

PRDE-OSIATD-FY2018-002-Mobile Devices,
Professional Development and Project Management

Global Education Exchange Opportunities, Inc. (GEEO)

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October 12, 2018

APPENDIX IV: PROPOSAL SUBMITTAL CHECKLIST

TAB #	DESCRIPTION	FORM	CHECK ✓
TAB 1	Cover Letter		✓
TAB 2	Proposal Signature Page – <i>Mandatory</i>	FORM 1	✓
TAB 3	Equipment and Service Proposal – <i>Mandatory</i>		✓
TAB 4	Sample Price Sheet	FORM 2	✓
TAB 5	Non-Collusion Affidavit – <i>Mandatory</i>	FORM 3	✓
TAB 6	Proposal Bid Bond (15%) - <i>Mandatory</i>		✓
TAB 7	Proposer Questionnaire	FORM 4	✓
TAB 8	Proposer References (3 Minimum)	FORM 5	✓
TAB 9	Designation of Subcontractors	FORM 6	✓
TAB 10	Certificate of Insurance Coverage	FORM 7	✓
TAB 11	Copy of Filed Letter of Intent	FORM 8	✓
TAB 12	Recent Legal Actions		N/A
TAB 13	Service Level Agreement – <i>Mandatory</i>		✓
TAB 14	Bidders Registry – Eligibility Certificate - <i>Mandatory</i>		✓
TAB 15	W-9 (IRS)	FORM 9	✓
TAB 16	Mobile Device Specifications – <i>Mandatory</i>	FORM 10	✓
TAB 17	Device Proposal Functionality Compliance Form - <i>Mandatory</i>	FORM 11	N/A
TAB 18	Project Plan and Schedule with Dates for Deployment and Professional Development– <i>Mandatory</i>		✓
TAB 19	Financial Statements - <i>Mandatory</i>		✓
TAB 20	Joint Venture Documentation (If Applicable)		N/A

TAB 1

Cover Letter

October 12, 2018

To whom it may concern:

Global Education Exchange Opportunities, Inc. (GEEO) is a for profit organization with offices in *Manatí* and *Guaynabo, Puerto Rico*. GEEO was founded by experts in innovative education and has over eight years of experience in *Puerto Rico* as well as North, Central and South America. GEEO's vision is to contribute to the economic and social advancement of communities world-wide through high quality innovation formation. This is done through the exchange of resources, building human capacity for individuals and for organizational improvement, leading to extensive global collaboration. To achieve our vision, we pursue private and public competitive resources to design and implement evidence and experienced-based innovations and practices.

The professional development unit of the GEEO company is known as *Centros Académicos para la Transformación de los Escenarios Docentes Resilientes de Avanzada* (CATEDRA). The CATEDRA project began offering these services in August 2014. Currently, GEEO continues to offer professional development services with a vision to expand outside of Puerto Rico. The CATEDRA project, in a coordinated and organized way, has been offering professional development to teachers and support staff of both, public and private school systems. In addition, CATEDRA offered professional development opportunities to school principals, academic directors and district facilitators. CATEDRA has offered professional development activities to schools in the 7 educational regions of the Puerto Rico Department of Education. All the professional development activities, CATEDRA offered, are aligned and respond to all the professional development principles established by the PRDE.

GEEO is committed to provide the services presented in this proposal through contributing to the innovation process in each of the schools that will be impacted. GEEO is looking forward to having the opportunity to continue collaborating with the Department of Education of Puerto Rico and to offer the quality services that we are capable and prepared to deliver. Global Education Exchange Opportunities, Inc. acknowledges, understands and **agrees to enter into a written contract with the Department of Education of Puerto Rico for the proposed equipment and services, if selected.**

Sincerely,


Odette Piñeiro Caballero, PhD.

CEO
GEEO, Inc.

TAB 2

Form 1

Proposal Signature Page

PROPOSAL SUBMITTAL FORM 1 – PROPOSAL SIGNATURE PAGE

EACH PROPOSER IS REQUIRED TO SUBMIT A PROPOSAL SIGNATURE PAGE WITH ITS PROPOSAL. ANY PROPOSER THAT FAILS TO DELIVER THE PROPOSAL SIGNATURE PAGE IS AUTOMATICALLY DISQUALIFIED FROM CONSIDERATION FOR AN AWARD

PROPOSER: Dra. Odette Piñero Caballero

ADDRESS: P.O. Box 937, Manatí, P.R. 00674

PHONE: 787-621-6777

The undersigned, doing business under the full and complete legal name as set forth above, proposes to provide the services described in the Proposer proposal to the Puerto Rico Department of Education, for the prices set forth in the Proposer's Price Proposal. The Proposer makes the following certifications with regard to its service and pricing proposals:

1. Proposer certifies that it has paid unemployment insurance, disability, and chauffeurs social security, in all applicable cases; or, that it has a payment plan for payment of those obligations and is complying with such plan.
2. Proposer certifies that there is no conflict of interest in the contract and provisioning of the proposed services and items to the PRDE.
3. Proposer agrees that its service proposal and price proposal shall remain valid for 180 days from the date of submission.
4. Proposer certifies that none of the employees of the Department or any of its sub-departments or agencies has a pecuniary interest in their offer.
5. Proposer certifies that its proposal has been prepared and developed without collusion with any of the Department's officials or other Proposers and without effort to preclude the Department from obtaining the best competitive proposal.
6. The undersigned, hereby acknowledges receipt of (a) RFP# PRDE-OSIATD-FY2018-002-Mobile Device, Professional Development and Project Management including all appendices, as well as Addenda Nos. _____ (Proposer should list here any and all addenda to the RFP issued by the Department). The undersigned also hereby certifies that the Proposer has read and agrees to abide by the terms and conditions of the RFP including all appendices and addenda.

Signature: _____



Name/Title: Odette Piñero Caballero, Ph.D./CEO

Date: September 28, 2018

TAB 3

Appendix II

Equipment and service proposal

APPENDIX II

1. GENERAL EXPERIENCE

Global Education Exchange Opportunities, Inc. (GEEO), **has relevant experience providing the services to the scale and scope described in this application.** In addition, because of our reputation, GEEO attracted local and national subcontractors with relevant and effective evidence-based experience making us the best alternative for Category 2. Our subcontractors include: University of Puerto Rico, EdTech Teacher, and Digital Promise. GEEO and its subcontractors know and are ready to deliver professional development that moves the Puerto Rico Department of Education (PRDE) Technology Integration eco-system (OSIATD, LEA's and schools) towards sustainability. We have the collective experience in PR and in the US to deliver PD so that all 856 schools develop internal capacity to maintain a cadre of teacher-leaders and coaches capable of leading the ongoing work of **improving teaching and learning with technology.**

GEEO is a for-profit woman owned corporation established in Puerto Rico since 2008. We are dedicated to identifying and developing the best educational, and management practices worldwide to encourage the use of those with the potential to improve academic and socioeconomic development of those we serve. GEEO has the knowledge, experience, financial strength, professional resources, strategic relationships and infrastructure to fully comply with and exceed the goals and objectives set out in each project.

In 2011, GEEO was contracted to provide project management of the "Ideas Verdes Project" between the Puerto Rico's Department of Natural Resources and the Department of Education. This project required that GEEO to facilitate processes so all teachers and students benefit from a large-scale professional development process around education, conservation and management of natural resources in over 150 schools simultaneously in thirty-six municipalities delivering professional development to 200 teachers who had to demonstrate changes in engagement of 13,924 students.

Between 2011 until 2018, GEEO was awarded School Improvement Grants to support four (*Ramón Power and Giralt, Onofre Carballeira Umpierre, Mariano Abril Intermedia, Rosalina C. Martinez*) significantly low performing schools (serving public housing project with high incidence of violence) with their academic improvement

processes. The School Improvement Grants project granted school funding to purchase educational equipment, technology resources as well as professional development. In all four schools we assessed teacher technology proficiency levels, designed and implemented a technology plan to transform management, professional development, and student engagement. It was in this deeper on-site professional development work, that GEEO found solutions to the challenges of limited or lack of access to the internet; resistance of teachers to use the data-management databases required by the (PRDE); high violence, absence of evidenced based practices for coaching content area teams; processes for student centered engagement, as well as leadership processes for evidence-based decision making. Many on-line as well as off-line tools were developed and used in each of the different contexts including using local clouds (ie. Classroom Content Cloud C3) so that students and teachers could use free on-line tools, collaborate and design projects even with fluctuations in internet. GEEO cultivates a service agreement with Critical Links since 2011. All four-implementation experienced significant improvement in student achievement as reflected in their performance in island-wide assessments. Yet, this was not sustained because of the constant turn-over rate of staff in these schools.

In the last four years GEEO has expanded to providing professional development services to both public and private schools island-wide. The CATEDRA (*Centros Académicos para la Transformación de los Escenarios Docentes Resilientes de Avanzada*) project is capable of efficiently managing the entire cycle of professional development services. We use our enterprise resource management (ERM), Customer relationship management (CRM) as well as learning resource system (www.geeopr.com GEEO Classroom). These on-line tools facilitate client relationships, service delivery, quality of delivery and response time for services requests, impact reports up-to-date. We also have a robust accounting in house team, as well as professional development talent database organized by qualifications, specialty, content area and location. In addition to holding advanced relevant degree and experience, our technology specialists are certified as Google Trainers, Microsoft Innovative Trainers, among other certifications.

Until now the professional development services provided by GEEO through CATEDRA foster a collaborative model where the articulated action between the local

education agency and/or region, director, teacher, support staff, and parents or caregivers, seeks to improve quantitatively and qualitatively the student's experience. On the other hand, the use of data for decision-making, develops leadership in all personnel who work directly and indirectly with the academic achievement and the transition to post-secondary and or work of each student. However, all offers are aimed at achieving the integral, academic, socio-emotional and occupational development of the student, through a diverse, updated and pertinent offer. The design of the offers for the district focuses on the support of these as area managers in the schools and the development of competencies. This, in turn, builds the capacity of leadership and managerial skills. Also, in the offers, different tools are provided to the teacher, so that he can impart quality teaching. In this way, the teacher role-plays the skills and competencies for educational leadership, managing to transform the educational scenarios.

In Puerto Rico all our workshops are designed to be aligned to each of the professional development principles established by PRDE. The project promotes the transfer of knowledge, based on the identification of needs or areas of strength of the participants. This is why each offer begins with an exploration activity, which encourages the participant to obtain strategies to recognize conceptual errors or areas of need in the personnel in their area of work. In all the offers, the facilitator models' various strategies for the benefit of the participants (district staff, principal or teacher), guaranteeing an in-depth understanding of the content/strategy facilitating use of what is learned after the workshop.

Our professional development design, assumes participants need to transfer knowledge to engage students with diverse ability levels. Our workshop designs are known for including evidence base practices, making learning active, practical, relevant and transferable. in such a way that participants learn school practices according to human development. During the years of implementation of the project, the number of teachers served has increase exponentially. Satisfied district staff, school principals and teachers become our promoter. Next, the impact data are presented through the 4 years of the project's validity.

Year	# of schools	# of teachers
2014-15	31	744
2015-16	25	612
2017-18	107	2,675
2017-18	92	4,654 ¹

Almost all of the participants of our professional development complete evaluation forms. Most of the participants (94%) highlighted that they were very satisfied with the services received and therefore would like to continue receiving services from GEEO (see figure 1).

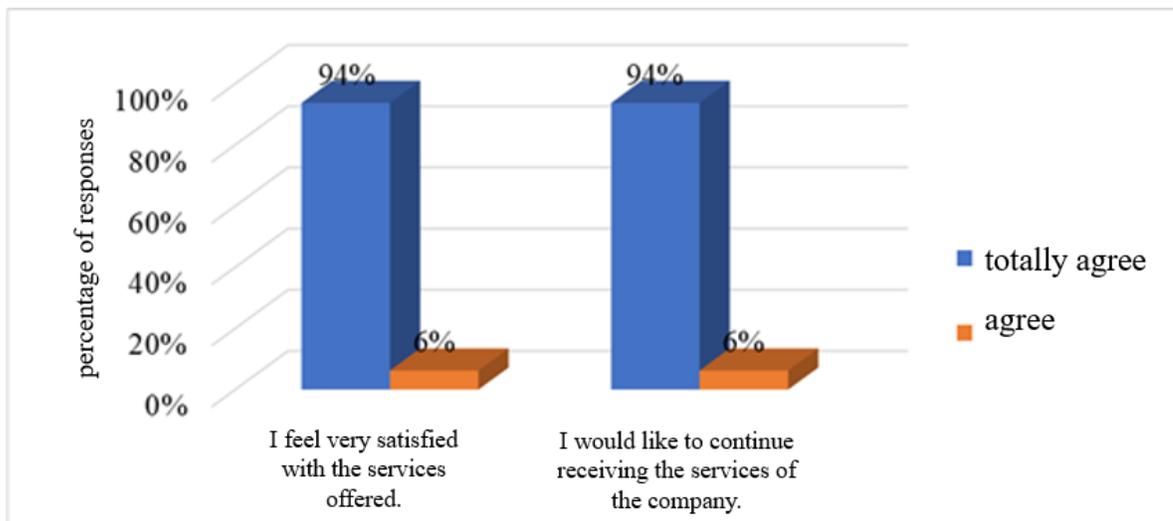


Figure 1. Level of satisfaction with the services offered by the company.

Subcontractors and strategic partnerships with organizations with extensive experience in scale and scope for providing the services described in this RFP.

To guarantee the highest quality of services, GEEO attends national, hosts in Puerto Rico conferences and workshops cultivating strategic partnerships with experts locally, nationally and internationally. As a result, is able to include in our general experience that of experts in awarding competency-based credentials for technology innovation schools in the US (Digital Promise), nationally and international building leadership support to integrate technology in transformative ways using various models including Ruben

¹ Services were offered during only in one semester because of the delay caused by Hurricane Maria.

Puertedura's Model (SMAR) (Ed Tech Teacher), and offering undergraduate degrees to students who later pass PCMAS, and CompTIA certification passing rate.

GEEO already works with various higher education institutions to grant certification and or continuing education units for its specialized weekend or week-long seminars or institutes. In this project UPR-Arecibo will be responsible for validating all the professional development the 30000 teachers will receive to grant them a Certificate of Contact Hours from the University of Puerto Rico. Also, will deliver the professional development of teachers in the Arecibo Region as well as that of the technical OSIAT teams including CompTIA certification.

To enable access to Intel Education, Khans Academy as well as other free databases is has a long-standing agreement with Critical Links and will provide schools in this project to each of the 856 schools as part of the professional development. This will allow teachers to experience a type of learning asynchronous they will later provider their students using free as well as the database resources by content provided by the PRDE. Critical Links is experienced in large implementations in Costa Rica, Paraguay, Mexico, Santo Domingo, Panama, and the Miami Dade School District.

Since 2016 GEEO incorporated in the new RFP for CATEDRA documenting transfer of evidence-based practices in the classroom if teachers wanted to get an additional transfer of knowledge certificate. More recently, we reached an agreement with Digital Promise² a non-profit with the mandate by congress since 2008, to accelerate innovation in education through technology and research. As a result, this subcontractor will give access to PR educator with high quality micro credentials (through annual licensing, private hosting, assessor training), lessons learned as well as resources from their current work with the Verizon innovative Learning Schools and Google Dynamic Learning Project. In addition to granting access and validation of the experience to award micro-credentials recognized in the US, they will be subcontracted as lead specialists in GEEO's general implementation to allow mining of their extensive on-line resource database; as well as research and documentation practices so we can share lessons learned to the entire PRDE education system.

² <https://digitalpromise.org/>

In January of 2017 at the San Diego Innovation Conference GEE0 started conversations with Tom Daccord (an internationally recognized teacher educator) and Justin Reich the director of the MIT Teaching Systems Lab, a lecturer in the MIT Scheller Teacher Education Program an, a former lecturer in the Harvard Graduate School of Education Technology Innovation and Education Program. Ed Tech Teacher in the Northeast because of their expertise since 2008 creating student-centered, inquiry-based learning environments. They will share their lessons learned and practices on how innovative school leaders in the U.S., Canada, and Singapore are thinking beyond a device (or a platform) and promoting conscientious innovation with new learning technologies. Their main focus will be implementing leadership team (4 members from each region: a school director, a technology teacher leader, a research data person, and an educational technology person from the region) for sustainable transformation.

In summary, GEE0 and its subcontractors has the years of experience with comparable educational and governmental entities to provide services to the scale and scope required in the PRDE-OSIATD-FY2018-002-Mobile Devices, Professional Development and project Management RFP.

2. **CONTRACT TERMS**

- A. WHEAREAS, the FIRST PART was awarded with relief funding for schools under the federal Immediate Aid to Restart School Operations (“Restart”) program to help defray expenses related to restarting school operations and restoring the normal learning environment for students and families affected by the hurricanes Irma and Maria.
- B. WHEAREAS, THE FIRST PART has made certain projection to provide technical training and educator professional development and curriculum integration services for PRDE students and educators through a managed services contract in support of the Technology Plan.
- C. WHEAREAS, based on such projections the First Part has estimated the number of educators and schools eligible to be served by the SECOND PART under the terms and conditions of this Agreement.
- D. WHEAREAS, THE FIRST PART, in the exercise of the powers that have been conferred to it by the Constitution of the Commonwealth of Puerto Rico and by the

laws that the Department administers, wished to contract the professional services of the SECOND PART to provide technical training and educator professional development and curriculum integration services for PRDE students and educators

E. Now, THEREFORE, in consideration of the foregoing the mutual covenants hereinafter set forth, the parties agree as follows:

1. The SECOND PART shall provide to the FIRST PART the service, for the PRDE school system. The participating schools are listed in the “Appendix A” of this contract for the current school year.
2. The SECOND PART will provide an integrated planning model that includes Title 1, Special Education, Teaching and Learning, Instructional Coaches and educators with regard to use of technology and integrating curriculum to technology.
3. The SECOND PART will create digital resources for student learning and training educators.

F. The SECOND PART will submit to the first part status reports of the steps taken itemizing the task and activities carried out beginning (15) business days after the period established. The reports shall include the following information:

A. Monthly and Quarterly Progress Report

- Tasks completed and problems encountered
- Description of the program services and activities, methods and results
- A description of the progress of the educators technical and professional development and curriculum integration services
- Attendance summary of professional development by school
- Recommendations for improvement as applicable
- Program Statistics (Provide for each school served)
 - o By school and district
 - Participants with their level of proficiency
 - Participants attendance (and hours of attendance)
 - Pre and post test results by participant and service
 - Level of customer satisfaction

- Program Results
 - o An evaluation of the impact of the professional development activities in the school.

B. Annual Report and Final Report

The second part shall submit annual report of the program that covers the period from the beginning of the contract through July 31, 2019.

The report shall include the elements of monthly and quarterly progress report as well as the followings components:

- Executive Summary
- Table of Contents
- List of Tables
- Purpose of report
- Introduction/Program characteristics. Provide at minimum the following information:
 - o Description of service provided
 - o Program goals and objectives
 - o Description of participants (proficiency levels)
- Program Statistics (Provide for each school served)
 - o By school and district
 - Participants with their level of proficiency
 - Participants attendance (and hours of attendance)
 - Pre and post test results by participant and service
 - Level of customer satisfaction
- Program Results
 - o An evaluation of the impact of the professional development activities in the school.

C. Other On-Demand Reports.

The FIRST PART could request additional information, and/ or request to provide line information feeds into the one or more of the FIRST PART data or management systems. The SECOND PART is in process of installing an automated project management system to

keep tracking the project progress. The SECOND PART provides the training and grants electronic access, to review and generate progress reports sourced by the SECOND PART systems.

- G. The SECOND PART is responsible for the quality of the work and activities of each of its staff and subcontractors, including without limitation, compliance with the terms of the contract. The SECOND PART shall retain and utilize sufficient resources to assure the most effective and efficient performance of services and shall utilize professionals licensed to practice the applicable profession, as required by law or by the contract. The SECOND PART shall use efficient business administration methods and perform the services in the best way and in the most expeditious and economical manner consistent with the best interests of the FIRST PART, so as to ensure, among other things, that the services are performed at a reasonable cost to the FIRST PART and that the services performed by other entities or persons in connection with the contract are also efficiently and cost-effectively delivered.
- H. All written materials, including reports, drafts form studies, projections and negotiations carried out by the SECOND PART in compliance with the provisions of this contract shall be of the exclusive property of the FIRST PART without this leading to additional compensation for the SECOND PART. The SECOND PART may not discuss, publish, distribute or in any way use the same without the previous written authorization of the FIRST PART. The FIRST PART is expressly authorized and has the right to give such material any official use it deems convenient. The copyrights of the materials, training and concepts provided by the SECOND PART as part of the development of this proposal shall be property of the SECOND PART.
- I. The SECOND PART shall furnish the FIRST PART with such information as may be requested relative to the detailed services (including make, model and quantities), and the delivery and cost of services. The SECOND PART shall maintain all records, correspondence, receipts, vouchers, memoranda and other data relating to SECOND PART services under the contract for at least six (6) years after the last day of the delivery of services under the contract, or any renewal period. All such information shall be subject to inspection and audit by the FIRST PART, or their agents or representatives. The SECOND PART shall assume responsibility for its subcontractors'

compliance with the requirements on document retention. The SECOND PART shall include, in all of its subcontractor agreements for services, provisions requiring subcontractors to maintain the above-described records and allowing the FIRST PART or their Proposers the same right to inspect and audit said records.

- J. The SECOND PART agrees to conduct an audit and an attestation by an independent certified public accountant licensed to practice in Puerto Rico.
- K. School's director has the right to complain to the FIRST PART if they believe that the SECOND PART did not consider their views in the provision of the services or did not provide the services in accordance with all applicable statutes, regulations or program plans. After reviewing all allegations, the FIRST PART will notify both parties the determination to resolve the complaint.
- L. If the SECOND PART subcontract any of the services, the SECOND PART should investigate the qualifications of the subcontractor. If partners or subcontractors will be involved in the educator training, clearly identify the work each will perform and their experience and qualifications.
- M. The SECOND PART will be responsible for hiring the personnel that will offer the services under this Agreement. The FIRST PART shall have no obligation regarding the working schedule, wage and any other claim on the part of the personnel recruit by the SECOND PART under this Agreement.
- N. The SECOND PART recognized the power of inspection of the FIRST PART in relation to the compliance of the prohibitions here contained. If the chief of the Agency understands that there exists or there have emerged adverse interests towards the SECOND PART, the FIRST PART will notify the SECOND PART of its findings in writing and its intention to rescind the contract within thirty (30) days. Within such term, the SECOND PART will be able to request a hearing with the FIRST PART to raise its arguments to such conflict determination. The hearing will be granted in every instance.
- O. The FIRST PART agrees to pay the allowable costs incurred by the SECOND PART for the services provided according to the terms of this contract and subject to the current and future statutes and regulation prior presentation of bill for the cost incurred for the services provided and duly certified by the FIRST PART.

