



Grants for Teachers

Grant Requirements

Applicant eligibility: Grants are limited to Wylie ISD established curriculum framework and associated co-curricular activities for professional personnel working directly with students including teachers, counselors, librarians, paraprofessionals and nurses. Athletic extracurricular activities are excluded. Applicants may apply individually (a co-sponsor must be listed even if this is an individual grant) or as a grade-level and/or subject matter team. In the case of team-based proposals, a Project Director must be designated to assume overall administrative responsibility for the project, and all related correspondence will be so directed. Simultaneous funding of projects will not occur.

Eligible Projects: All grants must identify and address needs, challenges, and concerns unique to the respective campus. The identified areas must reflect the school's mission, statement of philosophy or campus improvement plan. Funds may not replace normal funding from tax-based sources. Grants must supplement, not supplant. Products purchased with grant funds become the property of the district, not the individual. The proposal must describe quantitative and/or qualitative methods used to evaluate the success of the project. Grants will not cover incentives, rewards, travel, or total honorariums. In addition, expenses for consumable or single events must be justifiable.

Submission of Proposals: All proposal submissions must be submitted by 10:00 PM on September 30, 2024.

Guidelines for Completing the Application: The project is appropriate for submission if the following questions can be answered in the affirmative:

- Will the project improve student learning?
- Does the project challenge students and can the project be completed in the time-frame allowed?
- Are the objectives measurable?
- Is the project new, innovative, or an enhancement?
- If the project is successful, should it be used throughout the District?

Awards announced: Awards will be announced in November 2024

Disclosure:

If for any reason your grant proposal does not meet the principal, purchasing, curriculum or technology requirements, you will be notified immediately via e-mail with a written explanation.

If any teacher, classroom or campus identifiers are in the body of the application (excluding page 1), the reviewers can discard the application.

The use of abbreviations or acronyms without identification can serve as a disadvantage.
Not all reviewers are educators. Be clear.

All questions must be completed.

Proposal Review: Wylie ISD Education Foundation Programs Committee or their designated sub-committee shall review submitted proposals. All applications will be subject to number-coded, blind review relative to applicant(s) and specific campus. Accordingly, specific reference to the applicant and campus should be limited to information on the cover page. Do not include the campus name or any other name identifiers in the application that would be prohibitive of a blind review. Before review, Wylie ISD Curriculum and Instruction Department screens projects for the expressed purpose of assuring compliance with District Guidelines, not for selection of recipients.

Introduction

First Name

[REDACTED]

Last Name

[REDACTED]

Email

[REDACTED]

Campus

ESC

[REDACTED]

Has this request for funds been submitted to other funding entities? Yes No

Has this request been funded in previous years? Yes No

Grant Type defines the maximum funds awarded based on range of impact. ie. An educator may not request more than \$1000 if the impact is limited to their classroom.

Type of Grant:

District (\$5000)

Would there ever be a need for external fund (greater than \$5000)? Yes No

Total Dollar Amount Requested

3418.44

Curriculum section(majority):

5 - 12

Target Population (Grade(s))

7, 8

MAIN curriculum area your grant addresses.

English/Language Arts

Implementation date:

12/01/2024

Anticipated date of completions

05/23/2025

Total number of students impacted

3100

Total number of staff affected

45

The Problem (40 Points)

Title of Proposed Grant

Game Changer - Enriching Junior High Literacy with Play

Describe the educational need/s this project will address in terms of student data, the campus improvement plan, and district-wide goals. Use formal writing processes and do not use acronyms without identification.

ex: Texas Essential Knowledge and Skills (TEKS). Grant reviewers are not necessarily from education and do not know relate to the acronyms.

This project aims to provide access and availability to learning through play by providing a set of literacy-enhancing games for each junior high campus. We are requesting \$ 3,419 to provide each of Wylie ISD's three junior high campuses with games that will allow students to use verbal, imaginative, and conceptual play to solidify their learning.

