



# Visual Style Guide

## April 2016



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## Introduction to the Logo

The visual identity is the outward expression of the Exceptional Family Member Program. It uniquely and distinctively sets it apart from other organizations. The logo is the primary element of that identity. However, other components play an important role in establishing the Exceptional Family Member Program visual style.

Proper use of the logo and how it is combined with other graphic elements is described on the following pages.

The tagline is an integral part of the logo and should always be included.



## Safe Area and Size

A safe area around the logo will ensure visibility and impact. As illustrated, the minimum safe area measures the same as the width of the stem of the E.

**x = width of stem of “E”**

**1 x = minimum safe area**

Use the safe area between the logo and other graphic elements such as type, images and other logos, to ensure it retains a strong presence wherever it appears. Where possible, allow even more space around the logo.

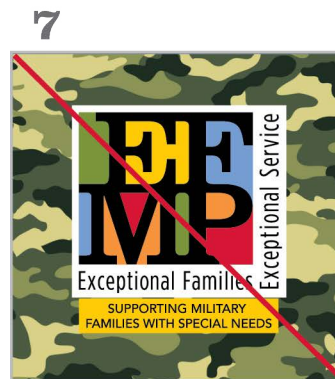
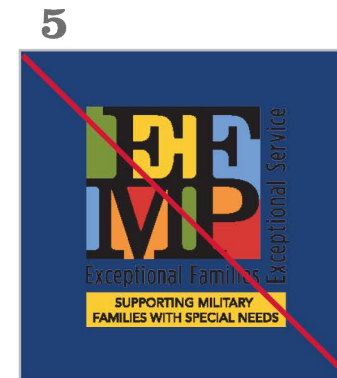
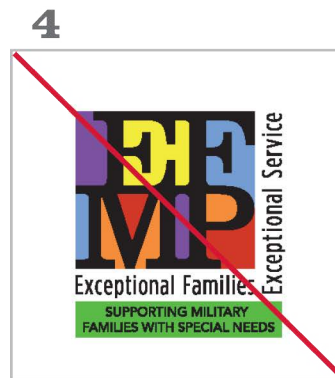
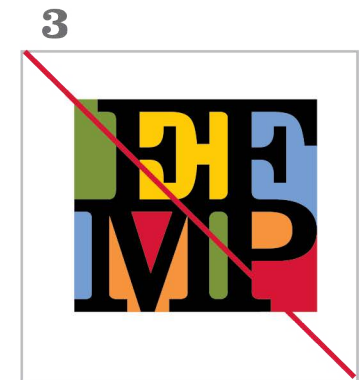
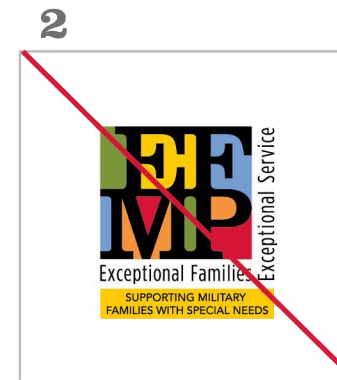
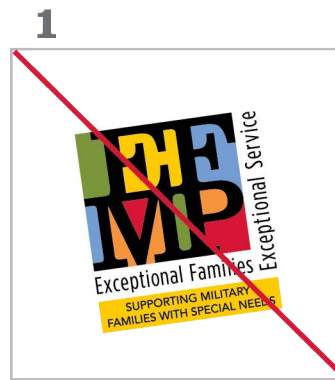
Avoid using the logo at a size smaller than 1.375 inches wide in order to maintain legibility of the tagline.



## Incorrect Usage

Incorrect use of the Exceptional Family Member Program logo can compromise its integrity and effectiveness. To ensure accurate and consistent reproduction of the logo, always use the approved digital artwork. Never alter, add to or recreate the logo.

1. Do not reconfigure or change the size and placement of the logo.
2. Do not stretch or squeeze the logo to distort proportions.
3. Do not crop the logo or remove the logo text.
4. Do not change the logo colors.
5. Do not place the logo on a colored background without a white background.
6. Do not place the logo on a neon background or one that would clash with the colors of the logo.
7. Do not place the logo on a busy photograph or background.
8. Do not recreate elements of the logo.



## Color Palette

The Exceptional Family Member Program color palette consists of yellow, red, blue, green and orange, with black as an accent.

The Exceptional Family Member Program colors are equivalent to the Pantone® numbers listed here. For four-color process printing, use the Cyan-Magenta-Yellow-Black — CMYK — values. For on-screen applications such as video or broadcasts, use the Red-Green-Blue — RGB — values. For web applications, refer to the hexadecimal — HEX — values associated with each color.



Pantone 7406 C  
C0 M20 Y100 K0  
R255 G204 B0  
HEX FFCC00

Pantone Black  
C0 M0 Y0 K100  
R0 G0 B0  
HEX 000000

Pantone 186 C  
C0 M100 Y80 K10  
R204 G0 B51  
HEX CC0033

Pantone 659 C  
C55 M30 Y0 K0  
R115 G147 B210  
HEX 6699CC

Pantone 7490 C  
C34 M0 Y85 K35  
R124 G150 B59  
HEX 7C963B

Pantone 152 C  
C0 M50 Y85 K0  
R255 G153 B51  
HEX FF9933

## Typography

The Exceptional Family Member Program brand uses one primary headline typeface. It is Clarendon.

