



SIGN ON FOR LITERACY™

ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT PRIZE

Competition Opens: 8 November 2017

Closing Date: 16 February 2018



Sign On For Literacy
All Children Reading: A Grand Challenge for Development
Application Document

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Summary

Acquisition of a first language is essential for early childhood development and a building block for learning to read. Literacy is linked to all development goals contributing to psycho-social health, employment opportunities, economic growth, and breaking the cycle of poverty.

Globally for children who are deaf, hard of hearing and deafblind (henceforth referred to as 'Deaf'), access to and education in a local sign language is often limited or absent. Without access to whole language with frequent and daily input to an accessible and natural language, the foundations of literacy, children are prevented from reaching their full potential. In developing countries and low-resource contexts, literacy outcomes for children who are Deaf are particularly substandard. As such, *All Children Reading: A Grand Challenge for Development* is launching the **Sign On For Literacy Prize**, which seeks technology-based innovations to increase access to local sign languages and develop literacy interventions for children who are Deaf in low-resource contexts. Winning innovations must be novel, while utilizing technology to make a significant impact upon learning and literacy in the Deaf Community.

Background

- Early childhood is the most rapid period of development in human life and evidence suggests that if the brain does not receive appropriate stimulation during this window, it is difficult for the brain to rewire itself later in life.¹ Language is an important stimulus during this period.
- Globally, up to five of every 1000 infants are born deaf or hard of hearing, or have varying hearing levels in early childhood.²
- Early exposure to sign language and multilingualism, combined with strong family support for sign languages best prepares children who are Deaf for their future effective participation in society.³
- The United Nations recognizes that full participation in society, facilitated by early exposure to multilingualism including a native sign language, is vital in achieving the Sustainable Development Goals set for 2030, including the reduction of poverty and income inequality, greater access to quality education, and the promotion of just and

· 'Deaf' is an inclusive umbrella term encompassing people with varying hearing levels, including people who are deaf, deafblind, and hard of hearing.

¹ UNICEF Paper on Early Childhood Development: The key to a full and productive life. <https://www.unicef.org/dprk/eecd.pdf>

² World Health Organization facts on deafness. <http://www.who.int/features/factfiles/deafness/en/>

³ WFD Position paper on the Language Rights of Deaf Children. World Federation of the Deaf. September 2016. <https://wfdeaf.org/news/wfd-position-paper-language-rights-deaf-children/>

inclusive societies.⁴

- The United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) recognizes that sign languages are equal in status to spoken languages and should be respected and promoted.⁵
- Most children who are Deaf are born to hearing parents and most hearing families are unaware of the importance of sign language learning for their children.³
- Early access to education in sign language has been proven to greatly increase literacy outcomes in children, both hearing and Deaf.^{3,6,7} Improved literacy outcomes through inclusive education practices, including the use of sign language, supports progress towards the UN Sustainable Development Goal of ensuring quality inclusive education for all children by 2030.⁴
- In low-resource contexts, many children's hearing levels remain unidentified throughout the early language acquisition period and beyond.
- Often, families of children who are Deaf do not know the local sign language nor are they aware of available resources, if any, to learn the local sign language to communicate with and provide full access to language to their children.
- Children who are Deaf often have limited access to local sign language, learning resources and Deaf role models.
- There is a misconception that sign language limits spoken language development in children who are Deaf, and even if sign language resources are available the learning of sign languages are widely discouraged.³
- Sign languages provide an early foundation for acquiring proficiency of a written/spoken language and achieving academic success.
- Fewer than 50 countries have legal recognition of a national sign language.⁸
- In many countries, the local sign language is not well documented. This inhibits the

⁴ General Assembly Resolution 70/1, Transforming Our World: the 2030 Agenda for Sustainable Development, A/Res/70/1. United Nations. 25 September 2015.

<https://sustainabledevelopment.un.org/post2015/transformingourworld>

⁵ United Nations Convention on the Rights of Persons with Disabilities, Article 21(e) Freedom of expression and opinion, and access to information.

