

Visual Identity and Communications Guide



Maine Department of Labor
Bureau of Employment Services

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The importance of brand and visual identity

Brand identity is the overall impression of a business or organization that encompasses all products and services that they offer. A consumer takes all of the information that they know about that organization and formulates their own expectations about it. This information may come from the consumer's experience in dealing directly with the organization or what they hear about the organization.

But brand identity may also stem from images they see associated with the organization. All communications from an organization (both internal and external) including: website, brochures, advertising, and — at its core — the logo, are part of **visual identity**. Every organization has one. Whether that identity is positive or negative depends on how it is managed (or mismanaged).

A coherent and consistent use of visual elements such as logos, colors, fonts and graphic elements provides an opportunity for an organization to present itself in a positive manner. This in turn, creates a positive identity.

Careful management of the CareerCenter's visual identity will help us increase our brand awareness and elevate the overall impression that we give our customers, employees and partners.

Putting visual identity to use in our communications

This document contains guidelines on how to:

- Create communications that are consistent with the CareerCenter's visual identity
- Write an effective publication
- Determine what is the best format and content for your publication
- Follow the correct processes for producing a publication

Note: This document refers to the production process for **publications**. However, the process is applicable to **all external communication** mediums which include, but are not limited to:

- Advertisements
- Displays and posters
- Articles
- Web content
- PowerPoint presentations
- Bureau reports

Part 1 — Visual Identity

The following section is for informational purposes.

This contains specific visual element guidelines that will be utilized by the bureau communications manager, department publications coordinator and contracted graphic designers.

Logo Usage

Maine CareerCenter logo

At the heart of our visual identity is the Maine CareerCenter logo. The logo was designed with official colors. The purpose is to associate specific color schemes with the CareerCenter, thus creating brand recognition.

Acceptable versions



This is the most common version of the logo. It is in CMYK mode and uses the CMYK equivalent of the official PANTONE colors for the Maine CareerCenter visual identity. Use this version when the publication will be printed using the four-color process



This is the 2-color version of the logo. The red is assigned the official PANTONE color. The gray is 80% black. It has been assigned a percentage of black so that only two ink colors are needed in the print process.



The 1-color version is used when a publication will only be printed in black ink. This would be appropriate when a document will be photocopied or when budget constraints allow for only one ink color.



This version of the logo (with the word "Center" and the arc in black) is no longer used.



A version of the logo without its "The Maine Employment Resource" tag line may be used as long as the tag line appears as a headline or sub-headline elsewhere on the same page. It may also be used within a publication as long as the first occurrence of the logo in the publication contains the tag line.

Proper use of the logo

The Maine CareerCenter logo must never be altered in any way. Use only authorized electronic artwork of the logo. **Do not attempt to re-create the logo.** The integrity of our logo must always be respected. It must be printed or displayed on material of good quality and have sufficient clear space around it.

- Do not use the logo in any colors besides those approved.
- Do not re-size the logo disproportionately.
- Do not place the logo on a background that is busy or of a color outside the standard color palette.

On this page are some examples of incorrect usage of the logo.



NEVER EVER use a logo file (or any image) that has been grabbed off of a web page in printed material. It might look fine on a computer screen, but is low resolution and will have a “pixel” appearance when printed.



Logo Usage

Clear space

A minimum clearance must be maintained between the logo and other graphic elements or the edge of the page. The clear space around the CareerCenter logo is equal to x , where x is the height of the uppercase C in the word “Career.”



Maine’s Job Bank logo

The purpose of this updated version of the logo is to visually associate Maine’s Job Bank with the Maine CareerCenter, while still providing an identity to the Job Bank. It also eliminates the need to use the CareerCenter logo alongside the Job Bank logo on a document dealing only with Maine’s Job Bank. The CareerCenter logo usage rules also apply to the Job Bank logo.

Acceptable versions



Maine Department of Labor (MDOL) logo

The Maine Department of Labor logo must never be altered in any way. Use only authorized electronic artwork of the logo. **Do not attempt to re-create the logo.** The integrity of our logo must always be respected. It must be printed or displayed on material of good quality and have sufficient clear space around it. This is required on most CareerCenter communications. The determination will be made by bureau management and the communications manager.

- Minimum size: when printed, the letters in “DEPARTMENT OF” should be sharply defined and readable.
- Give a minimum of 1/2- inch white space on all sides (except when adding bureau or division name – see below for details).
- Do not place the logo over other graphic elements or a busy background image.
- The logo must always be printed in black or black and green (PANTONE 330). It may be reversed in white only when using a solid dark background.

Acceptable versions



Adding a Bureau or Division name

The name of a bureau or division may be added below the MDOL logo, to be used as a logo for that entity.

- Omit the words “Bureau of” or “Division of”
- Use Caslon 540 Italic
- Size the font so that it fits the exact width of the MDOL logo.



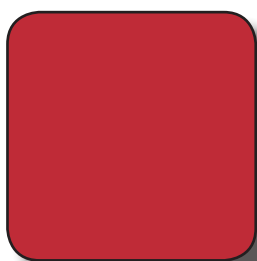
Colors

The CareerCenter's standard color palette

The standard color palette comes from the colors found in the logo and from established communications such as the website. Any deviation from this palette requires approval. Tints and gradations of these colors are acceptable.

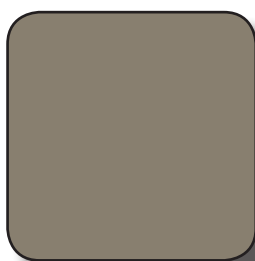
Primary Colors

These are the colors from the logo.
White is used as the primary background color.



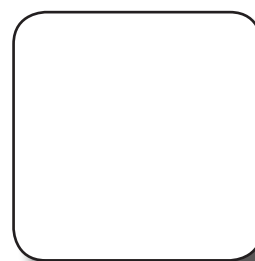
PANTONE 187

C = 0
M = 91
Y = 72
K = 23



PANTONE 404

C = 0
M = 8
Y = 22
K = 56

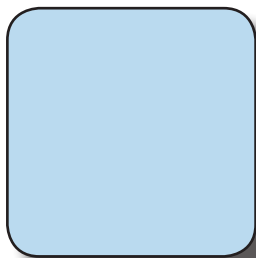


White

C = 0
M = 0
Y = 0
K = 0

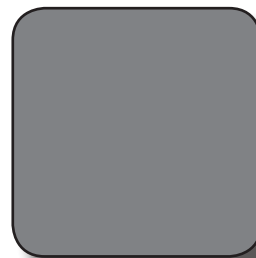
Secondary Colors

These may be used as accent colors.
60% gray is to be used as a substitute for
PANTONE 404 when only one or two inks are available.



