



COMMONWEALTH COUNCIL ON  
DEVELOPMENTAL  
**dis(abilities)**

# Visual Brand Style Guide

May 2019

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# Introduction

IT'S MORE THAN A LOGO, A TAGLINE, OR A COLOR. THESE ELEMENTS AND MANY MORE ARE CRUCIAL TO EXPRESSING WHO WE ARE. BUT THEY ONLY TELL PART OF THE STORY.

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## What is the DD Council?

Councils on Developmental Disabilities (DD Councils) are catalysts that create effective solutions and fulfill the mandate of the Developmental Disabilities and Bill of Rights Act (DD Act) to improve service systems with and for people with developmental disabilities (DD). Appointed by Governors in every state and territory, DD Councils consist of people with developmental disabilities, their family members, disability advocates, and state agency representatives. For over half a century, as mandated by the DD Act, DD Councils have worked with policy-makers and community partners to achieve real changes that promote the self-determination, independence, economic self-sufficiency, productivity, integration, and inclusion of people with DD. Because of the DD Act and DD Councils, people with developmental disabilities live, work, and thrive in the community as productive and equal members of society.

## Agreement Message

In order to ensure consistency of the Commonwealth Council on Developmental Disabilities' (CCDD) brand across all media, we have developed a branding style guide for all of our partners, who will help us grow the CCDD brand. The second party must provide assurances that any products, publications, etc. produced by the project shall follow guidelines of CCDD brand style guide. The second party shall further assure that it will work closely with the CCDD staff in the development of products and publications. Additionally, any proofs, etc. shall be submitted to staff for review and editing before printing and/or production. Proofs include any published materials (newspaper, magazines, etc.).

# Standard Logo

THE BREAD AND BUTTER OF OUR ORGANIZATION

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The CCDD logo was created to represent the developmentally disabled community. It has a bold, easy-to-read, high-contrast design demonstrating that CCDD values people with disabilities. The logo is simple, straight-forward, and symbolic of our organization itself as it departs from the typical “government agency” look.

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EXAMPLE:



# Alternate Options

## REMEMBER TO CHOOSE WISELY

We understand that our logo will be used across many different platforms so it may be appropriate to use alternate versions of our logo. Although the full vertical color layout logo is preferred, if only one color production is available, use the black or white version of the logo.

Keep in mind: Do not print in color then copy in black/white this causes a gray-scale appearance and is difficult to see. If the vertical layout option is not best, please use the horizontal layout pictured below. Below are examples of good and bad alternative colors.

### EXAMPLE:



# Clear Space

## CREATING A PERSONAL BUBBLE

Clear space around a logo allows the image to maintain its integrity, thus ensuring that a logo is both visible and legible on anything on which it may be pasted. A clear space void of any imagery and typography must always surround the logo. As shown in the diagram below, this area must not contain any mark, graphics or type to allow for spacing room around the identity.



This clear space isolates the logo from competing graphic elements such as other logos, copy, photography or background patterns that may divert attention. The minimum clear space for the CCDD logo is defined by the black dashed lines.

# Background



## THE CHANGE CAN BE NIGHT AND DAY

The CCDD logo is going to appear different against specific backgrounds. The last thing we want is for the CCDD logo to blend in. We want to guarantee that our logo “pops” against both light and dark backgrounds. In order to preserve its integrity and legibility, there are certain rules to follow when using the CCDD logo.

### Rules:

- Do use the logo in areas that allow it to be read legibly.
- Do pull the logo into a solid, clean background to make it “pop.”
- Do keep the logo intact, without any manipulation or distortion.
- Do use this logo to create inspirational messaging wherever you go.



# Print Sizing Requirements

## HONEY, I SHRUNK THE LOGO

There is a wide variety of logo branding uses. The CCDD has multiple versions that are available to ensure legibility. Our logo should never be stretched to fill a space. The proportions should always be maintained, as shown below. In all uses, please take care to ensure that the integrity and legibility of our logo are preserved.

### Print Size: \*Points Width

Example: Flyers, reports, posters, signage, etc.

Minimum Size:

Horizontal:	Vertical:	Acronym:
BLACK: Minimum of 200 points COLOR: Minimum of 300 points	BLACK: Minimum of 200 points COLOR: Minimum of 300 points	BLACK: Minimum of 150 points COLOR: Minimum of 200 points

The color logo is required to be a larger image. If there is a small area for the image, please choose the black logo to retain the integrity of the logo title.