<http://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx#21>

⁶ Kushalnagar, P, et. al., Infants and Children with Hearing Loss Need Early Language Access. The Journal of Clinical Ethics. Summer 2010; 21(2): 143-154.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3072291/>

⁷ Scott JA and Hoffmeister RJ, American Sign Language and Academic English: Factors Influencing the Reading of Bilingual Secondary School Deaf and Hard of Hearing Students. Journal of Deaf Studies and Deaf Education. January 2017; 22(1): 59-71.

https://www.researchgate.net/publication/309479670_American_Sign_Language_and_Academic_English_Factors_Influencing_the_Reading_of_Bilingual_Secondary_School_Deaf_and_Hard_of_Hearing_Students_Downloaded_from

⁸ Hauland H and Allen C, Deaf People and Human Rights. World Federation of the Deaf and Swedish National Association of the Deaf. January 2009.

<http://www.rasit.org/files/Deaf-People-and-Human-Rights-Report.pdf>

preservation of the language and those in the community seeking to learn or learn more about the language.

- In countries where the local sign language is documented, documentation is often limited and there are few educational resources available, with access to them difficult.

About All Children Reading: A Grand Challenge for Development

[All Children Reading: A Grand Challenge for Development](#) (ACR GCD), established in 2011 as a partnership between the [U.S. Agency for International Development](#) (USAID), [World Vision](#) and the [Australian Government](#), is an ongoing series of competitions that leverages science and technology to source, test, and disseminate scalable solutions to improve literacy skills of early grade learners in developing countries. The global initiative focuses on sourcing, accelerating, and measuring the impact of technology-based innovations with the potential to transform the learning process and classroom experience at an individual, community, and national level. For the Sign On For Literacy Prize, ACR GCD is collaborating with the [World Federation of the Deaf](#), the [Nyle DiMarco Foundation](#) and [Deaf Child Worldwide](#).

The Challenge

Exposure to natural and accessible language at an early age is paramount for early childhood development and promotes cognitive and literacy development. The **Sign On For Literacy Prize** seeks technology-based innovations to increase access to sign languages and literacy interventions for children who are Deaf in low-resource contexts. These innovations will assist parents, educators, communities, and governments in enhancing early childhood development outcomes, improving access to local sign languages, and increasing literacy outcomes of children who are Deaf. For this prize, a technology-based innovation includes a broad range of information and communication technologies and video media. These can include: hardware, software, Internet and mobile applications among other technologies and platforms.

In some countries, the local sign language may not be documented. This does not mean that a sign language is not used, but rather that there is no dictionary or catalog of signs and/or documentation that enables sign language resources to be created, curated, and distributed to

those who want to learn the language.^{9,10,11} As a supplement to the knowledge transferred by Deaf adults fluent in the local sign language, documentation is a critical first step to enable the creation of resources to provide greater access to sign language for children who are Deaf. In contexts where there is no documented sign language, innovations are sought that, through technology, involve the local Deaf Community as an integral part of efforts to document their language including all signs and sign variations. Solutions must document the local language and not import other widely-used sign languages such as American Sign Language. Solutions that operate in such a context and provide both the capability to document sign language and create resources for learning in that language are encouraged. Solutions should also link sign language learning to the early grade reading resources. Ideally, these resources will be used in the classroom and at home.

Even in countries with a robust and well-documented sign language, many communities still have limited access to sign language resources. Family awareness, educational resources, community engagement, and learning tools are limited or lacking. There is also a challenge in ensuring parents identify their children's hearing levels at the earliest possible age and a gap in medical practitioners' knowledge on the importance of sign language learning. To optimize first language and written literacy outcomes for children who are Deaf, they must have access—the earlier the better—to the local sign language, a supportive community with adult Deaf role models, and skilled educators fluent in the local sign language. The more of the aforementioned elements a solution involves (e.g. sign language, adult role models, skilled and fluent educators), the more effective the solution will be in providing an inclusive, holistic, and successful approach to sign language and literacy for children in the community.

Competition Phases

There are three phases to the **Sign On For Literacy Prize**. The first phase is targeted at identifying novel innovations with the capacity for increasing language and literacy outcomes with significant impact; Phase 1 is the focus of this document. The second phase is aimed at prototyping the innovations, whereas the third phase is focused on refining the prototypes, demonstrating their utility in the field, and ensuring that the appropriate mechanisms, partnerships, and plans are in

⁹ **WFD Statement on Sign Language Work.** World Federation of the Deaf. February 2014.