The problem is the limited availability of high-quality literacy-improvement games accessible to junior high school campuses, hindering students' opportunities to reinforce their learning through play. When you walk into an elementary classroom, you will easily spot an abundance of games and manipulatives chosen by teachers to enhance the learning experience for their young students. The notion that using play as a learning method isn't effective once students transition to junior high is a fallacy. Researchers and educators worldwide have found that play can help enrich learning and develop critical skills such as inquiry, expression, experimentation, and teamwork, even at the junior high level. Dr. Doris Fromberg, Professor Emerita of Teaching, Literacy, and Leadership at Hofstra University, says, "[children] learn by comparing physical experiences, by interactions with other people and their own feelings. And they learn an enormous amount through their imagination... Play is what pulls together the logical and creative parts of the brain." Due to the absence of game access on our junior high campuses, our students are deprived of valuable learning experiences through play. One mission in Wylie ISD is to ensure our teachers foster hope, well-being, and engagement in their classrooms by building positive relationships, exemplifying the values they want to see in their students, making all students feel valued, and holding themselves and their students to a high academic standard. This is where the Game Changers grant can help! With this project, we can purchase literacy-enhancing games for our junior high school campuses to help students reach the expectation of high academic standards.

Quoting Dr. Girlie Delacruz, Associate Vice Chancellor of Teaching and Learning at Northeastern University: "When engaging with educational games, players' interactions with the game are not only motivating but also stimulate cognitive processing of the game content, ultimately enhancing the learning experience." In 2024, a concerning 23% of our 8th-grade students and 26% of our 7th-grade students fell below the "meets grade level" benchmark on the State of Texas Assessments of Academic Readiness (STAAR), signifying a gap in their preparedness for post-high school success. We must channel our efforts towards actively engaging and motivating these students to bolster their literacy skills. Offering opportunities for students to learn through play represents a promising approach to achieving this goal.

The following are fundamental Texas Essential Knowledge and Skills (TEKS) that students will be hitting while engaging in play with the games purchased from the grant:

- 7.1A listen actively to interpret a message and ask clarifying questions that build on others' ideas;
 - 7.1D engage in meaningful discourse and provide and accept constructive feedback from others.
 - 7.2A Use print or digital resources to determine the meaning syllabication, pronunciation, word origin, and part of speech.
 - 7.2B The student is expected to use context such as contrast or cause and effect to clarify the meaning of words;
 - 7.5B generate questions about text before, during, and after reading to deepen understanding and gain information;
 - 7.5C make, correct, or confirm predictions using text features, characteristics of genre, and structures;
 - 7.5D create mental images to deepen understanding;
 - 7.5E make connections to personal experiences, ideas in other texts, and society;
 - 7.5H Synthesize information to create new understanding
 - 7.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
-
- 8.1A listen actively to interpret a message by summarizing, asking questions, and making comments;
 - 8.1D participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
 - 8.2B The student is expected to use context such as contrast or cause and effect to clarify the meaning of words;
 - 8.5 B generate questions about text before, during, and after reading to deepen understanding and gain information;
 - 8.5C make, correct or confirm predictions using text features, characteristics of genre, and structures;
 - 8.5D create mental images to deepen understanding;
 - 8.5E make connections to personal experiences, ideas in other texts, and society;
 - 8.5H Synthesize information to create new understanding
 - 8.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

We aim to increase student engagement and motivation, thus impacting their achievement. Our teachers need access to literacy-

enhancing games to foster this objective.

Program Outcomes/Evaluation

What specific outcomes do you expect to see upon completion of your grant? Each outcome listed should be realistic and measurable. Include specific objectives and measurable data.

For each objective list: the objective/outcome beginning baseline data how you will evaluate the process of implementation quantitative and/or qualitative data to be used to evaluate (specific measurable data) and the expected new outcomes based on data.

Sample: Objective one is that students will be on time for first period class. 45% of students were late for first period during the first 9 week period. To evaluate our process we will gather data identifying which students are consistently late. We will survey all students for possible reasons for tardiness. We will also survey parents to identify possible causes. We anticipate 95% of students will arrive on time after new alarm clocks have been purchased with grant funds.

