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Distinguished Service Award Presented To Vicki Bauer, State AE Director

By: Jim Lukesh, State AE Consultant — jim.lukesh@nebraska.gov



Vicki Bauer
Nebraska GED® Administrator

Vicki Bauer, Director of the Nebraska Department of Education Adult Education Section and State GED® Administrator, was honored in July at the National GEDTS Annual Conference in Baltimore, Maryland.

Ms. Bauer received the Distinguished Service Award in recognition of her many years as a teacher, Director, and advocate for Adult Education and GED® in Nebraska and on the national stage.

The award, which is for administrators from not only the United States but also Canada and several other surrounding areas, honors a GED® Administrator who has demonstrated unwavering commitment to the advancement of his/her jurisdictional GED® testing program, has made outstanding contributions through relevant initiatives that identify, develop, encourage, advance, link, and support GED® test-takers.

These contributions may include expanded testing opportunities, increased testing volume, innovative outreach and marketing initiatives, and innovative training and monitoring practices.

Vicki received a beautiful glass sculpture as her award during an awards luncheon.

Speaking of the award, Ms. Bauer stated that obviously this award is the culmination of a lot of people working well together to boost Adult Ed in Nebraska.

She commented that the outstanding work of all those involved in Nebraska Adult Education and the GED® Testing centers is what makes our Nebraska program outstanding and is a prerequisite to the award.

**Mark Your
Calendar!**

**Plan now to attend the
Adult Education Conference
October 10-11, 2013
Kearney Holiday Inn**

Ask your Program Director for a registration packet

Letter Contracts—Adult Education Activities

By: Jan Drbal, Nebraska AE Professional Assistant — jan.drbal@nebraska.gov

Chances are you have already received a letter contract from NDE before attending a past NDE AE sponsored meeting/conference/workshop. However, please note the following letter contract information:

A **Letter contract** is a binding agreement between the attendee and the Nebraska Department of Education.

EchoSign is an electronic signature program used by NDE for letter contracts. If you are planning on attending an Adult Education activity, look for an EchoSign e-mail.

The contract is sent to the e-mail address you provide on the event's registration form. (*Occasionally this has appeared in the junk e-mail.*)

If you do not receive an EchoSign letter contract by **7 days** before the event you are attending, please call or e-mail Jan Drbal.

The State Accounting System creates an **address book number** (ABN) to pay stipends or reimburse expenses. Once the ABN has been created, this number can be used instead of your SS# on letter contracts and reimbursement forms.

The State Accounting ABN can be found at the bottom left side of your reimbursement check stub.

Read, and keep for reference, the following two sections from page one of the letter contract: (*These sections describe what you will do and what*

NDE will compensate.)

"The Contractor agrees to:"

"The Department agrees to compensate the Contractor:"

IMPORTANT: Letter Contracts must be signed and returned before any expenses can be incurred for the activity.

Expenses cannot be reimbursed unless the contract is signed before the activity.

If an electronic signature is not possible, please let Jan know. There is a fax cover sheet and a fax number that we can use.

If you have any questions, contact Jan Drbal at 402/471-4830.

Research-Based Health Literacy

By: Jim Lukesh, State AE Consultant — jim.lukesh@nebraska.gov



<http://lincs.ed.gov/health/health>

In previous issues of the *Nebraska AE News*, I've presented synopses of chapters from the *Research-Based Health Literacy Materials and Instruction Guide*.

This is a large compendium of materials that can be used in a Health Literacy Curriculum. The materials in the binder were produced by the National Institute for Literacy in Washington, DC.