<https://wfdeaf.org/news/resources/wfd-statement-on-sign-language-work-19-february-2014/>

¹⁰ **WFD Statement on Standardized Sign Language.** World Federation of the Deaf. May 2014.

<https://wfdeaf.org/news/resources/wfd-statement-on-standardized-sign-language-20-may-2014/>

¹¹ **Working Together, Manual for Sign Language Work within Development Cooperation.** Finnish Association of the Deaf and World Federation of the Deaf, July 2015.

<http://www.slwmanual.info/>

<http://www.slwmanual.info/PDF/Working%20Together%20-%20PDF%20manual.pdf>

place for the effective implementation of these solutions. Requirements for Phases 2 and 3 of the competition will be described further after the judging and selection of Phase 1 finalists.

Phase 1 requires a **written description in English of the proposed innovation and project plan explaining the methods, resources, potential technology platform(s), personnel, existing partnerships (if any), evidence of collaboration with the local Deaf Community in product design and implementation, and preliminary schedule to implement the proposed innovation.** Entrants are encouraged to submit a supplementary five-minute video describing their concept and vision for the proposed innovation. Videos can also be submitted in any national signed or spoken languages (including International Sign), but must also include English translation either in the video as captions or as a written transcript.

Entrants awarded in Phase 1 will be given seed funding to develop their innovation and execute their implementation and sustainability plans. Phases 2 and 3 will be judged separately and additional funding will be awarded. During Phase 1, Solvers are not expected to possess the expertise, experience, or partnerships necessary for successful implementation of their proposed innovation, but they are required to **describe any potential limitations and identify the type of partners needed.**

The ACR GCD partners are open to a range of solutions, including existing technologies, new technologies, or combinations of both. The focus of the competition is on finding technologies that enable the creation of resources to improve access to, and education in, local sign language for children who are Deaf in low-resource settings. Innovations should increase language and reading skills, be cost effective for developing country contexts and have the potential for scale. ACR GCD recognizes that in some settings there is no documented sign language, and to create such resources, language documentation is necessary. As such, solutions that use technology for this crucial first step of documentation will also be considered for awards.

Solution Requirements

1. The innovation must provide a novel, yet robust approach for the creation of sign language resources as a path to literacy. To facilitate early sign language acquisition, the innovation must allow for the development of learning resources, while promoting access to these newly-developed resources.
2. The innovation must be usable by children who are Deaf, their family members, educators and/or other community members who engage with children in learning. A clear plan for engaging families, teachers, the Deaf Community, and hearing community should be

demonstrated. Strategies for engaging the medical community, in collaboration with the local Deaf Community, to ensure providers are both aware of and trained to educate parents on sign language resources are encouraged.

3. The innovation must be gender inclusive and responsive to the gender-differentiated needs of beneficiaries.
4. The innovation must be a technology-based innovation. This includes a broad range of information and communication technologies and video media. These can include: hardware, software, Internet and mobile applications among other platforms.
5. Innovations must:
 - a. Be low-cost and affordable for uptake
 - b. Function fully in low resource settings, specifically addressing:
 - Limited or intermittent electricity
 - Limited or intermittent internet access
 - Limited personnel for software/hardware support
6. Solvers must:
 - a. Be able to work with ACR GCD partners and other collaborative organizations (e.g. the national member, or [Ordinary Member of WFD](#), if available) for prototype development in Phase 2 and implementation of the innovation in Phase 3
 - b. Provide a clear plan for sign language documentation that captures various sign language dialects or sign language-enabled learning resource creation and sustainability

Additionally, solutions should, but are not required to:

1. Be adaptable to multilingual countries with multiple written and/or sign languages.
2. Be open source and made publicly available under the Creative Commons CCO Universal (CCO 1.0) Public Domain Dedication.
3. Integrate sign language documentation with resource creation in settings where there is no or limited documented sign language.
4. Allow for integration with early hearing detection and intervention programs, in collaboration with the local Deaf Community.
5. Be adaptable and scalable to other countries and languages.
6. Have Solver(s) with the experience and expertise to pilot the proposed innovation, and/or partnerships in place to implement the innovation.