Objective	Starting Point (Baseline)	Methods used to arrive at improved endpoint	How will you evaluate the process of implementation	Quantitative data to be used to evaluate (Specific measurable data)
<p style="text-align: center;">Students will participate in collaborative discussions, providing and accepting feedback from peers (TEKS 7.1D and 8.1D)</p>	<p style="text-align: center;">Currently, 50% of students actively engage in meaningful discourse and are able to provide and accept constructive feedback in group settings.</p>	<p style="text-align: center;">Students will participate in peer-led game sessions that require collaboration, discussion, and feedback. Teachers will facilitate these discussions, guiding students to provide effective feedback and reflect on how feedback helps them improve.</p>	<p style="text-align: center;">Teachers will use rubrics to assess the quality of discourse and feedback provided by students during group activities, with periodic peer and self-evaluations.</p>	<p style="text-align: center;">Rubric feedback reflection observations discussions</p>
<p style="text-align: center;">Students will engage in literacy-enhancing games to increase their ability to use context clues (TEKS 7.2B and 8.2B).</p>	<p style="text-align: center;">Currently, 52% of 7th graders and 46% of 8th graders demonstrate proficiency in using context clues to determine the meaning of words, on STAAR and District Assessments.</p>	<p style="text-align: center;">Teachers will implement literacy-enhancing games, focusing on activities that require the use of context clues. Students will engage in small-group play, where they use words in context to decipher meanings.</p>	<p style="text-align: center;">Teachers will record the number of sessions each class completes and track student progress through formative assessments, game performance data, and classroom discussions.</p>	<p style="text-align: center;">Number of sessions completed Student progress through formative assessments Game performance data Classroom discussions</p>
<p style="text-align: center;">Students will engage in literacy-enhancing games to increase their ability to synthesize information (7.5H, 8.5H).</p>	<p style="text-align: center;">In 2024, 56% of on-level 7th-grade students and 62% of on-level 8th-grade students correctly synthesized information on the STAAR assessment.</p>	<p style="text-align: center;">Students will engage in literacy-enhancing games that encourage critical thinking and the synthesis of information from various sources. These games will involve activities that require combining ideas, drawing conclusions, and creating new understanding from multiple perspectives. Games will be played both individually and in collaborative groups to reinforce these skills.</p>	<p style="text-align: center;">Teachers will monitor student engagement and participation during the games and track progress through formative assessments and reflective discussions. Students will also complete written reflections on how they synthesized information to achieve success in the games.</p>	<p style="text-align: center;">Quantitative data including test scores student synthesis Qualitative observations reflective student thoughts</p>
<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>	<div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div>

Objective	Starting Point (Baseline)	Methods used to arrive at improved endpoint	How will you evaluate the process of implementation	Quantitative data to track (Specify)

Sustainability

Presents a plan to secure future support if the program is to be continued. Include all resources, not just cash.

What challenges do you anticipate carrying this program forward?

Can this type of focused interventions carry into other specific campus needs?

Describe in detail the potential for expansion to other campuses if they are having the same challenges you have identified.

What challenges do you anticipate carrying this program forward?

While some students will likely engage with the games enthusiastically, others may not respond as positively or may find it challenging to engage in play-based learning. Differentiating the games to meet the varying needs and engagement levels of students could be a challenge.

Can this type of focused interventions carry into other specific campus needs?

SEL-focused games encourage students to work together, manage their emotions, and practice conflict resolution in safe, structured environments. These skills are critical in addressing campus issues related to behavior management, bullying, or lack of collaboration.

For our Emergent Bilingual students, language-focused games that target vocabulary acquisition, sentence building, and conversational practice in a fun, supportive environment will help increase fluency, and confidence.

Describe in detail the potential for expansion to other campuses if they are having the same challenges you have identified.

Expanding the Game Changer - Enriching Junior High Literacy with Play program to other campuses can have a profound impact, particularly for schools facing similar challenges related to student engagement, literacy development, and performance on standardized assessments. The Game Changer program is inherently scalable and can be tailored to meet the needs of multiple campuses. The literacy-enhancing games selected can be easily adapted to various grade levels and subject areas. While the initial focus is on 7th and 8th-grade literacy, game-based learning can be tailored to 6th grade or even high school if the needs are similar. As the program expands, teacher buy-in can be enhanced through targeted professional development across campuses. Educators can be trained on the benefits of play-based learning, how to integrate games into their curriculum, and how to track literacy improvements. This training can be standardized across campuses to ensure consistency and high-quality implementation.

Project Budget

Is there a technology component to this grant?
 (Will the technology department be required to approve purchases?) Yes No

Can this grant be partially funded? Yes No

If so, how?

We could purchase fewer games.

Please include the Budget Item, Quantity, Unit Cost, Supplier, Budget Amount.
 Please list in order of most critical to least critical for the implementation of your grant.