- a. The SECOND PART will submit to the FIRST PART monthly invoices based on the following terms.
 - i. Phase 1- 25% of total contract
 - 1. Administrate online assessment 856 school
 - 2. Analyse the information and classify participants in accordance to the level of knowledge/skills in computer, mobile device, and software use. The participants will be classified as beginner, intermediate, or advanced user.
 - 3. Validate the accuracy of the online assessment (15 teachers per region).
 - 4. Develop technical and professional development and curriculum integration services plan
 - 5. Issue a report to the PRDE on the results of the analysis of training needs and the Integrated Plan.
 - ii. Phase 2- 20 %
 - 1. Provide 25 % of the services
 - iii. Phase 3 – 20%
 - 1. Provide 25 % of the services
 - iv. Phase 4- 20 %
 - 1. Provide 25 % of the services
 - v. Phase 5 – 15%
 - 1. Provide 25 % of the services
 - b. The FIRST PART will provide to the SECOND PART the format for preparing the monthly invoices, which is hereby incorporated as part of this contract as Appendix C.
 - c. The FIRST PART may request online invoicing.
- P. During the term of this Agreement and any extensions or renewals, the SECOND PART will maintain at its own expense, a Certified Public Accountant (CPA) who will generate an "Agreed Upon Procedures" through which he will reports compliance for each invoice submitted by the SECOND PART.
- Q. Performance Bond by a surety company authorized to do business in the

- Commonwealth of Puerto Rico in an amount equal to 25% of the three-year contract total, and for any contract renewal period. The performance bond may also be in the form of an irrevocable letter of credit
- R. During the term of this Agreement, the SECOND PART will maintain in full force and effect, and at its own expense, insurance policies for all operations under the contract, performed by SECOND PART or any subcontractors by one million dollars (\$1,000,000.00) per occurrence and two million (\$2,000,000) in the aggregate for bodily injury, products and complete operations, personal injury and property damage liability, and one hundred thousand (\$100,000.00) for fire damage, which shall designate the FIRST PART as additional insured party. The SECOND PART will submit evidence that it has obtained this insurance within ten (10) days after execution of this Contract.
- S. During the term of this Agreement and any extensions or renewals, the SECOND PART will maintain at its own expense, a Performance Bond by a surety company authorized to do business in the Commonwealth of Puerto Rico in an amount equal to 25% of the three-year contract total, and for any contract renewal period. The performance bond may also be in the form of an irrevocable letter of credit issued by a financial institution authorized to do business in the Commonwealth of Puerto Rico, or a money order or certified check issued by a bank in Puerto Rico. Money orders and certified checks must be issued to the Commonwealth of Puerto Rico Secretary of Treasury.
- T. Coverage shall be for each occurrence and shall include, but not be limited to: all operations, contractual liability, independent contractors, products/completed operations (for a minimum of two (2) years following completion) and defense.
- U. The SECOND PART will use fiscal controls and accounting procedures that guarantee the adequate disbursement of the federal funds received by virtue of this Contract and will make sure that these funds will be accounted separately from the funds of other contracts or projects. The compliance of this obligation requires that the SECOND PART maintain documents that show the following:
- a. The funds received for instructional/educational activities, professional development

- b. The services provided, attendance list, materials
- V. The negligence in the compliance or noncompliance of the provisions in this agreement or inappropriate conduct of the SECOND PART will constitute sufficient cause to rescind the same forthwith, without the need of a previous notice. For convenience or to protect the public interest, the FIRST PART determines, in its sole discretion, that the services provided by the SECOND PART are no longer in its best interest, the FIRST PART may terminate the contract on thirty (30) calendar day's written notice to the SECOND PART. The FIRST PART will not pay any early termination charges under the contract.
- W. The FIRST PART may request that the SECOND PART suspend services in whole or part. The SECOND PART shall promptly resume performance of services upon written notice from the FIRST PART.
- X. The occurrence of any Event of Default which Proposer fails to cure, or cause to be cured, within thirty (30) calendar days after receipt of written notice given in accordance with the terms of the contract specifying the Event of Default, or if such Event of Default cannot be reasonably cured within thirty (30) calendar days after notice, the SECOND PART fails to commence, or cause to be commenced, and continue diligent efforts to cure or cause said Event of Default to be cured, in the sole opinion of the FIRST PART the Department may declare the SECOND PART in default, and give the SECOND PART written notice of the FIRST PART INTENT to terminate the contract, effective as of the date specified in the notice. After giving written notice to the Proposer, the Department may invoke any or all of the following remedies.
- Y. Take over and complete the services or any part thereof, either directly or through others. Proposer shall be liable to the Department for any excess costs incurred by the Department. Any amount due the Proposer under the contract any other agreement Proposer may have with the Department may be offset against amounts claimed due by the Department in exercising this remedy;
- c. Terminate the contract, effective at a time specified by the FIRST PART, in whole or in part, as to any or all of the services yet to be performed and/or if required;

- d. Suspend services during the thirty (30) day cure period if the default results from an action or failure to act by the SECOND PART which affects the safety or welfare of students or the Department staff;
 - e. Seek specific performance, an injunction or any other appropriate equitable remedy;
 - f. Receive from the SECOND PART any and all damages, including money damages, incurred as a result or in consequence of, an Event of Default;
 - g. Withhold all or part of the SECOND PART compensation under the contract.
 - h. Any other legal remedy available to the FIRST PART.
- Z. The SECOND PART events of default for contract termination include, but are not limited to, the following:
- a. Any material misrepresentation by The SECOND PART in its response to the RFP or the contract;
 - b. Breach of any material agreement, representation or warranty made by the SECOND PART in the contract;
 - c. Failure of the SECOND PART to perform in accordance with or comply with the terms and conditions of the contract
 - d. Default by The SECOND PART under any other agreement the SECOND PART may have with the FIRST PART;
 - e. The directors or officers of the SECOND PART are indicted for the commission of any felony or any misdemeanor that implies corruption or moral depravation, or for any crime against the public treasury, faith or function or that involves public property or funds;
 - f. If any license, permit, franchise or authorization needed by the SECOND PART to carry out its obligations hereunder is suspended, revoked or expired;
 - g. Failure to maintain insurance as required under the contract;
 - h. An assignment by the SECOND PART for the benefit of creditors or consent by The SECOND PART to the appointment of a trustee or receiver or the filing by or against The SECOND PART of any petition or

proceeding under any bankruptcy, insolvency or similar law.

3. **PRODUCTS**

A. Equipment

1. Completed Form 10 – Mobile Device Specifications

Device Description

Model	C ₃ School (Server)
	
Dimensions (cm)	17.5 x 36 x 43.5
Storage	1 to 2TB HDD
Embedded Wi-Fi Access point	-
Intel Processor	Xeon
Supported users	200 to 1000
Ethernet Wan Interface (1Gb Ethernet)	Yes
Ethernet LAN Interface (1Gb Ethernet)	Yes
Mobile interface (3G/4G)	-
Battery Backup	-
Digital Content Repository	Supports any type of content (static web sites, Office files, PDF, video, audio, images)
Offline Wikipedia	Wiki type content (encyclopedia, dictionaries, etc.)
Video Caching	Download video from URL for offline viewing
Pre-Loaded Content	Project specific or publicly available content can be preloaded at manufacturing
Lesson Planning	Teachers can aggregate related content packages in class specific lessons.
Learning Management System	Interactive LMS based on latest Moodle version.
Local Network & Domain	Creates a local network for teachers and students with: Active Directory compatible domain, DNS, DHCP.
User Authentication	Support user authentication with local or remote single sign-in capability
Profile Management	Support profile management with preconfigured standards for administrators, teachers, students and guests.
Customizable Interface	Organization or school configurable logos and color branding.
Landing page	Configurable landing page per user profile. (e.g. Student Page, Teacher page)

Third party applications	Easily adds additional applications (Docker or VM)
Internet Gateway	Routes and controls internet bound traffic by profile
Internet Caching	Optimize Internet usage by caching HTTP and HTTPS requests
Whitelisting	Optionally filter and limit Internet access by user profile
Firewall	Protects access to applications from outside users
Cloud Control	Centralized dashboard for content management and distribution.
Cloud VPN	Easy access for remote management/troubleshooting
On-line Updates	System software updates from Critical Links.

B. Accessories – **N/A**

C. Carts/Desktop Charging Units – **N/A**

4. **SERVICES**

D. Imaging and Configuration – **N/A**

E. Etching – **N/A**

F. Configuration, Delivery and Deployment – **N/A**

G. Asset and Inventory Management – **N/A**

H. Technical Support Services – **N/A**

I. Help Desk/Call Center – **N/A**

J. Professional Development Plan

Designing and implementing training programs for teachers regarding the integration of Information and Communication Technologies (ICT) effectively, constitutes a key element to achieve true and lasting educational reform. To achieve a serious breakthrough in this area it is necessary to offer a training program that will use educational technology approaches that respond to the students' learning needs relative to curriculum-based content standards, rather than organizing the efforts only around the educational technologies being used. Equipping the schools with technological devices like computers, tablets, and network capabilities is of monumental importance. However, as numerous studies have shown, more technology in the classroom does not automatically translate into improved academic achievement results. Both, effective learning and technology use, depend on systems and behaviors that are more complex

than just putting a device in someone's hands (Brotto, 2018)³. According to Brotto (2018), when the conditions are right, technology can accelerate and advance learning significantly. Therefore, setting the right conditions is vital for the success of today's schools, teachers and learners.

The professional development project proposed by Global Education Exchange Opportunities, Inc. (GEEO), is based on the individual needs of the teacher as it relates to the learning needs of the student. Each one of the proposed services is focused on providing the teacher with the necessary skills and competencies to optimize his/her education practices so that he/she can carry out the teaching learning process more effectively. The research conducted by Brotto (2018) found that 16% of the population reported an increment on academic progress as a result of the use and integration of technology. Brotto highlighted the following conditions as requirements that must be met to achieve academic improvement.

- Have a detailed technology vision and plan.
- Involve teachers and students in technology planning.
- Formally and regularly evaluate the effectiveness of their technology.

³ Brotto, G. (2018). Cutting to The Chase – How a School's Approach to Technology Can Impact Learning Outcomes. Recuperado de: <http://www.gettingsmart.com/2018/09/cutting-to-the-chase-how-a-schools-approach-to-technology-can-impact-learning-outcomes/>

According to Fairfield (2016)⁴, the key models for effective technology integration in education are the TPACK framework, SAMR model, a Growth Mindset, and Self-Reflection. The TPACK Framework and SAMR models are both strong foundations for classroom technology integration. Individual teachers, grade level, school specific factors, demographics, culture, and other factors ensure that every situation is unique, and no single combination of content, technology and pedagogy will apply for every teacher, every course, or every approach to teaching (Koehler & Mishra, 2008)⁵. It can be challenging for teachers to constantly stay updated, know the latest standards, and latest technology, but using SAMR and TPACK can facilitate the instructional practices. However, the importance of having a growth mindset and being reflective is to learn anything you want. No matter what your ability is, effort is what ignites that ability and turns it into accomplishment and when people already know they're deficient, they have nothing to lose by trying (Dweck, 2016)⁶.

Therefore, GEE0 proposes a personalized plan (Figure 1), as well as the development of a school profile that allows both the coordinator of the region and the mentor teacher to schedule services that focus on the needs of the participants. A professional development plan, (Figure 2) based on the teachers' individualized needs assessment, will be provided to the school. This plan will include the services and

GEE0

Plan de Desarrollo Individualizado

Perfil del Maestro(a):

Fortalezas identificadas:

Formato de Plan de acción:

Area a desarrollar (o indicador)	Actividades / Servicio	Evaluación	Fecha	Producto (que se quiere lograr)

Firma del maestro(a): _____ Fecha: _____

Firma del Coach: _____

Figure 1. Personalized Plan

⁴ Fairfield, R. (2016). The Key to Effective Tech Integration in Education: TPACK, SAMR, a Growth Mindset, & Self-Reflection. Retrieve on: <https://www.misteredtech.com/blog/effective-edtech-integration-via-tpack-samr/>

⁵ Koehler, M.J., & Mishra, P. (2008). Introducing TPCK. AACTE Committee on Innovation and Technology (Ed.), The handbook of technological pedagogical content knowledge (TPCK) for educators. Mahwah, NJ: Lawrence Erlbaum Associates.

⁶ Dweck, C. (2016). Mindset: the new psychology of success.

professional development activities for each teacher.

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Gestión Educativa por Tecnología y Competencias

PLAN DE SERVICIO

Objetivo: _____

Complete la siguiente tabla tomando en consideración los servicios ofrecidos en la escuela _____ durante el año académico 2019-20.

Nombre del maestro	Nivel de dominio	Necesidad / Área a fortalecer	Servicio a ofrecer (refiérase al plan individualizado y a la tabla de servicios según el nivel de dominio)
1.			
2.			
3.			

Figure 2. Professional Development Plan per School

Based on the results of the initial assessment of the teachers’ technology proficiency, the teachers will be classified into three levels: Basic, Proficient, and Advanced. To do this, a needs study (See questionnaire at the end of this section) will be administered that is divided into 6 sections: school information, demographic data, availability of equipment, use of equipment, use of programming and integration of technology into the teaching process. In addition, Technology Competencies Rubric⁷ will be used to classify teachers at different levels. Another resource that will be used is the Technology Integration Matrix (TIM)⁸ provides a framework for describing and targeting the use of technology to enhance learning.

After analyzing GEEO’s data during the four years offering professional development of teachers in technology in Puerto Rico, it is estimated that 30% of the teachers will be classified as Basic, 45% will be classified as Proficient and 25% as Advanced. This classification will determine the type of services the teachers will receive (See table 1). This will also allow for making informed decisions regarding the teacher’s technology needs as well as responding to the profile that each teacher defines for his students.

⁷ Adapted from the National Educational Technology Standards, SDUSD Educational Technology, Instruction and Curriculum, The office of the Deputy Superintendent. Retrieve from: <file:///C:/Users/Clary23/Downloads/TechnologyCompetenciesRubric.pdf>

⁸ Florida Center for Instructional Technology, College of Education, University of South Florida. Retrieve from: <https://fcit.usf.edu/matrix/matrix/>

Table 1. Some services by the level of technology proficiency.

Level	Category	Subject
Basic	Technology use	<p>Online planning. Use of Laptops and tablets. Troubleshooting of platform of PRDE. Access to platform of PRDE. Support structure of PRDE Use of word processors, browsers and email. Software: Sway, Teams, Forms, OneNote, Class Notebook, SharePoint Use of program of Office 365</p>
	Technology integration	<p>Design and construction of instruments of evaluation and online assessment. Search of information or instructional videos to facilitate the discussion of content. Use of online games for the practice of concepts. Use of the cellphone/Tablet/Computer for the administration of the assessment.</p>
Proficient	Technology use	<p>Access to the PRDE platform. Basic troubleshooting of common issues of the PRDE platform. PRDE's support structure (who to call depending on the nature of the problem). Use of word processors, browsers, and email clients. Software: Sway, Teams, Forms, OneNote, Class Notebook, SharePoint, STEM</p>
	Technology integration	<p>Use of applications for the discussion of content. Use of applications for delivery of assessments. Development of instructional material on integration of technology. Construct of data base for support planning process</p>
Advanced 1	Technology integration	<p>Development of instructional material on integration of technology. Use of online games for the practice of concepts. How to use new tools for develop a class, with integration of technology Select technology that supports the learning goals.</p>
Advanced 2	Google Certification	<p>Level 1 <u>Engage in professional growth and leadership</u> Unit 1: Get ready to use technology in the classroom Unit 2: Expand Your Access to Help and Learning <u>Increase Efficiency and Save Time</u> Unit 3: Have a (mostly) Paperless Classroom Unit 4: Save Time Communicating Unit 5: Organize Activities for Yourself and others Unit 6: Bring Meetings Online Unit 7: Bring Student Work Online Unit 8: Measure, Understand, and Share Student Growth <u>Facilitate and Inspire Student Learning and Creativity</u> Unit 9: Teach Students Online Skills Unit 10: Build Interactive Lessons Unit 11: Captivate your class with Video Unit 12: Facilitate Group Work Unit 13: Promote Digital Citizenship and Positive Online Behavior</p>
		Level 2

Level	Category	Subject
		<u>Engage in professional growth and leadership</u> Unit 1: Promote and Model the Effective Use of Digital Tools Unit 2: Leverage Learning Models to Personalize Learning <u>Increase Efficiency and Save Time</u> Unit 3: Have a (mostly) Paperless Classroom Unit 4: Save Time Communicating Unit 5: Organize Activities for Yourself and others <u>Facilitate and Inspire Student Learning and Creativity</u> Unit 6: Bring Meetings Online Unit 7: Bring Student Work Online Unit 8: Measure, Understand, and Share Student Growth Unit 9: Teach Students Online Skills

As required by the project plan, the following types of training delivery will be offered

a. Onsite

The Professional Development Model that GEE0 is proposing for each one of the schools provides technical assistance (coaching and workshops) during the three years of the project implementation. Coaching will be offered to those teachers in the Basic category. During the coaching sessions these teachers will learn how to use the technology adequately. By the end of the third year these teachers will be ready to integrate technology into their lesson plans and the teaching learning process. Teachers in the Proficient and advanced categories will participate in hands on workshops, in which they will manipulate different applications and technology equipment. These teachers will be able to effectively integrate and incorporate technology in their daily lessons and teaching practices during the duration of the project.

In addition, our company has equipment that allows storage of curriculum content. This device has the capability to connect to 1,000 users to attend the technological infrastructure needed at the schools and to make instructional content available in accordance to instructional material approved by the PRDE. With this device called Classroom Content Cloud (C3), we will be able to guarantee quality service, mainly in trainings where Internet connection is always required, to be able to provide the participants an environment where they can practice sharpening their skills and ease transition into the new teaching methods for integration of technology into the curriculum. The following table presents the type of technical assistance that the participants will be benefiting from under the Onsite Model.

	Year 1	Year 2	Year 3
Basic	- 6 hrs. of coaching - 2 workshop (Integration of technology)	-3 hrs. of coaching - 1 workshop (Use of technology) - 2 workshop (Integration of technology)	- 1 workshop (Use of technology) - 2 workshop (Integration of technology)
Proficient	- 1 workshop (Use of technology) - 2 workshop (Integration of technology)	- 1 workshop (Use of technology) - 2 workshop (Integration of technology)	- 3 workshop (Integration of technology)
Advanced 1	- 3 workshop (Integration of technology)	- 3 workshop (Integration of technology)	- 3 workshop (Integration of technology)
Advanced 2		N/A	N/A

The University of Puerto Rico in Arecibo will be working with GEEO to offer these workshops onsite. These workshops consist of hands on activities in which teachers will be able to practice the learned technology skills.

b. Online

According to Marquez (2016), research in education points out that knowledge cannot be transmitted verbally, and to teach successfully we must facilitate and provide the necessary conditions for the learner to learn on his own, through discovery and/or by encouraging thinking. Some of the resources that will be available are videos and instructional material classified by subject and level in an online platform. The teachers will be able to use this platform to communicate with the region coordinator and to work in collaboration with other teachers who have similar interests and projects. The content is provided in the form of documents, videos, work sheets, user manuals, etc. This will ensure that each teacher can dedicate the time needed to understand the material and at the same time assign his students possible resources for conceptual understanding. In situations where the school does not have a reliable technological infrastructure in place, the C3 (described in Appendix II – Section 4.P) will be an alternative to capture the content necessary to offer this service. The micro-cloud also has a content repository of instructional material assigned by the PRDE that is always readily available for teacher and student access.

Also, a group of teachers will be selected to become certified on line by Google for Education Certification. As a result, a group of approximately 2,100 teachers will obtain the

Levels 1 and 2 certifications. These teachers will be able to offer support and to respond to their peers needs at their particular schools. This support will be ongoing even after the duration of the project implementation is over.

	Year 1	Year 2	Year 3
Basic	1 webinar (use of technology)	1 webinar (use of technology)	1 webinar (use of technology)
Proficient	1 webinar (integration of technology)	1 webinar (integration of technology)	1 webinar (integration of technology)
Advanced 2	N/A	3 workshops for certification in google for education program- Level 1	3 workshops for certification in google for education program- Level 2

GEEO has a collaborative agreement with Digital Promise. Digital Promise has built an ecosystem of micro-credentials in partnership with issuers, earners, and recognizers, learning for educators. Micro-credentials are a natural extension of the formal and informal learning activities educators engage in every day. They empower educators to drive their professional learning and give administrators the tools they need to personalize learning for the educators and meet their broader goals. Each micro-credential requires evidence such as:

- A project or lesson plan, including evaluation guides or scoring rubrics
- Student work samples
- Text, audio, or video of a classroom interaction
- Text, audio, or video of a teacher reflecting on the challenges faced and lessons learned while planning and teaching
- Text, audio, or video of a student reflecting on their learning
- Classroom observation results

To power our micro-credential system, Digital Promise has developed a platform that creates a seamless browsing experience for educators who are seeking competency-based recognition. Educators can begin exploring and applying for micro-credentials on the Digital Promise Platform.

Leadership Program

GEEO has a collaborative agreement with EdTech Teacher to facilitate the leadership training program for a group of 28 people that will impact the seven LEA regions (See figure 3). The 28 seven regions will be represented by 4 members from each region. (School principal, lead teacher, IT specialist and the region's data collector.



Figure 3. LEA Regions of Puerto Rico

The program features **three main components**:

- 1. Onsite Workshops:** EdTech Teacher will conduct 3 face-to-face day workshops throughout the year that opens the door to new opportunities for teaching with technology and support teachers in integrating technology as a regular, constant element of their teaching and classroom. These workshops prepare the team members as leaders for technology integration. They will be customized to emphasize supporting learning anytime-anywhere. Differentiation is a central design principle of all EdTech Teacher workshops, and by serving the diverse needs of educators we model how teachers can serve diverse students.
The first workshop opens the door to new opportunities for teaching with the devices. The second supports teachers in integrating the device as a regular, constant element of their teaching and classroom life. The third workshop assesses progress and builds capacity for future growth. Each workshop is customized to ensure that our training supports the educational mission of the individual school or district.
- 2. Online Courses:** Each T21 member will also participate in two online courses, one that provides six weeks of asynchronous and synchronous learning experiences. Each weeks' worth of material is designed to take approximately 45 minutes per week. These courses play a key role in immersing teachers as learners into the blended

learning environments we hope they will create for their own students. The first six modules of the program explore specific topics in which technology can be integrated into the classroom such as:

- *Screen casting*
- *Application Training in Windows*
- *Application Training in One-Note*
- *Application Training in Office 365*
- *Audio & Video Recording and Editing*
- *Student Response Systems*
- *Digital Note Taking*
- *Creating Custom Reading Experiences*
- *Mind Mapping*
- *Digital Storytelling*

The second half of the course, explores larger concepts and ways in which technology can be used in the classroom:

- *Publishing Student Work*
- *Online Communication*
- *Collaboration and Workflow*
- *Assessing Student Work*
- *Digital Student Portfolios*
- *App Exploration & Research*
- *PLN Development*

The online modules are built in a “challenge based” format and typically follow this structure:

1. Introduction
2. Video Tutorial / Overview
3. Hands on Challenges
4. Model Examples
5. Discussion Forum

By the end of the program, participants will develop a thorough understanding of how technology can be thoughtfully integrated into the classroom to promote student learning and demonstration of understanding through varied project outcomes.

- 3. Online Resources:** EdTech Teacher will provide resources and video tutorials around specific Web tools and examine best practices that allow teachers and students to communicate, collaborate, and facilitate exemplary technology integration activities. EdTech Teacher will provide 24-hour access to more than 175 EdTech Teacher video tutorials, as well lesson plans, rubrics and other premium content from EdTechTeacher.org. Examples of resources can be found at <http://edtechteacher.org/apps/>.



Estudio de Necesidades: Uso e integración de la tecnología para el proceso de enseñanza

Categorías	Núm. de criterios	Puntuación total	Puntuación obtenida
I. Información de la escuela	7	n/a	n/a
II. Datos demográficos	11	3	
III. Disponibilidad de equipo	3		
IV. Uso de equipo	8		
V. Uso de programado	11		
VI. Conocimiento de los sistemas operativos	17		
VII. Integración de la tecnología al proceso de enseñanza	16		
TOTALES			

Nivel de proficiencia*

_____ Básico _____ Intermedio _____ Avanzado

Informe narrativo:

Firma del Maestro(a)

Firma del evaluador(a)

*Hacer referencia a Technology Competencies Rubric (file:///C:/Users/Clary23/Downloads/TechnologyCompetenciesRubric.pdf)

"Transformamos la ciudadanía del siglo XXI"

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I. Información de la escuela			
Nombre:		Código:	
Email:		Teléfono:	
Región Escolar: <input type="checkbox"/> Humacao <input type="checkbox"/> Caguas <input type="checkbox"/> San Juan <input type="checkbox"/> Bayamón <input type="checkbox"/> Arecibo <input type="checkbox"/> Ponce <input type="checkbox"/> Mayagüez Pueblo: _____			
Indique su rol: <input type="checkbox"/> Facilitador(a) <input type="checkbox"/> Superintendente <input type="checkbox"/> Supervisor(a) <input type="checkbox"/> Maestro(a) <input type="checkbox"/> Director(a) de programa <input type="checkbox"/> otro: _____			
II. Datos demográficos			
Nombre:			
Teléfono:		Email:	
Género: <input type="checkbox"/> Femenino <input type="checkbox"/> Masculino <input type="checkbox"/> otro: _____		Edad: <input type="checkbox"/> 22-31 <input type="checkbox"/> 31-41 <input type="checkbox"/> 42-51 <input type="checkbox"/> 52-61 <input type="checkbox"/> 62-71 <input type="checkbox"/> 72-o más	
Escolaridad: <input type="checkbox"/> Grado asociado <input type="checkbox"/> Bachillerato <input type="checkbox"/> Maestría <input type="checkbox"/> Doctorado <input type="checkbox"/> Certificación (Indique cual): _____			
Materia que enseña:		Grado que enseña:	
Años de experiencia:		Idioma(s) que domina: <input type="checkbox"/> Español <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> otro: _____	
Certificaciones:			
III. Disponibilidad de equipos			
Indique escribiendo una equis (X), en cuál de los siguientes lugares tiene disponible una computadora / tablet. <input type="checkbox"/> En casa <input type="checkbox"/> En la oficina <input type="checkbox"/> En el salón <input type="checkbox"/> Biblioteca Escolar <input type="checkbox"/> En casa de un amigo(a) <input type="checkbox"/> Celular <input type="checkbox"/> Centro Cibernético <input type="checkbox"/> Otro: _____			
Indique escribiendo una equis (X), en cuál de los siguientes lugares tiene disponible acceso a internet. <input type="checkbox"/> En casa <input type="checkbox"/> En la oficina <input type="checkbox"/> En el salón <input type="checkbox"/> Biblioteca Escolar <input type="checkbox"/> En casa de un amigo(a) <input type="checkbox"/> Celular <input type="checkbox"/> Centro Cibernético <input type="checkbox"/> Otro: _____			
¿Cuenta con un celular con acceso a internet? <input type="checkbox"/> Sí <input type="checkbox"/> No			
IV. Uso de equipo			
Instrucciones: Evaluar en qué medida las características de las TIC mencionadas a continuación pueden favorecer el proceso de enseñanza y aprendizaje: (Marque con una X sabiendo que 1: nada, 2: poco, 3: bastante y 4: mucho)			
		1	2
		3	4
1. Interactividad			
2. Individualización de la enseñanza			
3. Variedad de códigos de información (texto, sonido, imágenes, etc.)			
4. Aprendizaje cooperativo			
5. Aprendizaje autónomo			
6. Alta motivación			
7. Facilidad de uso			
8. Flexibilidad para actualizar información			
V. Uso de programados			
1. Valore la frecuencia con la que usa los siguientes programas:	Nada (0)	Poco (1)	Mucho (2)
(a) Procesador de texto (Word, Amipro, AbiWord, etc.)			
(b) Programa de presentaciones (PowerPoint, Corel, Presentación, etc.)			
(c) Bases de datos (Access, MySQL, FileMaker, etc.)			
(d) Hojas de cálculo (Excel, Calc, SPSS, etc.)			