Resources

Worldwide Deaf Community

Worldwide, there is an estimated 360 million people with hearing loss.¹² Of these, 70 million individuals are deaf.¹³ Eighty percent of the Deaf Community are not provided with equitable access to quality education and this number is likely lower for children who are deafblind. Even when education opportunities are present, only 1–2% receive education in sign language¹³ — leaving the majority without access to a whole language, the foundation of literacy, and preventing them from reaching their full potential.

For the estimated 32 million children who are Deaf,¹² positive educational outcomes depend as much on family and community as the education system. However, most children who are Deaf are born to hearing parents,¹⁴ most of whom are not exposed to or are misinformed about sign languages. As a result, the majority of children who are Deaf are not able to access language easily and readily in their homes and communities during the critical language acquisition period. This dramatically increases their likelihood of facing a lifetime of psycho-social challenges, limited schooling and employment potential, and stunted language abilities – including reading.¹⁵

Efforts are being made to increase sign language documentation; an example of this is the Haitian Sign Language Documentation Project created in partnership by members of Gallaudet University and the Organization of American States.¹⁶ Additional background information including a description of the guiding principles of language documentation are available in *Essentials of Language Documentation*.¹⁷ New technology-based sign language resources are being created,¹⁸ yet many more are urgently needed.

¹² World Health Organization Report detailing the causes, impact, prevention, and management of hearing loss worldwide.

<http://www.who.int/pbd/deafness/news/Millionslivewithhearingloss.pdf>

¹³ Protection of human rights as described by the World Federation of the Deaf.

<https://wfdeaf.org/human-rights/>

¹⁴ **WFD Position paper on the Language Rights of Deaf Children.** World Federation of the Deaf. September 2016.

<https://wfdeaf.org/news/wfd-position-paper-language-rights-deaf-children/>

¹⁵ **Allen TE, et. al., Early Visual Language Exposure and Emergent Literacy in Preschool Deaf Children: Findings from a National Longitudinal Study.** *Am Ann Deaf.* 2014 Fall; 159(4): 346-358.

¹⁶ Haitian Sign Language Documentation Project (May to September 2014).

<https://lingdept.wordpress.com/2014/06/18/introduction-to-haitian-sign-language-documentation-project-lshdop/>

¹⁷ **Gippert J, Himmelmann, NP and Mosel U (Eds). Essentials of Language Documentation.** 2006, Berlin: Mouton de Gruyter.

¹⁸ An android app for a Kenyan Sign Language dictionary that works on a mobile phone.

<http://ksldictionary.com/>

Policy Framework

This competition follows a rights-based approach to education for children who are Deaf. As outlined in [Article 24 of the Convention on the Rights of Persons with Disabilities](#) (CRPD), “State Parties shall take appropriate measures, including...facilitating the learning of sign language and the promotion of the linguistic identity of the Deaf Community.”¹⁸

Moreover, this competition is founded on the principles of universal design and the social model approach. Competition submissions should focus on breaking down barriers that exist in the environment to facilitate the equitable participation of children who are Deaf. For example, providing sign language interpretation to a person who is Deaf may assist that person, but creating a society where everyone can learn sign language allows Deaf and hearing people to build relationships, learn together and helps build the competence of all people. The impact of early language development on learning and literacy outcomes is well known and sign language acquisition for all children can have positive impacts on early childhood development. Further, accessible resources for acquisition of sign language support the 2030 Agenda for Sustainable Development by improving access to quality education for all and removing societal barriers from the participation of Deaf people in society.⁴

Finally, the competition partners believe strongly in the concept of human-centered design and recognize that barriers should be defined as experienced by those who face them. Although not required, submissions from members of the Deaf Community are highly encouraged and those designed in partnership with local Deaf networks will receive supplemental points in the judging process.

Competition and Phases

ACR GCD has a competition purse of at least \$500,000 USD that will be distributed in three phases. Detailed information regarding Phases 2 and 3 will be released following the completion of Phase 1.