Blue

C = 25
M = 5
Y = 2
K = 0



Gray

C = 0
M = 0
Y = 0
K = 60

Standard fonts

Primary font family

The primary font family is TW Cen MT (also known as Twentieth Century). Both the regular and condensed versions can and should be used. The regular version should be used for body copy (10 to 12 point size). The condensed version should be used for headers and sub-headers.

TW Cen MT regular

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

TW Cen MT italic

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

TW Cen MT bold

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

TW Cen MT bold italic

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

TW Cen MT condensed

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

TW Cen MT condensed bold

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

TW Cen MT condensed extra bold

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Acceptable substitutions

If TW Cen MT is not available, other sans serif fonts may be substituted. However, every effort should be made to acquire TW Cen MT. In most cases, it comes loaded as a standard font in Microsoft Windows.

The following font families may be substituted:

Myriad Pro - this is chosen because it also has condensed versions

Arial - this is chosen because it is a very standard font found on most computers and is used in websites. However, this font does not have a condensed version.

Fonts

Secondary font family

A serif font may be used in some cases. Historically, it has been argued that serif fonts are easier to read than sans serif fonts because of the line created by the finishing strokes. However, studies done over the years vary in their findings, so it may likely be more of a case of preference.

It is acceptable to use the Minion Pro font family in body text only. TW Cen MT must still be used in the headers and sub-headers for a consistent look. Minion Pro is the font used in the tag line “The Maine Employment Resource” on the CareerCenter logo.

Minion Pro regular

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Minion Pro italic

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Minion Pro bold

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Graphic Elements

The use of consistent graphic elements is a key component to developing and maintaining a visual identity. The following elements have been incorporated into the CareerCenter visual identity because of their flexibility and simplicity. Backgrounds should remain mostly white, using graphic elements for emphasis or as accents only.

The horizontal red bar

This bar is used for tag lines and major headers to emphasize the grouping of text. Text inside the bar is TW Cen MT condensed in white.

Are the right job candidates hearing your call?

Maine's Job Bank will match you with qualified applicants at **NO CHARGE.**

Maine's Job Bank Career Center
MAINE DEPARTMENT OF LABOR

The Maine Department of Labor provides equal opportunity in employment and programs. Auxiliary aids and services are available upon request to individuals with disabilities.

<p>Recruitment Assistance</p> <p>Start your search for qualified job candidates by registering with Maine's Job Bank.</p> <ul style="list-style-type: none"> List your job opportunities at no charge Reach tens of thousands of registered Maine job seekers Create, edit and manage your own job listings that are searchable by job seekers nationwide Access your job listings 24 hours per day, 7 days per week Immediately view summary information of job seekers who meet your specified qualifications Review lists of candidates who have inquired about your job listings Screen some applicant profiles and résumés 	<p>Employee Training</p> <p>CareerCenter staff can refer you to appropriate training and help you make a plan to meet your training needs.</p> <p>Maine Apprenticeship Program: connects job seekers looking to learn new skills with employers looking for qualified workers, resulting in a workforce with industry-driven training and employers with a competitive edge.</p> <p>Lifelong Learning Account (LLA): helps employees and employers work together to finance skill development and lifelong learning.</p> <p>Governor's Training Initiative (GTI): provides financial assistance for training new employees and/or retraining current workers with innovative, non-routine training.</p> <p>Maine Online Learning Initiative (MOLI): assists with access to online education and training programs in target industries.</p> <p>SafetyWorks: an outreach program of the Maine Department of Labor designed to reduce job-related injuries, illnesses and deaths.</p>	<p>Workforce Services</p> <p>Whether your business is growing or downsizing, the CareerCenter can assist with job retention, expansion, and creation, as well as assist workers who are facing job loss due to downsizing or closures. Services are tailored to fit the needs of the business.</p> <p>Access to Labor Information</p> <p>Visit your local CareerCenter to find the latest publications on labor market information, labor laws, occupational licensing permits, safety requirements, and more.</p> <p>The CareerCenter's Web site is your connection to labor information online. The site contains links to local, state and federal labor and business resources.</p> <p>Maine Department of Labor's Center for Workforce Research and Information (CWRI): provides data on wages, jobs in demand, employment and industry trends, and much more.</p>
<p>Meeting space: Interview and conference rooms are available for employers; many are equipped with video conference and audio/visual equipment.</p> <p>Job Fairs: get a list of upcoming job fairs in your area or around the state.</p> <p>www.mainejobcenter.com</p>		

Horizon bands and gradients

Horizon bands tie graphic elements together over one or multiple pages. Multiple bands may be used together, using various transparencies. The gradient is consistent with the CareerCenter website. When placing the CareerCenter logo over a color, a white outer glow is recommended around the logo.

Home | FAQ | Issues | Staff | Contact Us
 CareerCenter Search [Go]

Resources for Job Seekers | Employers | Veterans | Young People | People with Disabilities | Workforce Professionals

CareerCenter Quick Find

- How do I find a job?
- How do I recruit employees?
- How do I find training?
- How do I file for unemployment?

Maine's Job Bank Career Center
 The Maine Employment Resource

Find a CareerCenter near you...
 Select a location [Go]

Maine CareerCenters are equal opportunity providers. Auxiliary aids and services are available to individuals with disabilities upon request.

CareerCenter's News

Maine Unemployment Rate 8.1 Percent in April - May 21, 2010
 Nominations Sought for Senior Friendly Employees - May 17, 2010
 CareerCenter Launches New Website - April 30, 2010
 (More News)

Information: Maine.gov, Department of Labor, Site Map, Privacy Policy, Security
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CareerCenter
 The Maine Employment Resource

Bringing employers and job seekers together

Let us help you with

- Recruitment
- Employee training
- Job retention, expansion and creation

www.mainejobcenter.com

Maine's Job Bank will match you with qualified applicants at **NO CHARGE.**

- Post your job opportunities at no charge
- Reach tens of thousands of registered job seekers
- Get matched with qualified candidates
- Review profiles of interested applicants
- Manage your listings 24/7

For assistance, call 1.888.457.8883 or TTY 1.800.794.1110

The Maine Department of Labor provides equal opportunity in employment and programs. Auxiliary aids and services are available upon request to individuals with disabilities.

MAINE DEPARTMENT OF LABOR

Graphic Elements

The CareerCenter website address

In some cases, the CareerCenter website address is considered a graphic element. When the address stands alone, outside of a paragraph of text, it should adhere to a standard format:

Font: TW Cen MT condensed

Size: at least double the point size of the body text (Ex: on a three-panel brochure, 28 pt. fits well)

Color: standard red

www.mainecareercenter.com

When the address appears within a paragraph of text, a bold version of the font is used.