You can access the lessons on-line. When you navigate to the page, you will find a link to download the materials. There are 18 zip files, one for each section. The zip files are a se-

ries of PDFs which outline the unit. Whether you choose to exercise your fingers on the keyboard or your biceps by toting the book, these are great materials and the price is right! A partial vocabulary list from Section 6 on preventive care follows:

HEALTH UNIT: SECTION 6 VOCABULARY LISTS Preventive Care – Physical Activity and Good Nutrition

Directions: Check word meanings orally with students. Discuss meanings and give examples for any unknown words or concepts. Use graphics and Reading Passage - Section 6 to help clarify.

motivate - to cause someone to want to do something

muscles - body tissue made up of bundles of cells or fibers that move body parts

cold turkey - (slang) when someone gives up a habit abruptly; all at once

habit - usual pattern of behavior

joints - the joining or connection between two or more bones

life-altering - describes a change that is big enough to affect a person's life significantly

couch potato - a person who never exercises and watches a lot of TV

health-conscious - aware of how personal choices in diet, exercise, rest, etc. affect one's health

high blood pressure - when the blood flows through the arteries at a greater than normal force; also called 'hypertension.' This can harm the arteries and increase risk of stroke, heart attack, and other diseases

nutrition - all foods; the physical and chemical process by which food is taken in and used by the body

diet - the usual food and drink consumed



Learning Links

Adult Education



FREE ONLINE TYPING TOOLS

Help advance your students' basic keyboarding and mouse skills with some of these **free** online tools. Visit sites for entertaining typing games, typing tests, and some sites offer free official typing certification! From: <http://www.gedtestingservice.com/uploads/files/>



Goodtyping

Program provides 27 lessons that are designed to help students use their entire keyboards correctly.
<http://www.goodtyping.com/>

Online Typing Games

Fun games to improve typing skills.
<http://freeonlinetypinggames.com/>

Keybr.com

A fun typing test to check speed.
<http://keybr.com/>

Mousing around

Practice using the mouse, such as clicking and dragging skills.
<http://pbclibrary.org/mousing/default.htm>

Nimble Fingers

This site provides online typing test tutorials to help students learn basic keystrokes.

<http://www.nimblefingers.com/>

MindFlash



This site provides links to websites that focus on computer literacy, keyboarding, and mouse skills.
<http://www.mindflash.com/elearning/online-computer-skills-training>

Mouse skills

This site connects to different games to learn mouse skills.
<http://www.alline.org/euro/games/mouse.html>

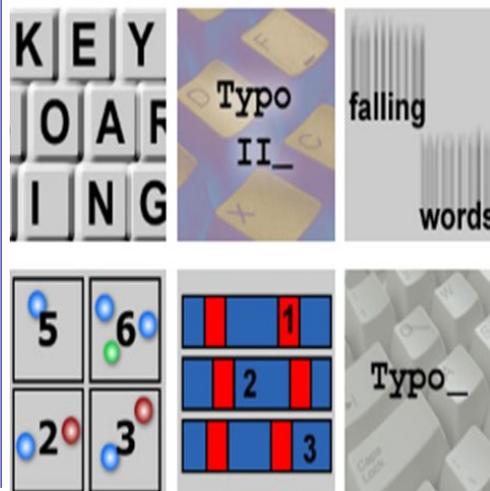
Power Typing

Typing lessons and five typing games.
<http://www.powertyping.com/>



TypingWeb

A free online typing tutor and keyboarding tutorial for all skill levels.
<http://www.typingweb.com>



Benefits of the Computer-Based GED® Test



Each year more than 700,000 adult learners take the GED® test. Those learners have to navigate a maze of requirements, paperwork, and steps to get to test day. Computer-based testing puts all the information learners need in one place and it offers them a flexible and reliable testing experience. <http://www.gedtestingservice.com/ged-testing-service>

- Improves access for test-takers who can register and schedule online 24 hours a day, 7 days a week, or by phone through a dedicated call center
- Increases equity for all test-takers with a consistent testing platform, instructions, and timing
- Encourages the development of basic technology skills, skills that are expected in almost every career path, regardless of age
- Streamlines administrative work for adult education and testing centers, allowing more time for instruction and counseling
- Provides same-day turnaround on score reports for all parts, including the essay
- Any location can become a testing center with 2 computers and the minimum technical requirements

Technology Literacy in the Classroom

Recommendations for Planning Appropriate Use of Education Technology

By: Jim Lukesh, State AE Consultant — jim.lukesh@nebraska.gov

Excerpts from: *eScholastic News*

Some of us are old enough to remember when an electric typewriter was the ultimate in new technology. Today's educational technology is expanding so rapidly and in so many directions, how can anyone keep track of it all?!