(e) Navegadores			
(f) Correo electrónico			
(g) Editores HTML (FrontPage, Dreamweaver, etc.)			
(h) Diseño gráfico			
(i) Chat			
(j) Herramientas para el trabajo colaborativo (BSCW, etc.)			
(k) Motores de búsqueda			

VI. Conocimiento de los sistemas operativos

Indique escribiendo una equis (X) en la columna correspondiente, cuál de las siguientes herramientas conoce:

Herramientas		Si (1)	NO (0)
Nombre	Descripción		
1. Voki	Permite crear un video utilizando una representación gráfica de tu persona con el propósito de que informe de un tema en particular.		
2. VoiceThread	Se utiliza para crear conversaciones, que incorpora voz, imagen, documentos y videos.		
3. Evernote	Permite anotar y almacenar cualquier tipo de archivos, notas, captura de imágenes, websites, PDF.		
4. Comic Brush	Permite crear y compartir un cómic utilizando cualquier combinación de dibujos, fotos y obras de artes.		
5. Socrative	Permite administrar y diseñar pruebas cortas con ejercicios de correspondencia, alternativas múltiples y preguntas abiertas.		
6. Timeline	Permite crear y compartir líneas de tiempo (Ej. Representar la evolución del concepto numeración).		
7. Animoto	Permite crear videos que integran imágenes y música		
8. Delicious y Diigo	Permiten crear diferentes categorías para almacenar información y/o documentos.		
9. Dropbox	Permite crear una carpeta para compartir documentos. Te permite acceder desde cualquier equipo (computadora, celular o Tablet).		
10. Jing Project	Ayuda a capturar lo que se presenta en la pantalla (Ej. Imágenes, gráficas)		
11. Prezi	Permite crear presentaciones en línea		
12. Storyteller	Permite crear una historia integrando multimedia (videos y fotos).		
13. Sway	Permite hacer presentaciones y es parte de Microsoft Office.		
14. Teams	Aplicación que permite la colaboración en equipo a través de chats, reuniones, notas y adjuntos. Es parte de Office 365.		
15. Forms	Es una plataforma online para la creación de encuestas. Es parte de Office 365.		
16. Class Notebook	Permite al aula crear un cuaderno digital del aula. Este cuaderno incluye 3 tipos de sub-cuadernos: cuaderno de estudiante, repositorio de contenido, espacio de colaboración.		
17. SharePoint	Es una plataforma web de colaboración que trabaja en integración con Microsoft Office. Permite la gestión de documentos y provee un sistema de almacenamiento. Es altamente configurable y su uso varía dependiendo de la organización.		

VII. Integración de la tecnología al proceso de enseñanza

____1. ¿Utilizas las TIC en la materia que enseña?

- a. Sí
- b. No

Si su respuesta es Sí, indique la frecuencia con la que utiliza las TIC en el aula: Diario
Semanalmente Trimestral

- ___2. ¿Considera que las TIC pueden ser un recurso importante para mejorar la enseñanza?
- Sí
 - No
- ___3. ¿De qué manera te gustaría que la tecnología te ayude en el salón? (Señala las dos opciones principales)
- Obtención de materiales didácticos Atención a la diversidad.
 - Comunicación con los padres Refuerzo de contenidos básicos.
 - El mantenimiento de la disciplina en el aula el tratamiento individualizado de estudiante.
 - La mejora de la atención en clase.
 - La motivación de los estudiantes por la interdisciplinariedad de la asignatura.
- ___4. ¿Estaría dispuesto a recibir capacitación en aquellas áreas que aún requieren más práctica?
- Sí
 - No

Escriba una equis (X) en el espacio correspondiente según lo establecido en la premisa.

Estaría interesado(a) en realizar las siguientes actividades:	Si 2	Tal vez 1	No 0
5. Diseñar pruebas cortas o exámenes para ser administrados en línea.			
6. Desarrollar personajes (Avatar) que les informen a las demás personas acerca de un tema en particular (Ej. fracciones).			
7. Crear diferentes escenas y aplicarle texto para crear una tirilla cómica en línea.			
8. Conocer acerca de herramientas gratuitas que permiten almacenar cualquier tipo de archivo para futuras referencias (ej. Fuentes de referencia para la redacción de un ensayo).			
9. Diseñar videos con imágenes de su preferencia			
10. Compartir los videos creados en diversos lugares (Ej. Facebook, Twitter, correo electrónico).			
11. Poder acceder a archivos de referencia desde el teléfono celular o Tablet.			
12. Acceder en línea a las contestaciones de las pruebas cortas sin tener que corregirlas.			
13. Recibir retro comunicación acerca de un vídeo creado sin tener acceso a las personas que lo comentan (Ej. personas que están en otro pueblo o país).			
14. Poder crear una historia con videos y fotos (Ej. Crear la historia del número cero).			
15. Desarrollar presentaciones en línea y accederlas desde cualquier equipo.			
16. Recopilar imágenes para construir <i>flash cards</i> sobre las figuras geométricas.			

K. Curriculum Integration and Instruction

“We always **select technology that supports our learning goals** rather than building curriculum around technology,” says CTO Sheryl Abshire (cited in Peterson, 2016). “And we don’t put any technology in classrooms without first giving hands-on training for teachers.” (Peterson, 2016)⁹ GEE0 offers a personalized technology professional development that allows teachers to develop the necessary skills and competencies that the teacher can transfer to their daily teaching learning process. Furthermore, GEE0 proposes and facilitates a change in culture in which teachers embrace technology as an essential support for their work as it relates to the students’ needs.

Instructional technology specialists are the core of the professional development plan. To that end, GEE0 has established a collaborative agreement with EdTech Teacher as an important piece of this proposal. ED Tech Teacher will be responsible for delivering professional development to a group of 28 participants per year, including lead teachers, school principals, technology specialists and data collectors, for a total of 84 participants during the three years of the duration of the professional development program. These 7 teams of 28 participants each, are distributed among the 7 LEA regions. Each team will then serve as a support system to the teachers of the respective schools in each region. In addition, GEE0 has a collaborative agreement with Digital Promise, which allows for teachers to obtain Micro credentials in order to recognize the skills and competencies obtained as a result of the proposed professional development program.

The impact that technology has had on today’s schools has been quite significant. This widespread adoption of technology has completely changed how teachers teach and students learn (Cox, nd)¹⁰. Teachers are learning how to teach with emerging technologies (tablets, iPads, Smart Boards, digital cameras, computers), while students are using advanced technology to shape how they learn. By embracing and integrating technology in the classroom, we are setting our students up for a successful life outside of school.

Is this advancement to the detriment of your students, or does it benefit their learning? According to the Pew Research Center, 92% of teachers said that the internet has a major impact

⁹ Peterson, T. (2016). Technology Start with Professional Development and training. Retrieve from: <https://edtechmagazine.com/k12/article/2016/06/technology-starts-professional-development-and-training>

¹⁰ Cox, J. (nd). Benefits of Technology in the Classroom. Retrieve from: <http://www.teachhub.com/benefits-technology-classroom>

on their ability to access content, resources, and materials. (Purcell & Collaborators, 2013)¹¹.

Research has demonstrated that technology has impacted and improved the classroom experience in the following areas. GEEO considered all these areas in the proposed professional development plan.

Creates a More Engaged Environment

You may think technology is just a distraction, but it can help encourage active participation in your classroom. Using devices like a computer, tablet, or other type of technology in your classroom can help turn traditionally dull subjects into interactive and fun activities.

Incorporates Different Learning Styles

Each child in your classroom is different, and it can be challenging to adjust your learning plan to fit every student. Fortunately, technology in education can help you modify your lessons. The workshops about technology integration provide opportunities and activities to facilitate differentiated instruction in the inclusive classroom.

Improves Collaboration

Teachers will be trained to use applications (see Table 1 at the end of this section) that will allow communication and collaboration among peers and communication and collaboration with their students. Additionally, when students are assigned to small groups, the students who are more technologically advanced can assist their inexperienced peers through communication and collaboration.

Connects You With Your Students

Technology can help teachers form a better relationship with their students and their colleagues. For example, 84% of teachers report using the internet at least weekly to find content that will engage students. (Purcell & collaborators, 2013). The proposed Professional Development Plan includes the use of technology for lesson planning. Teachers will acquire the skills and knowledge that will help them respond to the needs of the students in a more efficient manner.

¹¹ Purcell, K.; Heaps, A.; Buchanan, J. & Friedrich, L. (2013). How Teachers Are Using Technology at Home and in Their Classrooms, Pew Research Center, Retrieve from: www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/.

The following table is presented in Spanish since it represents the on-line instructional materials (programs and applications) that the teachers will be using in the classroom and during the professional development activities.

Table 1. Online resources

#	Nombre de la página	Descripción	Enlace
1.	Empatico.	Empático ayuda a que los profesores y estudiantes exploren el mundo por medio de experiencias que despiertan la curiosidad, la amabilidad y la empatía. Combinamos transmisiones de video en vivo con actividades diseñadas para fomentar conexiones significativas entre los estudiantes de 7 a 11 años.	https://empatico.org/
2.	Voki	Herramienta que te permite crear un avatar personalizado.	http://www.voki.com/
3.	Design Make Teach	Design Make Teach is a blog about MAKING in the classroom. MAKING is a process that engages students in thinking, making and sharing.	https://designmakeandteach.com/category/3d-models/
4.	Design Squad Global	Design Squad Global permite a los niños de la escuela intermedia resolver problemas del mundo real y comprender el impacto de la ingeniería en un contexto global. Renovado semanalmente con desafíos, videos y actividades, el sitio web es uno de los únicos lugares en la web donde los niños pueden compartir sus ideas de ingeniería con otros niños.	http://pbskids.org/designsquad/
5.	Engineering 4 kids	Los niños tienen una curiosidad natural que se presta a la ciencia, la tecnología, las matemáticas y la ingeniería. En Engineering For Kids, inspiran a los niños de 4 a 14 años para que desarrollen su	https://www.engineeringforkids.com/

#	Nombre de la página	Descripción	Enlace
		deseo innato de respuestas al explorar los conceptos de ingeniería de una manera divertida y práctica.	
6.	Storyboard That	Recursos para maestros y ejemplos de storyboards para clases de ciencia, tecnología, ingeniería y matemáticas. Encontrará ideas creativas de narración digital y planes de lección para sus clases STEM. A los estudiantes les encantará crear sus propios diagramas, explicando los problemas de las palabras y haciendo comics de ciencia.	http://www.storyboardthat.com/es/planes-de-lecciones-de-educaci%C3%B3n-para
7.	Teach Engineering	TeachEngineering es una colección de bibliotecas digitales en la que se pueden realizar búsquedas y que se compone de currículos de ingeniería basados en estándares para que los educadores de K-12 los utilicen para hacer que la ciencia y las matemáticas aplicadas cobren vida a través del diseño de ingeniería en los entornos de K-12. La colección TeachEngineering proporciona a los educadores acceso * gratuito * a un creciente recurso curricular de actividades, lecciones, unidades, desafíos de creadores y rociados para usar en entornos de educación informal.	https://www.teachengineering.org/
8.	Try Engineering	TryEngineering.org es un recurso de educación en ingeniería preuniversitaria dirigido a docentes y estudiantes. Nuestro objetivo es aumentar el interés en las carreras de ingeniería, mejorar el acceso a recursos educativos de alta calidad y mostrar a los estudiantes cómo la ingeniería puede ser parte de su futuro.	http://tryengineering.org/?language=es

#	Nombre de la página	Descripción	Enlace
9.	Scratch	Con Scratch, puedes programar tus propias historias, juegos y animaciones interactivas, y compartir tus creaciones con otros en la comunidad en línea. Scratch ayuda a los jóvenes a aprender a pensar creativamente, razonar sistemáticamente y trabajar en colaboración, habilidades esenciales para la vida en el siglo XXI.	https://scratch.mit.edu/
10	Designing for Creative Play	Designing for Creative Play se basa en darle vida a tu imaginación ayudándote a hacer cosas que te interesan.	https://www.ericrosenbaum.com/
11	Chrome Music Lab	Chrome Music Lab es un sitio web que hace que el aprendizaje de música sea más accesible a través de experimentos divertidos y prácticos.	https://musiclab.chromeexperiments.com/Experiments
12	Constructing Modern Knowledge	Constructing Modern Knowledge es un instituto para educadores dedicados a la creatividad, la colaboración y la informática. Los participantes tendrán la oportunidad de participar en el desarrollo intensivo de proyectos informáticos con compañeros y un profesorado de clase mundial. Oradores invitados y eventos sociales inspiradores completan el fantástico evento.	http://constructingmodernknowledge.com/
13	Comic Life	Crear tirillas cómicas o historietas con fotografías y dibujos.	http://comiclifecom/
14	LanSchool	Programa para monitorear, crear encuestas, pruebas y mostrar una presentación	https://www.lenovosoftware.com/lanschool

#	Nombre de la página	Descripción	Enlace
15	News Maker	Programa para crear un noticiero en donde se puede reforzar la escritura y la lectura.	https://www.newsmaker.tv/accounts/login
16	Voicethread	Herramienta que se utiliza para crear conversaciones, que incorpora voz, imagen, documentos y videos.	http://voicethread.com/
17	Evernote	Aplicación que permite anotar y almacenar cualquier tipo de archivos, notas, captura de imágenes, websites, PDF.	http://www.evernote.com/
18	Timetoast	Mediante ésta se puede crear y compartir líneas de tiempo.	http://www.time toast.com/
19	Tagxedo	Herramienta para crear nubes de palabras o Tags (word cloud). Permite cambiar el contenido y forma de nuestra nube de palabras, la dirección de las mismas, el tipo de letra, color y aplicar patrones.	http://www.tagxedo.com/
20	Wordle	Trabaja con la representación visual de texto.	http://www.wordle.net/
21	Toondo	Sirve para crear cómics.	http://www.toondo.com/
22	Issuu	Portal gratuito que permite crear una biblioteca en línea donde los usuarios pueden publicar y compartir sus archivos convirtiéndolos en atractivas publicaciones como libros o revistas interactivas.	http://issuu.com/
23	Jingproject.com	Screencasting – Ayuda a capturar lo que se presenta en la pantalla.	http://www.techsmith.com/jing/
24	Audacity	Aplicación para grabar y editar audio.	http://audacity.sourceforge.net/

#	Nombre de la página	Descripción	Enlace
25	Animoto	Ideal para producir videos que incorporan imágenes y música.	http://animoto.com/
26	MS Photostory	Nos ayuda a crear video con imágenes digitales. Se puede añadir narración.	https://www.microsoft.com/en-us/download/details.aspx?id=11132
27	Storybird	Permite crear cuentos de forma colaborativa.	http://www.storybird.com
28	Eduglogster	Permite crear afiches interactivos donde puede expresarse de una manera creativa utilizando imágenes, videos, audio, texto y gráficas. Es también una red social donde puede interactuar con la comunidad escolar.	http://www.eduglogster.com
29	Flickr	Permite almacenar, ordenar, buscar y compartir fotografías y videos en línea.	http://www.flickr.com
30	Twiducate	Ayuda a crear y configurar una red social privada con la comunidad escolar.	http://www.twiducate.com
31	SpicyNodes	Permite organizar la información en forma de nodos conectados para hacer mapas de ideas, organizar conceptos, presentar jerarquías de datos, demostrar relaciones entre entidades.	http://www.spicynodes.org/
32	Padlet	Permite crear un mural en el que se pueden colgar notas, imágenes, videos o direcciones web.	http://www.wallwisher.com
33	Symbaloo	Permite almacenar y compartir direcciones de la Web.	http://www.symbaloo.com
34	Bubbl.us	Herramienta para crear mapas conceptuales en línea.	http://www.bubbl.us

#	Nombre de la página	Descripción	Enlace
35	Xtranormal	Permite crear y publicar videos o historias cortas en 3D.	http://www.xtranormal.com
36	Classtools	Ayuda a crear juegos interactivos educativos, actividades y diagramas.	http://www.classtools.net
37	Penzu	Herramienta para crear un diario o bitácora de forma privada.	https://penzu.com/
38	Flashcard Machine	Tanto los profesores como los estudiantes pueden crear tarjetas didácticas en pantalla para evaluar vocabulario, ecuaciones matemáticas, idiomas extranjeros y más. Está disponible para iPad, iPhone y iPod touch.	https://www.flashcardmachine.com/
39	Teacher Tube	TeacherTube comparte videos educativos. Es un sitio para proporcionar desarrollo profesional en cualquier momento y en cualquier lugar con maestros que enseñan maestros. Además, es un sitio donde los maestros pueden publicar videos diseñados para que los estudiantes los vean con el fin de aprender un concepto o habilidad.	https://www.teacherTube.com/
40	School Tube	Es un entorno seguro y moderado donde los estudiantes pueden publicar videos de producción propia para uso en el aula: desde el educativo (una presentación cívica o una clase de álgebra) y práctico (anuncios de la mañana) hasta la diversión (juego de fútbol de chicas de la noche anterior).	https://www.schoolTube.com/

L. Repairs – N/A

M. Estimated Non-Warranty Repairs – N/A

N. Mobile Device Tracking – N/A

O. Cart Services – N/A

P. Other proposed services not included in above categories

The potential to create a better world through global learning initiatives has never been greater. All of the wisdom and knowledge ever created has been captured, digitized, and catalogued to allow young people to learn and grow faster than ever before. World leaders from both the government and technology sectors have rallied over the last decade to increase learning absorption through eLearning initiatives that put this knowledge at the fingertips of youth everywhere in the world.

However, it's been proven that these efforts can only be optimized in countries with solid infrastructure and ubiquitous high-speed internet connectivity. Nowhere is the 'digital divide' more evident than in K-12 education, particularly in the emerging countries where infrastructure and connectivity are still precious resources. In many cases, the government entities have tried to enable the education, possibly with 3G or 4G – but even that connectivity struggles to provide a solid foundation for learning, as usage and demand has grown faster than connection speeds. Consider the case of 4G wireless in a country such as India. According to research published by Quartz, average 4G LTE speed is 5 – 6Mbps. While that might sound strong, consider that a single YouTube video in 720P can take almost 1.5Mbps; this means that three students attempting to better their learning with a video lesson can bring the entire school to its knees. In regions like this, even if tech giants donate equipment or ministries of education allocate significant funding, students are too often cut off from the cloud-based learning resources enjoyed in the more developed world due to lack of regular or robust connectivity, or other infrastructure limitations such as power outages and fluctuations. The result is frustration from the students, through the teachers, through the administration.

To combat this global problem, industry leaders are driving an innovative new technology architecture that allows globalize learning on a local level, even in these infrastructure-challenged environments. This is seen in offerings such as Netflix's Open Connect appliances, Accelerator for YouTube, Content Repository Managers for the enterprise, and the emergence of hybrid IT in large enterprises. In this sector, the development is known as the micro-cloud learning environment, a completely self-contained but cloud-enabled eLearning environment that allows students and teachers access to cloud-based learning management systems, curriculum, content, and resources – even when the school has no connectivity or power. With this innovative approach, the learning infrastructure, as well as the curriculum, content, and resources are staged on the micro-cloud platform in the school.

The challenge for educational institutions is that this type of hybrid/distributed architecture tends to require specialized IT knowledge and complex infrastructure in order to create a workable topology; schools and universities don't tend to have such depth in IT staffing and budget. However, a new approach to micro-cloud e-learning now allows all the required services to be integrated into a single plug-and-play micro-cloud appliance, allowing any school to benefit from this architecture, allowing teachers and students greater access to digital knowledge.

Into this micro-cloud architecture, students connect on a local Wi-Fi that appears to be an internet connection, hence the ability to use a cloud-based eLearning paradigm even while sitting on a dirt floor in a school without power. Since not only are the learning management system, content, but valuable incremental resources (such as YouTube, simulators, interactive maps, Wikipedia, etc.) are housed locally in the micro-cloud. In this scenario, students' progress through the learning process without knowing (or needing to know) if there's no actual internet connectivity to the school at any point in time.

This solution has already been implemented in many countries in the Caribbean, Europe, South America, and the United States. These are some of the countries where this solution has been implemented:

- **Paraguay (Ministry of Education):** Project to deploy micro-clouds to 962 schools to provide Network/Internet Management and control, Local Content Repository with centralized management/update.
- **Dominican Republic (Ministry of Education):** Project to deploy to 150 schools to provide Network/Internet Management and control, Ease of use, and Local Content Repository with centralized management/update.
- **Mexico (Ministry of Education):** Project to deploy to 762 schools to provide a complete and integrated solution, local content repository with centralized management/update, battery pack.
- **Panama (Ministry of Education):** 500 schools deployed providing integrates Wi-Fi, ease of use, local content repository with centralized management/update, Integrated Learning Management System (LMS).
- **United States (Ericsson US "Connected Community"):** Project where solution was deployed to Miami-Dade County less favored community schools to provide direct

access to selected websites and public services, local content repository, internet access controlled by whitelists.

Given the many difficulties that schools in Puerto Rico face today in regards to Internet connection and reliability of service, we believe that this tool would be key to help solve issues in schools and ease technology integration into the classroom and curriculum.

The software can take advantage of the current network infrastructure available at schools. If there a school that doesn't have a network infrastructure, the solution can be deployed to that school as a device that creates a Wi-Fi network of its own in the classroom, to deliver content to users even if there is no internet available. These devices are an end-to-end solution spanning the local micro-cloud (for classroom and school functions) to the central Cloud Control (for content curation, distribution, and management). It creates a safe network environment with local content repository and e-learning tools. When the internet is available, the device manages, filters, and optimizes connectivity.

Available functionality for remote administration and curation of devices deployed at schools. The cloud control enables e-Learning, with a centralized point for content and policy management.

The devices come with Foundation LMS, a basic learning management system which provides students and teachers resources to enable the e-Learning experience. For more advance requirements, the devices also include Moodle – a leading LMS – to allow more advance implementations of the e-Learning experience.

With this type of device, we believe that schools will have a better overall integration of technology into the classroom and curriculum, where these devices could be deployed to every school in Puerto Rico with a standardized content prepared by the Puerto Rico Department of Education which will be available at all times, even when a school doesn't have an internet connection.

If our company is awarded the contract for Professional Development and Curriculum integration and if approved, we would implement this solution in schools at no additional cost.

1. PROJECT PLAN AND DEPLOYMENT SCHEDULE

Q. Project Plan and Schedule for Professional Development

Objective	Activities	Schedule*
1. Assessment of the level of knowledge of 100% of the participants with regards to the use of equipment and integration of technology to the curriculum	<ul style="list-style-type: none"> Administration of an online need assessment. The information gathered will be used to make an analysis of needs with regards to equipment use and integration of technology to the curriculum (Figure 1- Estudio de Necesidades: Uso e Integración de la tecnología para el proceso de la enseñanza). Analysis of the information and classification of the participants in accordance to the level of knowledge/skills in computer, mobile device, and software use. The participants will be classified as beginner, intermediate, or advanced user. A random group of 105 teachers will be selected to validate the accuracy of the online assessment (15 teaches per region). Issue a report to the DEPR on the results of the analysis of training needs. 	<p>August 2019, 2020, 2021</p> <p>September 2019,2020,2021</p> <p>September 2019</p> <p>October 2019</p>
2. Develop a plan to address the training needs identified for 100% of the teachers on the subjects of laptop, tablet, and integration of technology to the curriculum.	<ul style="list-style-type: none"> Implementation of a Customer Resource Management (CRM) to keep track of every individual teacher training needs and progress in accordance to the plan (Figure 2). Inform and validate the analysis of training needs for teacher with the schools Directors. Coordinate with school Directors the training and services the teachers will be receiving according to their individual training plan. Inform the school coordinator for coordination of services Identify instructional learning teacher by school. Share and discuss with the teachers the results of their assessments and their individualized training plan. The teacher will receive information of the services to be received and the person who will be coordinating the delivery of those services. Systematic, continuous, and sustained treatment for teachers through the CRM by the school coordinator of the region. Ensure constant communication through the platform between the coordinator and each teacher or group of teachers. 	<p>First trimester of each year. September 2019</p> <p>October 2019, 2020, 2021</p> <p>During the training periods (November to January)</p> <p>During the training periods (November to January)</p>
3. Offer technical assistance (coaching) to 30% of the teachers that demonstrate beginner knowledge on the use of technology.	<ul style="list-style-type: none"> Identification per school region classified as beginner on technology use. Offer coaching according to the intervention plan and the knowledge of the teacher. 	<p>September 2019</p> <p>Year 1 - November 2019, Year 2 –October 2020 January 2020, 2021, 2022</p>
4. Train 75% of the teachers on the use	<ul style="list-style-type: none"> Identify the school's technological equipment available. Identify software available at schools. 	<p>October 2019</p>

Objective	Activities	Schedule*
<p>of technology according to their level of knowledge on use of technology and equipment available at schools</p>	<ul style="list-style-type: none"> • Coordinate and schedule service to be delivered in the school according to the level of knowledge of the participants and the equipment and software available. • Administer services (coaching/workshops) related to the use of equipment and software. • Subjects <ul style="list-style-type: none"> ○ Basic device training ○ Handling of the equipment (tablet and laptop) and basic operating system use. ○ Access PRDE’s instructional resources, (DE Digital, planning platform, SIE, SAMA, TAL) ○ Connect to PRDE network and troubleshoot most common types of errors. ○ How to record videos. ○ Use of software such as Email, Internet Browser, Office 365, OneNote. ○ Use of Learning Management Systems (LMS) (i.e. Moodle, Blackboard, Canvas) • Identify the school’s instructional learning team. Develop plan to: <ul style="list-style-type: none"> • Update their knowledge on Instructional Technology. • Become highly proficient in how to use STEM, Teams, Forms, OneNote, Class Notebook, and SharePoint to enable them to train new teachers in the future. • Become familiar with STEM educational resources and how to help other teacher incorporate those resources into the curriculum. • How to identify the best resources of educational technology on the Internet. (i.e. Microsoft Educators Community) 	<p>October 2019</p> <p>November 2019, 2020, 2022</p> <p>Year 1 - November 2019,</p> <p>Year 2 – September 2020</p> <p style="padding-left: 40px;">October</p> <p>2020</p> <p>Year 3 – September 2021</p> <p>Year 1 - November 2019,</p> <p>Year 2 – -September 2020</p> <p>-October 2020</p> <p>Year 3 – September 2021</p>
<p>5. Train 80% of the teachers and representative personnel of the seven (7) school regions on how to integrate the technology to the curriculum.</p>	<ul style="list-style-type: none"> • Identify by school region the teachers and their proficiency integrate he technology to the curriculum. • Coordinate and schedule service. • Administer training according to the intervention plan and the knowledge of the teacher. • Subjects <ul style="list-style-type: none"> ○ How to record videos. ○ Use of the platforms to develop a planning collaboration. ○ How to create Blogs. ○ Use of free applications for the development of knowledge and competence (Figure 3). ○ Planning using technology. • Administer a test to assess the development of skills required for the integration of technology into the teaching process. 	<p>September 2019</p> <p>October 2019, September 2019</p> <p>Year 1 - November 2019,</p> <p>Year 2 –October 2020</p> <p>January 2020, 2021, 2022</p>
<p>6. Development a Leadership Program in each LEA regions.</p>	<ul style="list-style-type: none"> • Identification the team per LEA Region – 4 member per Region (School principal, lead teacher, IT specialist and the region’s data collector). • Coordinate and schedule service. 	<p>First trimester</p> <p>October 2019, 2020, 2021</p>

Objective	Activities	Schedule*
	<ul style="list-style-type: none"> Administer 3 trainings for teaching with technology and support teachers in integrating technology as a regular, constant element of their teaching and classroom. 	Second trimester 2019, 2020, 2021
7. Design an online workshop for 100% of the teachers and representative personnel of the seven (7) school regions on how to use the technology and how to integrate technology to the curriculum.	<ul style="list-style-type: none"> Identify subjects according to the analysis of training needs. Make observations to the teachers that have advanced technology knowledge, plan collaborative classes to promote technology integration, and record the sessions. Design and record 6 workshops. Upload the recordings to the platform. (2 per year) 	October 2019 December 2020 and December 2021 January 2020, 2021, 2022
8. Development of instructional material to encourage the integration of technology into the teaching/learning process.	<ul style="list-style-type: none"> Administer 2 trainings for the development of instructional material. Provide an outline of the information required on the instructional material. Enable a platform (Google Drive / Dropbox) to suggest instructional material by level and subject. As well as activities to address the different subgroups. 	January 2020, 2021 Second Trimester years 1 and 2
9. Coordinate certifications for 7% of the participants as Google Certified Educators Level 1 y Level 2.	<ul style="list-style-type: none"> Identify mentor teachers with advanced technology knowledge. Offer 6 trainings to prepare them for the certification tests. <ul style="list-style-type: none"> Level 1 Level 2 Coordinate and schedule the certification tests. <ul style="list-style-type: none"> Level 1 Level 2 	September 2019 2 in February 2021, 1 in March 2021 2 in February 2022 and 1 in March 2021 April 2021 April 2022
10. Provide to 100% of schools the Classroom Content Cloud (C3) for the storage and administration of curriculum content.	<ul style="list-style-type: none"> Install the C3 in each one of the schools. Training on use and integration of the C3 to the curriculum. 	Second Trimester– November 2019 a February 2020
11. Keep records of the effectiveness of the implementation of	<ul style="list-style-type: none"> Issue of quarterly reports on the effectiveness of the Project. 	During three years of the project October, January, and April

Objective	Activities	Schedule*
the project, evidenced by change of pedagogical practices of the teachers and improvement in student performance.	<ul style="list-style-type: none"> Issue observations on classrooms to keep record of the use and integration of the technology by the teachers and students. 	December 2020 and December 2021
	<ul style="list-style-type: none"> Issue articles that document the change in pedagogical practices as a result of the integration of technology in the teaching process. 	Third trimester March 2020, 2021, 2022

*Assuming the project will start during the academic year 2019-2020.

