NCPMI BRAND STANDARDS

Choosing the Right Logo for Every Need

1. NCPMI Initials vs. Full Signature

Logo with Initials:
For use on NCPMI branded materials (i.e. Center flyer) where full name appears prominently or in near proximity.

Logo with Full signature:
For use on other groups' publications/materials (i.e. sponsor list on a conference program) where another group's branding is dominant or where there is not other reference of the full center name.

2. Vertical vs. Horizontal

Both vertical and horizonal logo versions are equally acceptable. Choose the logo that looks best with your space needs.

3. Full Color vs. 1-Color

Whenever possible, the full-color logo should be used, except where printing methods require a 1-color logo. Such instances include: printing a 1-color logo on a t-shirt, or creating a document you plan in advance to be printing in black and white only.

4. Light vs. Dark Backgrounds

When placing logo on a dark background, use reversed logo with white letters. On NCPMI-branded materials, that dark background should be the official NCPMI dark blue (see brand colors section for color formulas).

The NCPMI logo should always have a transparent background to avoid having a white box around the logo when placed over non-white backgrounds (as example below).
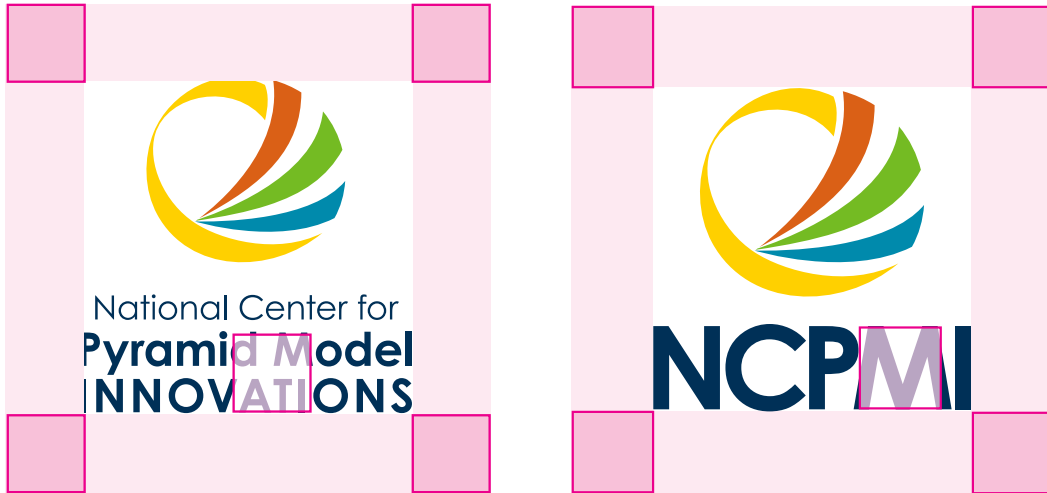

Logo Sizing and Placement

1. Minimum Sizing

Logo should be sized so that all text is legible.

| HORIZONTAL Minimum Height 0.4"		VERTICAL Minimum Height 0.75"	

2. Clear Zone

A 'clear zone' around the logo should be maintained to avoid encroaching of other graphic elements. A good rule of thumb is to make the clearzone at least the height of the bold PMI text.