Phase 1: Written Proposal and Project Plan

- The first phase requires a **written description in English of the proposed innovation and project plan explaining the methods, resources, potential technology platform(s), personnel, existing partnerships (if any), evidence of collaboration with the local Deaf Community in product design and implementation, and preliminary schedule to implement the proposed innovation.** In this phase, Solvers are not expected to possess the expertise,

experience, or partnerships necessary for successful implementation of their proposed innovation, but they are required to **describe any potential limitations** and **identify the type of partners needed**. Solvers are encouraged to supplement their submission with a video describing their concept and vision for the proposed innovation (see details in Submission Question 10).

- There is a **pool of \$125,000 USD** to reward up to the five most promising innovations with **\$25,000 USD** each.
- Submissions will be **evaluated by a team of expert reviewers**, using the Judging Criteria below.
- Solvers **may be required to provide additional information on their submission** to the judging panel after the deadline.
- By submitting, you are providing ACR GCD with a **non-exclusive license to use any information contained in your submission** (excluding personal identifying information), **irrespective of whether your submission receives an award**. Notwithstanding this license, the **Solver will retain ownership of any innovation**. Please see the [Terms and Conditions](#) for further information.

Phase 2: Prototype Development of the Innovation

- Phase 1 awardees **will be given approximately three months to adapt their innovations for demonstration to the ACR GCD partners**. During this time period, Solvers must be willing to work with the ACR GCD partners and other collaborative organizations (e.g. the national member, or [Ordinary Member of WFD](#), if available). Mentors will work closely with Solvers to incorporate language and literacy outcomes assessments within the innovation. The development period will be determined following review of the proposals and in-depth discussions with the semi-finalists to identify a reasonable timeline.
- The demonstration will be conducted virtually through a video web conference. If this is not possible or sufficient, alternative avenues will be considered. The demonstration **must show how the innovation will address potential technology challenges when used in a low-resource context**.
- Up to the top three prototypes will each receive an **award of no less than \$75,000 USD** and will be advanced to Phase 3.

Phase 3: Prototype Refinement and Field Test Demonstration of the Innovation

- The anticipated duration of Phase 3 is three months. Finalists will **refine their winning Phase 2 prototype and field test their innovations in a low-resource setting**. ACR GCD partners are committed to researching the impact upon language and literacy outcomes, thus studies will be conducted during the piloting of the prototype and followed more

extensively upon the anticipated roll-out of the innovation.

- The highest scoring innovation in this phase will be awarded no less than **\$75,000 USD and up to a maximum of \$150,000 USD**, unless no submission meets all of the criteria.

Submission Questions

All written responses must be in English.

- 1) Name [primary contact person]
- 2) Country [primary contact person]
- 3) Email Address [primary contact person]
- 4) Contact telephone number (including country code) [primary contact person]
- 5) **Where did you learn about the Sign On For Literacy Competition? [Tick all that apply]**
[Check boxes: ACR GCD eNewsletter, InnoCentive Mailing List, @ReadingGCD Twitter, other Twitter, Facebook, LinkedIn, Banner Ad, Google Ad, Conference (please specify), News Article, Blog Post, Television Interview, ACR GCD website, World Federation of the Deaf website, Nyle DiMarco Foundation website, Deaf Child Worldwide website, InnoCentive.com, Search Engine, Other Website (please specify), Personal Email, Other (please specify)]
- 6) **Please upload an executive summary of your innovation (max: 1 page)**
The document should be single-spaced, with a one line separation between paragraphs, and written in English.
- 7) **Please upload a document containing details of your innovation (max: 10 pages)**
This should include a description of:
 - *The approach for a technology-based innovation that would improve documentation of and/or access to local sign language(s), increase access to early grade reading materials, improve language and literacy outcomes including a path for implementation. (Approximately five pages)*
 - *The method in which the impact of your innovation will be assessed. (Approximately one page)*
 - *The proposed software and hardware/devices. (Approximately one page)*
 - *The method for engaging the local Deaf Community. (Approximately two pages)*
 - *How your innovation meets each of the requirements set forth in the Judging*

Criteria that are not covered by other sections of your submission. (Approximately two pages)

The document should be single-spaced, with a one line separation between paragraphs, and written in English. The document can include URLs that provide access to additional information.