Educational technology is no longer just computers and video, though that is still the basis for most. With virtual schools, personal digital devices, open-source materials and all of the social media that's used, education is being transformed but the forces are fragmented and changing.

In most states, people look to the state CEO, Commissioner or Board of Education for guidance in forming technology plans and incorporating technology training into teacher education, but this can take awhile and in the meantime, you have a classroom with real students in it that needs attention now.

Meris Stansbury, Associate Editor of *eScholastic News* and Online Editor of *eSchool Media*, lists 14 recommendations for: "Taming the Wild, Wild West" of Ed Tech in an article published in *eScholastic News*.

The 14 recommendations listed in the report are applicable not only for state boards and education agencies, but for those looking to improve school or district technology plans:

1. Address digital citizenship and digital literacy. Policy makers should realize that every school community is different and each is starting at a different place.

Some will be ready to implement a full curriculum, while others need to create common definitions. The study group recommends that state boards urge their districts to address these critical areas and make sure their state education department offers guidance and resources.

2. Design instruction taking advantage of how each student learns.

3. Create policies that allocate resources based on data, student needs, and student, parent, and stakeholder voices. These key stakeholder groups understand the complexities of the issues involved and can provide accurate feedback about what solutions might work best.

4. State boards of education, in collaboration with their state education agency, state chief technology officer, and relevant stakeholders should create a statement, definition, or visionary document defining what a connected and networked education plan looks like within the state.

5. State boards and stakeholders should examine what opportunities, incentives, and barriers are in place that inhibit and enhance the ability for districts to partner with each other to share resources.

6. State boards should examine their policies that allow or inhibit the ability for online, virtual, and blended learning opportunities.

7. State boards should reexamine the school calendar to allow districts and schools autonomy to create a schedule that provides additional flexibility and time for students to learn through alternative means and for educators to connect.

8. State boards, in collaboration with licensing boards and program accreditation committees, should ensure that teacher candidates have fundamental skills and content knowledge to teach students in a 21st-century environment and are able to personalize instruction.

9. State boards should ensure that teacher candidates have robust clinical experiences where technology and online learning is incorporated.



10. States, districts, and schools should expand professional learning experiences to include online and virtual learning.

11. In collaboration with districts and state education agencies, state boards should ensure that teachers are provided with high-quality professional learning and mentorship opportunities embedded throughout the school day through technology.

12. Policy makers should ensure that every student has adequate access to a computing device and the internet at school and home, with sufficient human capital in schools to support their effective use.

13. States and school districts should have an up-to-date technology plan and policy that is reviewed on a pre-determined timeline. A robust ed-tech plan should include everything from instructional practices to teacher preparation and professional development—and how technology can support every aspect of the education system.

The technology landscape changes rapidly; it's important that education technology plans and policies are flexible and reviewed on a regular basis.

14. States and districts should address the interoperability of devices, software, and data. It's critical that all devices are able to interact efficiently and effectively and are supported by schools.

A New Program Year

By: Vicki Bauer, State AE Director — vicki.l.bauer@nebraska.gov

As I enjoyed a few days off over the Labor Day weekend, my thoughts turned to the reality that summer is drawing to a close and that the Nebraska Adult Education programs are getting into full swing for another BUSY year...that's B-U-S-Y in capital letters! A few items of special importance this year include:

The close of the 2002 series of GED® tests is only four months away! Only a few Nebraska GED® testing centers have seen an increased number of examinees coming in to finish the tests.

We currently have between 6,000-7,000 examinees who have started testing since 2002 and have not yet finished testing – this needs to be done by December 2013, or they will need to start over with the 2013 test series. Check with your local GED® testing center to see when the last day of testing will be in December. GED® testing centers and Adult Education programs have spent a great deal of time contacting the non-completers. The examinees may need another reminder from YOU!