3. Maintaining Proportions and Orientation

When placing or resizing a logo, make sure to not stretch, squeeze, or tilt the logo.
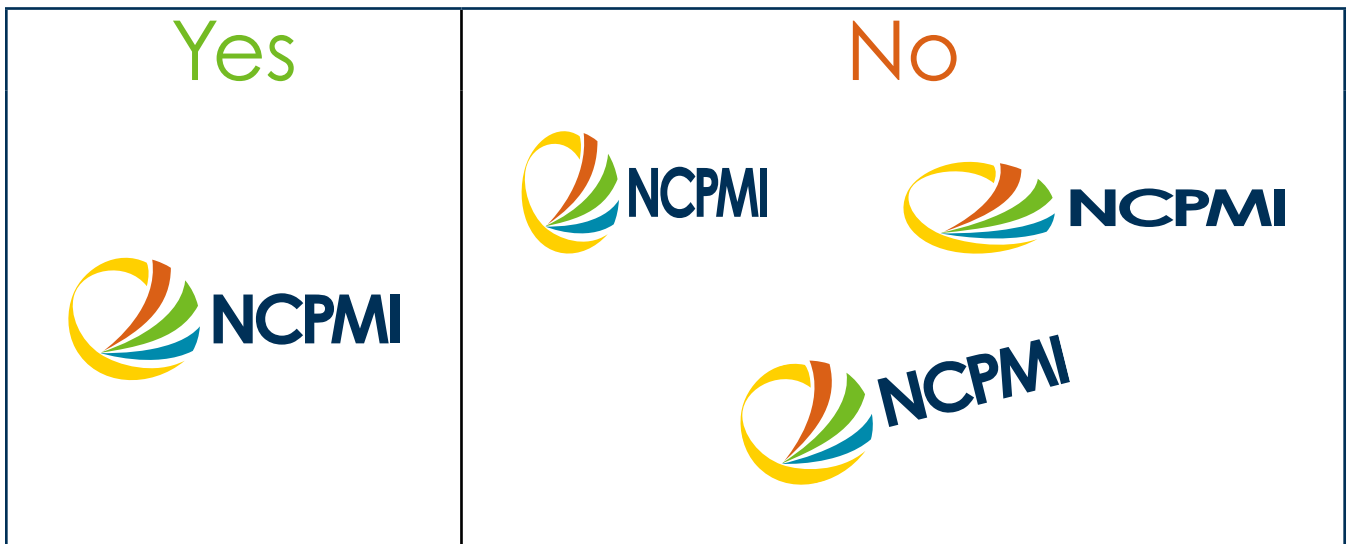
NCPMI Brand Colors

When designing publications, all colors do not have to be used at the same time.
Microsoft Office Users: Use 'RGB' color formulas.

1. ADA Accessibility and Color Contrast

Section 508/WCAG 2.0 level AA accessibility standards require a contrast ratio of at least 4.5:1 for small/paragraph text and 3:1 for large text. WCAG 2.1 requires a contrast ratio of at least 3:1 for graphic elements. Check contrast at

https://webaim.org/resources/contrastchecker

Dark Orange/**Dark Teal** were added to the palett for accessibility purposes and should only be used for small/paragraph text. For large text or graphic elements, the standard Orange/Teal colors should be used.

2. ADA Color Combinations

In order to guarantee ADA accessibility, no color combinations outside of the options displayed below should be used.

Small Text only — 70% 50% 20% 10%

Color	
Dark Orange CMYK 16/91/100/7 RGB 196/55/0 WEB #C43700	Orange (PAN 1595 C) CMYK 10/75/100/1 RGB 219/96/21 WEB #DB6015
	Yellow (PAN 109 C) CMYK 1/16/100/0 RGB 255/209/0 WEB #FFD100
	Green (PAN 368 C) CMYK 59/2/100/0 RGB 118/188/33 WEB #76BC21
Dark Teal (PAN 634 CP) CMYK 91/52/29/7 RGB 0/105/40 WEB #00698C	Teal (PAN 3135 C) CMYK 100/23/29/1 RGB 0/138/171 WEB #008AAB
	Navy (PAN 540 C) CMYK 100/80/38/37 RGB 0/48/87 WEB #003057
	Gray (PANT 5487 C) CMYK 66/41/49/13 RGB 94/119/117 WEB #5E7476

Small Text

Oran 70% or less | Navy | Oran 100% or less | Black | DkOr 100% only | White | DkOr 100% only | Yell 20% or less | DkOr 100% only | Gray 10% only | DkOr 100% only | Oran 10% only | DkOr 100% only | Green 10% only | DkOr 100% only | Teal 10% only

Teal 70% or less | Navy | Teal 100% or less | Black | DkTe 100% only | White | DkTe 100% only | Yell 70% or less | DkTe 100% only | Gray 20% only | DkTe 100% only | Oran 20% or less | DkTe 100% only | Green 20% or less | DkTe 100% only | Teal 20% or less | DkTe 100% only | Navy 10% only