- 8) Please upload a diagram of the flow of information (e.g. a flow chart or other activity diagram) for your innovation (max: one page)**

This diagram should display how the solution handles the input and output of information. If your solution involves sign language documentation it will be critical to show the path of the collection and curation of local signs for use in educating all participants (teachers, families, children, community members, etc.) For sign language resource creation, please show the flow of information from the creator of the resource to the user.

- 9) Please upload a document containing an estimate of the cost of your solution with respect to Phase 2 prototype development, and if known, Phase 3 implementation in a low-resource setting (max: one page).**

This should state the context for implementation and describe affordability. If a text document, this should be single-spaced, with a one line separation between paragraphs, and written in English. The document may be an Excel file or presented as a formal project plan with URLs that provide access to additional information.

- 10) Please upload a description of your capacity, experience, and partnerships (max: one page).**

This should state your capacity to implement your innovation, including experience in the local community and any local partners. If you have no previous experience with the community in which you plan to implement the innovation, please state the types of partners that would be required to do so, and note any such partnerships already in place. The document should be single-spaced, with a one line separation between paragraphs, and written in English. The document can include URLs that provide access to additional information demonstrating your capacity. Letters of support from the local Deaf Community (in addition to the one-page submission) are highly encouraged.

- 11) (Optional) Please provide a link to a five-minute video to supplement your submission. Videos should describe your concept and vision for the innovation. Video can be submitted in any national signed or spoken language (including International Sign), but must also include English translation either in video as captions or as a written transcript**

in English.

Please upload your video to the competition website. If you would prefer, please provide a link to your video.

- 12) (Optional) Please upload any additional supporting documents or figures (max: three files).

Judging Criteria for Phase 1

Submissions will be given a score for each criterion on a scale of 0-4 that is then multiplied by the weighting factor listed in brackets []. Revised criteria and point values will be issued prior to the commencement of Phases 2 and 3.

Functionality

1. Does this innovation significantly increase the user's access to fluent and full sign language? [3]
2. Does this innovation provide a creative method for collecting/documenting local and varied signs? [3]
3. Does this innovation provide sign language enabled learning resources that will increase reading skills? Provide metrics and describe how literacy will be assessed. [3]
4. How well will the innovation be applicable to families and children who have not been exposed to sign language as well as to beginner and fluent signers? [3]
5. What infrastructure will be needed to ensure success of the innovation and how easy will this be to obtain? [3]
6. Will the innovation function fully in low resource settings, specifically addressing: [3]
 - a. Limited or intermittent electricity
 - b. Limited or intermittent internet access
 - c. Limited personnel for software/hardware support
7. Does the innovation create resources that are searchable? [1]

Cost

8. Who is the intended end user and what evidence can you provide to demonstrate that cost would be appropriate for this group? [2]
9. Are the estimated development and set-up costs suitable for implementation in low-resource contexts? [2]
10. Are there any recurrent costs associated with this innovation for initial implementation and how will these be managed? [1]

Usability

11. Is the innovation easy to use with minimal to no training? [1]
12. Is this innovation designed to meet the specific needs of the end user (e.g. children who are Deaf, family members, teachers, and community members)? [1]

Scalability

13. Does the innovation have the potential for global adaptability (e.g. is it limited to country-specific partnerships, one sign or written language and how will the innovation be scaled to other sign languages/countries)? [3]
14. Does the innovation provide incentives for adoption? [2]
15. Is there a plan for maintaining and growing the innovation? [2]

Supplemental Points

16. Does the innovation address a holistic approach to the solution (e.g. sign language, literacy, adult role models, skilled and fluent educators)? [4]
17. Is the Solver or in the case of a team, the majority of the team members, part of the Deaf Community? [4]
18. Has the Solver identified partners from the Deaf Community that would enable them to either pilot or further develop the innovation? [4]
19. Does the solution integrate language documentation with literacy resource creation to ensure reading gains in contexts with little to no documented sign language? [2]

Terms and Conditions

Terms Used

Seeker: World Vision (WV), the United States Agency for International Development (USAID), the Australian Government, the Nyle DiMarco Foundation, the World Federation of the Deaf and Deaf Child Worldwide and any people acting on their behalf.

Solver: The individual, team or organization that has submitted an entry into the competition.