### Clarendon Bold

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

1234567890&.,:;\$%!?(\*)

### Clarendon Roman

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

1234567890&.,:;\$%!?(\*)



# Typography

The Exceptional Family Member Program brand uses two typefaces for paragraph copy. They are Avenir LT Std and Adobe Garamond. Font variations, such as italic and semibold, may be used as needed.

When Clarendon is not available Cambria should be used. When Avenir and Adobe Garamond are not available Calibri should be used.



Avenir LT Std 35 Light  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

*Avenir LT Std 35 Light Oblique*  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

Avenir LT Std 65 Medium  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

*Avenir LTD Std 65 Medium Oblique*  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

Avenir LT Std 85 Heavy  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

*Avenir LTD Std 65 Heavy Oblique*  
 abcdefghijklmno8qrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

Adobe Garamond Regular  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

*Adobe Garamond Italic*  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

Adobe Garamond Semibold  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

*Adobe Garamond Semibold Italic*  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

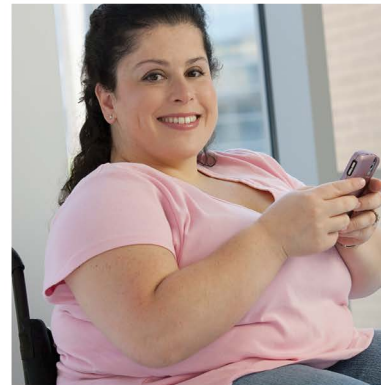
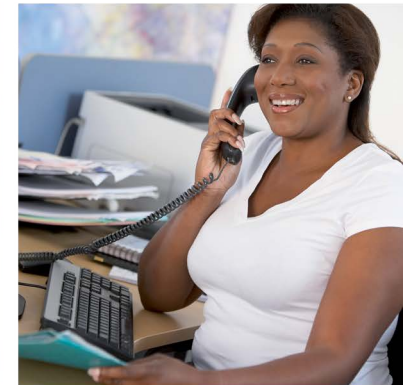
Adobe Garamond Bold  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)

*Adobe Garamond Bold Italic*  
 abcdefghijklmnopqrstuvwxyz  
 ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 1234567890&.,;:\$%!?(\*)




## Tone and Style of Photography

Exceptional Family Member Program imagery should consist of a wide range of individuals with a variety of different ages, ethnic backgrounds and disabilities. When possible, use images showing actual service members.




# Print Examples

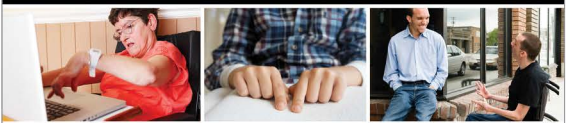
Listen • Support • Advise • Empower • Educate • Navigate




## The Exceptional Family Member Program



Department of Defense



## Guide for Adults with Special Needs



### Planning for the Transition to Adulthood



Planning for the transition to adulthood is essential for students with special needs. After a student graduates or leaves the school system, there is no guaranteed program to continue the provisions of the Individuals with Disabilities Education Act.

Children who have an Individualized Education Program, are required by IDEA to begin the transition process by age 16. The IEP must include measurable goals teenagers can work towards during the remaining high school years.

#### Options to Explore

Focus on achievable goals and consider the range of possible options available for post-secondary life:

- College – two- and four-year colleges offering opportunities for students with disabilities to continue learning
- Continuing and adult education – courses offering opportunities for students to expand their knowledge in a wide range of areas
- Vocational training – trade schools preparing students for a specific occupation, such as a beautician or an electrician (A high-school diploma is often required.)
- On-the-job training – short-term, on-site training for a specific job
- Competitive employment – mainstream jobs paying the going rate
- Supported employment – paid employment for people with severe disabilities where a job coach provides guidance
- Adult day programs – programs providing a work environment in a supervised setting with other workers with disabilities

#### Involving the Student in Transition Planning

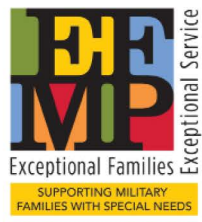
Planning for a child's future is a collective effort. Under IDEA, every student with a disability must be invited to attend IEP meetings discussing post-secondary options or transition services. Student strengths, needs and weaknesses should be taken into consideration during the planning process.

Parents should encourage teenagers to take an active role in their transition planning. Involvement can be increased by asking about interests and goals, teenagers self-advocacy skills, such as how to request accommodations, and assist in setting personal goals for the last few years of high school and beyond.




 [MilitaryOneSource.mil/EFMP](http://MilitaryOneSource.mil/EFMP)

Exceptional Family Member Program support is available for military families with special needs. For more information, please contact your installation EFMP office or visit [MilitaryOneSource.mil/EFMP](http://MilitaryOneSource.mil/EFMP), an official Department of Defense website.



### Exceptional Family Member Program

We know the system.  
We can help.




# Screen Examples