For students, teachers, and testing centers, the new 2014 series of

GED® tests is taking some serious preparation. A helpful and informative workshop to prepare teachers and AE directors for the instructional component of the tests was held in June.

David Deggs, from GED® Testing Service, will be presenting at the Adult Education Conference on October 10 & 11 to provide the most up-to-date information about the tests and computer-based testing.

Tammie Gitschel from Western Nebraska Community College will be leading concurrent sessions on the new skills needed for the math test, including instructional tips for the classroom.

Check out other pages of this newsletter for websites to assist students in computer instruction and other pertinent GED® information.

College and Career Readiness for all our students is essential to moving forward with the increased demands of education and the technology-enhanced world.

It is essential that we assist our students with college and career readi-

ness skills so they are able to enter college without needing to take developmental education courses; and/or to be able to enter employment with the required skills to learn and advance on the job and to make a sustainable wage.

Look for opportunities to be involved with this very important process. If you are interested, please contact me.

If you are interested in serving on a committee to look at TABE training for teachers and bridge/transition classes from ESL to ABE, please contact me.

We want to develop some training guidelines to administer the TABE assessment; in addition, we want to look at class structure/curriculum, etc. as students move from ESL to the ABE classroom. (Participants will be compensated for time and travel costs.)

Let me know if you have any questions or comments. I hope to see you in Kearney at Nebraska's Adult Education Conference next month!

vicki.l.bauer@nebraska.gov

Nebraska Adult Education Conference

Mark Your Calendar! Plan to Attend! October 10-11, 2013

The Future Is

NOW!

No Opportunities Wasted

"The Future is NOW: No Opportunities Wasted" is the theme of the 32nd Annual Adult Education Fall Conference to be held at the Kearney Holiday Inn on **October 10 and 11, 2013**.

The conference will feature 30 concurrent sessions on October 10 ranging through all areas of Adult Education and will turn to focus sessions on USA Learns, Technology and GED® 2014.

Although many topics will be covered, the overarching theme will be the change in GED® testing to take place at the start of 2014 and the need for

all of our staff and clients to be prepared to "waste no opportunities!" Mark your calendar and plan now to attend. (Ask your local Adult Education Program Director for a registration packet.)

A Little Louisiana Lagniappe — COABE 2013

By: Ramona Dowding, AE Director Metropolitan Community College, Omaha — rdowding@mccneb.edu

As a member of the Nebraska contingent at COABE, a little Louisiana Lagniappe is what I brought home from this year's COABE Conference in New Orleans!

I learned about some GED® testing changes, ESL transitions, professional development strategies and technology in the curriculum. But the "little something extra" or "lagniappe" that I brought home was perspective.

Career awareness and planning is emerging as a distinct trend in adult education. While it has been part of adult education for years, it is emerging as an integral component of programs across the nation. And rightly so!

The 2014 GED® test revisions are being designed with college and career readiness in mind.

A GED® is no longer enough for students to obtain family-sustaining wages. By the year 2020, 75% of jobs will require a

college degree or professional certificate. *That's perspective.*

At COABE, I was introduced to the National College Transition Network. I learned that students who make the connection between a career interest and college coursework are six times more likely to complete a Bachelor's degree.

Clearly, students are more likely to persist if there are specific goals in place. I had to ask myself if our program was doing the best it could to help students make these connections. In all honesty, there is work to be done. *That's perspective.*

The most effective way to help students see beyond their immediate goals is ensuring that career exploration and guidance are part of their experience from the moment they enter the program.

Traditional paradigms incorporate career counseling after a GED® is obtained. The emerging paradigm is

to incorporate career awareness and planning for ALL students (ESL, ABE, GED®) on the first day of class with an ICAP (Individual Career Action Plan). Since the majority of our students are unemployed or are in low-wage jobs, their resources for career counseling include community leaders, peers and television....why not position our program to provide that career guidance? *That's perspective.*

There are a myriad of resources available for programs to use in developing contextualized curriculum; the National College Transition Network is just one of them.