Maximum Size:

Depending on format, always use approved vector formatted-files for enlargements (billboards, signage, etc.).

### Web Size: \*Pixels Width

Example: Website, email, enews, etc.

Minimum Size:

All web graphics need a minimum of 500 pixels wide for horizontal, vertical, and acronym logos in all colors and black & white.

Maximum Size:

Depending on the format, always use approved vector-formatted files for enlargements before exporting as web compatible files.

### Tips:

- Hold down the "Shift" key when resizing to maintain the logo's proportions.
- Always use approved vector-formatted files for logo enlargements.
- Always add clear space surrounding logo (see Clear Space).
- Always remember to keep a clear background (see Background).



# Print Sizing Examples





# Color

## TO BE VIVID OR NOT TO BE

CCDD's colors reflect its mission and desired image. The colors are critical to establishing a consistent brand. Always reproduce the logo in its original colors. PANTONE, four-color process and hex values are identified below.

The full-color logo is preferred. The black version of the logos should only be used if color production is not available. Only use the reversed out (white) logos against a dark contrasting background.

### EXAMPLE:



**Dark Powder Blue**  
HEX: 0033a0  
CMYK: 100,68,0,37  
PMS: 286



**Deep Lemon**  
HEX: E6c523  
CMYK: 0,14,85,10  
PMS: 604



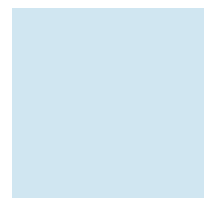
**Ebony Gray**  
HEX: 5C5C5C  
CMYK: 0,0,0,64  
PMS: 425



**Dark Midnight**  
HEX: 133166  
CMYK: 81,52,0,60  
PMS: 654



**Space Cadet**  
HEX: 132F4F  
CMYK: 76,41,0,69  
PMS: 2768



**Gainsboro**  
HEX: C6C5B9  
CMYK: 6,3,0,9  
PMS: 656



# Typography

## AVOID SERIF FONTS LIKE THE PLAGUE

To keep your brand and the CCDD brand up-to-date and prevent it from looking like a mullet that escaped from 1993, avoid these fantasy fonts like Comic Sans, Papyrus and Curlz, etc. These fonts can not be read with screen readers. For accessibility purposes try and stay away from serif fonts. Serif fonts are characterized by the flared extensions, and usually, have a combination of thick and thin strokes. Examples:

Times New Roman (AaBbCc...MmNn...WwXxYyZz)  
Georgia (AaBbCc...MmNn...WwXxYyZz)  
Book Antiqua (AaBbCc...MmNn...WwXxYyZz)

Accessible fonts are sans-serif fonts that have plain endings and appear blockier than serif fonts. They do not have the flared extensions, strokes, or other kinds of ornamentation. ("Sans" means without and "serif" refers to the extra strokes or lines.) Examples:

Arial (AaBbCc...MmNn...WwXxYyZz)  
Tahoma (AaBbCc...MmNn...WwXxYyZz)  
Verdana (AaBbCc...MmNn...WwXxYyZz)

### Montserrat - Minimum 12 Point Size

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
0123456789 =~!@#\$%^&\*()+[]\{}|:;'"<>?.,/

Montserrat Thin  
Montserrat Extra-Light  
Montserrat Light  
Montserrat Regular  
Montserrat Medium  
**Montserrat Semi-Bold**  
**Montserrat Bold**  
**Montserrat Extra-Bold**  
**Montserrat Black**

### Arial - Minimum 12 Point Size

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz  
0123456789 =~!@#\$%^&\*()+[]\{}|:;'"<>?.,/

Arial Narrow  
Arial Narrow-Bold  
Arial (Regular)  
**Arial Bold**  
**Arial Black**  
**Arial Rounded MT Bold**



# Stationery

## IT'S THE FACE OF OUR ORGANIZATION

The main purpose of our business stationery is to depict the CCDD positively and professionally. Quality stationery will leave a long-lasting impression. We have an official suite of printed stationery – business cards, letterhead, and envelopes to help you craft everyday communications.