2. PROBLEM ESCALATION PROCESS

R. Initial problem identification

The GEEO Support escalation process ensures that GEEO provides customers and partners with the means to give an issue broader attention. We are committed to delivering high-quality support to all our customers and partners. If you need to escalate a case, our technical team is ready and available to help you quickly bring your issue to closure.

Our escalation management process is designed to keep you informed of your problem status at every step of the way. A lead is assigned to every problem to oversee the case from a holistic viewpoint. This member is responsible for evaluating the situation, facilitating the issue, and acting as an advocate on your behalf. Also, he can solicitate assign more resources or escalate the problem if necessary.

Customers and partners who are confronting problems and/ or not satisfy with GEEO's product or services will have two types of mechanism to attend their necessity:

- Quick reference resolution handbook (QRRH)-which is the standard mechanism for problem solving with the project, and
- GEEO Site Support Order (GSSO) – which manage major problem/issues and/or problems don't included in the Quick reference resolution handbook.

Major problem/issues are defined as those not included in the QRRH, and impact to the project is high and / or the problem is taking too long to resolve.

As each problem arise, it must be classified as: critical, high, medium and low. The below table shows some example of classification are:

S. Determination of priority and severity of problem.

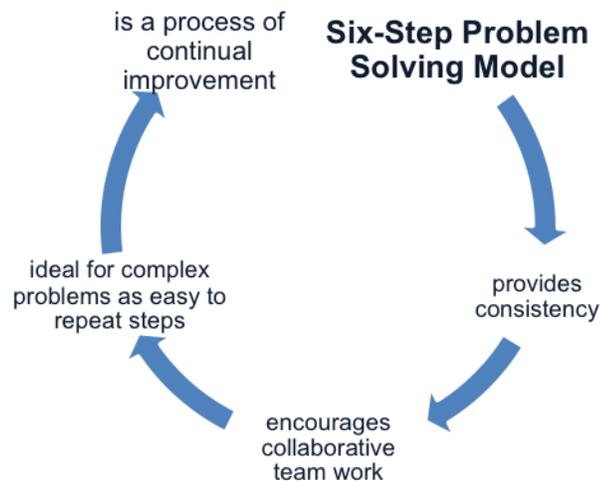
Major problem/issues should be classified as critical, high, medium and low, this classification is feed on the GEE0 Site Support Order (GSSO). As follow we shows some examples of Major Problems/ Issues.

Major Problems / Issues (*)	Classification
Magnitude & Severity of the problem: Potential problems that may harm the project.	Critical
The set budget may overrun requiring additional funding.	Critical
The resources don't have the required skills for an essential phase of the project.	High
Team resources are pulled away to a different school.	Medium
The software won't print out forms.	Low
Need among vulnerable populations	High
Community's capacity and willingness to act on the issue	Medium
Ability to have a measurable impact on the issue	Medium
No Existing interventions focused on the issue	Medium
Whether the issue is a root cause of other problems	Critical
Problem impact the community members	High
Potential challenges or barriers to addressing the need	Critical
The opportunity to intervene at the prevention level	High
Problem with resources assign to the projects	High
Project with deliverables	Medium
Problem with invoices	High
Problem with signatures in invoices documents	High

(*) Before feed GSSO with the problem verify if the problem is included in the Quick Reference Manual.

T. Step for resolving problem

GEE0's model for problem solving, has four basic steps.



1. Define the **problem**. Diagnose the situation so that your focus is on the **problem**, not just its symptoms. ...
2. Generate alternative solutions. ...
3. Evaluate and select an alternative. ...
4. Implement and follow up on the **solution**.

In the following section we show the step for problem solving.

U. Problem escalation for situations when resolution is not forthcoming or an implemented solution is unsatisfactory.

Escalations occur for a variety of reasons. An escalation management system allows an organization to identify, track, monitor, and manage situations that require increased awareness and swift action. GEEO provides our customers and partners with GEEO Site Support Order (GSSO), which in addition to handle the regular “workorder”, provides the system to handle the escalation process when the GEEO Support team is unable to resolve the issue or stay within the agreed timeline (meaning, the targeted time for resolution is exceeded).

The essence of our escalation management is to bring order, structure, focused management attention, and additional resources to those customer situations which could otherwise result in a high level of customer dissatisfaction and/or damage to the service provider’s reputation. Between, the possible alternative for escalation we have assign the issue to another team based on the skill set required to resolve the issue and regular meeting until resolution.

Customer/Partner opens a support order through GEE0 Site Support Order (GSSO):

Our Priority level is set to critical, high, medium, low.

GEE0 support team analyze the problem, generate alternative solution, select "best" fix for the problem, assign resources and established due date for resolution.

GEE0 support team feed the GSSO with the resolution information.

Customer/Partner not satisfied with the service/response on the case should established via GSSO the reason why and possible resolution alternative.

GEE0 support team evaluate the response, gather additional data if necessary and agree or not with it. Feed the system with the new estatus.

If not agreed escalate to Project Director and Project Manager and inform the customer / partner about the escalation.

Broader discussion with the customer/partner, Project Director, Project Manager and GEE0 support lead.

Feed the GSSO with the agreement.

Daily update GSSO.

3. USAGE MEASUREMENT AND REPORTING

In order to inform the PRDE about the results, quarterly reports will be delivered via email and will also be delivered personally to the corresponding office in a pen drive. In addition, the project will have available the Customer Resource Management platform that will allow online monitoring of the progress of each of the participants or LEA regions. Below, we present what each of the quarterly reports consists of:

- Description of the program services and activities, methods and results
- Tasks completed and problems encountered
- A description of the progress of the educators technical and professional development and curriculum integration services
- Attendance summary of professional development by school
- Recommendations for improvement as applicable
- Program Statistics (Provide for each school served)
 - By school and district
 - Participants with their level of proficiency
 - Participants attendance (and hours of attendance)
 - Pre and post test results by participant and service
 - Level of customer satisfaction
- Program Results
 - An evaluation of the impact of the professional development activities in the school.

A yearly report will be delivered at the end of each year of implementation. In addition to containing the information of the quarterly reports, the content of the annual reports will contain a comparison of the proficiency level of the teachers. In addition, there will be a section that will include a brief description of the evaluation process to identify areas in need of improvement and the necessary actions to improve the services. An evaluation process to collect and analyze data will be carried out at different times during implementation. SPSS and Excel statistical programming will be used for descriptive statistics, comparisons, and correlations. A final report that includes the three-year duration of the project will also be delivered.

4. BILLING DISPUTE RESOLUTION FOR ALL PROPOSED SERVICES

V. Describe the process in place to assure that billing issues are corrected in a timely fashion to meet Department processing deadlines.

- The purpose of these guidelines is to assure that any invoice submitted by Global Education Exchange Opportunities (GEEO) to the Department of Education under the program, contains all information and supporting documents required to process the invoices, and are complete and mathematically correct. Also, it attends any billing issue, in order to correct it in a timely fashion to meet DE deadlines.
- GEEO will submit the corresponding invoices as established in the contract between GEEO and the DE, through the Online Billing System (SIFDE) via settlement module on the corresponding dates. The invoices will include appendices and/or supporting documents required in the contract, such as invoice cover sheet, programmatic and services reports, "Agreed Upon Procedures" Report corresponding to the invoice that is being submitted, among others.
- Note: When sign any contract, depending on the terms and conditions established in the contract, GEEO will updated the billing/invoicing procedures, to include any additional terms and conditions for project, activity tracking and or invoicing.
- To reduce billing errors, GEEO will established fiscal control and procedures to fulfill the responsibility to safeguard grant funds and ensure funds are used for the purposes for which they were awarded. We will have the services of a Certified Public Accountant (CPA) who will generate an "Agreed Upon Procedures" through which he reports compliance. This report is based on a previously agreed billing reporting between GEEO and the DE.
- For billing purposes, the services will be billing to DE by school, that is the workshops will be billed by school according to the attendance of teachers with a unique invoice number, which facilitates the tracking and identification for workshops in case of billing error.
- Currently, we assigned resources according to the workload to daily review DE online billing System (SIFDE), these resources classified and assign responsibilities to the billing related problems and address them accordingly to the classification. Any billing issue should be resolve within five (5) business

days. If any of the issue can't be resolve by this time frame the problem is reported to the manager for special attention, which include daily status report until the problem resolution.

W. Are tracking numbers assigned in order that billing problems do not “disappear” and if so, describe.

— Each service will have its unique tracking number, which facilitates the tracking and identification for workshops in case of billing error.

X. Provide written procedures for resolving billing issues and the escalation process.

1. Enter Online Billing System (SIFDE) – worklist section to determine if any new services had been recycled.
2. If a service had been recycled, enter to the order and determine the reason why.
 - a. If the issue can be resolve immediately resolve it, and re-submit the order.
 - b. If not, include the order in the DE – BILLING recycle report, classified the error accordingly to the following table and assign person responsible for resolution and due date.

Problem classification	Action	Responsible	Time frame for resolution
Missing signature, stamp, information, document, etc.	Determine from whom is the missing “thing” and communicate with “them” (via email) to coordinate the resolution.	Fiscal officer and area coordinator	3-5 business days
Error in information, document, etc.	Determine if the “error” could be correct by the fiscal and/or administrative personnel: - Yes: proceed with the correction and re-submit the invoice. - No: find out who is responsible for the resolution and communicate with them (via email) to coordinate the resolution.	Fiscal officer and area coordinator	3-5 business days
Quantity error	Determine if the “error” could be correct by the fiscal and/or administrative personnel: - Yes: proceed with the correction and re-submit the invoice. - No: find out who is responsible for the resolution and communicate with them (via email) to coordinate the resolution.	Fiscal officer and area coordinator	3-5 business days
Other	Determine if the “issue” could be correct by the fiscal and/or administrative personnel: - Yes: proceed with the correction and re-submit the invoice.	Fiscal officer, Area coordinator	3-5 business days

	- No: find out who is responsible for the resolution and communicate with them (via email) to coordinate the resolution.	Project manager Project director	
--	--	-------------------------------------	--

3. Publish the *DE – BILLING recycle report* to Project Director and Project Manager for tracking and follow up. This report discussion should be part of the project director daily meeting agenda with his direct reporting personnel. Feedback of this report must be submitted by the issue resolution responsible person every two days. The feedback should be address to the report generator with cc. to Project Manager, Project director and any other that apply.

TAB 4

Sample price sheet

YEAR 2

Total adjusted teachers 28% 21,600
 Total teachers 30,000
 Total technician 40

ITEM	% PER LEVEL	MODALITY	HOURS	QTY (*)	PRICE	EXTENDED PRICE
LAPTOP & TABLETS USE - Level						
Basic	30.00%	Coaching	3	6,480	\$ 175.00	\$1,134,000
		Workshop	6	6,480	\$170.00	\$1,101,600
		Webinar	2	6,480	\$19.50	\$126,360
Proficient	45.00%	Workshop	6	9,720	\$170.00	\$1,652,400
		Webinar	2	9,720	\$19.50	\$189,540
Advanced 1	18.00%	Workshop	NA	3,888	\$170.00	
Advanced 2	7.00%	Workshop	NA	1,512	\$170.00	
Advanced 1 & 2	25.00%	Webinar	NA	5,400	\$19.50	
INTEGRATION INTO CLASSROOM AND CURRICULUM						
Basic	30.00%	Coaching	NA	6,480	\$ 175.00	
		Workshop	12	6,480	\$170.00	\$2,203,200
		Webinar	2	6,480	\$19.50	\$126,360
Proficient	45.00%	Workshop	12	9,720	\$170.00	\$3,304,800
		Webinar	2	9,720	\$19.50	\$189,540
Advanced 1	18.00%	Workshop	18	3,888	\$170.00	\$1,982,880
Advanced 2	7.00%	Workshop	18	1,512	\$170.00	\$771,120
Advanced 1 & 2	25.00%	Webinar	4	5,400	\$19.50	\$210,600
LEADERSHIP PROGRAM						
4 Representative per Regions		Workshop	18	28	\$170.00	\$14,280
TENCHICAL TRAINING FOR OSIATD, FIELD TECNICIANS						
Field Technicians	75%	Workshop	12	30	\$500.00	\$30,000
Data Technicians	25%	Workshop	24	10	\$500.00	\$20,000
TOTAL (MUST INCLUDE PRICING FOR ALL LINE ITEMS)						\$13,056,680

(*) We assume that 30% of teachers don't complete the whole program.

YEAR 3

Total adjusted teachers 28% 21,600
 Total teachers 30,000
 Total technician 40

ITEM	% PER LEVEL	MODALITY	HOURS	QTY (*)	PRICE	EXTENDED PRICE
LAPTOP & TABLETS USE - Level						
Basic	30.00%	Coaching	0	6,480	\$ 175.00	\$0
		Workshop	6	6,480	\$170.00	\$1,101,600
		Webinar	2	6,480	\$19.50	\$126,360
Proficient	45.00%	Workshop	6	9,720	\$170.00	\$1,652,400
		Webinar	2	9,720	\$19.50	\$189,540
Advanced 1	18.00%	Workshop	NA	3,888	\$170.00	
Advanced 2	7.00%	Workshop	NA	1,512	\$170.00	
Advanced 1 & 2	25.00%	Webinar	NA	5,400	\$19.50	
INTEGRATION INTO CLASSROOM AND CURRICULUM						
Basic	30.00%	Coaching	NA	6,480	\$ 175.00	
		Workshop	12	6,480	\$170.00	\$2,203,200
		Webinar	2	6,480	\$19.50	\$126,360
Proficient	45.00%	Workshop	12	9,720	\$170.00	\$3,304,800
		Webinar	2	9,720	\$19.50	\$189,540
Advanced 1	18.00%	Workshop	18	3,888	\$170.00	\$1,982,880
Advanced 2	7.00%	Workshop	18	1,512	\$170.00	\$771,120
Advanced 1 & 2	25.00%	Webinar	4	5,400	\$19.50	\$210,600
LEADERSHIP PROGRAM						
4 Representative per Regions		Workshop	18	28	\$170.00	\$14,280
TENCHICAL TRAINING FOR OSIATD, FIELD TECNICIANS						
Field Technicians	75%	Workshop	12	30	\$500.00	\$30,000
Data Technicians	25%	Workshop	24	10	\$500.00	\$20,000
TOTAL (MUST INCLUDE PRICING FOR ALL LINE ITEMS)						\$11,922,680

(*) We assume that 30% of teachers don't complete the whole program.

TAB 5

Form 3

Non-collusion affidavit

PROPOSAL SUBMITTAL FORM 3 - NON-COLLUSION AFFIDAVIT

EACH PROPOSER IS REQUIRED TO SUBMIT A NON-COLLUSION AFFIDAVIT WITH ITS PROPOSAL. ANY PROPOSER THAT FAILS TO SUBMIT A NON-COLLUSION AFFIDAVIT SHALL BE AUTOMATICALLY DISQUALIFIED FROM CONSIDERATION FOR AN AWARD.

I, the undersigned, am the CEO of GLOBAL EDUCATION EXCHANGE OPPORTUNITIES, INC. (the "Proposer"), and being duly sworn, declare that the proposal submitted by the Proposer in response to **PRDE-OSIATD-FY2018-002-Mobile Devices, Professional Development and Project Management** is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the proposer has not directly or indirectly induced or solicited any other proposer to put in a false or sham proposal, and has not directly or indirectly colluded, conspired, connived, or agreed with any proposer or anyone else to put in a sham proposal; that the proposer has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the proposal price of the proposer or any other proposer, or to fix any overhead, profit, or cost element of the proposal price, or of that of any other proposer, or to secure any advantage against the government of the Commonwealth of Puerto Rico or the Puerto Rico Department of Education; that all statements contained in the proposal are true; and, further, that the Proposer has not, directly or indirectly, submitted its proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company association, organization, proposal depository, or to any member or agent thereof to effectuate a collusive or sham proposal.

I certify (or declare) under penalty of perjury under the laws of the Commonwealth of Puerto Rico that the foregoing is true and correct.

NAME OF PROPOSER: Global Education Exchange Opportunities
Signature: *Odette Piñeiro Caballero*
Name: Odette Piñeiro Caballero
Title: CEO
Date: September 28, 2018



Sworn to and subscribed before me on this 25 day of September, 2018, proved to me on the basis of satisfactory evident to be the person who appeared before me and signed this Affidavit.

Affidavit: - 7926 -

Michael K.

TAB 6

Proposal Bid Bond



United Surety & Indemnity Co.
PO Box 2111
San Juan, PR 00922-2111
t. 787.273.1818
f. 787.625.0893 • 787.783.8115
www.usicgroup.com

BID BOND

BOND NO. 18198791-1

KNOW ALL MEN BY THESE PRESENTS, that we GLOBAL EDUCATION EXCHANGE OPPORTUNITIES, INC. (GEEO) as Principal, and the UNITED SURETY & INDEMNITY COMPANY, an insurance company duly organized and existing under the laws of the Commonwealth of Puerto Rico, having its principal place of business at Guaynabo, Puerto Rico, as surety, are held and firmly bound unto DEPARTAMENTO DE EDUCACION DE PUERTO RICO as Obligee, in the penal sum of FIFTEEN PERCENT (15%) OF THE BID AMOUNT dollars, lawful money of the United States of America, for the payment of which, well and truly to be made, we bind ourselves, our heirs executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

WHEREAS, the said Principal is herewith submitting a proposal "PRDE-OSIATD- 2018-002: MOBILE DEVICES, PROFESSIONAL DEVELOPMENT & PROJECT MANAGEMENT."

THE CONDITION OF THE ABOVE OBLIGATIONS IS SUCH, that if the aforesaid Principal is awarded the contract, the Principal shall, within the period specified therein, or if no period is specified, within ten (10) days after the notice of such award, enter into a contract and give bond for the faithful performance of the contract, then this obligation shall be null and void and of no effect; otherwise the Principal and the Surety will pay the Obligee the difference in money between the amount of the bid of the Principal and the amount for which the Obligee legally contract with a third party to perform the work if such amount is in excess of the amount of the bid of the Principal. In no event shall the liability hereunder exceed the penal sum hereof.

This bond is valid for 90 days from the date it is issued or the term specified in the Bid documents whichever is less.

Any suits or proceedings in equity brought or to be brought against the Surety shall be initiated within ninety (90) days after the acceptance of the Principal's bid.

SIGNED and SEALED this October 3, 2018.

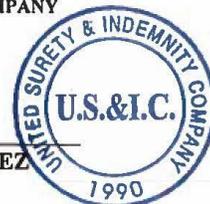
GLOBAL EDUCATION EXCHANGE
OPPORTUNITIES, INC. (GEEO)

UNITED SURETY & INDEMNITY COMPANY

By: 

By: 

LOURDES SANTANA LOPEZ
Attorney in Fact





UNITED SURETY & INDEMNITY COMPANY

A Commitment to Excellence and Integrity

CERTIFICATE OF APPOINTMENT OF ATTORNEY-IN-FACT

Know All Men by these Presents, that UNITED SURETY & INDEMNITY COMPANY, a corporation duly organized and existing under the laws of the Commonwealth of Puerto Rico, and having its principal office in the City of Guaynabo, Puerto Rico, does hereby certify that it has made, constituted and appointed LOURDES SANTANA LOPEZ, of Bayamón, Puerto Rico, its true and lawful Attorney-in-Fact with full power and authority conferred to sign, seal and execute in its behalf bonds, undertakings and other obligatory instruments of similar nature as follows:

WITHOUT LIMITATION

and to bind UNITED SURETY & INDEMNITY COMPANY thereby as fully and to the same extent as if such instruments were signed by an officer of UNITED SURETY & INDEMNITY COMPANY and all the acts of said Attorney, pursuant to the authority given by virtue of Deed Number Eighteen (18), executed on the 10th of October, 2008; before Notary Public Johanny Martínez Batista, are hereby ratified and confirmed.

The Power of Attorney granted by the above mentioned deed, was made and executed pursuant to and by authority of the By-Laws duly adopted by the Stockholders of the Company. Certified copy of the above mentioned Deed shall be filed at the Office of the Commissioner of Insurance of Puerto Rico.

In Witness Whereof, UNITED SURETY & INDEMNITY COMPANY has, pursuant to its By-Laws, caused the present certificate to be signed by the Secretary and its corporate seal to be hereto affixed this 31st of March, 2011.

UNITED SURETY & INDEMNITY COMPANY

By: Rafael A. Blanes González, Secretary



Affidavit Number: 0185

Sworn and subscribed before me by Rafael A. Blanes González, of legal age, married, executive and resident of Guaynabo, Puerto Rico, to me personally known.

In Guaynabo, Puerto Rico, this 31st day of March, 2011.

Johanny Martínez Batista
Notary

The present certificate is in full force and effect as of this 3RD day of OCTOBER, 2018.

Rafael A. Blanes González
Secretary

ENDOSO OBLIGATORIO DE PRIMAS Y CONDICIONES DE CUBIERTA – PUERTO RICO

Por la presente se entiende y se conviene que de conformidad con las reglas aprobadas por el Comisionado de Seguros de Puerto Rico, la presente fianza queda enmendada según las condiciones y estipulaciones vertidas a continuación:

1. **Primas de fianzas pagadas en su totalidad por usted:** Si las primas de esta fianza han de ser pagadas en su totalidad por usted, la cubierta de la fianza será concedida siempre y cuando se haya pagado la prima total a, y ésta se haya recibido por, nosotros o nuestro representante autorizado en o antes de la fecha de efectividad indicada en la fianza. De lo contrario, la fianza entrará en vigor en la fecha en que se haya pagado la prima total a, y se haya recibido por, nosotros o nuestro representante autorizado, y procederemos según indica la Sección 4 de este Endoso.
2. **Prima de Endoso:** Los endosos emitidos después de la fecha de inyección de esta fianza concediendo cubierta adicional y los cuales resultan en alguna prima adicional, no entrarán en vigor hasta tanto la prima total adicional de los mismos se haya pagado en su totalidad a, y se haya recibido por, nosotros o nuestro representante autorizado.
3. **Corrección de primas:** Cualesquiera primas adicionales que se adeuden como resultado de cambios en tarifas, clasificaciones, bases de primas o cualesquiera otros ajustes (según determinado por nosotros o por la correspondiente organización tarifadora) serán pagadas en su totalidad dentro de los (30) días de la fecha de facturación del endoso correctivo.
4. **Pagos atrasados:** De recibirse el pago después de la fecha de vencimiento indicado, procederemos de la siguiente manera:
 - a. Para fianzas nuevas (Sección 1 antes indicada) emitiremos un Aviso de Cambio de Fecha de Efectividad de Cubierta, indicando:
 - (1) que la cubierta que se conceda bajo la fianza entrará en vigor a partir de la fecha en que se recibe el pago de la prima aplicable,
 - (2) las fechas enmendadas de inyección y de vencimiento de la fianza que resulten, las cuales serán aplazadas por el mismo número de días en que no se concedió cubierta debido al recibo tardío del pago de la prima, y
 - (3) el correspondiente período durante el cual no se concede cubierta bajo la fianza.
 - b. Para endosos de corrección de primas (Sección 3 antes indicada), emitiremos, sujeto a la reglamentación aplicable, un Aviso de Reinstalación limitada, indicando:
 - (1) que la cubierta que se ofrece bajo la fianza será reinstalada a partir de la fecha en que se recibe el pago aplicable de la prima adicional,
 - (2) el período durante el cual no se concede cubierta, y
 - (3) el monto de la devolución de prima, si alguna, que se le adeude a usted.
5. **Cancelación de fianza:** Con relación a la renovación de una fianza, dicha fianza no entrará en vigor si la prima adeudada no ha sido recibida por nosotros o por nuestro representante autorizado en la fecha establecida en el Aviso de Cancelación, el cual será emitido conforme a los términos establecidos en la fianza.
6. **Definición de Representante Autorizado:** Para fines de este endoso, representante autorizado significa un Agente General, Apoderado, o una persona debidamente autorizada por nosotros, por escrito, para efectos del cobro de primas.
7. Este endoso obligatorio reemplaza cualesquiera otras condiciones que existan a estos efectos en la fianza al que se aneja el presente.