Submission: This term refers collectively to the Intellectual Property Rights and other information contained within an entrant's submission.

1. **Eligibility.** We are unable to award cash prizes to suppliers of goods and services that do not meet the nationality and source definitions as referenced in 22 CFR 228.11 and 12, specifically geographic code 937. Geographic code 937 currently excludes Cuba, Iran, Libya, and North Korea.
2. **Submission Period.** Entries will be accepted from November 8, 2017 to February 16, 2018 at 11:59 PM EDT. Any submissions after this date and time will be rejected without exception.
3. **Transmission of Submission.** InnoCentive will make reasonable efforts to transmit Submissions to the judges; however, if the content of the submission is not appropriate, InnoCentive and the Seeker reserves the right to exclude the proposed idea from the competition without prior warning.
4. **Additional Assistance.** By submitting your Submission you thereby agree to provide reasonable assistance and additional information concerning your submission to InnoCentive or the Seeker, if requested.
5. **Acceptance of Submission and License to Use.** InnoCentive will notify you within a commercially reasonable period of time after March 23, 2018 whether your Submission has been selected by Seeker for an Award. The Seeker will use an expert judging panel to judge all Submissions against the Judging Criteria and determine which Submission(s) best addresses the Solution Requirements. The Seeker has absolute and sole discretion to determine whether to accept your submission, or any submission, and whether to make an Award, or multiple Awards. Solver acknowledges and agrees that InnoCentive is not responsible for and has no liability for selection of a winning solver. Solver further agrees to hold InnoCentive legally harmless in regard to selection of a winning solver. Solver agrees to hold InnoCentive legally harmless for any advice it may provide as to the quality or suitability of submitted solutions and agrees to waive

any claim against InnoCentive for Solver's failure to win an award. The meeting of the Solution Requirements does not automatically mean that the Submission will be eligible for an Award. Submissions and descriptions thereof may not include trademarks or trade names of corporations or entities without the permission of their owners.

6. **Representations and Warranties.** Solver represents and warrants that:

All information provided by you regarding yourself and, if applicable, your business ("Solver Information") is true, accurate, current, and complete information and you will maintain and update the Solver Information to keep it true, accurate, current and complete.

If you are an individual representing a business or other entity, you are authorized to enter into this Agreement on behalf of that business or entity.

Unless otherwise disclosed in the Submission, you are the owner of the Submission and the Submission does not infringe or violate any patent, copyright, trade secret, trademark or other third-party intellectual property right.

Solver warrants that all Submissions under this Agreement including any intellectual property Solver brings under this Agreement, does not and will not violate, infringe or misappropriate any intellectual property rights of any third party, governmental or judicial authority and does not infringe any copyright or other proprietary rights, including the right of privacy or publicity. Further, such Submissions shall not contain material that is scandalous, libelous, obscene, or knowingly violates rights of privacy or publicity, or any other rights of any person, firm or entity, or is contrary to the laws of the United States or the country such work is performed in.

By entering, you represent and warrant that:

- i. Your entire Submission is an original work by you and you have not included third-party content (such as writing, text, graphics, artwork, logos, photographs, dialogue from plays, likeness of any third party, musical recordings, clips of videos, television programs or motion pictures) in or in connection with your Submission, unless (a) otherwise requested by InnoCentive and/or disclosed by you in your Submission, and (b) you have either obtained the rights to use such third-party content or the content of