Do not add sales tax to your total, we are tax exempt. Please make sure the quantity and unit cost are added correctly in the budget amount. The total budget amount requested should match the total dollar amount requested.

Budget Item	Quantity	Unit Cost	Supplier	Budget Amount
Tapple 10, Writing Dice	4	29.94	Amazon	119.76
Banana Grams. Word Around	4	32.24	Amazon	128.96
Ole Guacamole, Word Teasers	4	28.24	Amazon	112.96
Wordsmithery, Boggle	4	43.98	Amazon	175.92
Blank Slate, Crossico	4	49.48	Amazon	197.92
Alphabet Soup, Story Cubes	4	29.98	Amazon	119.92
Wordle, Tall Tales	4	48.64	Amazon	194.56
Tapple, Wavelength	4	51.38	Amazon	205.52
Word Wipeout, Anomia	4	42.69	Amazon	170.76
Cross Clues, Hive	4	53.47	Amazon	213.88
Illitrati, Dixit	4	73.44	Amazon	293.76
Smug Owls, Coup	4	35.47	Amazon	141.88
25 Words or Less, Poetry For Neanderthals	4	42.98	Amazon	171.92
Dabble, Stanzaz	4	54.98	Amazon	219.92
Shenanigrams, Paint Chip Poetry	4	37.90	Amazon	151.60

Budget Item	Quantity	Unit Cost	Supplier	Budget Amount
Play on Words, Incoherent	4	33.98	Amazon	135.92
Scrabble, Really Loud Librarians	4	40.91	Amazon	163.64
Letter Luck, A Little Wordy	4	25.98	Amazon	103.92
Wordical, The Genius Square	4	46	Amazon	184
Storymatic, Sussed	4	52.93	Amazon	211.72

BUDGET TOTAL (will calculate after page is saved): **3418.44**

Total Dollar Amount Requested

3418.44

Approvals

Please select the name of your purchase approver in order to send an approval form once your grant is submitted.

Curriculum Approver

Secondary (5-12) - Dr. Davis

Purchasing Approver

Gina Smilie

Please select the name of your campus in order to send an approval form to your PRINCIPAL once your grant is submitted

ESC

Have you attended a Wylie ISD Grant Writing Workshop in the last five years? Yes No

I agree to ongoing feedback and statistical reporting

Signature

Signature

A large rectangular box containing a solid black redaction bar, covering the signature area.

Date

A rectangular box containing a solid black redaction bar, covering the date field.

Principal Approval

****Do NOT include any identifiers, such as: campus name, your name, teachers name or mascot ****

I certify that this would be a good use of funds for our school and this grant supports the district goals and/or our campus improvement plans.

Reject

Comments (You must complete comment section if you deny the grant to let the applicant know what to work on.):

Technology Approval

- I certify that this would be a good use of funds for the technology component.
- Reject

Comments (If denied, you must offer feedback to let the applicant know how to improve.)

Purchasing Approval

- I certify that this would be an accepted use of funds for the purchasing department.
- Reject

Comments (If denied, you must offer feedback to let the applicant know how to improve.)

Curriculum Approval

- I certify that this would be a good use of funds.
- Reject

Comments (If denied, you must offer feedback to let the applicant know how to improve.)

Reviewer Scoring

The Problem

Describe the educational need/s this project will address in terms of student data, the campus improvement plan, and district-wide goals. Use formal writing processes and do not use acronyms without identification.

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The Problem Score

User	Selection	Value	Last Updated
[REDACTED]	40 Points	40	10/22/2024 03:21:51
[REDACTED]	40 Points	40	10/17/2024 09:34:05
[REDACTED]	35 Points	35	10/18/2024 02:45:20
[REDACTED]	40 Points	40	10/21/2024 02:36:51
[REDACTED]	40 Points	40	10/15/2024 03:34:03