Regardless of the resources used, what is most important is that programs begin to research what steps they can take to mature from the traditional paradigm of language acquisition and GED® success to college and career readiness. *That's perspective...*and my little bit of Louisiana lagniappe that will keep me focused on the big picture.

Join the 2002 Series GED® Test Closeout Campaign!

<http://www.gedtestingservice.com/educators/closeout>



For 70 years, adult educators and the GED® Testing Service have worked together to provide a bridge of opportunity for adult learners without a high school diploma. With the current version of the GED® test expiring in 2013, we need to work closely to notify adult learners about the change and how it could affect them. When the 2002 GED® Test series expires, any incomplete scores will expire too. **Test-takers who pass some, but not all, of the 2002 Series GED® Tests will have to start over.** Join the 2002 Series Closeout Campaign and tell adult learners to finish the GED® test by the end of 2013. You have the power to inspire and encourage adult learners to finish the GED® test and open doors to college, better jobs, and the respect they deserve. Join the campaign, today!

Find partners in your community. Locate different organizations and programs within your community that can help connect you with potential GED® test-takers. Ask for five minutes to address their group about the closeout of the 2002 Series GED® Test. Reach more test-takers with a consistent message. Customize the outreach materials GEDTS has created for the campaign, including an email, letter, and phone script. These communications will be key ways to reach test-takers.

Visit the website and download the campaign message guide and see the core message and supporting talking points. (Available en Español.) Download the outreach guide and learn about the research-based communication strategies and best practices for test-taker outreach. Spread **the word to the adult education community everywhere.** Read and share the campaign press release that was sent to media outlets nationwide. Customize the local press release so it is specific to your community and then share it with local media to help raise awareness.

What in the World is PIAAC? — COABE 2013

By: Marilyn Dodge, AE Director, Western Community College — dodgem@wncc.net



What in the world is PIAAC? That's what I wondered as I entered the COABE session. Well, here's what I learned: PIAAC is the acronym for Program for the International Assessment for Adult Competencies. <http://nces.ed.gov/surveys/piaac/index.asp>

Presented by Jaleh Behroozi Soroui and Saida Mamedova, this session was on a household assessment conducted in the U.S. in 2011-2012 to a nationally representative sample of 5,000 adults ages 10 to 65.

This assessment was developed as a result of a mandate from President Obama and the tool was completed in 2½ years and takes the tester 1½ to 2 hours to complete.

PIAAC is a large-scale, cyclical, direct household assessment coordinated by the Organization for Economic Cooperation and Development (OECD).

It is an international assessment administered in 26 countries and 32 languages to 5,000+ individuals per country. PIAAC assessed several domains: literacy, numeracy, problem solving in technology-rich environments, reading components and a background questionnaire.

In the U.S., the assessment was

conducted only in English, with the 300 question background questionnaire in both English and Spanish.

The Primary goal of PIAAC is to assess and compare the basic skills and competencies of adults in participating countries. Cognitive and workplace skills are specifically measured to show the relationship between individuals' educational background, workplace experiences and skills, professional attainment and use of information and communication technology.

The process begins with randomly selected households that receive a phone call requesting a face to face meeting for background questionnaire completion.

There are two modes for completion: paper/pencil or computer. All respondents begin the background questionnaire on paper/pencil and then are given the option of completing on the computer. This questionnaire is to determine 1) the level of the respondent, 2) the respondent's performance, 3) potential to learn more about strategies (particularly problem solving) and enhance measurement precision. Also, the background questionnaire was to ensure a Level one reader wouldn't receive Level five questions.

Experts from 24 countries developed

the definitions for literacy and numeracy. New domains added were problem solving in technology rich environments and reading components.