These regions collaborate with the Maine Department of Labor to establish a network of 12 full-service CareerCenters with additional service points and partner providers located throughout the state. For a complete list of locations, visit **www.mainecareercenter.com** or call 1-888-457-8883, TTY: 1-800-794-1110.

The Equal Opportunity and Accessibility statement

The following statement must appear on all CareerCenter publications:

The Maine Department of Labor provides equal opportunity in employment and programs. Auxiliary aids and services are available to individuals with disabilities upon request.

It should be formatted in TW Cent MT italic, at least one point size smaller than the body text. While it is smaller than the body text, it needs to be large enough to be readable. In general, it needs to be placed at the bottom or end of a document, or where ever it is most appropriate.

Representation

Images used in a publication should be relevant to the program or service being presented and reflect the audience of the publication; in most cases, this will either be Maine job seekers, workers or employers. It is important to attempt to represent the people of Maine. Whenever possible, use images of actual Mainers.

Diversity

The use of diverse images is also an important consideration. When multiple images are used, the subjects in the images should represent diversity in gender, race, disabilities, age, nontraditional occupations, etc.

Avoid copyright infringement

Photographic images are considered intellectual property. Although technology makes it easy to copy images into a document, you must make sure that you have proper permission to use an image. Never save an image from a website and place it into your document (also see information regarding resolution on the following page). In general, you should stick to these three scenarios when using images:

- **Use photos taken or purchased by the Department of Labor for use in publications.**
- **Purchase stock photography.** As long as you do not exceed the limits of the purchased license agreement, you are free to use the image in printed and electronic materials. An inexpensive source is iStockphoto.com.
- **Get written permission from the owner of an image you are interested in using.** In most cases, independent photographers are happy to oblige, as long as you are not profiting from its use and you attribute the image to them.

Model release

A **Model Release Form** must be signed by all photo subjects and kept on file when photos are taken by DOL photographers.

Reminder

NEVER EVER save an image off of a website and use it in a publication, for two reasons:

1. It is someone else's intellectual property, which means you are committing copyright infringement.
2. Images used in websites are low resolution and will appear blurry when printed.

Images

Resolution

The resolution of an image used in publications should be high enough so that the image looks crisp and clear when printed (generally 300 dpi). Images pulled off of websites are considered low resolution (usually 72



Image at 300 dpi



Image at 72 dpi

dpi). They look fine on your computer screen because your screen is only capable of showing 72 dpi.

Mode and file format

All image files for printed publications must be in CMYK (4-color process) or gray scale mode. RGB mode is for computer screen-only images such as those used in websites.

Images used in printed materials must be saved in jpeg or tiff format. Gif format is not acceptable, as that format is used for websites. For line art images, such as logos, eps format is preferred.

Model Release Form

**Maine Department of Labor
Bureau of Employment Services**
55 State House Station
Augusta, ME 04333

I, _____, do hereby give the Maine Department of Labor (and its assigns, licensee and legal representatives) the irrevocable right to any picture, portrait, or photograph which she has taken of me. This applies to all forms and media and in all manners, including, without limitation, any exhibition or publication, including the right to use my photograph to advertise any exhibit, book, magazine or other publication in which my photograph appears, or as the cover of any book, magazine or poster for any film or video. This includes but is not limited to brochures, flyers, reports, posters, and websites made by the Maine Department of Labor, but does NOT include the right to use my photograph to advertise any other product without further consent.

I agree that by signing this Model Release, I am giving up the right to derive any money or other compensation from the publication, exhibition, or sale of photographs in which I appear.

I am of full and legal (18 years or older) age. I have been treated respectfully by you and all others present when I was photographed. I am fully satisfied with the manner in which I was treated during any session in which you photographed me. I have full legal authority to give this release.

I have read this Model Release and am fully familiar with its contents.

Signed: _____

Date: _____

Address: _____

Date of Birth: _____

Phone Number (_____) _____

Minor Model Release Form

**Maine Department of Labor
Bureau of Employment Services**

55 State House Station
Augusta, ME 04333

I, _____, do hereby give the Maine Department of Labor (and its assigns, licensee and legal representatives) the irrevocable right to any picture, portrait, or photograph which she has taken of my child, _____. This applies to all forms and media and in all manners, including, without limitation, any exhibition or publication, including the right to use my child's photograph to advertise any exhibit, book, magazine or other publication in which my child's photograph appears, or as the cover of any book, magazine or poster for any film or video. This includes but is not limited to brochures, flyers, reports, posters, and websites made by the Maine Department of Labor, but does NOT include the right to use my child's photographs to advertise any other product without further consent.

I agree that by signing this Model Release, I am giving up the right to derive any money or other compensation from the publication, exhibition, or sale of photographs in which my child appears.

I am of full and legal (18 years or older) age. My child has entered into the role of model under his/her and my consent. My child has been treated respectfully by you and all others present when his/her photographs were being taken. I am fully satisfied with the manner in which my child was treated during any session in which you photographed my child. I have full legal authority to give this release.

I have read this Model Release and am fully familiar with its contents.

Signed: _____

Date: _____

Child Model's Signature: _____

Child Model's Date of Birth: _____

Address: _____

Phone Number (_____) _____

Part 2 — Writing a Communication

The following section contains information and guidelines that should be followed by anyone who requests, writes or reviews any form of external communication.

Writing Tips

Tips for writing an effective marketing communication

Identify your audience

Generally speaking, the audience for any publication produced by Bureau of Employment Services will fall into one of the following categories:

- Job seekers
- Workers interested in upgrading their skills or looking for a career change
- Employers
- Partner providers
- Staff

Identify the purpose

What do you want this publication to accomplish? Do you want job seekers to walk into a CareerCenter? Do you want employers to list their jobs in Maine's Job Bank? Make the purpose clear in the beginning (the cover) and end it with where to go or what to do (the back).

Pick a point of view

The publication should be written for the reader's point of view and in a logical sequence following their train of thought. Answer questions that a reader might have, find out their needs, and show how we can fulfill them.

Determine the appropriate reading level for your audience

In order to clearly convey your message, it is important to consider the appropriate reading level of your audience. If you use complex terms and sentence structure, the reader may not understand and will most likely just stop reading.

Research has found that a person's reading level is usually three to five years below the highest grade that they have completed. In most cases, it is best to use the lowest common denominator. Even though some audience members may be college-educated, many have only completed high school. This translates to a **seventh grade reading level**. (The industry standard for newspapers is middle school reading level.) Keep in mind that there may be circumstances when you may need to write for an even lower reading level.

Readability formulas such as the Flesch test may be used to get a **general determination** of the reading level of a document. Microsoft Word has built-in Flesch Reading Ease and Flesch-Kincaid Grade Level tools found under the spelling and grammar menu. However, these formulas use word and sentence length to determine the reading level. They do not take readability, organization and comprehension into consideration. Text that is not in full sentences, such as headings and bulleted points may throw off the calculation.