MANDATORY PREMIUM AND COVERAGE CONDITIONS RIDER-PUERTO RICO

It is hereby understood and agreed that pursuant to the regulations approved by the Commissioner of Insurance of Puerto Rico, this bond is amended according to the following conditions and stipulations:

1. **Bond Premium Paid in Full by You:** If the premium for this bond is to be paid by you in its entirety, surety coverage will be afforded only if the total premium is paid in full to, and received by, us or our authorized representative on or before the effective date shown in the bond. Otherwise, the bond will be effective on the date the total premium is paid in full to, and received by, us or our authorized representative, and we will proceed as indicated on Section 4 of this rider.
2. **Rider Premium:** Riders issued after the inception date of this bond, affording additional coverage and which result in an additional premium, shall not be effective until the total additional premium due thereon is paid in full to, and received by, us or our authorized representation.
3. **Premium Corrections:** Any additional premium due resulting from changes in rates, classifications, premium bases, or any other adjustments (as determined by us or the proper rating organization), shall be paid full within thirty (30) days from the date of billing of the corrective rider.
4. **Late Payments:** If payment is received after the specified due date, we will proceed as follows:
 - a. For new bonds (Section 1 above) we will issue a Change of Effective Date of Coverage Notice stating:
 - (1) that the coverage afforded under the bond is effective as of the date of receipt of the applicable premium payment,
 - (2) the resulting amended inception and expiration dates of the bond, which will be postponed by the same number of days that coverage was not afforded due to the late receipt of the premium payment, and
 - (3) the corresponding period of time during which coverage is not afforded under the bond.
 - b. For premium corrections riders (Section 8 above) we will issue, subject to the applicable regulations, a limited Reinstatement Notice stating:
 - (1) that the coverage afforded by the bond will be reinstated as of the date of receipt of the applicable additional premium payment,
 - (2) the period for which coverage is not afforded, and
 - (3) the amount of premium return due to you, if any.
5. **Cancellation of Bond:** With reference to renewal of bonds, such bonds will not be effective if the corresponding premium has not been received by us or our authorized representative on the date established in the Cancellation Notice, which will be issued in compliance with the terms of the bond.
6. **Definition of Authorized Representative:** Authorized representative for the purpose of this rider means a General Agent, an Attorney in Fact, or a person duly authorized in writing by us for premium collection purposes.
7. This mandatory rider supersedes any other conditions to this effect in the bond to which it is attached.

TAB 7

Proposer Questionnaire

ANSWER ALL QUESTIONS THAT APPLY; IF A QUESTION DOES NOT APPLY, MARK N/A.

Business Name: Global Education Exchange Opportunities, Inc. (GEEO).

Telephone Number: (787) 621 - 6777 ; Fax Number: (787) 915 - 7697.

E-mail Address: info@geeopr.com Web Site Address: www.geeopr.com.

Business Address: Calle McKinley #77 Paseo Atenas City: Manatí, Puerto Rico.

BUSINESS INFORMATION

Years in Business: 10 YEARS.

Check the following as it applies to your Business:

Public Corporation Privately Held Corporation Limited Partnership

Sole Proprietorship Limited Liability Company

Manufacturer Distributor Service Proposer

Are you a subsidiary of another Company: Yes No; If Yes, name of parent:

_____ N/A _____

List all companies with whom you have partial or complete ownership:

_____ N/A _____

Check the following Business Classifications that apply to your firm, if any:

Small Business Concern Minority owned business Woman owned business

Does your firm have EDI capabilities: Yes No

OTHER OPERATIONAL INFORMATION

Number hourly employees: Direct 5 ; Indirect 5

Number salary employees: Direct 10 ; Indirect 10

Normal work days: 5 ; Normal work hours: 8 ;

Does your firm have a Quality Assurance Program? Yes No

Do you provide on-site technical support? Yes No

TAB 8

Form 5

Proposer Reference

PROPOSAL SUBMITTAL FORM 5: PROPOSER REFERENCES (3 Required)

CLIENT REFERENCE NO. 1

CLIENT NAME: ADDRESS: Escuela Rosalina C. Martínez, Department of Education in Puerto Rico

CONTACT NAME/TITLE: Myrna Rivero Serra / School Director

CONTACT EMAIL: onixleerivero@me.com

CONTACT PHONE: (939) 644 - 2601

SERVICE DATES: 2013-2018

DESCRIPTION OF WORK PERFORMED /PERFORMING: Support the whole school improvement through professional development and purchase of equipment.

CONTRACT AMOUNT (\$): \$3,710,313.00

CLIENT REFERENCE NO. 2

CLIENT NAME: ADDRESS: Fundación Quiros Tanzi (GEE0)

CONTACT NAME/TITLE: Leonel Guillen Hernández, Director IT

CONTACT EMAIL: lguillen@fundacionqt.org

CONTACT PHONE: +506 - 89973585

SERVICE DATES: 2016 – currently

DESCRIPTION OF WORK PERFORMED /PERFORMING: Technical and pedagogical support in the Cloud Management Services in (C3) micro-cloud.

CONTRACT AMOUNT (\$): Not available

CLIENT REFERENCE NO. 3

CLIENT NAME: ADDRESS: Department of Education in Puerto Rico, San Juan
Region

CONTACT NAME/TITLE: Carmencita Morales,

CONTACT EMAIL: moralesgc@de.pr.gov

CONTACT PHONE: (787) 318 - 5179

SERVICE DATES: 2013-2018

DESCRIPTION OF WORK
PERFORMED
/PERFORMING: Deliver professional development to school directors in
Guaynabo and Trujillo Alto school district.

CONTRACT AMOUNT (\$): Not available

CLIENT REFERENCE NO. 4

CLIENT NAME: ADDRESS: Digital Promise, 1001 Connecticut Avenue NW, Suite
935 Washington, DC 20036

CONTACT NAME/TITLE: Lydia M. Logan, Executive Director

CONTACT EMAIL: lydia@digitalpromise.org

CONTACT PHONE: 202-365-7513

SERVICE DATES: 2016- currently

DESCRIPTION OF WORK
PERFORMED
/PERFORMING: Professional organization that works to create and deliver
the highest quality professional development for educators
across the country.
Instructional models including a full year blended program
that includes face-to-face learning opportunities in the form
of full or half day workshops, online learning modules, and
webinars.

CONTRACT AMOUNT (\$): Not available

TAB 9

Designation of Subcontractors

PROPOSER NAME: Odette Piñeiro Caballero, Ph.D.

SUBCONTRACTOR NO. 1:

Proposed Subcontractor Services: Professional development for the Arecibo region and certify the contact hours of the participants
Percentage (%) of Total Work: 8%
Subcontractor Name: Universidad de Puerto Rico of Arecibo
Address: Carr. 653 Km. 0.8 Sector Las Dunas, Arecibo
P.O. Box 4010 Arecibo P.R. 00614
Contact Person/Title: Director of DECEP
Phone: (787) 815-0000, Ext. 3201
Email Address: janet.pineiro@upr.edu

SUBCONTRACTOR NO. 2:

Proposed Subcontractor Services: Leadership program
Percentage (%) of Total Work: 5%
Subcontractor Name: EdTech Teacher
Address: 16 Dane Street, Jamaica Plain, MA 02130
Contact Person/Title: Gail Ross-McBride, Director
Phone: 888-377-9518 Ext. 1
Email Address: gail@edtechteacher.org

SUBCONTRACTOR NO. 3:

Proposed Subcontractor Services: Digital badges and supporting in the implementation of the professional development
Percentage (%) of Total Work: 5%
Subcontractor Name: Digital Promise
Address: 1001 Connecticut Avenue NW, Suite 935
Washington, DC 20036
Contact Person/Title: Lydia M. Logan, Executive Director
Phone: 202-365-7513
Email Address: lydia@digitalpromise.org

TAB 10

Certificate of Insurance Coverage

TAB 10: Certificate of Insurance Coverage

PROPOSER NAME: Global Education Exchange Opportunities, Inc. (GEEO)

PROPOSER ADDRESS: P.O. Box 937 Manatí, P.R. 00674

NAME OF SURETY: Triple - S

NAME OF AGENT: Pedro Jiménez Rivera/ Ana Sekulits

AGENT'S PHONE: (787) 731 - 6900 Ext. 483106

The undersigned hereby certifies that (the “Proposer”) and its subcontractor(s) has the following insurance coverage, respectfully:

TYPE OF COVERAGE	MINIMUM LIMITS	POLICY OR BINDER NO.	ACTUAL LIMITS PROVIDED	EXPIRATION DATE
COMMERCIAL/GENERAL LIABILITY OCC	\$1,000,000	CP81083688*	4,105,000.00	5/20/2019
COMMERCIAL/GENERAL LIABILITY AGG	\$2,000,000			
BUSINESS AUTOMOBILE LIABILITY	\$1,000,000 PER OCCURRENCE	CA46088675*	1,000,000.00	6/13/2019
EMPLOYERS' LIABILITY	\$500,000 PER OCCURRENCE	CP81083688*	3,000,000.00	5/20/2019
WORKER'S COMP	PUERTO RICO MINIMUM COMPENSATION STATUTORY	N/A	N/A	N/A
TECHNOLOGY ERRORS AND OMISSIONS	\$2,000,000	N/A	N/A	N/A
TECHNOLOGY ERRORS AND OMISSIONS (SUBCONTRACTOR)	\$1,000,000	N/A	N/A	N/A

*As per certificate of insurance included

PROOF THAT COVERAGE IS EITHER CURRENTLY IN PLACE OR WILL BE PROVIDED MUST BE SUBMITTED WITH THE PROPOSER PROPOSAL. This can be done by one of the two following methods:

1. Complete form “CERTIFICATION OF INSURANCE COVERAGE” **FORM 7** *or*
2. Submit a Certificate of Insurance on a form provided by your Insurance Agent. This form must include the following clauses:
 - (a) The Puerto Rico Department of Education is hereby named as Additional Insured.
 - (b) The policy(s) cannot be reduced or canceled without at least forty-five (45) days’ prior written notice to the Puerto Rico Department of Education.
 - (c) The insurance company is prohibited from pleading government function in the absence of any specified written authority from the Puerto Rico Department of Education.
 - (d) The policy(s) will automatically include and cover all phases of work, equipment, persons, et cetera which are normally covered while performing work under the above contract, whether specifically written therein or not.

Regardless of the method used, the form **MUST** be totally complete, **MUST** show that all Limits of Insurance are or will be met, and **MUST** be signed by the Agent.

The successful Proposer will be required to provide insurance coverage as shown in General Conditions of RFP and Contract, prior to providing any services. This insurance coverage must be maintained throughout the term of the contract.

Signature: _____



Name: Pedro Jiménez Rivera, CISR

Title: Account Executive Popular Risk Services LLC

Date: 10/12/2018



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
10/9/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER J. JARAMILLO INSURANCE, INC. PO Box 195357 San Juan PR 00919-5357		CONTACT NAME: PHONE (A/C, No, Ext): (787) 728-5555 FAX (A/C, No): (787) 728-8543 E-MAIL ADDRESS: INSURER(S) AFFORDING COVERAGE INSURER A: Triple-S Propiedad Inc INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	
--	--	---	--

COVERAGES CERTIFICATE NUMBER: 2018-2019 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADOL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER	X	CP81083688	5/20/2018	5/20/2019	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/POP AGG \$ INCLUDED \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS	X	CA46088675	6/13/2018	6/13/2019	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$ \$
A	EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	CP81083688	5/20/2018	5/20/2019	PER STATUTE OTH-ER E L EACH ACCIDENT \$ 1,000,000 E L DISEASE - EA EMPLOYEE \$ 1,000,000 E L DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
RE: EVIDENCE OF INSURANCE
LIMITED TO INSURED'S OPERATIONS IN PUERTO RICO TERRITORY.
CERTIFICATE HOLDER IS INCLUDED AS ADDITIONAL INSURED

CERTIFICATE HOLDER THE PUERTO RICO DEPARTMENT OF EDUCATION PO BOX 190759 SAN JUAN, PR 00919-0759	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE A Perez De Jesus/JOSE
--	---

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ACORD 25 (2014/01)
INS025 (201401)

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ADDITIONAL INSURED

IT IS HEREBY UNDERSTOOD AND AGREED THAT **THE PUERTO RICO DEPARTMENT OF EDUCATION** IS INCLUDED UNDER BELOW MENTIONED POLICY AS ADDITIONAL INSUREDS.

CANCELLATION NOTICE CLAUSE

IT IS HEREBY UNDERSTOOD AND AGREED THAT IN THE EVENT OF CANCELLATION OR NON RENEWALS OF THESE POLICIES, SIXTY (60) DAYS CERTIFIED MAILED WRITTEN NOTICE SHALL BE GIVEN TO:
THE PUERTO RICO DEPARTMENT OF EDUCATION

**RE: EVIDENCE OF INSURANCE
LIMITED TO INSURED'S OPERATIONS IN PUERTO RICO TERRITORY.**

**NAMED INSURED: GLOBAL EDUCATION EXCHANGE OPPORTUNITIES INC
INSURER: TRIPLE S PROPIEDAD
POLICY NUMBER: CP81083688 / CA46088675**

ADDENDUM TO CERTIFICATE OF INSURANCE DATED: **10/09/2018 (JLV)**



ANA R. PEREZ DE JESUS
AUTHORIZED SIGNATURE



GOBIERNO DE PUERTO RICO
 Corporación del Fondo del Seguro
 del Estado

Certificación Póliza de Seguro

Número Control: **201910005000015029**

A: DEPARTAMENTO DE EDUCACIÓN

Dirección: PO Box 190759

San Juan PR 00919-0000

Certificamos que el patrono: GLOBAL EDUCATION EXCHANGE OPPOR, con póliza 1211200212 cumple con los siguientes requisitos para la obtención de la cubierta para sus obreros o empleados, en caso de ocurrir un accidente del trabajo.

1. Rindió su declaración de la nómina en: 7/3/2018

2. Su póliza cubre los siguientes riesgos : 8868 - 351 COLEGIOS ESC. Y UNIVERSI

3. Pagó las primas establecidas por el Administrador en:

Semestre	Fecha de vencimiento	Fecha de pago
1	<u>8/20/2018</u> Mes Día Año	<u>7/1/2018</u> Mes Día Año
2	<u>1/20/2019</u> Mes Día Año	<u>7/1/2018</u> Mes Día Año

4. La póliza cubre la (s) siguiente (es) localidad (es):

PASEO DE LAS ATENAS 77
MANATI PUERTO RICO

5. Observaciones:

Certificación sujeta al pago de las cuotas impuestas en las fechas establecidas por el Administrador en la Notificación de Cobro.

6. Esta certificación es válida hasta el: 30-Jun-19



IRIS B. TORRES PAGAN
 Firma del Oficial de Seguros

11-Oct-18

Fecha

*Advertencia: Esta Certificación NO es válida si contiene alteraciones.
 Si necesita validar la información contenida en este documento favor
 llamar al 1-844-PATRONO (1-844-728-7666) O 1-844-POLIZAS (1-844-765-



TAB 11

Form 8

Copy of Filed Letter of Intent

PROPOSAL SUBMITTAL FORM 8: LETTER OF INTENT TO SUBMIT A PROPOSAL

PROPOSERS ARE REQUIRED TO SUBMIT A LETTER OF INTENT NO LATER THAN 4:00 P.M., SEPTEMBER 14, 2018. FAILURE TO DELIVER A LETTER OF INTENT BY THE DEADLINE SHALL RESULT IN AUTOMATIC DISQUALIFICATION FROM PARTICIPATION IN THE COMPETITIVE PROCESS.

Global Educational Exchange Opportunities (the "Proposer") has received a copy of RFP NO. PRDE-OSIATDFY2018-002 Mobile Devices, Professional Development and Project Management (the "RFP") issued by the Puerto Rico Department of Education on August 17, 2018. I, the undersigned, in my capacity as Chief Executive Officer of the Proposer, am duly authorized to submit this Letter of Intent on behalf of Proposer, and to designate the following person to act on behalf of the Proposer as its principal contact in connection with the RFP.

PRINCIPAL CONTACT:

Name: Wellington Abreu Salcedo, M.S.

Title: Facilities and IT Coordinator

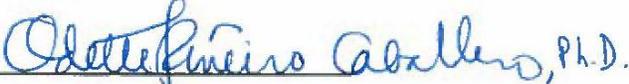
Address: Box 937, Mckinley 77 Manati Puerto Rico 00674

Office Phone: 787-621-6777

Cell Phone: 787-316-0624

Email: info@ggeopr.com

I hereby acknowledge receipt of the RFP and any addenda there to, and certify that it is the intent of the Proposer to submit a proposal in response to the RFP.

Signature: 

Name/Title: CEO

Date: September 14, 2018

TAB 12

Recent Legal Actions

N/A

TAB 13

Service Level Agreement

Service Level Agreement (SLA)
For Puerto Rico Department of Education

by

Global Education Exchange Opportunities, Inc. (GEEEO)

Effective Date:

Document Owner:	Global Education Exchange Opportunities, Inc.
------------------------	---

Version

Version	Date	Description	Author
	10-11-2018	Service Level Agreement	Global Education Exchange Opportunities, Inc.

Approval

(By signing below, all Approvers agree to all terms and conditions outlined in this Agreement.)

Approvers	Role	Signed	Approval Date
Global Education Exchange Opportunities, Inc.	Service Provider		
Puerto Rico Department of Education	Customer		

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1. Agreement Overview

This Agreement represents a Service Level Agreement (“SLA” or “Agreement”) between *Global Education Exchange Opportunities* and Puerto Rico Department of Education for the provisioning of Professional Development and Curriculum Integration services as requested in the **RFP: PRDE-OSIATD-FY2018-002-MOBILE DEVICES, PROFESSIONAL DEVELOPMENT AND PROJECT MANAGEMENT**.

This Agreement remains valid for one (year) subject to one (1) year renewals by a revised agreement mutually endorsed by the stakeholders after agreement on terms and conditions on the contract.

This Agreement outlines the parameters of all Professional Development and Curriculum Integration services covered as they are mutually understood by the primary stakeholders. This Agreement does not supersede current processes and procedures unless explicitly stated herein.

2. Goals & Objectives

The **purpose** of this Agreement is to ensure that the proper elements and commitments are in place to provide consistent Professional Development and Curriculum Integration services support and delivery to the Customer by the Service Provider.

The **goal** of this Agreement is to obtain mutual agreement for Professional Development and Curriculum Integration services provision between the Service Provider and Customer.

The **objectives** of this Agreement are to:

- Provide clear reference to service ownership, accountability, roles and/or responsibilities.
- Present a clear, concise and measurable description of service provision to the customer.
- Match perceptions of expected service provision with actual service support & delivery.

3. Stakeholders

The following Service Provider and Customer will be used as the basis of the Agreement and represent the **primary stakeholders** associated with this SLA:

Professional Development and Curriculum Integration Provider: Global Education Exchange Opportunities. (“Provider”)

Professional Development and Curriculum Integration Customer: Puerto Rico
Department of Education (“Customer”)

4. Periodic Review

This Agreement is valid from the **Effective Date** outlined herein and is valid for one (1) year and can be extended for one (1) year annually after revision. This Agreement should be reviewed once per fiscal year; however, in lieu of a review during any period specified, the current Agreement will remain in effect.

The **Business Relationship Manager** (“Document Owner”) is responsible for facilitating regular reviews of this document. Contents of this document may be amended as required, provided mutual agreement is obtained from the primary stakeholders and communicated to all affected parties. The Document Owner will incorporate all subsequent revisions and obtain mutual agreements / approvals as required.

Business Relationship Manager: Global Education Exchange Opportunities

Review Period: Yearly

Previous Review Date:

Next Review Date:

5. Service Agreement

The following detailed service parameters are the responsibility of the Service Provider in the ongoing support of this Agreement.

5.1. Service Scope

The following Services are covered by this Agreement;

- *Professional Development for educators on usage of laptops, carts and accessories for Windows.*

The device training consists of 9 hours of coaching (one to three participants per one-hour sessions), 4 workshops and two webinars. Training should result on participants having comprehensive knowledge and be capable of completing basic device operations.

- *Professional Development for educators on integration of laptops in the classroom and curriculum.*

They should also be able to integrate the knowledge and skills learned into their teaching learning process. The workshops will be hands on in nature. Participant teachers will receive instructional materials (see content sample) with instructions required to optimize the operation of the device(s) and applications.

Additional to the professional development offered on the use of technology, 23 workshops and 6 webinars on the integration of technology to the classroom will be delivered. The purpose of these workshops and webinars will be to provide technological tools to facilitate the process of teaching and make use of technology more dynamic. The purpose is to provide the teachers knowledge and skills so they can be able to transform their teaching environment. The result will be training on use of applications and examples of use of the applications according to the subject and level of teaching. In addition to the workshops offered, the participants will have available several resources online to complement their learning and use for integration of technology to the classroom.

We will also build a leadership program that consists of 4 on-site workshops and two online courses for a group of 28 participants that includes the personal of all the school regions.

- *Technical training for OSIATD Field Technicians providing support to schools with laptops and carts.*

The training will consist on 12 sessions of 6 hours that cover the subjects relevant for the CompTIA A+, Security+, and Network+ certifications. Trainings will consist on in-person tutor led lessons, practice laboratories, and online access to CompTIA's CertMaster application. Vouchers for the 220-901, 220-902, N10-007, SY0-501 exams will be made available after completion of the program.

- *Professional Development for educators on usage of tablets, carts and accessories for Windows and/or MAC.*

The device training consists of 9 hours of coaching (one to three participants per one-hour sessions), 4 workshops and two webinars. Training should result on participants having comprehensive knowledge and be capable of completing basic device operations.

- *Professional Development for educators on integration of tablets in the classroom and curriculum.*

They should also be able to integrate the knowledge and skills learned into their teaching learning process. The workshops will be hands on in nature.

Participant teachers will receive instructional materials (see content sample) with instructions required to optimize the operation of the device(s) and applications.

Additional to the professional development offered on the use of technology, 16 workshops and 6 webinars on the integration of technology to the classroom will be delivered. The purpose of these workshops and webinars will be to provide technological tools to facilitate the process of teaching and make use of technology more dynamic. The purpose is to provide the teachers knowledge and skills so they can be able to transform their teaching environment. The result will be training on use of applications and examples of use of the applications according to the subject and level of teaching. In addition to the workshops offered, the participants will have available several resources online to complement their learning and use for integration of technology to the classroom.

We will also build a leadership program that consists of 4 on-site workshops and two online courses for a group of 28 participants that includes the personal of all the school regions.

- *Technical training for OSIATD Field Technicians providing support to schools with tablets and carts. Validation of current levels of technology integration into de curriculum.*

The training will consist on 12 sessions of 6 hours that cover the subjects relevant for the CompTIA A+, Security+, and Network+ certifications. Trainings will consist on in-person tutor led lessons, practice laboratories, and online access to CompTIA's CertMaster application. Vouchers for the 220-901, 220-902, N10-007, SY0-501 exams will be made available after completion of the program.

- *Assessment of basic technology and technology integration skill levels for the entire teaching staff.*
- Validation of current levels of technology integration into de curriculum.

- Identification and addressing of barriers and challenges to advancing curriculum and technology integration by discipline, school, and grade level.
- *Development of mentor/mentee or train-the-trainer support models.*
- *Customer service.*
- *Reports of professional development statistics and findings on training progress and support categories requested by and provided to educators and administrative staff.*
- *On-Demand Reports requested by the Customer.*
- Manner, type and frequency of meetings, status and update notifications, and support services for the provisions of contract services.

5.2. *Customer Requirements*

Customer responsibilities and/or requirements in support of this Agreement include:

- Payment for all services at the agreed interval.
- Reasonable availability of customer representative(s) when resolving a service related incident or request.

5.3. *Service Provider Requirements*

Service Provider responsibilities and/or requirements in support of this Agreement include:

- Meeting response times associated with service related incidents.
- Appropriate notification to Customer for all scheduled services.
- Responsible for work delivered by subcontractors. The Customer has the right to contact any subcontractor directly upon notice to the Service Provider.
- Provide device training to allow educators capabilities to complete basic operations on Windows 10 and Office 365 tools.

5.4. *Service Assumptions*

Assumptions related to in-scope services and/or components include:

- Changes to services will be communicated and documented to all stakeholders.

6. **Service Management**

Effective support of in-scope services is a result of maintaining consistent service levels. The following sections provide relevant details on service availability, monitoring of in-scope services and related components.

6.1. *Service Availability*

Coverage parameters specific to the services covered in this Agreement are as follows:

- Telephone support: 9:00 A.M. to 5:00 P.M. Monday – Friday
 - Calls received out of office hours will be forwarded to a mobile phone and best efforts will be made to answer / action the call, however there will be a backup answer phone service.
- Email support: Monitored 9:00 A.M. to 5:00 P.M. Monday – Friday
 - Emails received outside of office hours will be collected, however no action can be guaranteed until the next working day
- Onsite assistance guaranteed within 2nd business day following the date of the request for service.
- All requests, by telephone or email, will be registered on our support ticketing system and assigned a tracking number by one of our representatives. The number will be made available to the customer for tracing.