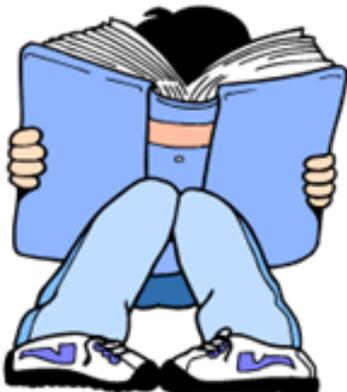
Data collection began in September of 2011 and completed in April of 2012. The first PIAAC release will be next month and will include: OECD PIAAC International Report, PIAAC Technical Report, U.S. PIAAC National Report, U.S. National Technical Report, and Data Explorer: a web-based analysis tool, Public use data file, Restricted use data file and PIAAC online.

This report will compute average scale scores and can be compared to other countries. The report will be provided by the OECD at a cost of \$10-\$15 per section. **It will be available for purchase in November or December of 2013.** It was emphasized that states and state agencies would benefit from this information, not individual programs.

The future plans of PIAAC are to assess unemployed persons 16-65 years of age, young adults 16-24 and 25-34 and older adults 66-74.

In September of 2013, Corrections inmates (16-74 years of age) will be assessed. Data collection will continue into 2014 with analysis and reporting being published in 2015 and 2016.

NDE Library Materials Available For AE Staff To Check Out



The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. www.education.ne.gov/ADED/pdfs/Nebraska_Adult_Education_Lending_Resource_Library.pdf

Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for, staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jim. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jim at: 402/471-4806 jim.lukesh@nebraska.gov

GED Offers A FREE "Second Shot" to Test Takers



Mackenzie, 2012 graduate

YOU PASS OR WE PAY

Free GED® test retakes with
Second Shot!



**REGISTER
FOR THE TEST**

It's free to register



What's Second Shot?

GED Testing Service is giving you the opportunity for a free retake on any GED® test subject. Simply take your test on computer by November 30, 2013 and if you don't pass on the first attempt, your second shot is on us!

See how testing on computer works



*Limitations may apply. Check the Second Shot Terms

Get started

- 1** Check the [Second Shot](#) terms to confirm you qualify
- 2** [Register and schedule](#) a GED® test subject on computer
- 3** Didn't pass? Don't worry. We'll email you a voucher for your second shot

Why try testing on computer?

- People are finishing faster and scoring higher with the test on computer
- The pass rate for adults taking the GED® test on computer was 88% compared with 71% for those who tested on paper
- "The experience was a lot easier than I thought." - *Jeremy, Nebraska test-taker*

Contact GED® Testing Service today for more information

<http://www.gedtestingservice.com/secondshot/>



TECHNOLOGY TAKES US FURTHER

The world of technology is changing faster than ever before and it is taking education and the job market with it. In the next 10 years, more new technology will be introduced into the world than the last 50 years.¹

Leveraging technology to create our 2014 GED® test gives us a greater ability to pinpoint test-takers' strengths and weaknesses, while continuing the tradition of a pathway to high school equivalency.

"Technology is absolutely essential; we just can't pretend that we're going to help families or the adults in our adult education programs without using technology, without helping them understand the power of it."

—Sharon Darling, President and Founder, NCFL



67%

Percentage of GED® test-takers who own a personal computer²



1:2

Ratio of GED® test-takers who own a smartphone³



63,000

Number of GED® tests that have been delivered on computer across 40 states and the District of Columbia

Learn more about the technology used for the GED® test on computer. Watch our *Wonderful World of GED® Testing Technology* webinar video at: GEDtesting.com/educators/newtestwebinar1

¹ Gordon, Edward E. "The Future of Jobs and Careers." *Techniques: Connecting Education and Careers*, v64 n6 p28-31 (2009). <http://www.eric.ed.gov/PDFS/EJ958227.pdf>.
^{2,3} Barrett, Beth. "Consumer Affordability and Product Pricing Study." GED Testing Service (2012): p. 2-3

Introducing Some Apple and Android Apps for Education

By: Jim Lukesh, State AE Consultant — jim.lukesh@nebraska.gov

Excerpts taken from eSchool News, April 26, 2013. For the full article, see eSchool News for April 26, 2013. The apps listed in this article do not imply any endorsement by the Nebraska Department of Education.