Narrow your emphasis

Your primary focus should be the benefits that a particular program or service offers the reader. Features of a program or service can be sold by highlighting the benefits. Readers want to know how they will personally benefit.

Keep it brief

Include as much text as required to make your case — no more, no less. Write efficient sentences by avoiding wordiness. Most **readers scan publications** at first to determine if they want to read more. By grouping information with bullets and/or sub-heads, the reader will get more information during their initial scan. (Take this and the previous page as an example; if you read just the sub-heads, you would get the gist of the message.) Keep the details in the appropriate place. A good practice is to reference websites to obtain more detailed information.

Use standard marketing messages

Development simple, straight-forward marketing messages that can be used across mediums. Ask yourself, “What is the most important point that I want to make about this product or service?” This may be the only information a reader takes away from your publication, so make it count. Set this marketing message off graphically and use it in all marketing efforts to create brand identity.

Avoid jargon

Imagine yourself as a complete outsider to the world of workforce development. Do you know what an LWIB is? Or even a Local Workforce Investment Board? Those terms mean nothing to a job seeker who just wants to learn about the services that can help him or her to find a job. When using those kinds of terms is not essential to getting your message out, do not use them. If they are necessary, give a laymen’s explanation of their meaning.

Try to avoid using acronyms. If an acronym will not be commonly recognized by the general public, it is better not to use it. However, if one of the purposes of the publication is to introduce the use of an acronym in an attempt to make it commonly recognizable, or if the acronym is already commonly used, spell out the meaning, followed by the acronym in parenthesis. Acronyms may then be used in subsequent references.

Example of how to define a commonly recognized acronym:

The Department of Veterans Affairs (VA), the nation’s largest health care system, today announced measures to ensure that all inpatient surgeries are performed under the safest possible conditions at facilities with the resources to support them. VA is the first hospital system to conduct a comprehensive review to determine what level of inpatient surgeries may be performed in each of its 112 surgery programs.

Example of how the use of an acronym is not necessary:

Contact your LVER for more information about programs available to veterans.

Although we may refer to LVERs internally, this acronym has no significance to the general public. Instead, use: *Contact your local veterans employment representative for more information on programs available to veterans.*

Writing style

Use AP style

The Associated Press Stylebook is the media industry standard. It includes an A-to-Z listing of guides to capitalization, abbreviation, spelling, numerals and usage. However, in rare occasions, there may be exceptions to the rules found in the stylebook. It is acceptable for any entity to have their own style guides, but it is imperative that the styles remain consistent.

Some common mistakes and rules on how to address them:

Punctuation

- One space after the period at the end of sentences and one space after colons.
- Place commas, question marks and periods inside quotation marks; colons and semi-colons outside.
- Use an em dash (—), not a hyphen (-), to punctuate an abrupt change in thought or an emphatic pause in a sentence. (shift-alt-hyphen) Place a space before and after the em dash. Not--this, not - this, or—this. This — is correct.
- Colons introduce; dashes separate; hyphens join

Capitalization

- Never type in ALL CAPS.
- In most cases, professional titles are not capitalized except when titles immediately precede names.
- **Web site is now website** according to the *2010 AP Stylebook*.

Time and Date

- Times are typed as a.m. or p.m., with a space after the number. (4:15 p.m. not PM or pm)
- Use 5 p.m. instead of 5:00 p.m.
- Midnight and noon are not capitalized and are used rather than 12 a.m. or 12 p.m.
- When a month is used with a specific date, abbreviate only Jan., Feb., Aug., Sept., Oct., Nov., and Dec. Spell out the month when it stands alone.
- Use straight dates not “th” or “nd” (June 13 instead of June 13th).

Numbers

- Spell out one through nine and first through ninth. Use a numeral for 10 and above.
- Spell out a number at the beginning of a sentence (with the exception of a calendar year) or rewrite the sentence.

CareerCenter/BES-specific styles

CareerCenter

CareerCenter is one word. Do not spell it as two words: Career Center. The following references are also acceptable: The Maine CareerCenter, Maine’s CareerCenters.

Maine’s Job Bank

The official name for the Job Bank is **Maine’s Job Bank, not The Maine Job Bank.** Text should be worded in such a way that the word “the” is not needed before it. Once there has been a reference to Maine’s Job Bank, it is acceptable to state it as the Job Bank in subsequent references. **Never use the internal acronym MJB in an external publication.**

Jobseeker vs. job seeker

Job seeker is two words.

Log in vs. login

- Log in – when used as a verb
- Login – when used as a noun
- Log on – when used as a verb
- Logon – when used as a noun

Examples:

- *Log in to Maine’s Job Bank.*
- *Go to the Job Bank job seeker login.*

Other common mistakes

- **Farmworker** (one word)
- **Wagner-Peyser** (hyphenated)
- **e-mail** (not email or E-mail – unless used at start of sentence)
- **home page** (two words – not HomePage or homepage)
- **resume** (no accent marks)
- **Midcoast** (as in Southern Midcoast CareerCenter – not MidCoast, Mid-Coast or Mid Coast)

Web Addresses

Utilizing web addresses

Wherever possible, publications should contain website addresses for readers to go to for additional or more up-to-date information.

- Including the “http://” protocol is not necessary. A web browser will automatically include this when it searches for an address.
- Every attempt should be made to keep an entire web address on one line. If this is not possible, then split it after a slash (/). Do not split it in the middle of a word by hyphenating it.
- If a web address falls at the end of a sentence, use a period.
- Avoid web addresses that are particularly lengthy and complicated unless it is specifically essential to guide users to a particular document. This is commonly the case with the CareerCenter website. **In most cases, users should be directed to the main page: www.mainecareercenter.com.** When referring to Maine’s Job Bank, users should be sent to the main page. However, for marketing purposes, some redirects have been created for quick reference to specific programs and services.

The following is a list of current redirects for the CareerCenter website. These may be utilized in publications.

Program and service pages:

www.mainecareercenter.com/apprenticeship
www.mainecareercenter.com/gti
www.mainecareercenter.com/skillsscholarship
www.mainecareercenter.com/lilas
www.mainecareercenter.com/rapidresponse
www.mainecareercenter.com/taa
www.mainecareercenter.com/training
www.mainecareercenter.com/veterans
www.mainecareercenter.com/disabilityservices
www.mainecareercenter.com/healthcare
www.mainecareercenter.com/youth

Local CareerCenter pages:

www.mainecareercenter.com/augusta
www.mainecareercenter.com/bangor
www.mainecareercenter.com/brunswick
www.mainecareercenter.com/calais
www.mainecareercenter.com/lewiston
www.mainecareercenter.com/machias
www.mainecareercenter.com/portland
www.mainecareercenter.com/presqueisle
www.mainecareercenter.com/rockland
www.mainecareercenter.com/skowhegan
www.mainecareercenter.com/springvale
www.mainecareercenter.com/wilton

Part 3 — Producing a Publication

The following section contains information and guidelines that should be followed by anyone who is involved in the planning process of an external communication.