Total Score: 39

Program Outcomes/Evaluation

Objective	Starting Point (Baseline)	Methods used to arrive at improved endpoint	How will you evaluate the process of implementation	Quantitative data to track (Specific)
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Objective	Starting Point (Baseline)	Methods used to arrive at improved endpoint	How will you evaluate the process of implementation	Quantitative data to track (Specific)
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Students will engage in literacy-enhancing games to increase their ability to use context clues (TEKS 7.2B and 8.2B).	Currently, 52% of 7th graders and 46% of 8th graders demonstrate proficiency in using context clues to determine the meaning of words, on STAAR and District Assessments.	Teachers will implement literacy-enhancing games, focusing on activities that require the use of context clues. Students will engage in small-group play, where they use words in context to decipher meanings.	Teachers will record the number of sessions each class completes and track student progress through formative assessments, game performance data, and classroom discussions.	Pre-assessments usage of student data during
Students will engage in literacy-enhancing games to increase their ability to synthesize information (7.5H, 8.5H).	In 2024, 56% of on-level 7th-grade students and 62% of on-level 8th-grade students correctly synthesized information on the STAAR assessment.	Students will engage in literacy-enhancing games that encourage critical thinking and the synthesis of information from various sources. These games will involve activities that require combining ideas, drawing conclusions, and creating new understanding from multiple perspectives. Games will be played both individually and in collaborative groups to reinforce these skills.	Teachers will monitor student engagement and participation during the games and track progress through formative assessments and reflective discussions. Students will also complete written reflections on how they synthesized information to achieve success in the games.	Quantitative data include: student synthesis Quality observations reflect student thought

Program Outcomes/Evaluation Score

User	Selection	Value	Last Updated
[REDACTED]	45 Points	45	10/17/2024 09:34:05
[REDACTED]	42 Points	42	10/18/2024 02:45:20
[REDACTED]	45 Points	45	10/21/2024 02:36:51
[REDACTED]	45 Points	45	10/22/2024 03:21:51

User	Selection	Value	Last Updated
[REDACTED]	45 Points	45	10/15/2024 03:34:03

Total Score: 44.4

Sustainability

What challenges do you anticipate carrying this program forward?

Can this type of focused interventions carry into other specific campus needs?

Describe in detail the potential for expansion to other campuses if they are having the same challenges you have identified.

What challenges do you anticipate carrying this program forward?

While some students will likely engage with the games enthusiastically, others may not respond as positively or may find it challenging to engage in play-based learning. Differentiating the games to meet the varying needs and engagement levels of students could be a challenge.

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For our Emergent Bilingual students, language-focused games that target vocabulary acquisition, sentence building, and conversational practice in a fun, supportive environment will help increase fluency, and confidence.

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Sustainability Score

User	Selection	Value	Last Updated
[REDACTED]	15 Points	15	10/21/2024 02:36:51
[REDACTED]	15 Points	15	10/17/2024 09:34:05
[REDACTED]	15 Points	15	10/22/2024 03:21:51
[REDACTED]	12 Points	12	10/18/2024 02:45:20
[REDACTED]	15 Points	15	10/15/2024 03:34:03

Total Score: 14.4

Grand Total Score: 97.8

Comments

[REDACTED]	Very well written, excellent incorporation of data and goals.
[REDACTED]	Good use of quotes and data from Dr. Fromberg and Dr. Delacruz. Thank you for explaining what STAAR and other

acronyms stand for; for you, these are part of your everyday conversation, but not all your judges! I liked that you have a name for this -- Game Changers! Catchy and appropriate. Good use of TEKS and other fundamentals. Very good explanation of methods of evaluating success and what you expect that success to look like. I liked your explanation of how this could be applied to other challenges, like bullying, and tailored to meet the needs of other campuses, such as for bilingual students. You have obviously thought this through, and I think your conclusions are reasonable and doable. I really like this grant application and am being so bold as to give you a score of 100. Your writing flows well and is easy to understand, no errors in punctuation (etc.) are jumping out at me, and I think you answered everything you were asked to answer. Congratulations -- I hope you are awarded this grant!

I would have liked to have some examples of the literacy-enhancing games. It's hard for me to visualize what the author is asking for as I can picture literacy games for the elementary set, but I'm not sure what they would look like at the junior-high level.

Review Complete

User	Value	Last Updated
[REDACTED]	Yes	10/22/2024 03:21:51
[REDACTED]	Yes	10/21/2024 02:36:51
[REDACTED]	Yes	10/18/2024 02:45:20
[REDACTED]	Yes	10/17/2024 09:34:05
[REDACTED]	Yes	10/15/2024 03:34:03

Wylie Education Foundation
951 South Ballard Ave.
Wylie, Texas 75098