This following list includes some of the most highly rated apps, both by educators and by parents. Each app listed includes a brief description, device compatibility, suggested use, features, and price. *Watch for more in future issues of AE News.*

Animoto turns photos into professional-quality videos, complete with music and text. Choose photos, video clips, music, and video style. Users can easily share their creations. Animoto is free and features multiple video styles, large music library and the ability to add text to your video. The app includes previewing, editing and video sharing.

Best for: Compatible with iPhone, iPod touch, and iPad. Requires iOS 5.0 or later. This app is optimized for iPhone 5; Requires Android 2.2 & up.

HMH Fuse Algebra 1 Common Core Edition gives every student a personalized learning experience using video tutorials, MathMotion step-by-step examples, homework help, quizzes, tips, hints, and many other integrated features to teach, review, and assess all concepts. Winner of the “Distinguished Achievement” Award in the category of Mobile Device Application honoring “outstanding resources for teaching and learning.” An all-in-one app with built-in tools including Algebra Tiles, Linear Explorer, Quadratic Explorer, a graphing calculator, text and

audio note-taking, scratchpad, and a student response system for instant learner feedback.

Best for: Compatible with iPad. Requires iOS 4.3 or later.

The Oxford Picture Dictionary, Second Edition app provides instant access, anytime and anywhere, to the bestselling picture dictionary. Use the app alone or paired with the print dictionary to provide the perfect vocabulary solution for your students. Introduce students to 4,000 terms, organized into 12 thematic units, including Everyday Language, People, Housing, Food and Recreation, and more. Each unit includes phrases and expressions from everyday life that help put words and images in context. Provide students with unlimited independent practice and multiple exposures to the terms. The Oxford Picture Dictionary, Second Edition is available for \$9.99.

Best for: Compatible with iPhone, iPod touch, and iPad. Requires iOS 4.3 or later. This app is optimized for iPhone 5.

PBS Parents Play & Learn HD is PBS’ first app designed specifically for parents. PBS Parents Play & Learn provides more than a dozen games parents can play with their kids, each themed around a familiar location. The bilingual (English/Spanish) app makes it easy for parents to seize upon those daily “teachable moments” through theme-based interactive games and simple hands-on activities that connect math and literacy skills to everyday experiences.

Each game comes with a parent note that provides information about the math and literacy skills woven into the game and suggestions for effective ways to interact with a child while playing the game to maximize the learning experience. This app is free and offers 13 interactive games with parent notes with each game along

with 52 easy hands-on activities, a free-play sticker area, weekly push notifications with more ideas for parents. The app is completely bilingual (English/Spanish).

Best for: Compatible with iPad. Requires iOS 4.3 or later; Requires Android 2.2 and up

POETRY from the Poetry Foundation universal iOS app allows users to take thousands of poems by classic and contemporary poets on the go. From William Shakespeare to César Vallejo to Heather McHugh. The Poetry Foundation’s app turns your phone, iPod Touch or iPad into a mobile poetry library. The application is free and features old favorite and memorable line searches, new poems to fit any mood and a sharing feature.

Best for: This app is compatible with iPhone, iPod touch, and iPad. Requires iOS 4.3 or later; Requires Android 1.6 and up.

School Fuel apps is a mobile learning platform that allows teachers and school leaders to connect with students in class and on the go. School Fuel Apps provides customized app libraries aligned to common core standards helping schools deliver the right apps to the right students at the right time — on any device.

School Fuel features Web-Based teacher admin and app libraries based on subject areas, grade level, common core standards and mobile OS type and delivery of libraries on nearly any device including Android Phones/Tablets, iPhones/iPads and Windows mobile devices.

Best for: School Fuel is compatible with iPhone 3GS, iPhone 4, iPhone 4S, iPhone 5, iPod touch (3rd generation), iPod touch (4th generation), iPod touch (5th generation) and iPad. Requires iOS 4.3 or later; Requires Android 3.0 and up and is free.