Assessment

Evaluating need

Before beginning any part of the publication process, an assessment needs to be made regarding the necessity of the publications itself.

A brand new publication

- What is the purpose of this publication?
- Has a wide-scale need been established? Or is this a response to one or a few isolated incidences?
- Who is the target audience? How does this audience generally get their information?
- What is the quantity and how will it be distributed?
- Has the most efficient and effective format been determined?
- Is this information available elsewhere?
- Will any of the included information change frequently? (consider contact names, e-mail addresses, phone numbers, location/postal addresses)
- Can the same information be disseminated in a format other than print?

An update to an existing publication

- Is this publication still relevant and accurate? (Both as a whole and in parts.)
- Why is it being reproduced? Is it just because “we’ve always done it that way?”
- Who is the target audience? Do they still get their information this way?
- Have recipients ever been surveyed (formally or informally) about their use of this publication?
- Does this publication look dated? (Consider brand and visual identity.)
- Is the entire publication being updated, or only parts?
- Is this still the most effective and efficient format?
- Is this information available elsewhere?
- Can the content be condensed?
- Is more content necessary?

Determining the best format

There are many factors that will help you decide what form your publication will take.

Consult with the publications coordinator to find out the best format that will fit your needs and convey your message in the most effective and efficient way.

Here are some questions to ask yourself about your publication:

- How will this publication be used?
- Will it be placed in a brochure rack?
- Will it be handed out at an event?
- Will it be mailed? If so, will it be in an envelope?
- Is it part of a series of publications?
- Will it be heavily used (like a handbook)?
- Will it be available only as an electronic document (pdf)?
- Does it need to be full-color? Two-color? Black and white?
- What kind of paper stock will be needed?
- What is the needed quantity?
- What is the lead time?
- Can/should it be produced in-house?

Here are some common formats:

- **Two-panel:** one fold; usually on letter-size paper
- **Three-panel:** two folds; usually on letter-size paper
- **Four-panel:** three folds; usually on legal-size paper
- **Small booklet:** usually letter-size; folded and saddle stitched (stapled)
- **Large booklet:** usually letter-size; spiral bound, perfect bound (like most soft-cover books) or saddle stitched (by folding tabloid-size paper)
- **Postcard**
- **Folder**

Examples of common formats

Three-panel brochure

The bi-fold, tri-panel brochure is often mistakenly called a “tri-fold.” It has two folds and three panels and is easily produced on standard letter-size paper.

Benefits of the three-panel brochure:

- If produced on letter-sized paper, it can be printed on a standard printer or copier
- Easily accommodated by standard brochure displays/holders
- Fits inside standard #10 envelope
- Can be used as a self-mailer with no envelope
- Easiest format to produce in-house because it requires no trimming (as long as no bleeds are used) and can be folded using in-house equipment
- If carefully written, it can be very effective in highlighting the most important messages without getting into too much detail

Four-panel brochure

The true “tri-fold” four-panel brochure shares many of the same benefits with the three-panel brochure.

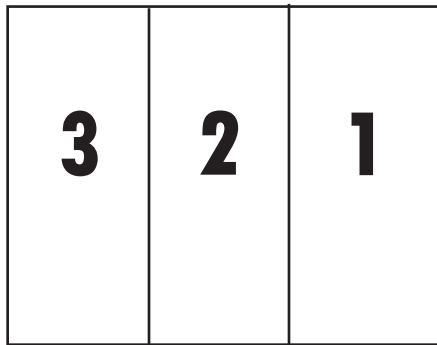
Added benefits include:

- A fourth panel, allowing more room for content
- If produced on legal-sized paper (8½ x 14), can also be printed on most standard printers and copiers

Thinking about how the publication will be laid out can help in determining the content

Recommended layout for a three-panel brochure:

Panel #1



Cover — this is where the logo, title and tag line go. This should be kept as simple and uncluttered as possible. It is the first impression for the reader. Carefully consider the title and tag line. It should clearly state the purpose and audience for this publication. This is a good place for images that will help support your message, make the publication visually appealing, and invite the audience to open and read.

Panel #2

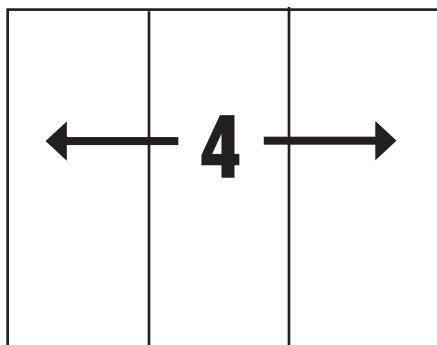
Back cover — this space should be used for contact information including: website addresses, phone numbers, location addresses, fax numbers, etc. Note that important messages will be lost here because it is the panel that is least likely to be read. Keep text to a minimum.

Panel #3

Inside front panel — this is the most important panel and should be used to summarize the message of the brochure.

Panel #4

Inside three-panel spread — this is where you go into more detail about your message. List available programs and services or the benefits of a specific program or service. Limit text to one or two paragraphs for each. Try not to cram too much information here. Remember that your audience will scan and not read from start to finish. Tell the reader where they can go for more detailed information.



Example of a three-panel brochure layout:

Production

Determining where it will be produced (printed)

Outsourcing

A publication may get printed by a print vendor. There are various factors that will determine whether or not a publication is sent out to a printer. Consult with the publications coordinator to find out the best option for your individual publication.

- **Quantity** - perhaps the most important factor; generally speaking, if more than 500 copies are needed, it may be more cost effective to send out for printing.
- **Time line** - there needs to be enough turnaround time for the job to go out to bid (if necessary), for the printer to complete the job, and get the publication delivered.
- **Quality** - in some cases, the use of an offset or web press will produce a better quality print than a digital press.
- **Capabilities** - production requirements may be beyond our in-house capabilities

In-house production

The Department of Labor has a number of in-house production capabilities:

- **Printing:** color, high-speed black and white
- **Trimming:** machine-cut to size
- **Folding:** single and multi machine folds
- **Binding:** saddle stitch (staple), coil (spiral), GBC (comb), perfect (strip tape)
- **Mailing:** wafer seal, labels, stuffing, merge capabilities using Word or Adobe software
- **On-demand printing**
- **Large format prints (posters and displays):** 24" wide
- **Mounting:** card stock, foam core, sintra board
- **Lamination:** matte and gloss

Before you get started

Consider the following list and then consult with the communications manager to develop a plan.