6.2. *Service Requests*

In support of services outlined in this Agreement, the Service Provider will respond to service related incidents and/or requests submitted by the Customer within the following time frames:

- 0-8 hours (during business hours) for issues classified as **Critical** priority.
- Within 48 hours for issues classified as **High** priority.
- Within 72 hours for issues classified as **Medium** priority.
- Within 5 days hours for issues classified as **Low** priority.

6.3. *Meetings, Notifications and Support*

1. The customer will receive relevant updates on the progress of the services according to the service delivery plan, information notification, and of scheduled meetings via email to the relevant representatives of the Customer.
2. The Service Provider will provide support for services and for delivery of information through the following channels:
 - Email contact through support@geeopr.com.
 - Dedicated support team reachable at +1(787) 621-6777.

3. The service provider will issue monthly and quarterly reports and coordinate monthly meetings with the Department of Education decision-makers for dissemination of information regarding educator training progress and performance indicators, and for treatment of issues, obstacles and solutions.

6.4. *Liquidated Damages*

In addition to any other requirements herein, the Service Provider shall establish, to the satisfaction of the Customer prior to the commencement of activity under the contract, an electronic mechanism for automatically logging in delivery and installation of devices, handover and return of devices and otherwise tracking compliance with the relevant performance requirements set forth in this SLA and/or contract, Guaranteed On-Site Initial Response Time and Guaranteed Repair and Replacement Times (“Electronic Record”).

Such Electronic Record shall be established to generate an automatic notification and electronic record regarding compliance with the commitments under this SLA and shall be sent to the designated contact of both the Service Provider and the Customer. The Electronic Records will be kept under the Service Provider current ticketing system which is a web application accessible only to the Customer.

For any month Service Provider fails to meet all commitments under this SLA for delivery of mobile devices or for performance of repair services within the time period specified in this SLA (including but not limited to device delivery, response time to acknowledge repair requests, installation and setup time schedules or the established repair period), the Service Provider shall, without prejudice to any other remedies available under the contract, pay to the Customer liquidated damages (“Liquidated Damages”) as set forth in this section.

The amount of liquidated damages the Service Provider shall pay to the Customer shall be \$250.00 for each business day per device that exceeds (i) the delivery, installation and set-up time schedule pursuant to the contract and/or SLA; (ii) the Guaranteed On-Site Initial Response Time established in the SLA; and/or (iii) the Guaranteed Repair and Replacement Times under the SLA. The liquidated damages to be paid to the Department shall be based on information set forth in the monthly Electronic Record for each missed SLA delivery and/or service requirement.

To the extent that the Customer believes it is entitled to Liquidated Damages, the Department shall notify the Service Provider in writing (“Liquidated Damages Notice”) within 30 days of receipt of an Electronic Record for said month. The Liquidated Damages Notice shall provide sufficient details and calculations for the Service Provider to assess the Customer’s right to said Liquidated Damages and for the Service Provider to prepare a response to the Liquidated Damages Notice (“Response to a Claim for Liquidated Damages”). The Response to a Claim for Liquidated Damages shall identify with specificity the amount of Liquidated Damages which the Service Provider agrees is due to the Department based on the Electronic Record, and the amount of Liquidated Damages that the Service Provider disputes in good faith. All undisputed amounts shall be retained by the Customer from amounts owed to the Service Provider.

The Service Provider shall have 30 days from receipt of a Liquidated Damages Notice to challenge Liquidated Damages claimed by the Customer in said notice. Any challenge to Liquidated Damages received after said 30 days shall be null and void. To the extent the Service Provider timely disputes Liquidated Damages, the Service Provider’s Response to a Claim for Liquidated Damages shall provide sufficient detail and calculations reasonably required for the Customer to assess the validity of the Service Provider’s dispute. In instances when the Service Provider successfully establishes to the Customer that Liquidated Damages should not be imposed, the Customer shall pay an amount equal to the successfully challenged Liquidated Damages previously paid by the Service Provider or deducted by the Customer.

If the Service Provider fails to submit a Response to a Claim for Liquidated Damages within 30 days of receipt of a Liquidated Damages Notice delivered in accordance with the requirements of this section, the Liquidated Damages set forth in the Liquidated Damages Notice shall be deemed accepted and agreed to by the Service Provider.

The Customer and Service Provider further agree that the imposition of liquidated damages is a reasonable measure of the Customer’s damages related to performance under the SLA.

Notwithstanding the foregoing, failure by the Customer to assess liquidated damages in any particular instance shall not preclude, or constitute a waiver, of the Customer's right to assess such damages at a later time, or on a subsequent occasion. The Customer's right to assess liquidated damages shall not preclude the assertion of, or be exclusive of, any other available remedy, including the right to terminate the contract, in whole or in part, or the right to seek damages for an unspecified amount for other failures to perform under the contract. The Customer may assess liquidated damages in the amounts set out in the contract on a per occurrence basis.

6.5. *Retainage*

The Customer shall withhold as "Retainage" an amount equal to ten percent (10%) of each payment under the agreement. Retainage shall be released upon final payment. The Customer shall offset any amount due and payable from the Service Provider to the Customer, including liquidated damages, against any amount due and payable to the Service Provider, including Retainage.

TAB 14

Bidders Registry – Eligibility Certificate



Estado Libre Asociado de Puerto Rico

Administración de Servicios Generales
Registro Único de Licitadores

CERTIFICADO DE ELEGIBILIDAD

Fecha de Expedición
12-Diciembre-2017

Número de Certificado
201702103

Fecha de Vencimiento
12-Diciembre-2018

Nombre del Licitador: **GLOBAL EDUCATION EXCHANGE OPPORTUNITIES INC.**

Seguro Social: **660723113**

Número de Licitador: **15045**

Dirección Postal: **P.O. BOX 937 , MANATÍ PR, 00674**

Teléfono: **7876216777 / 7878848444**

Fax: **3052000197**

Email: **info@geeopr.com**

Persona Autorizada a Firmar Oferta	Título que Ostenta
Odette Piñeiro Caballero	Presidenta
Marina Retamales Torres	Tesorera
Helen Piñeiro Caballero	Secretaría

La vigencia de la elegibilidad está sujeta a que en 12-Junio-2018 el licitador evidencie su cumplimiento con el inciso E del Artículo 24 Plan de Reorganización Núm. 3 del 21 de noviembre de 2011 presentando la Declaración Jurada requerida por ley. Será responsabilidad de cada Agencia Ejecutiva, Corporación Pública o Municipio validar la elegibilidad del licitador antes de adjudicar cualquier procedimiento de adquisición, órdenes de compra u otorgar contratos.

ADVERTENCIA: Cualquier alteración anula este certificado y podría ser sancionado criminalmente conforme a las disposiciones aplicables del Código Penal de Puerto Rico. Para validar la información en este certificado, favor de acceder al portal <https://serviciosenlinea.gobierno.pr/validacionelectronica/> y usar el número de certificado como código de validación.



TAB 15

Designation of Subcontractors W-9 (IRS)

**Request for Taxpayer
Identification Number and Certification**

Give Form to the
requester. Do not
send to the IRS.

Name (as shown on your income tax return)
Global Education Exchange Opportunities, Inc.

Business name/disregarded entity name, if different from above

Check appropriate box for federal tax classification (required):
 Individual/sole proprietor C Corporation S Corporation Partnership Trust/estate
 Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) >
 Other (see instructions) >

Exempt payee

Address (number, street, and apt. or suite no.)
PO Box 937

City, state, and ZIP code
Manati, PR 00674

List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number									
				-					
Employer identification number									
6	6	-	0	7	2	3	1	1	3

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here Signature of U.S. person > *Odette P. ...* Date >

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

TAB 16

Form 10

Mobile Device Specifications

FORM 10

Mobile Device Description

Manufacturer	N/A
Model	
Processor	
Graphics	
Memory	
I/O (Input/Output) Ports	
Connectivity	
Hard Drive Type	
Hard Drive Capacity	
Camera	
Display Type	
Display Size	
Display Resolution	
Battery Capacity (ex. 7200mAh)	
Duration (ex. 8 hrs.)	
Dimensions (W x D x H)	
Weight (lbs.)	
Accessories included (if any)	

Provide industry benchmark test results, including information about how long the device will operate on a single battery charge under these conditions:	
Activity	Time
Web-browsing	N/A
Multimedia (video/audio)	
Reading eBooks	
Stand by time	

Device Description

	C ₃ School (Server)
Model	
Dimensions (cm)	17.5 x 36 x 43.5
Storage	1 to 2TB HDD
Embedded Wi-Fi Access point	-
Intel Processor	Xeon
Supported users	200 to 1000

Ethernet Wan Interface (1Gb Ethernet)	Yes
Ethernet LAN Interface (1Gb Ethernet)	Yes
Mobile interface (3G/4G)	-
Battery Backup	-
Digital Content Repository	Supports any type of content (static web sites, Office files, PDF, video, audio, images)
Offline Wikipedia	Wiki type content (encyclopedia, dictionaries, etc.)
Video Caching	Download video from URL for offline viewing
Pre-Loaded Content	Project specific or publicly available content can be preloaded at manufacturing
Lesson Planning	Teachers can aggregate related content packages in class specific lessons.
Learning Management System	Interactive LMS based on latest Moodle version.
Local Network & Domain	Creates a local network for teachers and students with: Active Directory compatible domain, DNS, DHCP.
User Authentication	Support user authentication with local or remote single sign-in capability
Profile Management	Support profile management with preconfigured standards for administrators, teachers, students and guests.
Customizable Interface	Organization or school configurable logos and color branding.
Landing page	Configurable landing page per user profile. (e.g. Student Page, Teacher page)
Third party applications	Easily adds additional applications (Docker or VM)
Internet Gateway	Routes and controls internet bound traffic by profile
Internet Caching	Optimize Internet usage by caching HTTP and HTTPS requests
Whitelisting	Optionally filter and limit Internet access by user profile
Firewall	Protects access to applications from outside users
Cloud Control	Centralized dashboard for content management and distribution.
Cloud VPN	Easy access for remote management/troubleshooting
On-line Updates	System software updates from Critical Links.

TAB 17

Form 11

Device Proposal Functionality Compliance Form

N/A

TAB 18

**Project Plan and Schedule with Dates for Deployment and
Professional Development**

Project Plan and Schedule for Professional Development

Objective	Activities	Schedule*
1. Assessment of the level of knowledge of 100% of the participants with regards to the use of equipment and integration of technology to the curriculum	<ul style="list-style-type: none"> Administration of an online need assessment. The information gathered will be used to make an analysis of needs with regards to equipment use and integration of technology to the curriculum (Figure 1- Estudio de Necesidades: Uso e Integración de la tecnología para el proceso de la enseñanza). Analysis of the information and classification of the participants in accordance to the level of knowledge/skills in computer, mobile device, and software use. The participants will be classified as beginner, intermediate, or advanced user. A random group of 105 teachers will be selected to validate the accuracy of the online assessment (15 teaches per region). Issue a report to the DEPR on the results of the analysis of training needs. 	<p>August 2019, 2020, 2021</p> <p>September 2019,2020,2021</p> <p>September 2019</p> <p>October 2019</p>
2. Develop a plan to address the training needs identified for 100% of the teachers on the subjects of laptop, tablet, and integration of technology to the curriculum.	<ul style="list-style-type: none"> Implementation of a Customer Resource Management (CRM) to keep track of every individual teacher training needs and progress in accordance to the plan (Figure 2). Inform and validate the analysis of training needs for teacher with the schools Directors. Coordinate with school Directors the training and services the teachers will be receiving according to their individual training plan. Inform the school coordinator for coordination of services Identify instructional learning teacher by school. Share and discuss with the teachers the results of their assessments and their individualized training plan. The teacher will receive information of the services to be received and the person who will be coordinating the delivery of those services. Systematic, continuous, and sustained treatment for teachers through the CRM by the school coordinator of the region. Ensure constant communication through the platform between the coordinator and each teacher or group of teachers. 	<p>First trimester of each year. September 2019</p> <p>October 2019, 2020, 2021</p> <p>During the training periods (November to January)</p> <p>During the training periods (November to January)</p>
3. Offer technical assistance (coaching) to 30% of the teachers that demonstrate beginner knowledge on the use of technology.	<ul style="list-style-type: none"> Identification per school region classified as beginner on technology use. Offer coaching according to the intervention plan and the knowledge of the teacher. 	<p>September 2019</p> <p>Year 1 - November 2019, Year 2 –October 2020 January 2020, 2021, 2022</p>
4. Train 75% of the teachers on the use of technology according to their level of knowledge	<ul style="list-style-type: none"> Identify the school’s technological equipment available. Identify software available at schools. Coordinate and schedule service to be delivered in the school according to the level of knowledge of the participants and the equipment and software available. 	<p>October 2019</p> <p>October 2019</p>

Objective	Activities	Schedule*
7. Design an online workshop for 100% of the teachers and representative personnel of the seven (7) school regions on how to use the technology and how to integrate technology to the curriculum.	<ul style="list-style-type: none"> • Identify subjects according to the analysis of training needs. • Make observations to the teachers that have advanced technology knowledge, plan collaborative classes to promote technology integration, and record the sessions. • Design and record 6 workshops. Upload the recordings to the platform. (2 per year) 	<p>October 2019 December 2020 and December 2021 January 2020, 2021, 2022</p>
8. Development of instructional material to encourage the integration of technology into the teaching/learning process.	<ul style="list-style-type: none"> • Administer 2 trainings for the development of instructional material. • Provide an outline of the information required on the instructional material. • Enable a platform (Google Drive / Dropbox) to suggest instructional material by level and subject. As well as activities to address the different subgroups. 	<p>January 2020, 2021</p> <p>Second Trimester years 1 and 2</p>
9. Coordinate certifications for 7% of the participants as Google Certified Educators Level 1 y Level 2.	<ul style="list-style-type: none"> • Identify mentor teachers with advanced technology knowledge. • Offer 6 trainings to prepare them for the certification tests. <ul style="list-style-type: none"> ○ Level 1 ○ Level 2 • Coordinate and schedule the certification tests. <ul style="list-style-type: none"> ○ Level 1 ○ Level 2 	<p>September 2019</p> <p>2 in February 2021, 1 in March 2021 2 in February 2022 and 1 in March 2021</p> <p>April 2021 April 2022</p>
10. Provide to 100% of schools the Classroom Content Cloud (C3) for the storage and administration of curriculum content.	<ul style="list-style-type: none"> • Install the C3 in each one of the schools. • Training on use and integration of the C3 to the curriculum. 	<p>Second Trimester– November 2019 a February 2020</p>
11. Keep records of the effectiveness of the implementation of the project, evidenced by change of	<ul style="list-style-type: none"> • Issue of quarterly reports on the effectiveness of the Project. 	<p>During three years of the project October, January, and Abril</p>
	<ul style="list-style-type: none"> • Issue observations on classrooms to keep record of the use and integration of the technology by the teachers and students. 	<p>December 2020 and December 2021</p>

Objective	Activities	Schedule*
pedagogical practices of the teachers and improvement in student performance.	<ul style="list-style-type: none"><li data-bbox="423 247 1240 310">• Issue articles that document the change in pedagogical practices as a result of the integration of technology in the teaching process.	Third trimester March 2020, 2021, 2022

Figure 1



Estudio de Necesidades: Uso e integración de la tecnología para el proceso de enseñanza

Categorías	Núm. de criterios	Puntuación total	Puntuación obtenida
I. Información de la escuela	7	n/a	n/a
II. Datos demográficos	11	3	
III. Disponibilidad de equipo	3		
IV. Uso de equipo	8		
V. Uso de programado	11		
VI. Conocimiento de los sistemas operativos	17		
VII. Integración de la tecnología al proceso de enseñanza	16		
TOTALES			

Nivel de proficiencia*

Básico Intermedio Avanzado

Informe narrativo:

Firma del Maestro(a)

Firma del evaluador(a)

I. Información de la escuela			
Nombre:		Código:	
Email:		Teléfono:	
Región Escolar: <input type="checkbox"/> Humacao <input type="checkbox"/> Caguas <input type="checkbox"/> San Juan <input type="checkbox"/> Bayamón <input type="checkbox"/> Arecibo <input type="checkbox"/> Ponce <input type="checkbox"/> Mayagüez Pueblo:			
Indique su rol: <input type="checkbox"/> Facilitador(a) <input type="checkbox"/> Superintendente <input type="checkbox"/> Supervisor(a) <input type="checkbox"/> Maestro(a) <input type="checkbox"/> Director(a) de programa <input type="checkbox"/> Otro:			
II. Datos demográficos			
Nombre:			
Teléfono:		Email:	
Género: <input type="checkbox"/> Femenino <input type="checkbox"/> Masculino <input type="checkbox"/> Otro: _____		Edad: <input type="checkbox"/> 22-31 <input type="checkbox"/> 31-41 <input type="checkbox"/> 42-51 <input type="checkbox"/> 52-61 <input type="checkbox"/> 62-71 <input type="checkbox"/> 72-o más	
Escolaridad: <input type="checkbox"/> Grado asociado <input type="checkbox"/> Bachillerato <input type="checkbox"/> Maestría <input type="checkbox"/> Doctorado <input type="checkbox"/> Certificación (Indique cual):			
Materia que enseña:		Grado que enseña:	
Años de experiencia:		Idioma(s) que domina: <input type="checkbox"/> Español <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Otro:	
Certificaciones:			
III. Disponibilidad de equipos			
Indique escribiendo una equis (X), en cuál de los siguientes lugares tiene disponible una computadora / tablet. <input type="checkbox"/> En casa <input type="checkbox"/> En la oficina <input type="checkbox"/> En el salón <input type="checkbox"/> Biblioteca Escolar <input type="checkbox"/> En casa de un amigo(a) <input type="checkbox"/> Celular <input type="checkbox"/> Centro Cibernético <input type="checkbox"/> Otro:			
Indique escribiendo una equis (X), en cuál de los siguientes lugares tiene disponible acceso a internet. <input type="checkbox"/> En casa <input type="checkbox"/> En la oficina <input type="checkbox"/> En el salón <input type="checkbox"/> Biblioteca Escolar <input type="checkbox"/> En casa de un amigo(a) <input type="checkbox"/> Celular <input type="checkbox"/> Centro Cibernético <input type="checkbox"/> Otro:			
¿Cuenta con un celular con acceso a internet? <input type="checkbox"/> Sí <input type="checkbox"/> No			
IV. Uso de equipo			
Instrucciones: Evaluar en qué medida las características de las TIC mencionadas a continuación pueden favorecer el proceso de enseñanza y aprendizaje: (Marque con una X sabiendo que 1: nada, 2: poco, 3: bastante y 4: mucho)			
1 2 3 4			
1. Interactividad			
2. Individualización de la enseñanza			
3. Variedad de códigos de información (texto, sonido, imágenes, etc.)			
4. Aprendizaje cooperativo			
5. Aprendizaje autónomo			
6. Alta motivación			
7. Facilidad de uso			
8. Flexibilidad para actualizar información			
V. Uso de programados			
1. Valore la frecuencia con la que usa los siguientes programas:		Nada	Poco
		Mucho	

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	(0)	(1)	(2)
(a) Procesador de texto (Word, Amipro, AbiWord, etc.)			
(b) Programa de presentaciones (PowerPoint, Corel, Presentación, etc.)			
(c) Bases de datos (Access, MySQL, FileMaker, etc.)			
(d) Hojas de cálculo (Excel, Calc, SPSS, etc.)			
(e) Navegadores			
(f) Correo electrónico			
(g) Editores HTML (FrontPage, Dreamweaver, etc.)			
(h) Diseño gráfico			
(i) Chat			
(j) Herramientas para el trabajo colaborativo (BSCW, etc.)			
(k) Motores de búsqueda			

VI. Conocimiento de los sistemas operativos

Indique escribiendo una equis (X) en la columna correspondiente, cuál de las siguientes herramientas **conoce**:

Herramientas		Si (1)	NO (0)
Nombre	Descripción		
1. Voki	Permite crear un video utilizando una representación gráfica de tu persona con el propósito de que informe de un tema en particular.		
2. VoiceThread	Se utiliza para crear conversaciones, que incorpora voz, imagen, documentos y videos.		
3. Evernote	Permite anotar y almacenar cualquier tipo de archivos, notas, captura de imágenes, websites, PDF.		
4. Comic Brush	Permite crear y compartir un cómic utilizando cualquier combinación de dibujos, fotos y obras de artes.		
5. Socrative	Permite administrar y diseñar pruebas cortas con ejercicios de correspondencia, alternativas múltiples y preguntas abiertas.		
6. Timeline	Permite crear y compartir líneas de tiempo (Ej. Representar la evolución del concepto numeración).		
7. Animoto	Permite crear videos que integran imágenes y música		
8. Delicious y Diigo	Permiten crear diferentes categorías para almacenar información y/o documentos.		
9. Dropbox	Permite crear una carpeta para compartir documentos. Te permite acceder desde cualquier equipo (computadora, celular o Tablet).		
10. Jing Project	Ayuda a capturar lo que se presenta en la pantalla (Ej. Imágenes, gráficas)		
11. Prezi	Permite crear presentaciones en línea		
12. Storyteller	Permite crear una historia integrando multimedia (videos y fotos).		
13. Sway	Permite hacer presentaciones y es parte de Microsoft Office.		
14. Teams	Aplicación que permite la colaboración en equipo a través de chats, reuniones, notas y adjuntos. Es parte de Office 365.		
15. Forms	Es una plataforma online para la creación de encuestas. Es parte de Office 365.		
16. Class Notebook	Permite al aula crear un cuaderno digital del aula. Este cuaderno incluye 3 tipos de sub-cuadernos: cuaderno de estudiante, repositorio de contenido, espacio de colaboración.		
17. SharePoint	Es una plataforma web de colaboración que trabaja en integración con Microsoft Office. Permite la gestión de documentos y provee un sistema de almacenamiento. Es altamente configurable y su uso varía dependiendo de la organización.		

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VII. Integración de la tecnología al proceso de enseñanza

- ___ 1. ¿Utilizas las TIC en la materia que enseña?
- Sí
 - No
- Si su respuesta es Sí, indique la frecuencia con la que utiliza las TIC en el aula: Diario
Semanalmente Trimestral
- ___ 2. ¿Considera que las TIC pueden ser un recurso importante para mejorar la enseñanza?
- Sí
 - No
- ___ 3. ¿De qué manera te gustaría que la tecnología te ayude en el salón? (Señala las dos opciones principales)
- Obtención de materiales didácticos Atención a la diversidad.
Comunicación con los padres Refuerzo de contenidos básicos.
El mantenimiento de la disciplina en el aula el tratamiento individualizado de estudiante.
La mejora de la atención en clase.
La motivación de los estudiantes por la interdisciplinariedad de la asignatura.
- ___ 4. ¿Estaría dispuesto a recibir capacitación en aquellas áreas que aún requieren más práctica?
- Sí
 - No

Escriba una equis (X) en el espacio correspondiente según lo establecido en la premisa.

Estaría interesado(a) en realizar las siguientes actividades:	Si 2	Tal vez 1	No 0
5. Diseñar pruebas cortas o exámenes para ser administrados en línea.			
6. Desarrollar personajes (Avatar) que les informen a las demás personas acerca de un tema en particular (Ej. fracciones).			
7. Crear diferentes escenas y aplicarle texto para crear una tirilla cómica en línea.			
8. Conocer acerca de herramientas gratuitas que permiten almacenar cualquier tipo de archivo para futuras referencias (ej. Fuentes de referencia para la redacción de un ensayo).			
9. Diseñar videos con imágenes de su preferencia			
10. Compartir los videos creados en diversos lugares (Ej. Facebook, Twitter, correo electrónico).			
11. Poder acceder a archivos de referencia desde el teléfono celular o Tablet.			
12. Acceder en línea a las contestaciones de las pruebas cortas sin tener que corregirlas.			
13. Recibir retro comunicación acerca de un video creado sin tener acceso a las personas que lo comentan (Ej. personas que están en otro pueblo o país).			
14. Poder crear una historia con videos y fotos (Ej. Crear la historia del número cero).			
15. Desarrollar presentaciones en línea y accederlas desde cualquier equipo.			
16. Recopilar imágenes para construir <i>flash cards</i> sobre las figuras geométricas.			

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Figure 2



Plan de Desarrollo Individualizado

Perfil del Maestro(a):

Fortalezas identificadas:

Áreas a desarrollar:

Formato de Plan de acción:

Área a desarrollar (o indicador)	Actividades / Servicio	Evaluación	Fecha	Producto (qué se quiere lograr)

Firma del maestro(a): _____ Fecha: _____

Firma del Coach: _____

"Transformamos la ciudadanía del siglo XXI!"