Gray 70% or less | Navy | Gray 70% or less | Black | Gray 100% Only | White | Gray 100% Only | Yell 20% or less | | | | | Gray 100% Only | Green 10% or less

Navy 20% or less | Navy | Navy 50% or less | Black | Navy | White

Yell 100% or less | Navy | Yell 100% or less | Black | | | | | | | | | Black | Green 100% or less | Navy | Green 100% or less

Green 100% or less | Navy | Green 100% or less | Black | | | | | | | | | Black | Yell 100% or less | Navy | Yell 100% or less

White | Navy | Black | Navy 70% or less | Navy | Navy 50% or less

Large Text & Graphic Elements (>14pt bold, >18pt regular font)

Navy 20% or less | Gray 100% Only | Teal 20% or less | Gray 100% Only | Green 50% or less | Gray 100% Only | Oran 20% or less | Gray 100% Only | Gray 20% or less | Gray 100% Only | Yell 100% or less | Gray 100% Only | White | Gray 100% Only | Black | Gray 100% or less | Navy | Gray 70% or less

Navy 10% only | Teal 100% only | Teal 20% or less | Teal 100% only | Green 20% or less | Teal 100% only | Oran 20% or less | Teal 100% only | Gray 20% or less | Teal 100% only | Yell 50% or less | Teal 100% only | White | Teal 100% only | Black | Teal 100% or less | Navy | Teal 100% or less

| | | | | | | | | Oran 10% only | Oran 100% only | Gray 10% or less | Oran 100% only | Yell 20% or less | Oran 100% only | White | Oran 100% only | Black | Oran 100% or less | Navy | Oran 100% or less

Fonts

1. Print Media:

- Century Gothic for headlines
- Garamond for body copy

2. For electronic media (web/ppt)

- Century Gothic for headlines
- Arial for body copy

3. Why Use Official NCPMI Fonts

Fonts, as with other visual elements, add a look, a "color" to your communications. These fonts have been carefully selected for easy readability (ADA accessibility) and ease of acquisition. Century Gothic, Garamond and Arial are all easily available and are preloaded on most computer systems -- an important consideration for web display.

Century Gothic Pro Family

Regular, *Italic*
Bold, ***Bold Italic***

Adobe Garamond Pro Family

Regular, *Italic*
Semibold, ***Semibold Italic***
Bold, ***Bold Italic***

Arial Family

Narrow, *Narrow Italic,*
Narrow Bold, ***Narrow Bold Italic***
Regular, *Italic*
Bold, ***Bold Italic***
Black

4. What else should I know about typography?

In order to maintain the consistency of text materials, please follow these general rules:

- Do not use more than two fonts in your design project.
- Use decorative fonts sparingly.

Writing Style

Because NCPMI publishes a variety of resources—from research white papers to family articles to marketing materials—in order to maintain consistency across all resources, we use the American Psychological Association (APA) style guide 7th edition, for all writing (https://apastyle.apa.org).

1. Authorship

When submitting a new product, include the authors in the order of effort made towards the product. The leadership team will determine when authors will be listed and how they will be placed on the product. Authors, if included, are listed in order of their relative contribution to the product. In general, we will not list authors for fact sheets, handouts, or forms.

2. Style and Conventions

- **References**—Refer to https://apastyle.apa.org/style-grammar-guidelines/references/examples
- **Bias-free language**—When referring to individuals whose identified pronouns are not known or when the gender of a generic or hypothetical person is irrelevant within the context, use the singular "they" to avoid making assumptions about an individual's gender. Use the forms "they," "them," "theirs," and so forth (APA Manual p. 131-149).
- **Commas**—Use a serial comma (also called an Oxford comma, Harvard comma, or series comma) between elements in a series of three or more items. Remember to include a comma before the "and" of the final item on a list. (e.g., "trees, leaves, and rocks" not "trees, leaves and rocks").
- **Quotation marks**—punctuation of a statement that is a quote goes inside the quotation marks. Use double quotation marks versus single.
- **Sentences**—Only one space between sentences.
- **Bulleted lists**—
  - **If items are sentences:** Capitalize first word, period at the end of each item.
  - **If items are NOT complete sentences:** Lowercase first word (except for proper nouns). There are two punctuation options:
    1. Use no punctuation after the bulleted items (including the final one); better when the items are shorter and simpler.
    2. Insert punctuation (e.g., semi-colon after each bullet) after the bulleted items (with "; and" after the next to last one and period after the final bullet).