- **Evaluate the need and format**

Make sure the production of this publication is necessary. Is it being produced because there is an established need? Or is it because it has just always been done? Is there a more efficient and effective way to deliver this information such as through an electronic newsletter, on a website or in a condensed printed version? (See the section on “Assessment.”)

- **Gather all needed content**

This includes: text, logos, images (high resolution), etc.

- **Make sure copy is in its final state**

This will help the designer work more efficiently and result in a quicker turn-around. Major changes in content require major changes in layout.

- **Know and communicate your desired outcome**

Find samples of other publications that work for your needs. Have a vision of what your end product should look like. Designers appreciate guidance.

- **Determine the quantity that is needed**

- **Set a realistic time line for the entire process**

Work backwards to determine the schedule

- **Target date** – What is the date the final product is needed?
- **Mailing** – Does the publication need to be mailed to individuals? Is the mailing list “clean?”
- **Printing** – How long will the printing take (in-house or off site)? Does the job need to be sent out to bid?
- **Editing** – Is there time for your organization’s leadership to approve? (Check vacation and travel schedules.) How many other individuals need to edit and approve? The designer needs time to incorporate all rounds of edits.
- **Creation** – Is there enough time for a designer to complete the layout and design process? (Consider the scope of the publication.)
- **Writing** – How much content development is involved? Copy needs to be in its final state before it is given to the designer.

Part 4 — BES Communications Process

The following section contains information and guidelines that should be followed by anyone who is involved in any part of the external communication process.

Roles and Responsibilities

BES Staff

Personnel in each of these roles will vary, depending on the communication. A person may be assigned to more than one role in the process. The communications manager will assist in determining the who is assigned to each of these roles.

Initiator

Ownership of the publication belongs to the initiator. This person identifies the need for the publication and initiates the process. Examples could be a subject-matter expert such as a program manager or a CareerCenter manager.

Communications Manager

This is the coordinator and project manager for all bureau communications. The initiator presents a proposal for a new or updated publication to the communications manager. This person does a preliminary assessment of the need to proceed with this publication and coordinates the formation of the publication team if needed. The communications manager is the bureau contact with the department publications coordinator and provides the items necessary for layout. The communications manager reviews all content for messaging, grammar, reading level, EEO requirements and visual identity. In some cases, the communications manager may also be the initiator.

Author

This may be the initiator, communications manager or other person who possesses the skills to write for the intended audience. The author consults with the subject matter expert for content accuracy and with the communications manager for consistent marketing messages. This person is also responsible for gathering and verifying all necessary phone numbers, postal addresses, web addresses, etc.

Subject matter expert

The BES staff person who possesses expert knowledge on the topic of a communication. The subject matter expert is often a program manager, but could also be a staff person who has vast experience working with a certain program or service. This person may also be the author and will always be a reviewer.

Fact checker

This person provides a thorough proofread including fact-checking, content, spelling, grammar, punctuation, and a check of all telephone numbers, addresses, web address, etc. This role is especially important when publications such as resource guides are being reprinted from previous versions.

Reviewer(s)

Depending on the scope of the project, there may be one or more reviewers in addition to those persons listed above. One or more of these reviewers should be a bureau or division director. BES administrative staff should be included in this list. Reviewers edit and approve the content and overall messages.

Roles and Responsibilities

Bureau Director

Gives the final approval sign off for both content and funding. The bureau director may designate another member of the bureau management team to provide final sign off. The bureau director will also assist in determining if other bureaus within the department or the department commissioner need to be included in the review or creation of content.

DOL Commissioner's Staff

Department Publications Coordinator (Brenda Evans)

Responsible for the design, layout and printing of the publication. The publications coordinator ensures that all bureau publications follow the bureau's visual identity guide. This person determines the best method for producing the publication, obtains any necessary vendor bids and works directly with the vendor.

Assistant to the Commissioner (Adam Fisher)

The commissioner's designated communications staff person reviews all bureau publications to ensure that they are consistent with the department's messages and styles. This person works with the communications manager to resolve any issues.

Commissioner

The Labor commissioner may require personal review of certain communications. The bureau director or assistant to the commissioner will determine when this is needed and will work directly with the commissioner for the approval.

Process Flow — Printed Publications

Proposal/Request

For a new or updated publication

- Initiator fills out the **Publication Assessment Worksheet** and submits it to the communications manager.
- Communications manager performs a preliminary need and budget assessment.
- If approved, initiator fills out the **Communications Request Worksheet** and submits it to the communications manager.

For a reprint

- Requester fills out the **Communications Request Worksheet** and submits it to the communications manager.
- Communications manager submits the request to the publications coordinator.

Development

- Communications manager forms a publication team if necessary.
- Team meets to discuss objective, requirements, budget, schedule and assign responsibilities.
- Communications manager meets with the publications coordinator to discuss capabilities and schedule.
- Author writes the content.
- Communications manager coordinates a review of the content.

Design

- Communications manager gathers all necessary pieces and submits them to the publications coordinator.
- Publications coordinator gets necessary bids and creates layout.
- Publications coordinator presents the communications manager with the first draft.

Review

- Communications manager coordinates a review of the draft (including the assistant to the commissioner).
- Communications manager consolidates comments and edits and returns them to the publications coordinator.
- Publications coordinator makes necessary changes and presents second draft to the communications manager.
- Communications manager gets final review/approval and submits it to the publications coordinator.

Production

- Publications coordinator submits the final files to the printer or produces in house.
- Publications coordinator provides the final product to the communications manager.
- The communications manager works with the administrative staff to determine the best distribution method and coordinates the submission of certain publications to the library.

Process Flow — Non-Printed Communications

Proposal/Request

Initiator fills out the **Communications Request Worksheet** and submits it to the communications manager.

Development

- Communications manager forms a team if necessary.
- Team meets to discuss objective, requirements, budget, schedule and assign responsibilities.
- Author writes the content.
- Communications manager coordinates a review of the content.

For and ad Design

- Communications manager gathers all necessary pieces.
- Communications manager arranges for design.

For an article or web content

Review

- Communications manager coordinates a review of the draft (including the assistant to the commissioner).
- Communications manager consolidates comments and edits.
- Communications manager makes necessary changes.
- Communications manager gets final review/approval.

Submission

- Communications manager submits the final files to appropriate publication or website.