Figure 3

MUESTRA DE HERAMIENTAS PARA LA INTEGRACIÓN TECNOLÓGICA

#	Nombre de la página	Descripción	Enlace
1.	Empatico.	Empatico ayuda a que los profesores y estudiantes exploren el mundo por medio de experiencias que despiertan la curiosidad, la amabilidad y la empatía. Combinamos transmisiones de video en vivo con actividades diseñadas para fomentar conexiones significativas entre los estudiantes de 7 a 11 años.	https://empatico.org/
2.	Voki	Herramienta que te permite crear un avatar personalizado.	http://www.voki.com/
3.	Design Make Teach	Design Make Teach is a blog about MAKING in the classroom. MAKING is a process that engages students in thinking, making and sharing.	https://designmaketeach.com/category/3d-models/
4.	Design Squad Global	Design Squad Global permite a los niños de la escuela intermedia resolver problemas del mundo real y comprender el impacto de la ingeniería en un contexto global. Renovado semanalmente con desafíos, videos y actividades, el sitio web es uno de los únicos lugares en la web donde los niños pueden compartir sus ideas de ingeniería con otros niños.	http://pbskids.org/designsquad/
5.	Engineering 4 kids	Los niños tienen una curiosidad natural que se presta a la ciencia, la tecnología, las matemáticas y la ingeniería. En Engineering For Kids, inspiran a los niños de 4 a 14 años para que desarrollen su deseo innato de respuestas al explorar los conceptos de ingeniería de una manera divertida y práctica.	https://www.engineeringforkids.com/
6.	Storyboard That	Recursos para maestros y ejemplos de storyboards para clases de ciencia, tecnología, ingeniería y matemáticas. Encontrará ideas creativas de narración digital y planes de lección para sus clases STEM. A los estudiantes les encantará crear sus propios diagramas, explicando los problemas de las palabras y haciendo comics de ciencia.	http://www.storyboardthat.com/es/planes-de-lecciones-de-educaci%C3%B3n-para
7.	Teach Engineering	TeachEngineering es una colección de bibliotecas digitales en la que se pueden realizar búsquedas y que se compone de currículos de ingeniería basados en estándares para que los educadores de K-12 los utilicen para hacer que la ciencia y las matemáticas aplicadas cobren vida a través del diseño de ingeniería en los entornos de K-12. La colección TeachEngineering proporciona a los educadores acceso * gratuito * a un creciente recurso curricular de actividades, lecciones, unidades, desafíos de creadores y rociados para usar en entornos de educación informal.	https://www.teachengineering.org/
8.	Try Engineering	TryEngineering.org es un recurso de educación en ingeniería preuniversitaria dirigido a docentes y estudiantes. Nuestro objetivo es aumentar el interés en las carreras de ingeniería, mejorar el acceso a recursos educativos de alta calidad y mostrar a los estudiantes cómo la ingeniería puede ser parte de su futuro.	http://tryengineering.org/?language=es
9.	Scratch	Con Scratch, puedes programar tus propias historias, juegos y animaciones interactivas, y compartir tus creaciones con otros en la comunidad en línea. Scratch ayuda a los jóvenes a aprender a pensar creativamente, razonar sistemáticamente y trabajar en colaboración, habilidades esenciales para la vida en el siglo XXI.	https://scratch.mit.edu/
10.	Designing for Creative Play	Designing for Creative Play se basa en darle vida a tu imaginación ayudándote a hacer cosas que te interesan.	https://www.ericosenbaum.com/
11.	Chrome Music Lab	Chrome Music Lab es un sitio web que hace que el aprendizaje de música sea más accesible a través de experimentos divertidos y prácticos.	https://musiclab.chromeexperiments.com/Experiments
12.	Constructing Modern Knowledge	Constructing Modern Knowledge es un instituto para educadores dedicados a la creatividad, la colaboración y la informática. Los participantes tendrán la oportunidad de participar en el desarrollo intensivo de proyectos informáticos con compañeros y un profesorado de clase mundial. Oradores invitados y eventos sociales inspiradores completan el fantástico evento.	http://constructingmodernknowledge.com/
13.	Comic Life	Crear tirillas cómicas o historietas con fotografías y dibujos.	http://comiclife.com/
14.	LanSchool	Programa para monitorear, crear encuestas, pruebas y mostrar una presentación	https://www.lenovosoftware.com/lanschool
15.	News Maker	Programa para crear un noticiero en donde se puede reforzar la escritura y la lectura.	https://www.newsmaker.tv/accounts/login
16.	Voicethread	Herramienta que se utiliza para crear conversaciones, que incorpora voz, imagen, documentos y videos.	http://voicethread.com/

MUESTRA DE HERAMIENTAS PARA LA INTEGRACIÓN TECNOLÓGICA

#	Nombre de la página	Descripción	Enlace
17.	Evernote	Aplicación que permite anotar y almacenar cualquier tipo de archivos, notas, captura de imágenes, websites, PDF.	http://www.evernote.com/
18.	Timetoast	Mediante ésta se puede crear y compartir líneas de tiempo.	http://www.timetoast.com/
19.	Tagxedo	Herramienta para crear nubes de palabras o Tags (word cloud). Permite cambiar el contenido y forma de nuestra nube de palabras, la dirección de las mismas, el tipo de letra, color y aplicar patrones.	http://www.tagxedo.com/
20.	Wordle	Trabaja con la representación visual de texto.	http://www.wordle.net/
21.	Toondo	Sirve para crear cómics.	http://www.toondoo.com/
22.	Issuu	Portal gratuito que permite crear una biblioteca en línea donde los usuarios pueden publicar y compartir sus archivos convirtiéndolos en atractivas publicaciones como libros o revistas interactivas.	http://issuu.com/
23.	Jingproject.com	Screencasting – Ayuda a capturar lo que se presenta en la pantalla.	http://www.techsmith.com/jing/
24.	Audacity	Aplicación para grabar y editar audio.	http://audacity.sourceforge.net/
25.	Animoto	Ideal para producir videos que incorporan imágenes y música.	http://animoto.com/
26.	MS Photostory	Nos ayuda a crear video con imágenes digitales. Se puede añadir narración.	https://www.microsoft.com/en-us/download/details.aspx?id=11132
27.	Storybird	Permite crear cuentos de forma colaborativa.	http://www.storybird.com
28.	EduGlogster	Permite crear afiches interactivos donde puede expresarse de una manera creativa utilizando imágenes, videos, audio, texto y gráficas. Es también una red social donde puede interactuar con la comunidad escolar.	http://www.edu.glogster.com
29.	Flickr	Permite almacenar, ordenar, buscar y compartir fotografías y videos en línea.	http://www.flickr.com
30.	Twiducate	Ayuda a crear y configurar una red social privada con la comunidad escolar.	http://www.twiducate.com
31.	SpicyNodes	Permite organizar la información en forma de nodos conectados para hacer mapas de ideas, organizar conceptos, presentar jerarquías de datos, demostrar relaciones entre entidades.	http://www.spicynodes.org/
32.	Padlet	Permite crear un mural en el que se pueden colgar notas, imágenes, videos o direcciones web.	http://www.wallwisher.com
33.	Symbaloo	Permite almacenar y compartir direcciones de la Web.	http://www.symbaloo.com
34.	Bubbl.us	Herramienta para crear mapas conceptuales en línea.	http://www.bubbl.us
35.	Xtranormal	Permite crear y publicar videos o historias cortas en 3D.	http://www.xtranormal.com
36.	Classtools	Ayuda a crear juegos interactivos educativos, actividades y diagramas.	http://www.classtools.net
37.	Penzu	Herramienta para crear un diario o bitácora de forma privada.	https://penzu.com/
38.	Flashcard Machine	Tanto los profesores como los estudiantes pueden crear tarjetas didácticas en pantalla para evaluar vocabulario, ecuaciones matemáticas, idiomas extranjeros y más. Está disponible para iPad, iPhone y iPod touch.	https://www.flashcardmachine.com/
39.	Teacher Tube	TeacherTube comparte videos educativos. Es un sitio para proporcionar desarrollo profesional en cualquier momento y en cualquier lugar con maestros que enseñan maestros. Además, es un sitio donde los maestros pueden publicar videos diseñados para que los estudiantes los vean con el fin de aprender un concepto o habilidad.	https://www.teachertube.com/
40.	School Tube	Es un entorno seguro y moderado donde los estudiantes pueden publicar videos de producción propia para uso en el aula: desde el educativo (una presentación cívica o una clase de álgebra) y práctico (anuncios de la mañana) hasta la diversión (juego de fútbol de chicas de la noche anterior).	https://www.schooltube.com/

Training Plan
Technical Training for OSIATD Field Technicians

Global Exchange Education Opportunities

P.O. Box 937

Manatí, Puerto Rico 00674

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INTRODUCTION

This training plan, developed by Global Exchange Education Services, is designed to outline the objectives, requirements, strategy, and methodology to be used when providing Technical Training for the OSIATD Field Technicians. The purpose of this training is to train OSIATD Technical Staff on core knowledge to successfully perform on their functions as IT Support. This training will also prepare OSIATD Technical Staff for certifications on CompTIA A+, Network+, and Security+.

NEEDS AND SKILLS ANALYSIS

Global Exchange Education Opportunities, Inc. (GEEO) is proposing a training curriculum for the OSIATD Field Technicians to reinforce understanding and familiarity with subjects and tools related to IT Support. To develop this training Global Exchange Education Opportunities has consulted with experts in the IT Support field to develop a robust program to train OSIATD Field Technicians. The target audience for this training is OSIADT's Field and Data technicians. The learning objectives for this training are:

- Understanding of binary systems.
- Ability to assemble a computer from scratch.
- Choose and install operating systems.
- Understanding of the Internet, how it works, and its impact.
- Understanding of app development and backend operations.
- Utilization of common troubleshooting methodologies.
- Understand the computer network five-layer model.
- Understand all standard protocol involved with TCP/IP communications.
- Knowledge of powerful network troubleshooting tools and techniques.
- Understand network services like DNS and DHCP.
- Knowledge on how to navigate the Windows and Linux filesystems using a graphical user interface and command line interpreter.
- Knowledge on how to set up users, groups, and permissions for account access.
- Ability to install, configure, and remove software on Windows and Linus operating systems.
- Ability to configure disk partitions and filesystems.

- Understanding how system processes work and how to manage them.
- Work with system logs and remote connection tools.
- Ability to use system knowledge to troubleshoot common issues in an IT Support Specialist role.
- Ability to use best practices for choosing hardware, vendors, and services.
- Understanding how the most common infrastructure services work and how to manage infrastructure servers.
- Ability to manage an organization's computers and users using the directory services, Active Directory, and OpenLDAP.
- Procedures for backing up an organization's data and ability to recover an IT infrastructure in the case of a disaster.
- Ability to use systems administration knowledge to plan and improve processes for IT environments.
- Understanding how various encryption algorithms and techniques work and their benefits and limitations.
- Knowledge of various authentication systems and types.
- Understanding of the difference between authentication and authorization.
- Ability to evaluate potential risks and recommend ways to reduce risk.
- Ability to make recommendations on how to best secure a network.
- Ability to help others understand security concepts and protect themselves.

REQUIREMENTS TRACEABILITY

GEEO Field Technician Training Program will provide OSIATD's Field Technicians with the tools needed to perform their role as IT Support Specialist on a world class level and help them prepare for the CompTIA A+, Network+, and Security+ Certifications. The Field Technician Training Program will train OSIATD's Field Technicians in commonly used concepts, tools, and methodologies of IT Technical Support and IT Operations roles. It will also provide laboratories with practical exercises to teach technicians techniques where applicable. Global Education Exchange Opportunities believes that these learning objectives directly support the Department of Education's goals presented in **the RFP NO: PRDE-OSIATD-FY2018-002.**

TRAINING METHODOLOGY

In order to accomplish the learning objectives of the Field Technician Training Program, a thorough training methodology was developed for the appropriate target audience and skill sets. Training will consist of a five (5) day block of instruction and will include various training materials and scenarios. At the conclusion of the training a test will be administered to ensure mastery of the IT Support and Operations concepts and learning objectives. Training materials will include a 65 slide PowerPoint presentation, handouts on the various IT tools, 1 laboratory session designed to allow the technicians to apply various IT Support and Operations concepts, and a final test to be taken by all technicians. The instructor will teach the IT Support and Operations concepts from the slide presentation. At various intervals during training, the instructor will present scenarios to the technicians who will break into groups to complete and brief their scenario solutions. There will be ample opportunity built into the class for questions and answers as well. Supplemental handouts will be provided to all students which cover the tools used in IT Support and Operations role. These handouts will be discussed in training and technicians will be expected to study and master the concepts included in the handouts prior to the course end exam. The exam will be administered at the end of the final day of training. The exam will consist of ninety (90) questions. To pass a student must answer at seventy (70) questions correctly. A passing grade will earn certification of training completion for the student.

TRAINING ENVIRONMENT

Training will be conducted in the Global Exchange Education Opportunities Training facilities (GEEOTF). The GEEOTF has a seating capacity to accommodate the 40 field technicians. The GEEOTF is fully equipped with a desktop workstation with connectivity to an overhead projector. The GEEOTF also has several white boards and flip charts which are necessary for the various visual aids required for this training event. The GEEOTF is also equipped with teleconference and video teleconference capabilities should the need arise. No food or drinks are allowed in the GEEOTF so ample breaks will be provided to the students throughout the training as well as adequate lunch breaks on each training day. Local area network (LAN) connections are available in the GEEOTF, technicians will be allowed to bring their laptop computers to training. Students are discouraged from answering emails and phone calls on their phones or other mobile devices while training is being conducted.

TRAINING REFERENCES

There are several references which will be used throughout the five days of Field Technician training. All of these materials will be provided to the students on the first day of training; however, these materials will also be available should students lose or misplace any of the items. The table below provides a list of reference materials, the document and version numbers, formats, and location where the materials will be available.

Reference	Document/Version #	Format	Storage Location
Slide Presentation	OSIATD Field Technician Training/v1.0	PowerPoint Slides	Shared Drive “OSIATD Field Technician Training” Folder
Logic Gates	Logic Gates/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
CPU Cache	CPU Cache/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Differences between 32-bit and 64-bit CPU architecture	32-bit vs. 64-bit/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Data Storage	Data Storage/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Resilient File System (ReFS)	ReFS/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Chrome RDP, Linux, Mac OS, Windows (Virtual Machines)	VM/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
The Internet of Things article by WIRED	IoT/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Software Versioning	Software Versioning/v1.0	Printed handout	Shared Drive “OSIATD Field Technician Training” Folder
OSI Network Model	OSI Network Model/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Ethernet over Twisted Pair technologies	Ethernet-Twisted Pair/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder

Routing Protocol Examples (RIP, EIGRP, OSPF, BGP)	Routing Protocol Examples/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
Request for Comments (RFC)	RFC/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
System Ports versus Ephemeral Ports	System Ports vs. Ephemeral Ports/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
IPv4 Address exhaustion	IPv4 Address Exhaustion/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
Broadband Protocols (PPP, PPPoE)	Broadband Protocols/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
WAN Protocols (Frame Relay, HDLC, ATM)	WAN Protocols/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
IEEE 802.11	IEEE 802.11/v1.0	Printed handout	Shared Drive "OSIATD Field Technician Training" Folder
Netcat	Netcat/v1.0	Printed handout	Shared Drive "OSIATD Field Technician Training" Folder
Test-NetConnection	Test-NetConnection/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
IPv4 and IPv6 harmony (6in4, Tunnel Setup Protocol, AYIYA)	IPv4+IPv6	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
Windows CLI & Unix Bash	Windows CLI & Unix Bash/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
Size on Disk vs. Folder Size	Size on Disk vs. Folder Size/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
Notepad++ Supplemental Reading	Notepad++/v1.0	Printed Handout	Shared Drive "OSIATD Field Technician Training" Folder
Windows Powershell	Windows Powershell/v1.0	Printed handout	Shared Drive "OSIATD Field Technician Training" Folder
Windows passwords supplemental reading	Windows Passwords/v1.0	Printed handout	Shared Drive "OSIATD Field Technician Training" Folder

Windows ACL	Windows ACL/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Special Permissions supplemental reading	Windows Special Permission/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Software Packages supplemental reading	Windows Software Packages/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
7-Zip and Powershell Zips	7-Zip and Powershell Zips/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Linux Tar Command	Linux Tar Command/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Package Dependencies (Dynamic-link library, DLL Hell, Side-by-side Assemblies)	Windows Package Dependencies/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Linux Package Dependencies (dpkg)	Linux Package Dependencies/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Package Managers (NuGet, Chocolatey)	Windows Package Manger/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Linux PPAs	Linux PPAs/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Installers and Process Monitors	Windows Installers and Process Monitors/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Devices and Drivers (Plug and Play, Hardware ID, Driver Lookup, Windows Update, local-list of drivers)	Windows Devices and Drivers/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Linux Devices and Drivers (Device Files, Udev)	Linux Devices and Drivers/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Update, Linux Update supplemental reading	Windows and Linux Update/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
FAT32 File System supplemental reading	FAT32 File System/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder

Disk Partitioning and Formatting in Windows	Disk Partitioning and Formatting in Windows/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Mounting and Unmounting a Filesystem in Linux	Mounting and Unmounting a Filesystem in Linux/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Paging	Windows Paging/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Linux Swap	Linux Swap/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
NTFS File System (Master File Table, Creating Symbolic Links, Hard Links and Junctions)	NTFS File System/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Disk Usage and Linux Disk Usage	Windows Disk Usage and Linux Disk/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Linux Filesystem Repair	Linux Filesystem repair/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Process Creation and Termination in Windows (taskkill)	Process Creation and Termination in Windows/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Reading Process Information in Windows and Linux	Reading Process Information in Windows and Linux/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Windows Signal	Windows Signal/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Managing Processes in Windows and Linux	Managing Processes in Windows and Linux/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Resource Monitoring in Windows and Linux	Resource Monitoring in Windows and Linux/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Remote Connection and Remote File Transfer in Windows	Remote Connection and Remote File Transfer in Windows/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Virtual Machines	Virtual Machines/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder

Linux Logs	Linux Logs/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
OS Deployment Methods	OS Deployment Methods/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
KVME Switch	KVME Switch/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
IT Infrastructure Services (IaaS, NaaS, SaaS, PaaS, DaaS – Amazon/Jumpcloud/Azure Active Directory)	IT Infrastructure Services/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Server Operating Systems	Server Operating Systems/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Remote Access and SSH (Open SSH, Windows Remote Desktop Client, Windows Remote Management, and PuTTY)	Remote Access and SSH	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
FTP Clients (PXE Boot)	FTP Clients/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
BIND/PowerDNS	BIND/PowerDNS/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
DNS and DHCP	DNS and DHCP/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Chat Communication Services (Paid for chat, Open IM)	Chat Communication Services	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Email Services (Setup Email Server, Email Protocols)	Email Services/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
File Services	File Services/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Network File Storage (SMB, NFS server software)	Network File Storage/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder

Print Services (Windows and CUPS printing)	Print Services/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Web Servers (nginx, Apache HTTP, Microsoft IIS)	Web Servers/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Database Admin Jobs	Database Admin Jobs/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Troubleshooting with Developer Tools (Chrome Developer Tools, list of HTTP status codes)	Troubleshooting with Developer Tools/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Centralized Management (Role-based access control, Chef, Puppet, System Center Configuration Manger)	Centralized Management/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
LDAP format	LDAP format/v1.0	Printed Format	Shared Drive “OSIATD Field Technician Training” Folder
Kerberos	Kerberos/v1.0	Printed Format	Shared Drive “OSIATD Field Technician Training” Folder
Active Directory	Active Directory/v1.0	Printed Format	Shared Drive “OSIATD Field Technician Training” Folder
Group Security Principles	Group Security Principles/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Features of EFS	Features of EFS/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
DFL and FFL	DFL and FFL/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Group Policy Troubleshooting	Group Policy Troubleshooting/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
OpenLDAP	OpenLDAP/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
GitLabs Data Recovery	GitLabs Data Recovery/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder

Backup Solutions (Microsoft Backup and Restore, Apple Time Machine, Rsync as a backup utility)	Backup Solutions/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
RAID levels	RAID levels/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Malicious Software, Network Attacks, DDoS Attacks	Malicious Software, Network Attacks, DDoS Attacks/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Cryptanalysis	Cryptanalysis/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Symmetric encryptions	Symmetric encryptions/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Asymmetric Encryption Attack	Asymmetric Encryption Attack/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
SHA1 Attacks	SHA1 Attacks/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
X.509 Standard	X.509 Standard/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
PGP	PGP/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Securing Network Traffic (L2TP/IPsec – IETF RFC 3193 ie. OpenVPN)	Securing Network Traffic/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
TPM Attacks	TPM Attacks/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Authentication and Authorization	Authentication and Authorization/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Network Hardening Best Practices	Network Hardening Best Practices/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Promiscuous Mode	Promiscuous Mode/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder

Logging and Auditing	Logging and Auditing/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Antimalware Protection	Antimalware Protection/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Disk Encryption	Disk Encryption/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder
Risk in the Workplace	Risk in the Workplace/v1.0	Printed Handout	Shared Drive “OSIATD Field Technician Training” Folder

TESTING AND EVALUATION

At the conclusion of the five-day Field Technician Training Program, all technicians will be given a thirty (90) question test to demonstrate their ability to master various IT Support and Operations concepts. All students must achieve a raw score of at least seventy (70) correct answers. The test will consist of questions pertaining to the following:

- PC hardware and peripherals.
- Mobile device hardware.
- Troubleshooting hardware and network connectivity issues.
- Installing and configuring Operating Systems including Windows, iOS, Android, Apple OS X and Linux.
- Knowledge and skills required to install and configure systems to secure application, networks, and devices.
- Perform threat analysis.
- Mitigation techniques.
- IT Security applicable policies, laws, and regulations.
- Fundamentals of Cloud Computing and Operational Procedures.
- Critical networking security concepts.
- Cloud computing best practices and typical service models.
- Hardware virtualization techniques.
- Skills for Network Hardening.

Upon achieving a passing test result, technicians will receive certification of completion of the Program. If a technician fails to achieve a passing result, no certification will be awarded

and the student will have the opportunity to take the training again with a subsequent re-test at their manager's discretion.

TRAINING SCHEDULE

OSIATD's Field Technician Training Program will span five (5) days in accordance with the following training schedule:

Day 1:

Time	Subject	Location	Materials Required
8:00 – 9:00	IT Support Fundamentals	GEEOTF	Pen/Pencil, notebook
9:00 – 10:30	Modern Computer Overview	GEEOTF	Pen/Pencil, notebook
10:30 – 10:45	Break	GEEOTF/Lounge	Pen/Pencil, notebook
10:45 – 11:45	Operating Systems	GEEOTF	Pen/Pencil, notebook
11:45 – 1:00	Lunch	Various	Pen/Pencil, notebook
1:00 – 1:40	Basics of Networking	GEEOTF	Pen/Pencil, notebook
1:40 – 2:00	Software Introduction	GEEOTF	Pen/Pencil, notebook
2:00 – 2:15	Break	GEEOTF/Lounge	Pen/Pencil, notebook
2:15 – 3:15	Troubleshooting	GEEOTF	Pen/Pencil, notebook

Day 2:

Time	Subject	Location	Materials Required
8:00 – 9:00	Introduction to Computer Networking	GEEOTF	Pen/Pencil, notebook
9:00 – 10:20	The Network Layer	GEEOTF	Pen/Pencil, notebook
10:20 – 10:35	Break	GEEOTF/Lounge	Pen/Pencil, notebook
10:35 – 11:45	The Transport Layer and Application Layer	GEEOTF	Pen/Pencil, notebook
11:45 – 1:00	Lunch	Various	Pen/Pencil, notebook
1:00 – 2:40	Networking Services	GEEOTF	Pen/Pencil, notebook
2:40 – 3:00	Break	GEEOTF/Lounge	Pen/Pencil, notebook
3:00 – 4:00	The Internet	GEEOTF	Pen/Pencil, notebook
4:00 – 5:00	Networks Troubleshooting	GEEOTF	Pen/Pencil, notebook

Day 3:

Time	Subject	Location	Materials Required
8:00 – 9:30	Operating Systems and Becoming a Power User – Basic Commands	GEEOTF	Pen/Pencil, notebook

9:30 – 10:45	Operating Systems and Becoming a Power User – File and Text Manipulation	GEEOTF	Pen/Pencil, notebook
10:45 – 11:00	Break	GEEOTF/Lounge	Pen/Pencil, notebook
11:00 – 12:00	Users and Permissions	GEEOTF	Pen/Pencil, notebook
12:00 – 1:00	Lunch	Various	Pen/Pencil, notebook
1:00 – 2:10	Package and Software Management	GEEOTF	Pen/Pencil, notebook
2:10 – 2:25	Break	GEEOTF/Lounge	Pen/Pencil, notebook
2:25 – 3:10	Filesystems	GEEOTF	Pen/Pencil, notebook
3:10 – 3:55	Process Management	GEEOTF	Pen/Pencil, notebook
3:55 – 5:00	Operating Systems in Practice	GEEOTF	Pen/Pencil, notebook

Day 4:

Time	Subject	Location	Materials Required
8:00 – 8:30	System Administration	GEEOTF	Pen/Pencil, notebook
8:30 – 9:10	Network and Infrastructure Services	GEEOTF	Pen/Pencil, notebook
9:10 – 10:10	Software and Platform Services	GEEOTF	Pen/Pencil, notebook
10:10 – 10:25	Break	GEEOTF/Lounge	Pen/Pencil, notebook
10:25 – 12:00	Directory Services	GEEOTF	Pen/Pencil, notebook
12:00 – 1:00	Lunch	Various	Pen/Pencil, notebook
1:00 – 2:00	Data Recovery and Backups	GEEOTF	Pen/Pencil, notebook

Day 5:

Time	Subject	Location	Materials Required
8:00 – 8:30	Understanding Security Threats	GEEOTF	Pen/Pencil, notebook
8:30 – 10:00	Cryptology	GEEOTF	Pen/Pencil, notebook
10:00 – 11:00	Security	GEEOTF	Pen/Pencil, notebook
11:00 – 11:15	Break	GEEOTF/Lounge	Pen/Pencil, notebook
11:15 – 12:25	Network Security	GEEOTF	Pen/Pencil, notebook
12:25 – 1:25	Lunch	Various	Pen/Pencil, notebook
1:25 – 2:05	Defense	GEEOTF	Pen/Pencil, notebook
2:05 – 2:20	Break	GEEOTF/Lounge	Pen/Pencil, notebook
2:20 – 3:20	Company Culture for Security	GEEOTF	Pen/Pencil, notebook

Day 6:

Time	Subject	Location	Materials Required
8:00 – 10:00	Laboratory: <ul style="list-style-type: none"> • Assemble a computer. • Install, Update and Remove Software from Windows/Linux • Create, modify, and remove files and folders in Windows/Linux • Create, modify, and remove files and folders permissions in Windows/Linux • Partition and format a disk drive in Windows/Linux • Maintaining efficient process utilization on Windows/Linux • Collect process information using the Task Viewer. 	GEEOTF	Pen/Pencil, notebook
8:30 – 10:00	Break	GEEOTF/Lounge	Pen/Pencil, notebook
10:15 – 12:00	Laboratory: <ul style="list-style-type: none"> • Terminate specific or multiple processes using Powershell • Terminate specific or multiple processes in Linux. • Use logs to track down issues in Windows and Linux • Create/inspect key repair, encrypt/decrypt and sign/verify using openssl. • Hashing and hash verification using md5sum and shasum tools. • Use of tcpdump and its features. 	GEEOTF	Pen/Pencil, notebook
12:00 – 1:00	Lunch	Various	Pen/Pencil, notebook
1:00 – 2:00	Review of the course	GEEOTF	Pen/Pencil, notebook
2:00 – 2:15	Break	GEEOTF/Lounge	Pen/Pencil, notebook
2:15 – 4:15	Written Test	GEEOTF	Pen/Pencil, notebook

TAB 19

Financial Statements

**GLOBAL EDUCATIONAL EXCHANGE
OPPORTUNITIES, INC.**

AUDITED FINANCIAL STATEMENT

DECEMBER 31, 2017

**GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
FINANCIAL STATEMENTS
DECEMBER 31, 2017**

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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Trustees of
Global Educational Exchange Opportunities, Inc.
Manati, Puerto Rico

Report on Compliance for Each Major Federal Program

I have audited Global Educational Exchange Opportunities, Inc.'s compliance with the type of compliance requirements described in OMB Compliance Supplement that could have a direct and material effect on each of the Company's major federal programs for the year ended December 31, 2017. Global Educational Exchange Opportunities, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questions costs.

