learning was required for academic and non-academic credentials. Morris said it was required in

many healthcare and licensed programs and embedded in most CTE programs. Trustee Boyd shared a positive experience with her granddaughter's El Centro summer culinary program. Morris noted that faculty and academic leaders helped connect workplace experiences to learning.

Trustee O'Reilly requested a breakdown of experiential learning opportunities, including "Earn & Learn" programs and participation data. Morris said these programs were available in both credit and continuing education, including the School of Education and Manufacturing & Industrial Technology, with employers such as Amazon and Walmart. He explained that apprenticeship opportunities were driven by employer demand and could be one-time or recurring. Trustee O'Reilly requested additional details to support community partnership discussions.

4.2. Successful Student Transfer - Removing the Barriers
Presenters: Greg Morris, Karen Stills

Karen Stills presented data on transfer outcomes, noting that while many students enrolled in community colleges intending to earn a bachelor's degree, relatively few successfully transferred and completed their degree. She highlighted the importance of bachelor's degrees for economic mobility, the rising cost of four-year education, and challenges related to credit transferability. She also noted that low-income and nontraditional students often faced additional barriers to degree completion.

Trustee Ritter asked how four-year institutions followed transfer agreements. Stills explained that, unlike some states, Texas did not require universities to accept transfer credits, so Dallas College relied on individual agreements that universities could choose not to honor. Chancellor Lonon added that efforts were underway to improve transfer policies, but the number of independent institutions made the process challenging.

Trustee Garcia asked whether success coaching supported transfers. Stills said success coaches, transfer specialists, and other support offices assisted students, but Dallas College could not control whether universities accepted or applied transferred credits toward degree requirements.

Discussion ensued.

Stills reported that transfer outcomes had improved since 2019, with more students transferring within two years. She noted that 17% of Dallas College's 2018 first-time-in-college cohort transferred, and 60% of those students completed a bachelor's degree, leading to higher earnings. She added that it took approximately eight years to measure bachelor's degree completion after initial enrollment.

Trustee Mayer asked whether students in early college high schools and P-TECH programs reached 15 credit hours before earning a degree. Stills confirmed that many did and noted that dual-credit students who graduated high school, enrolled at Dallas College, and transferred could be counted for funding purposes as first-time-in-college students.

Stills outlined Dallas College's transfer strategies, highlighting collaboration among Academic Affairs, Student Success, and transfer teams. She reviewed pathways that included bachelor's degrees, transfers, and co-enrollment opportunities, noting that Dallas College maintained more than 80 university partnerships. She added that students who engaged with Career and Transfer Services were twice as likely to transfer.

Trustee O'Reilly requested additional data on transfer destinations by institution type and region, and Stills indicated that the information and transfer dashboard data would be provided.

Stills discussed regional transfer solutions developed in the absence of statewide policies, highlighting the Transfer Collaborative with East Texas A&M University, Texas Woman's University, and UNT Dallas. These institutions agreed to accept designated course blocks in business, education, and health sciences, providing students with clearer transfer pathways.

Trustee Ritter asked why additional universities were not participating. Stills and Morris explained that participation required investment in shared technology, data systems, and common processes, while some institutions had different priorities.

Chancellor Lonon praised the collaborative's success and said Dallas College would continue expanding regional partnerships while broader policy solutions were pursued. Trustee O'Reilly recognized staff efforts in supporting transfer students and asked about the distinction between university partnerships and the collaborative. Morris explained that partnership agreements could include transfer guarantees, scholarships, and credit acceptance provisions. Stills added that agreements were maintained through MOUs and required ongoing updates as university programs changed.

Stills highlighted the Transfer and Success Fund, supported by the O'Donnell Foundation and the Dallas College Foundation, which provides scholarships and financial support for transfer students. She noted ongoing efforts to expand transfer opportunities, including scholarship partnerships with SMU. Chancellor Lonon added that SMU had previously offered a limited number of full scholarships for Dallas College students and discussions were underway to expand the program.

Morris discussed co-enrollment as a strategy to improve transfer success, explaining that students are admitted to Dallas College and a university simultaneously. He highlighted the partnership with Texas A&M University Engineering, launched in 2018, which allows students to complete their first two years at Dallas College while taking university-taught engineering courses. He noted that the Engineering Academy had significantly increased transfer success rates to Texas A&M and shared examples of successful transfer students.

Morris reported that Dallas College currently had seven co-enrollment programs, including a recently established partnership with Texas State University (TSU). He noted strong student interest and early signs of success, with nearly 1,000 TSU students expressing interest in the program. He explained that co-enrollment reduced transfer barriers by allowing students to be enrolled at both institutions simultaneously and helped ensure credit transfer.

In response to trustee questions, Morris explained that Dallas College served as the host institution, administered financial aid, and coordinated data sharing and payments with university partners. He added that the TSU partnership included a revenue-sharing component. Stills emphasized the significant operational and technical work required to support co-enrollment and data-sharing processes and credited staff for their efforts.

Trustee Ritter commented on the lack of statewide transfer support and asked about interest from other universities. Stills responded that several key transfer partners, including UNT, were actively collaborating with Dallas College on additional pathways, including data science programs.

Stills reported that the Transfer and Career Team used targeted outreach and technology to connect transfer-interested students with events and resources. She noted that approximately half of Dallas College students indicated an interest in transferring and that Academic Affairs was working to increase faculty engagement in transfer initiatives.

Stills also presented the new Transfer ASAP Program, developed with support from the Dallas College Foundation, community partners, and the O'Donnell Foundation. The pilot program aims to help 450 students transfer within three years by providing tuition support, stipends, specialized coaching, and additional programming. Trustee O'Reilly requested transfer student demographic data, and Trustee Garcia asked that it be shared with the full board. Trustees Ritter, O'Reilly, and Mayer praised the presentation and the team's efforts to improve transfer outcomes.

5. Open Floor for Members to Propose Topics or Themes for Future Presentations

Trustee O'Reilly requested more information on CE and Workforce programs and suggested reviewing prior board feedback to focus on changes under new leadership. Chair Flores noted gender differences between Workforce and Academic programs and asked Perla Molina to note the trend.

Trustee Ritter asked about transfer-related legislative priorities for 2027. Chancellor Lonon said efforts were underway to improve transfer processes and establish clearer standards for university acceptance of credits. He noted that four-year institutions, particularly flagship universities, remained the primary challenge.

6. Items for Review

6.1. Committee Notes

a. Education Workforce Committee Notes for May 12, 2026

7. Executive Session
Executive session was not required.

8. Adjournment Chair Flores adjourned the Education Workforce Committee meeting at 11:58 am.

Agendas, captioned videos, and transcripts for Dallas College Board Meetings are available at our website, http://www.dallascollege.edu/boardmeetingslive.