Publication Assessment Worksheet

Proposed publication:

Date:

Date needed:

Initiator:

Subject matter expert:

New Publication

Purpose: _____

Target audience: _____

Quantity: _____

Distribution method: _____

Proposed format: _____

Information available elsewhere? _____

How often will information change? (consider contact names, e-mail addresses, phone numbers, location/postal addresses) _____

Update to Current Publication

Still relevant and accurate? _____

Reason for update: _____

Date of last update: _____

Scope of update: _____

Target audience: _____

Quantity: _____

Distribution method: _____

Same format/still appropriate? _____

Information available elsewhere? _____

Has there been significant information change? (consider contact names, e-mail addresses, phone numbers, location/postal addresses) _____

Publication Assessment Example

Proposed publication:

Veteran's Services guide

Date:

7/28/10

Date needed:

9/13/10

Initiator:

Anne Kelley

Subject matter expert:

Paul Luce



New Publication

Purpose: To provide veterans with information on services available to them through the Career Center

Target audience: Job seekers who are veterans

Quantity: 5,000

Distribution method: Supply to each Career Center

Proposed format: Three-panel bi-fold brochure

Information available elsewhere? on Career Center website

How often will information change? (consider contact names, e-mail addresses, phone numbers, location/postal addresses) will be kept to main helpline, no names



Update to Current Publication

Still relevant and accurate? _____

Reason for update: _____

Date of last update: _____

Scope of update: _____

Target audience: _____

Quantity: _____

Distribution method: _____

Same format/still appropriate? _____

Information available elsewhere? _____

Has there been significant information change? (consider contact names, e-mail addresses, phone numbers, location/postal addresses) _____

Communication Request Worksheet

To be completed by requester. Once completed, put in communications manager's mailbox or fax to 287-5933.

<p>Requested communication/publication:</p> <p>_____</p> <p>_____</p>	<p>Today's date:</p> <p>_____</p>																		
<p>Type of communication</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Brochure</td> <td><input type="checkbox"/> New</td> </tr> <tr> <td><input type="checkbox"/> Guide</td> <td><input type="checkbox"/> Update</td> </tr> <tr> <td><input type="checkbox"/> Handout</td> <td><input type="checkbox"/> Reprint</td> </tr> <tr> <td><input type="checkbox"/> Advertisement</td> <td><input type="checkbox"/> Sample enclosed</td> </tr> <tr> <td><input type="checkbox"/> Display/poster</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Article</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Web content</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Presentation</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other _____</td> <td></td> </tr> </table>	<input type="checkbox"/> Brochure	<input type="checkbox"/> New	<input type="checkbox"/> Guide	<input type="checkbox"/> Update	<input type="checkbox"/> Handout	<input type="checkbox"/> Reprint	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Sample enclosed	<input type="checkbox"/> Display/poster		<input type="checkbox"/> Article		<input type="checkbox"/> Web content		<input type="checkbox"/> Presentation		<input type="checkbox"/> Other _____		<p>Requester: _____</p> <p>Job title: _____</p> <p>Date needed: _____</p> <p>Quantity needed: _____</p>
<input type="checkbox"/> Brochure	<input type="checkbox"/> New																		
<input type="checkbox"/> Guide	<input type="checkbox"/> Update																		
<input type="checkbox"/> Handout	<input type="checkbox"/> Reprint																		
<input type="checkbox"/> Advertisement	<input type="checkbox"/> Sample enclosed																		
<input type="checkbox"/> Display/poster																			
<input type="checkbox"/> Article																			
<input type="checkbox"/> Web content																			
<input type="checkbox"/> Presentation																			
<input type="checkbox"/> Other _____																			
<p>Funding source (mandatory)</p> <p>Cost center: _____</p> <p>Fund ledger code: _____</p>																			
<p>Ship to: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>																			

Do not complete. For communications manager's use only.

<p>Role assignments</p> <p>Initiator: _____</p> <p>Author: _____</p> <p>Subject matter expert: _____</p> <p>Fact checker: _____</p> <p>Reviewer: _____</p> <p>Reviewer: _____</p> <p>Reviewer: _____</p> <p>Reviewer: _____</p> <p>Reviewer: _____</p> <p>Reviewer: _____</p> <p>Notes: _____</p> <p>_____</p>	<p>For printed publications</p> <p><input type="checkbox"/> In-house production</p> <p><input type="checkbox"/> Outsourced</p> <p>Inks</p> <p><input type="checkbox"/> 1-color</p> <p><input type="checkbox"/> 2-color</p> <p><input type="checkbox"/> 3-color</p> <p><input type="checkbox"/> 4-color process</p> <p>Finished size: _____</p> <p>Paper stock: _____</p> <p>Binding: _____</p> <p>Folding: _____</p> <p>Other: _____</p>
--	---

Communication Request Example

To be completed by requester. Once completed, put in communications manager's mailbox or fax to 287-5933.

Requested communication/publication: <u>Veterans Services</u> <u>guide</u>		Today's date: <u>7/28/10</u>
Type of communication		Requester: <u>Larz Nelson</u> Job title: <u>DVOP</u>
<input checked="" type="checkbox"/> Brochure	<input type="checkbox"/> New	Date needed: <u>9/20/10</u> Quantity needed: <u>500</u>
<input type="checkbox"/> Guide	<input type="checkbox"/> Update	Funding source (mandatory) Cost center: <u>99999</u> Fund ledger code: <u>X999</u>
<input type="checkbox"/> Handout	<input checked="" type="checkbox"/> Reprint	
<input type="checkbox"/> Advertisement	<input type="checkbox"/> Sample enclosed	
<input type="checkbox"/> Display/poster		
<input type="checkbox"/> Article		
<input type="checkbox"/> Web content		
<input type="checkbox"/> Presentation		
<input type="checkbox"/> Other _____		Ship to: <u>Larz Nelson</u> <u>109 Statehouse Station</u> <u>Augusta, ME 04333</u>

Do not complete. For communications manager's use only.

Role assignments Initiator: _____ Author: _____ Subject matter expert: _____ Fact checker: _____ Reviewer: _____ Reviewer: _____ Reviewer: _____ Reviewer: _____ Reviewer: _____ Notes: _____ _____	For printed publications <input type="checkbox"/> In-house production <input type="checkbox"/> Outsourced Inks <input type="checkbox"/> 1-color <input type="checkbox"/> 2-color <input type="checkbox"/> 3-color <input type="checkbox"/> 4-color process Finished size: _____ Paper stock: _____ Binding: _____ Folding: _____ Other: _____
---	--

Publication Review Checklist

Publication title: _____

Draft #: _____

Reviewer: _____

Date review is due: _____

One or more of the following roles has been assign to you. A check has been placed next to the appropriate roles. See reviewer responsibilities for minimum review requirements. Please return marked up copy and this initialed form to the communications manager within three days.