- the Submission is considered in the public domain without any limitations on use;
- ii. No person or entity other than you has any right, title or interest in any part of your Submission;
 - iii. Unless otherwise disclosed in the Submission, the use thereof by InnoCentive the exercise by InnoCentive of any of the rights granted by you under this Agreement, does not and will not infringe or violate any rights of any third party or entity, including, without limitation patent, copyright, trademark, trade secret, defamation, privacy, publicity, false light, misappropriation, intentional or negligent infliction of emotional distress, confidentiality, or any contractual or other rights;
 - iv. You have all the rights, licenses, permissions and consents necessary to submit the Submission and to grant all of the rights that you have granted to Seeker hereunder, including the right for the Seeker to use and develop derivative works of and from the Submission;
 - v. All persons who were engaged by you to work on the Submission or who appear in the Submission in any manner have:
 - a. Given you their express written consent to submit the Submission for unlimited, royalty-free use, exhibition and other exploitation in any manner and in any and all media, whether now existing or hereafter discovered, throughout the world, in perpetuity;
 - b. Provided written permission to include their name, image or pictures in or with your Submission (or if a minor who is not your child, you must have the permission of their parent or legal guardian) and you may be asked by InnoCentive to provide permission in writing;
 - c. No claims for payment of any kind, including, without limitation, for royalties or residuals, has no approval or consultation rights or any rights of participation arising out of any use, exhibition or other exploitation of the Submission; and
 - d. Not been and are not currently under any union or guild agreement that results in any ongoing obligations resulting from the use, exhibition or other exploitation of the Submission; and
 - vi. By entering, you agree that: (i) all Submissions become Seekers property and will not be returned; (ii) Solver (and its authorized representatives) have the unlimited right to alter and/or edit the Submission or any part or element thereof; and (iii) Seeker and its licensees, successors and assigns have the right to use any and all Submissions, and the names, likenesses, voices and images of all persons appearing in the Submission, for future advertising,

promotion and publicity in any manner and in any medium now known or hereafter devised throughout the world in perpetuity.

- vii. To receive an Award, Solver will not be required to transfer their intellectual property rights in a Submission to Seeker; however, Solver retained rights are subject to the following rights granted by Solver under this Agreement:
- a. Solver agrees to release their solution under BSD Software License (2-clause license also called the "Simplified BSD License"). All digital content will be made public under the creative commons license Creative Commons BY (CC BY).
 - b. Solver agrees to provide the Seeker with an open source version of the Submission to be posted on the [GitHub] source code repository after the winning solution(s) have been awarded.
 - c. By participating in the Challenge, each Solver hereby irrevocably grants to Seeker, and any third parties acting on Seeker's behalf, an irrevocable, paid up, royalty-free, non-exclusive, worldwide right and license, with the right to sublicense on multiple tiers, and right to publicly display, publicly perform, copy, distribute, develop and create derivative works from the winning Submission (s) for any charitable or public interest purpose, regardless of whether such use is commercial or non-commercial;
 - d. And Solver understands, recognizes and accepts that Seeker has access to, may create or has created materials and ideas which may be similar or identical to the Submission in concept, theme, idea, format or other respects. You acknowledge and agree that Seeker shall have the right to use such same or similar materials, and that you will not be entitled to any compensation arising from Seekers use of such materials. In the event that your entry is identical or similar to the Submission of another Solver, Seeker reserves the right, at the sole discretion of the Seeker, to either score one Submission higher than the other subject to the Challenge Requirements and Judging criteria or to randomly choose a Submission from all of those submitted which respond to the Challenge Requirements.

7. **Indemnification.** Solver agrees to indemnify and hold harmless the Seeker and any of its affiliates or subsidiaries, and all of the directors, officers, agents, contractors, volunteers and employees of the Seeker and such affiliates and subsidiaries, against any and all claims, losses, expenses or liabilities, including, but not limited to, injury, death and/or damage to property, which may arise in the performance of this Agreement, except to

the extent that such claims or liabilities arise from the gross negligence of Seeker or its affiliates or subsidiaries.

Solver will defend, indemnify and hold harmless the Seeker, its Affiliates, and their respective directors, officers, employees and agents from and against all Claims to the extent that such Claims arise out of or relate to:

The breach of any representation, warranty or covenant by Solver contained in this Agreement;

- i. The negligent or willful acts or omissions of Solver or its partners resulting in any bodily injury or death to any person or loss, or damage to tangible or intangible property; and
- ii. Solver (or its partners) infringement, misuse or misappropriation of any third- party IP rights; Solver (or its partners) failure to comply with applicable laws, rules or regulations.

8. **Amendments.** The Seeker reserves the right to amend these terms and conditions, change the awards on offer, or revise the timeframes for or cancel the Challenge, at any time. Solvers will be notified of any such changes by email to the address which they have notified to the Seeker, and/or on allchildrenreading.org, but will be bound by the changes from the time they take effect, whether or not such notification is actually received.