Managements' Responsibility

Management is responsible for compliance with federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

My responsibility is to express an opinion on compliance for each of Global Educational Exchange Opportunities, Inc.'s major federal programs based on my audit of the types of compliance requirements referred to above. I conducted my audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States; and the audit requirements of Title 2 Audit Requirement for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that I plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. My audit includes examining, on a test basis, evidence about Global Educational Exchange Opportunities, Inc.'s compliance with those requirements and performing such other procedures as I considered necessary in the circumstances.

I believe that my audit provides a reasonable basis for my opinion on compliance for each major federal program. However, my audit does not provide a legal determination of Global Educational Exchange Opportunities, Inc. compliance.

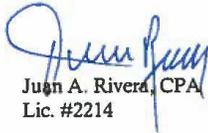
Opinion on Each Major Federal Program

In my opinion, Global Educational Exchange Opportunities, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended December 31, 2017.

The combining and individual non major fund financial statements and schedule of expenditures of federal awards has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, I do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standard

In accordance with *Government Auditing Standards*, we have also issued our report dated June 8, 2018 on our consideration of **Global Educational Exchange Opportunities, Inc.**'s internal control over financial reporting and on our test of its compliance with certain provisions of law, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide and opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit perform in accordance with *Government Auditing Standards* in considering **Global Educational Exchange Opportunities, Inc.**'s internal control over financial reporting and compliance.


Juan A. Rivera, CPA
Lic. #2214

June 8, 2018
Toa Baja, Puerto Rico



Note: Stamp No. 02761199 was affixed
to the original document.

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
BALANCE SHEET
AS OF DECEMBER 31, 2017

ASSETS

Current Assets:	
Cash and Cash Equivalents (Note 1D)	\$ 1,078,774
Certificates of Deposits (Note 1D)	154,172
Accounts Receivables (Note 2)	325,285
Other Account Receivables (Note 3)	144,869
Prepaid Expenses and Deposits (Note 4)	145,531
Total Current Assets	<u>1,848,632</u>
Property, Plant and Equipment: (Note 1E)	
Building and Building Improvement	654,653
Furniture and Fixture	70,303
Leasehold Improvement	45,166
Office equipment	49,493
	<u>819,616</u>
Less: Accumulated Depreciation	<u>(109,390)</u>
	710,226
Total Current Assets:	<u>\$ 2,558,858</u>

LIABILITIES AND SHAREHOLDER'S EQUITY

Current Liabilities:	
Accounts Payable and Accrued Expenses (Note 5)	16,038
Payroll and Other Tax Liabilities (Note 6)	82,138
Deferred Tax Liability, Current Portion (Note 1G)	28,660
Note Payables, Current Maturities Portion (Note 7 and 8)	14,719
Commercial Loan, Current Portion (Note 9)	23,077
Lease Obligations, Current Portion (Note 10)	5,931
Total Liabilities	<u>170,562</u>
Long Term Liabilities:	
Notes Payable (Note 8)	203,354
Commercial Loan Payable (Note 9)	415,204
Deferred Tax Liability (Note 1G)	28,660
Lease Obligation (Note 10)	12,182
Total Long Term Liabilities	<u>659,399</u>
Shareholder's Equity	
Common Stocks, No par value shares, 200 authorized 80 issued and	2,000
Retained Earnings	1,726,896
Total Shareholders Equity	<u>1,728,896</u>
Total Liabilities and Shareholder's Equity	<u>\$ 2,558,858</u>

The accompanying notes are an integral part of the Financial Statement. See auditor's report.

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
STATEMENT OF INCOME AND RETAINED EARNINGS
FOR THE YEAR ENDED DECEMBER 31, 2017

REVENUES:	
Services Revenues	\$ 1,487,118
Operating Expenses:	
Salaries, Wages and Professional Fees	1,094,125
Office and School Expenses	64,387
Payroll and Payroll Related Expense	102,740
Stipends Expenses	8,513
Travel and Transportation Expenses	23,754
Meals for Seminars	71,815
Advertising and Promotions	12,204
Automobile Expenses	18,340
Insurance Expense	16,321
Utilities Expense	23,298
Rent Expense	13,198
Maintenance and Repairs Expenses	37,337
Depreciation Expenses	63,654
Other Taxes Expenses	30,525
Property Tax and Patent Expense	22,598
Penalties	2,007
Charitable Contributions	2,432
Other Operating Expenses	14,167
Total Operating Expenses	<u>1,621,414</u>
Other Income (Expenses):	
Other Income	4,325
Interest Expense	<u>(39,853)</u>
Total Other Income	<u>(35,528)</u>
Net Income (Deficit)	(169,824)
Accumulated Retained Earnings at beginning of year	1,896,719
Accumulated Retained Earnings at end of year	<u><u>\$ 1,726,896</u></u>

The accompanying notes are an integral part of the Financial Statement.
See auditor's report.

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
STATEMENT OF CASH FLOW
FOR THE YEAR ENDED DECEMBER 31, 2017

Cash flow provided from operating activities:

Net income (loss) \$ (169,824)

Adjustments:

Cash provided from operating activities:

Depreciation and amortization 63,654

Disposal of equipment (7,751)

(Increase) Decrease in Certificate of Deposits (2,426)

(Increase) Decrease in Account Receivable 522,697

(Increase) Decrease in Other Account Receivable 113,185

(Increase) Decrease in Prepaids and Deposits 60,876

Increase (Decrease) in Accounts Payables (153,737)

Increase (Decrease) in Payroll and Other Taxes Liabilities 71,589

Increase (Decrease) in Income Tax Payable (113,484)

Net cash provided (used) by operating activities 384,779

Cash flow (used) from investing activities:

Equipment acquisition (3,812)

Leasehold Improvements (39,677)

Net cash provided (used) by investing activities (43,489)

Cash flow (used) from financing activities:

Increase in Commercial Loan 167,619

Commercial Loan Payments (23,077)

Increase in Lease Obligations 10,999

Capital Lease Payments (6,240)

Increase in note payable 27,896

Note Payable Payments (9,416)

Net cash provided (used) by financing activities 167,781

Net increase (decrease) in cash and cash equivalents 509,070

Cash and Cash Equivalents at beginning of year 569,704

Cash and Cash Equivalents at end of year \$ 1,078,774

Interest paid during the year 39,853

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2017

NOTE 1- NATURE OF BUSINESS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Business

Global Educational Exchange Opportunities, Inc. (the "Company") is a corporation created and existing under the laws of Commonwealth of Puerto Rico since 2008 and is engaged in providing professional and consulting services in education. A summary of significant accounting policies followed by the Global Education Exchange Opportunities, Inc. are as follows:

a) Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates. Significant items subject to such estimated and assumptions include depreciation on property and equipment, allowance for doubtful accounts, investments, and allowance for deferred tax benefits. The current economic environment has increased the degree of uncertainty inherent in those estimates and assumptions.

b) Concentration of Credit Risk

Financial instruments, which potentially subject the corporation to concentration of credit risk consist principally of Cash, accounts receivable, due from officers. Cash is maintained in one commercial bank. Federal deposit Insurance Corporation secured the cash balances up to \$250,000 maintained during the year. At December 31, 2017 the Company's bank balance was entirely secured. The Company performs ongoing credit evaluations of its customers and does not require collateral for them. Accounts receivable are periodically evaluated for collectability and if necessary and allowance is recorded for doubtful accounts. Amounts due from officers are repaid by the declaration of dividends or direct payments from the officers.

c) Vulnerability Due to Certain Concentrations

The Company primary operating activities are concentrated to provide professional and consulting services in education in Puerto Rico. However, the Company expects to continue its business without disruption in the future.

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
 NOTES TO FINANCIAL STATEMENTS
 DECEMBER 31, 2017

NOTE 1- NATURE OF BUSINESS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

d) Cash and Cash equivalents:

For purposes of reporting cash flows, the Company considers its cash accounts, which are not subject to withdrawal restrictions or penalties and certificates of deposit with original maturities of 90 days or less to be cash equivalents. The amount of deposited bank balances and certificates of deposits, consists of the following:

Deposit in Commercial Banks	\$ 1,078,774
Certificate of Deposits	154,172
Total Cash	\$ 1,232,946

e) Property and Equipment

Property and equipment are stated at cost. Depreciation is provided over the estimated useful lives of the respective assets on the straight line basis. Maintenance and repairs are charged to operations when incurred. When property is old or otherwise disposed of the assets accounts and related accumulated depreciation accounts are relieved and any gain or loss is included in operations.

Fixed assets are reviewed for permanent impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of assets to be held and used is measured by a comparison of the carrying amount of an assets or groups of assets. If such assets are considered to be impaired, the impairment recognized is measured by the amount by which the carrying amount of the assets exceeds the fair value of the assets. Assets to be disposed of are reported at the lower of the carrying amount or fair values less costs to sell.

Property and equipment consist of the following:

<u>Property, Plant and Equipment:</u>	<u>Cost</u>	<u>useful life</u>
Building and Building Improvement	\$ 654,653	20 years
Furniture and Fixture	70,303	3-7 years
Leasehold Improvement	45,166	3-5 years
Office equipment	49,493	10 years
	819,616	
Less: Accumulated Depreciation	(109,390)	
Total Property, Plant and Equipment	\$ 710,226	

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
NOTES TO FINANCIAL STATEMENTS
ENDED DECEMBER 31, 2017

NOTE 1- NATURE OF BUSINESS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

f) Revenues

The Company's source of income is from providing professional and consulting educational services in Puerto Rico.

The Company recognizes revenues when the services are completed. Revenue is recorded when the following criteria is met:

- When services are provided and an invoice for reimbursement has been sent.

g) Income Taxes

FASB ASC 740, Accounting for Income Taxes, establishes financial accounting and reporting standards for the effect of income taxes. The objectives of accounting for income taxes are to recognize the amount of taxes payable or refundable for the current year and deferred tax liabilities and assets for the future tax consequences of events that have been recognized in an entities financial statement or tax returns. Accruals for uncertain tax positions are provided for in accordance with the requirements of the standards. The Company is subject to income taxes in Puerto Rico.

The Company used other accounting method than accrual for tax purpose in prior year to 2013. They decided to adopt the Section 1040.02 from the Law 1 of January 31, 2011, as amended, *Change of Accounting Method*. The section establish that once the Company decided to make the change in the accounting method for tax purposes the difference in net income between tax return and books in prior years will be defer by 20% yearly for the next 5 years, including one part of the deferred amount in the yearly of the adoption (2014).

The deferred tax liability for the future years are described as follows:

Net income differences between income tax return and books:	\$716,502
	<u> x 20%</u>
Deferred Net Income, per year:	<u>143,300</u>
 Income Tax Liability at the estimated Normal tax rate of 20%, per year;	 28,660

The Deferred Tax Liability are as follows:

	2018	28,660
	2019	<u>28,660</u>
		57,320
Less: current portion		<u>(28,660)</u>
Long Term Portion		28,660

The amount of current income tax expense is \$28,660. The net income subject to tax includes the portion of the 20% of net income to defer (\$143,000) according to law.

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2017

NOTE 1- NATURE OF BUSINESS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

h) Subsequent Events

The Company follows the provisions of FASB ASC 855 "Subsequent Events", which establishes general standards to be applied in accounting for, and disclosure of events that occur after the financial statement's date but before the financial statements are issued or available to be issued. FASB ASC 855 requires the disclosure of the date through which the Company has evaluated subsequent events and the basis for the date, whether it is the date the financial statement was issued or were available to be issued.

The Company is currently under a revision of the Income Tax Forms for the years ending in 2014 and 2015. By June 8, 2018 date in which the financial statements were available to be issued, the results of this revision were not received, nor any adjustment have been made.

NOTE 2 - ACCOUNT RECEIVABLE - \$325,285

Represents the amount of uncollected amounts from customers at the end of December 31, 2017. All receivables are to be collected and no provision for doubtful account was necessary.

NOTE 3 - OTHER ACCOUNT RECEIVABLE - \$144,869

This amount represents other account receivables uncollected at the end of year. The detailed is as follows:

Loan to a Related Party	\$ 132,553
Stockholder's Receivable	10,813
Employees Receivable	<u>1,503</u>
Total	<u>\$ 144,869</u>

NOTE 4 - PREPAID EXPENSES - \$145,531

Represents the amount of expenses prepaid at the end of year. The schedule of this payments is as follows:

Escrow Insurance	\$ 2,881
Insurance Prepaid	5,628
Other Prepaid Expense	6,374
Contributions Prepaid	<u>130,649</u>
	<u>\$ 145,531</u>

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2017

NOTE 5 - ACCOUNTS PAYABLE AND ACCRUED EXPENSES - \$16,038

Represents the amount of ordinary accounts payable in the normal operation of business

NOTE 6 - PAYROLL AND OTHER TAX LIABILITIES - \$82,138

Represents the amount of payroll liabilities due to unemployment, workers compensation insurance and disability insurance at end of year.

Accrued Liabilities	-	\$79,281
Payroll Liabilities		<u>229</u>
		<u>\$82,138</u>

NOTE 7 - LINE OF CREDIT - \$4,821

Credit line payable to BPPR due on demand, including interest at 1.5%. This line is reviewed annually. Certificate of Deposit in Note 1d, serves as collateral.

NOTE 8 - NOTES PAYABLE - \$213,252

The Company has various note payables with the stockholder and other related party. The schedule of this note is as follows:

- A. \$109,000 – Note payable on demand, including interests at 9%. Due on December 2021.
 - B. \$43,177 – Note payable with balances with no interests and no due date.
 - C. \$61,074 – Note payable with monthly payments of \$1,061 including interests at 5%, due in July 2023.
- \$213,252

As December 31, 2017, maturities of notes payable are as follows:

December 31,		
2018	\$	9,898
2019		10,404
2020		10,937
2021		120,496
2022 and thereafter		<u>61,517</u>
		<u>\$ 213,252</u>
Less: Current Maturities		<u>9,898</u>
		<u>\$ 203,354</u>

GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
NOTES TO FINANCIAL STATEMENTS
DECEMBER 31, 2017

NOTE 9 - COMMERCIAL LOAN - \$438,821

Represents the amount of commercial loan payable to BPPR, with monthly payments of \$1,923, including escrow amounts and interests at 2.25% prime rate. This commercial loan is a non-revolving commitment up to \$450,000; for a term of 20 years expiring in May 2036. The building in Note 1e serves as collateral. As of December 31, 2017, maturities of commercial loan are as follows:

Year ending December 31,			
2018	\$	23,077	
2019		23,077	
2020		23,077	
2021		23,077	
2022 and thereafter		<u>345,973</u>	
	\$	<u>438,281</u>	
Less: Current Maturities		<u>23,077</u>	
	\$	<u>415,204</u>	

NOTE 10 - LEASES PAYABLE - \$18,114

The Company capital leasing consists principally of the leasing of printers and photocopy machines. The leased equipment is amortized on a straight line basis for 5 years. The schedule of payments and accumulated depreciation are as follows:

Equipment	Mntly Payments	Int. Rate	Mature Date	Acc Dep
A. Num. 7855	\$ 243	11.75%	3/1/2022	\$ 1,650
B. Num 7970	<u>333</u>	12%	2/4/2020	<u>8,477</u>
	<u>\$ 576</u>			<u>\$ 10,127</u>

The following is schedule of minimum capital leasing payments required under the above capital leases at December 31, 2017:

Year ending December 31,		
2018	\$	12,016
2019		6,216
2020		3,497
2021		480
2022 and thereafter		<u>241</u>
Total Minimum lease payments	\$	<u>22,449</u>
Less: Amount representing interest		4,335
present value of minimum lease payments	\$	<u>18,114</u>

**GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
SCHEDULE OF EXPEDITURES OF FEDERAL AWARDS
DECEMBER 31, 2017**

<u>FEDERAL GRANTOR/PASS THROUGH GRANTOR PROGRAM TITLE</u>	<u>FEDERAL CFDA NUMBER</u>	<u>EXPENDITURES</u>
US DEPARTMENT OF EDUCATION		
Indirect Program:		
Title II: Part A; Supporting Effective Instruction State Grant	84.367	\$ 419,378
Title I; School Improvement Grant	84.377 *	<u>390,654</u>
Total Department of Education		<u>810,032</u>
TOTAL FEDERAL FINANCIAL ASSISTANCE		<u>\$ 810,032</u>

* Major Program

(This space was intentionally left in blank)

**GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
NOTES TO SCHEDULE OF EXPEDITURES OF FEDERAL AWARDS
DECEMBER 31, 2017**

NOTE 1 - GENERAL

The accompanying Schedule of Expenditures of Federal Awards presents balance expended of all Federal Financial Assistance Program of the Global Educational Exchange Opportunities, Inc. The reporting entity is defined in Note 1 to the nature of business.

NOTE 2 - RELATIONSHIP TO FEDERAL FINANCIAL REPORTS

Federal financial assistance revenues and expenditures are reported in the Balance Sheet and Statement of Income and retained earnings.

NOTE 3 - FEDERAL CFDA NUMBER

The CFDA number included in this schedule were determined based on the program name, in the review of grant contract information and in 200CFR, part 200.

NOTE 4 - BASIS OF PRESENTATION

The expenditure of the schedule are included in the Statement of Income of Global Educational Exchange Opportunities, Inc. the reconciliation of expenditures in the basis financial statements to the Schedule of Expenditures of Federal Awards are as follows:

Federal Expenditures per basic financial statements included within:

Non-Federal expenditures	\$ 811,382
Expenditures per Schedule of Federal Awards	810,032
Total Expenditures	<u>\$ 1,621,414</u>

(This space was intentionally left in blank)



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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Trustees of
Global Educational Exchange Opportunities, Inc.
Manati, Puerto Rico

Report on Compliance for Each Major Federal Program

I have audited Global Educational Exchange Opportunities, Inc.' s compliance with the type of compliance requirements described in OMB Compliance Supplement that could have a direct and material effect on each of the Company's major federal programs for the year ended December 31, 2017. Global Educational Exchange Opportunities, Inc.' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questions costs.

Managements' Responsibility

Management I responsible for compliance with federal statutes, regulations and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

My responsibility I to express and opinion on compliance for each of Global Educational Exchange Opportunities, Inc.'s major federal programs based on my audit of the types of compliance requirements referred to above. I conducted my audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United State; and the audit requirements o Tittle 2 Audit Requirement for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that I plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. And audit includes examining, on a test basis, evidence about Global Educational Exchange Opportunities, Inc.'s compliance with those requirements and performing such other procedures as I considered necessary in the circumstances.

I believed that my audit provide a reasonable basis for my opinion on compliance for reach major federal program. However, my audit does not provide a legal determination of Global Educational Exchange Opportunities, Inc. compliance.

Opinion on Each Major Federal Program

In my opinion, Global Educational Exchange Opportunities, Inc. complied, in al material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended December 31, 2017.

Other Matters

The result of my auditing procedures not disclosed my instances of noncompliance, which are required to be reported in accordance with the Uniform guidance and which are described in the accompanying schedule of findings and questioned costs. My opinion on each major federal program is not modified with respect to those matters.

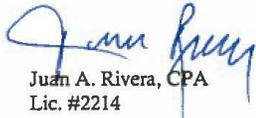
Report on Internal Control over Compliance

Management of Global Educational Exchange Opportunities, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing my audit compliance. I considered Global Educational Exchange Opportunities, Inc.'s internal control over compliance with the types of requirements that could have a direct an material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstance for the e purpose of expressing and opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing and opinion on the effectiveness of internal control over compliance, accordingly, I do not express and opinion on The effectiveness of Global Educational Exchange Opportunities, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned function, to prevent, or detect and correct, noncompliance with a type of compliance requirement of federal program on a timely basis. A material weakness in internal control over compliance I a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance of a federal program will not be presented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control I over compliance with a type of compliance requirements of a federal program that is a les sever that a material weaknesses in internal control over compliance, yet important enough to merit attention by those charge with governance.

My consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. I did not identify any deficiencies in internal control over compliance that I consider to be material weaknesses. However, material weaknesses may exit that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of my testing of internal control over compliance and the result of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.


Juan A. Rivera, CPA
Lic. #2214

Toa Baja, Puerto Rico
June 8, 2018




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**Report on Internal Control over Financial Reporting and on Compliance and Other Matter
Based on an Audit of Financial Statements Performed in Accordance with Government Auditing
Standards (No Material Weakness identified; No Significant Deficiencies Identified;
No Reportable Instances of Noncompliance or Other Matters Identified)**

Independent Auditor's Report

To the Board of Trustees
Global Educational Exchange Opportunities, Inc.
Manatí, Puerto Rico

I have audited, in accordance with auditing standards generally accepted in the United State of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of **Global Educational Exchange Opportunities, Inc.**, which comprise the Balance Sheet of as **December 31, 2017** and the related statements of income, changes in stockholder's equity and cash flow for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated June 8 2018.

Internal Control over Financial Reporting

In planning and performing my audit of the financial statement, I considered **Global Educational Exchange Opportunities, Inc.**'s internal control over financial reporting to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of **Global Educational Exchange Opportunities, Inc.**'s internal control over financial reporting. Accordingly, I do not express and opinion on the effectiveness of **Global Educational Exchange Opportunities, Inc.**'s internal control over financial reporting.

A *deficiency in internal control over financial reporting* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control over financial reporting that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify al deficiencies in internal control over financial reporting that might be material weakness or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weakness. However, material weakness may exist that have not been identified.

Compliance and Other Matters

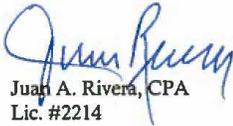
As part of obtaining reasonable assurance about whether **Global Educational Exchange Opportunities, Inc.**'s financial statements are free from material misstatement, we performed test of its compliance with certain provisions of laws, regulation, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statements amounts.

Mailing Address Box 757, Dorado, PR 00646

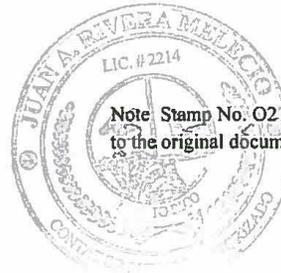
Such tests included compliance tests as set forth in the *Guide for Audits of Proprietary Schools and For Compliance Attestation Engagements of Third-Party Servicers Administering Title IV Programs*, issued by the U.S. Department of Education Office of Inspector General (the Guide) including those relating to related parties and percentage of revenues derived from Title IV Programs. However, providing and opinion on compliance with those provision was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instance of noncompliance or other matters that are required to be reported under *Government Auditing Standard* or the Guide.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide and opinion on the effectiveness of the entity's internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.


Juan A. Rivera, CPA
Lic. #2214

June 8, 2018
Toa Baja, Puerto Rico



Note Stamp No. 02 61201 was affixed
to the original document.

**GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR DECEMBER 31, 2017**

SECTION I – SUMMARY OF AUDIT RESULTS

Financial Statements:

Type of auditor's report issued: unmodified

internal control over Financial Reporting:

Material weakness(es) identified?	_____	yes	_____ x _____	no
Significant Deficiency(ies)	_____	yes	_____ x _____	none reported

Noncompliance material to financial statements noted?	_____	yes	_____ x _____	no
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Federal Awards:

Internal Control over major programs:

Material weakness(es) identified?	_____	yes	_____ x _____	no
Significant Deficiency(ies)	_____	yes	_____ x _____	none reported

Type of auditor's report issued on compliance for major programs: unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR, 200.516(a)	_____	yes	_____ x _____	no
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Identification of major programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
84.367	Supporting Effective Instruction State Grant
84.377	School Improvement Grant

Dollar threshold used to distinguish between type A and B programs: \$ 750,000

Auditee qualified as low risk auditee	_____ x _____	yes	_____	no
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**GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR DECEMBER 31, 2017**

SECTION II – FINANCIAL STATEMENTS FINDINGS

NONE FINDINGS

SECTION III – FEDERAL AWARDS FINDING AND QUESTIONED COSTS

NONE FINDINGS

SECTION IV – STATE AWARDS FINDINGS AND QUESTIONED COSTS

NONE FINDINGS

**GLOBAL EDUCATIONAL EXCHANGE OPPORTUNITIES, INC.
SCHEDULE OF PRIOR YEAR FINDINGS
FOR THE YEAR DECEMBER 31, 2017**

NONE FINDINGS

TAB 20

Joint Venture Documentation

N/A