Reviewer responsibilities	Date received	Date returned	Initials
<input type="checkbox"/> Initiator Provide a thorough proofread including content, spelling, grammar, punctuation, and spot checks for telephone numbers, addresses, web address, etc.			
<input type="checkbox"/> Author Provide a thorough proofread including content, reading level, spelling, grammar, punctuation, and spot checks for telephone numbers, addresses, web address, etc.			
<input type="checkbox"/> Communications manager Provide a thorough proofread including content, reading level, spelling, grammar, punctuation, telephone numbers, addresses, web address, etc. Review for format, design, visual identity, consistent messaging, accessibility statements.			
<input type="checkbox"/> Subject matter expert Review for content accuracy, including all data.			
<input type="checkbox"/> Fact checker Provide a proofread including content, spelling, grammar, punctuation, and a thorough check of telephone numbers, addresses, web address, etc.			
<input type="checkbox"/> Reviewer Review for content, messaging, spelling, grammar, etc.			
<input type="checkbox"/> Bureau Director Review for overall content and messaging, determine if commissioner or other bureaus require a review.			
<input type="checkbox"/> Commissioner's Office Review for overall content and messaging, determine if commissioner or other bureaus require a review.			

Publication Review Checklist Example

Publication title: Veteran's Services Guide

Draft #: 2

Reviewer: Paul Luce

Date review is due: 7/31/10

One or more of the following roles has been assign to you. A check has been placed next to the appropriate roles. See reviewer responsibilities for minimum review requirements. Please return marked up copy and this initialed form to the communications manager within three days.

	Reviewer responsibilities	Date received	Date returned	Initials
<input type="checkbox"/>	Initiator Provide a thorough proofread including content, spelling, grammar, punctuation, and spot checks for telephone numbers, addresses, web address, etc.			
<input type="checkbox"/>	Author Provide a thorough proofread including content, reading level, spelling, grammar, punctuation, and spot checks for telephone numbers, addresses, web address, etc.			
<input type="checkbox"/>	Communications manager Provide a thorough proofread including content, reading level, spelling, grammar, punctuation, telephone numbers, addresses, web address, etc. Review for format, design, visual identity, consistent messaging, accessibility statements.			
<input checked="" type="checkbox"/>	Subject matter expert Review for content accuracy, including all data.	7/28/10		
<input type="checkbox"/>	Fact checker Provide a proofread including content, spelling, grammar, punctuation, and a thorough check of telephone numbers, addresses, web address, etc.			
<input type="checkbox"/>	Reviewer Review for content, messaging, spelling, grammar, etc.			
<input type="checkbox"/>	Bureau Director Review for overall content and messaging, determine if commissioner or other bureaus require a review.			
<input type="checkbox"/>	Commissioner's Office Review for overall content and messaging, determine if commissioner or other bureaus require a review.			

Proofreading Marks

Mark	Meaning	Example
	Delete	The the employer
	Close up, no space	The Career Center
	Delete and close up	The Career Center
	Insert space	job seeker
	Insert word or letter	the job ^e sker
	Change a letter	a ffect
	Change a word	less & five more than one
	Transpose	services training at no charge
	Insert comma	different profession , find a new career
	Insert period	The CareerCenter can help .
	Insert apostrophe	Maine s Job Bank
	Insert colon	We can help with the following :
	Insert semicolon	data on wages ; however
	Insert hyphen	industry -driven training
	Insert quotation marks	for " at-risk " job seekers
stet...	Restore to original	stet or a whole new career
¶ No ¶	Start new paragraph or no paragraph intended if preceded by "no"	Maine's Job Bank is a separate system. ¶ The best way to file for benefits No ¶ The best way to file for benefits
	Capitalize	Maine's Job bank
	Lower case	helping Maine Job seekers
	Parenthesis	employee contributions (minimum of \$25 per month), which
	Brackets	"to the chosen site"
	Spell out	takes place in Feb. and March
	Align	<ul style="list-style-type: none"> • Determine eligibility requirements for employees • Host LiLA information sessions • Match employee contributions
	Move left	[employer
	Move right	employer]
	Superscript	NextGen [®]
	Insert em dash (shift alt - or alt 0151)	a better job — or a whole new career
	Insert en dash (alt - or alt 0150)	from 2006 —2009

Glossary of Terms

CMYK – Refers to the four-color print process. The acronym stands for cyan, magenta, yellow and black. All printed colors are produced by varying percentages of those four ink colors. A document goes through one pass for each color on an offset or web printer.

PANTONE® – The color matching system developed by PANTONE, Inc. It is the definitive international reference for selecting, specifying, matching and controlling ink colors. The PANTONE FORMULA GUIDE shows corresponding printing ink formulas for each color. For our purposes, PANTONE ink colors are generally used in one, two or three-color print jobs when it is less expensive than using the four-color process.

RGB – Refers to color model in which red, green and blue light mix together to create an array of colors as represented on an electronic display such as a computer monitor or TV. The representation of these colors is display-dependent, meaning that the same blend of RGB values will look different on every display. An image in RGB mode creates errors and unexpected results when printed and is never used in print publications. An image must first be converted to CMYK or grayscale mode. The fact that a computer monitor displays color using RGB, is the reason why it is not a good predictor for how the colors of a print publication will look. Designers and printers are familiar with color shifts and can often use color guides (such as the PANTONE matching system) to create more predictable results.

Grayscale – A mode in which an image is composed of varying shades of gray on the spectrum from black to white.

DPI – Is used to describe the number of dots per inch in a digital image and the printing resolution of a hard copy print. The resolution of an image used in publications should be high enough so that the image looks crisp and clear when printed (generally 300 dpi). Images pulled off of websites are considered low resolution (usually 72 dpi).

JPEG – A common standard compressed image file format. An acronym for the Joint Photographic Experts Group which created the standard.

TIFF – Tagged Image File Format is a non-compressed file format for storing images, popular among Apple Macintosh owners.

GIF – The Graphics Interchange Format is a bitmap image format that has come into widespread usage on the web due to its wide support and portability. It is not suitable for printing.

EPS – Encapsulated PostScript is a graphics file format. Most often, this file will be associated with a vector graphic (that has been drawn with lines as opposed to dots) and is infinitely scalable. Many computer programs cannot support EPS files and will display them as an empty box. However, when used in professional layout programs, this is the optimal file format for reproducing the highest quality vector graphics such as logos.

PDF – Portable Document Format used for document exchange. PDF files can be read by the free Adobe Acrobat Reader regardless of the user's hardware or operating system.

Page bleed – When a printed page's ink goes all the way to the edge. In all printing processes, a narrow space must be left along the paper's edges for it to be gripped, and to prevent printing ink/toner from going on the ink-free/toner-free parts of the machine. Bleed printing is more expensive where it requires oversized printing plates and/or paper (from which inkless margins are trimmed off to leave only the inked part).