Letterhead & 2nd Sheet	Business Cards	Business Cards	Name Tags
Flat Size 8.5 x 11 (Standard)	Flat Size: 3.2 x 2	Flat Size: 3.2 x 2	Flat Size: Standard Horizontal



# Guiding Principles

## PUBLIC LAW 106-402—OCT. 30, 2000 114 STAT. 1677 DEVELOPMENTAL DISABILITIES ASSISTANCE AND BILL OF RIGHTS ACT OF 2000

**POLICY.—It is the policy of the United States that all programs, projects, and activities receiving assistance under this title shall be carried out in a manner consistent with the principles that—**

- (1) individuals with developmental disabilities, including those with the most severe developmental disabilities, are capable of self-determination, independence, productivity, and integration and inclusion in all facets of community life, but often require the provision of community services, individualized supports, and other forms of assistance;
- (2) individuals with developmental disabilities and their families have competencies, capabilities, and personal goals that should be recognized, supported, and encouraged, and any assistance to such individuals should be provided in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of such individuals;
- (3) individuals with developmental disabilities and their families are the primary decisionmakers regarding the services and supports such individuals and their families receive, including regarding choosing where the individuals live from available options, and play decision-making roles in policies and programs that affect the lives of such individuals and their families;
- (4) services, supports, and other assistance should be provided in a manner that demonstrates respect for individual dignity, personal preferences, and cultural differences;
- (5) specific efforts must be made to ensure that individuals with developmental disabilities from racial and ethnic minority backgrounds and their families enjoy increased and meaningful opportunities to access and use community services, individualized supports, and other forms of assistance available to other individuals with developmental disabilities and their families;
- (6) recruitment efforts in disciplines related to developmental disabilities relating to pre-service training, community training, practice, administration, and policymaking must focus on bringing larger numbers of racial and ethnic minorities into the disciplines in order to provide appropriate skills, knowledge, role models, and sufficient personnel to address the growing needs of an increasingly diverse population;
- (7) with education and support, communities can be accessible to and responsive to the needs of individuals with developmental disabilities and their families and are enriched by full and active participation in community activities, and contributions, by individuals with developmental disabilities and their families;
- (8) individuals with developmental disabilities have access to opportunities and the necessary support to be included in community life, have interdependent relationships, live in homes and communities, and make contributions to their families, communities, and States, and the Nation;
- (9) efforts undertaken to maintain or expand community-based living options for individuals with disabilities should be monitored in order to determine and report to appropriate individuals and entities the extent of access by individuals with developmental disabilities to those options and the extent of compliance by entities providing those options with quality assurance standards;
- (10) families of children with developmental disabilities need to have access to and use of safe and appropriate childcare and before-school and after-school programs, in the most integrated settings, in order to enrich the participation of the children in community life;
- (11) individuals with developmental disabilities need to have access to and use of public transportation, in order to be independent and directly contribute to and participate in all facets of community life; and
- (12) individuals with developmental disabilities need to have access to and use of recreational, leisure, and social opportunities in the most integrated settings, in order to enrich their participation in community life.

# Accessible Documents

## Use Headings

Headings and subheadings should be identified as such using the built-in heading features of the authoring tool. Headings should form an outline of the page content (Heading 1 for the main heading, Heading 2 for the first level of sub-headings, Heading 3 for the next level of sub-headings, etc.). This enables screen reader users to understand how the page is organized, and to navigate to content of interest quickly.

## Use Lists

Any content that is organized as a list should be created using the list controls that are provided in document authoring software. Most authoring tools provide one or more controls for adding unordered lists (with bullets) and ordered lists (with numbers). When lists are explicitly created as lists, this helps screen readers to understand how the content is organized.

## Use Meaningful Hyper-links

Links presented in an electronic document should convey clear and accurate information about the destination. Most authoring tools allow the creator to assign a hyper-link to text. For documents that will be circulated as print material, use a URL shortening service to create a customized and meaningful link name.

## Add Alternate Text for Images

Users who are unable to see images depend on content authors to supplement their images with alternate text, which is often abbreviated “alt text.” The purpose of alt text is to communicate the content of an image to people who cannot see it. The alt text should be concise, just enough text to communicate the idea without burdening the user with unnecessary detail. When screen readers encounter an image with alt text, they typically announce the image then read the alt text.

## Use Tables Wisely

Tables in documents are useful for communicating relationships between data, primarily where that relationship can be best expressed in a matrix of rows and columns. Tables should not be used to control layout. Authoring tools have other means of doing this, including organizing content into columns. If your data is best presented in a table, try to keep the table simple. If the table is complex, consider whether you could divide it into multiple smaller tables with a heading above each. A key to making data tables accessible to screen reader users is to identify column and row headers.