3. Common Errors to Check

- **e.g., and i.e.,** —Make sure the punctuation is correct.
- **Avoid use of etc.**—Aim to complete the sentence properly.
- **Avoid the use of and/or**—"And/or" often has the same logical value as "or".
- **Do not use he/she**—See bias free language above.
- **Missing articles**—Make sure to include them (e.g., the Pyramid Model).
- **Overuse of "may"**—Many times "might" is more accurate.

4. Hyphenation, Capitalization, Punctuation

In general, follow the hyphenation shown in the Merriam-Webster.com Dictionary and the APA Dictionary of Psychology to determine how to spell and hyphenate words in APA Style papers.

- **Pyramid Model**—always capitalized; first instance of use should use the full name with parenthesis, Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children (Pyramid Model).
- **Teaching Pyramid Observation Tool (TPOT™) for Preschool Classrooms**—trademark symbol on first use.
- **Teaching Pyramid Infant–Toddler Observation Scale (TPITOS™)**—trademark symbol on first use.
- **social-emotional**—hyphenated unless using "social and emotional"
- **Prevent-Teach-Reinforce for Young Children (PTR-YC)**—hyphens between PTR when written out and between R and Y in initials.
- **child care**—two words
- **health care**—two words refers to provider actions; one word when referring to "healthcare system".
- **preschool**—no hyphen

- **pre-K, prekindergarten**
- **PhD, EdD, MS**—no periods
- **program-wide**—hyphen
- **statewide**—no hyphen
- **Prevent-Teach-Reinforce for Young Children**—

5. Linking to Resources and other Hyperlinks

The primary form our resource distribution for NCPMI is digital. In order to maintain and clean appearance and ease of reading, hyperlinks in digital documents (pdf, Word, PPT, etc.) should be displayed as a hyperlinked words—the URL should NOT be written out. The hyperlinked word(s) should be descriptive, such as the name of the resource. Never say 'click here' as this is not descriptive of what the link is and users today already know to click in hyperlinks.

- **YES:** For more information, refer to the **Pyramid Model Guide**.
- **NO:** To see the Pyramid Model Guide, **click here**.
- **NO:** Click here to see the **Pyramid Model Guide**.
- **NO:** For more information, refer the Pyramid Model Guide (**https://challengingbehavior.cbcs.usf.edu/doc/PMguide.pdf**)

If written out URLs are necessary (because the resource is for print distribution specifically) hyperlink word and include URL as a footnote).

CONTENT CREATORS: Noting URLs in manuscripts
When noting that a hyperlink is needed, highlight the hyperlinked text and provide the URL in the comments.

Spanish Translations

See article *Style Guide for Spanish Writing*. https://www.atanet.org/starting-your-career/style-guide-for-spanish-writing

1. NCPMI and Pyramid Model Terms

- Centro Nacional para Innovaciones del Modelo Pirámide (NCPMI por sus siglas en inglés)

2. Spanish Capitalization

For titles of stories, creative works, and articles written in magazines or newspapers, slogans, etc. sentence case and italics are used. Spanish rules apply to english text written in a Spanish document.

Sample: The new course, Positive Solutions for Families, has a lot of useful information.

- **YES:** El nuevo curso, *Soluciones positivas para familias*, tiene mucha información útil.
- **NO:** El nuevo curso, Soluciones Positivas para Familias, tiene mucha información útil.
- **NO:** El nuevo curso, *Soluciones Positivas para Familias*, tiene mucha información útil.

3. Language and Style

- **Adult audiences (e.g., parents, practitioners)**—use the formal 'usted' style. It is used with people you are meeting for the first time, is more professional and respectful.
- **Child audiences**—use the informal 'tu' language. It notes a familiar relationship (e.g., friends, family).
- Use as simple a vocabulary as posible to accommodate persons of various education levels.