## Exporting to PDF, Understand How to Preserve Accessibility

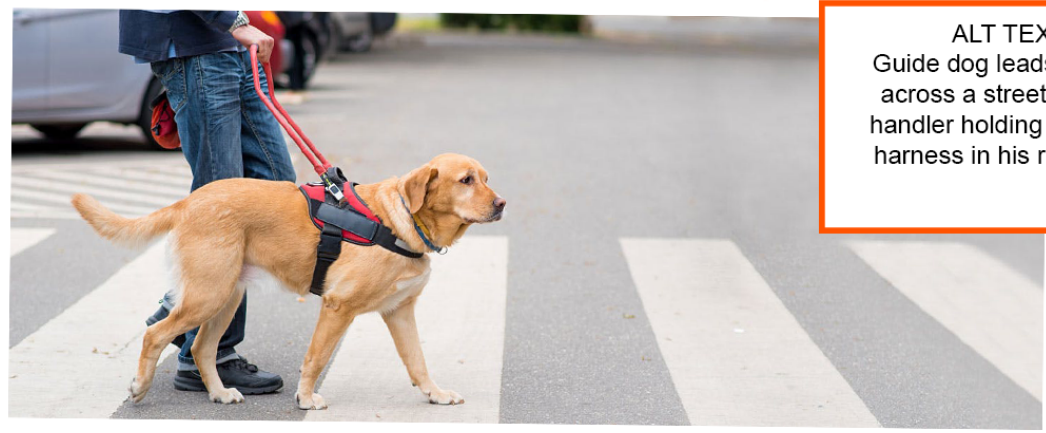
For an Adobe PDF document to be accessible, it must be a “tagged” PDF, with an underlying tagged structure that includes all of the features already described on this page. There are right ways and wrong ways to export documents to PDF. Some authoring tools don't support tagged PDF at all, while others provide multiple ways of exporting to PDF, some that produce tagged PDF and some that don't.



# Accessible Examples

## THE CORE STEPS NEEDED FOR ACCESSIBILITY ARE THE SAME REGARDLESS OF THE PLATFORM

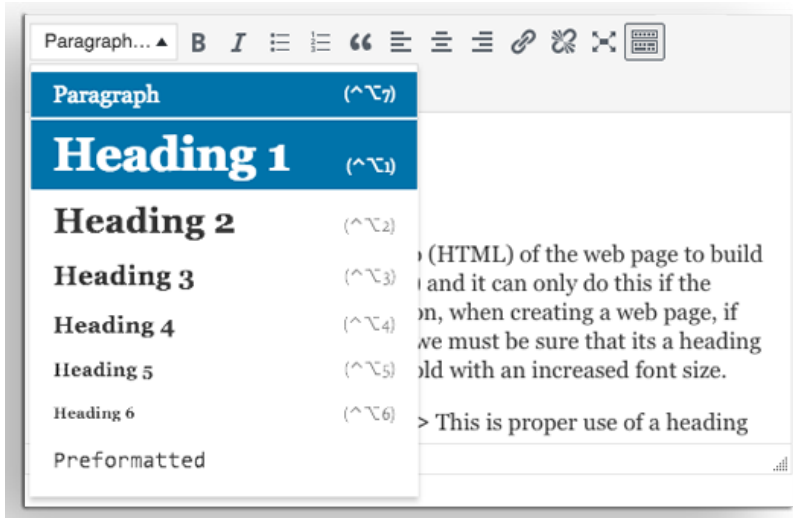
When authoring documents using Microsoft Word, Adobe InDesign, or other tools, it's important to following a few basic steps to assure your document is readable by people with disabilities. The core principles are the same for all document types, but the individual steps vary depending on which tool you're using and what the final format of the document will be.



**ALT TEXT:**  
Guide dog leads the way across a street with her handler holding the guide harness in his right hand

Guiding is a partnership between the dog and the handlers. The handler wants to go somewhere, and the guide dog has to get the handler there safely. To achieve this, decisions are required of both team-members. For example, in crossing a street, guide dogs do not have the capability to read traffic lights and "cross now" signals for pedestrians.

\*Information from the Social Security Administration - 508 Accessibility Checklist\*





# Visual Brand Style Guide

COMMONWEALTH COUNCIL ON DEVELOPMENTAL DISABILITIES

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COMMONWEALTH COUNCIL ON  
DEVELOPMENTAL  
**dis(abilities)**

**Mission Statement:**

It is our mission to create systemic change in the Commonwealth of Kentucky, empowering individuals with developmental disabilities to achieve full citizenship and inclusion in the community through advocacy, capacity building, and systemic change.

**Brand Manager Contact:**

*Should you have any questions regarding use of our brand please contact:*

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