

TFI Family of Companies

Style Guide

Devoted to the Strength of Family



TFI: The Family Initiative
DEVOTED TO THE STRENGTH OF FAMILY



Pathway Family Services
An agency of TFI



Foster Care
Technologies



MAINSTREAM
NONPROFIT
SOLUTIONS
AN AGENCY OF TFI



Overview

Vice President of Marketing & Communications, Taylor Forrest
Director of Marketing, Kara-Kae James

TFI is a leading child welfare agency providing experience, compassion, quality services and care across the United States. Our strength as an organization lies in the fact that we do what is best for children and families. TFI continues to create new resources and develop innovative solutions as we work to meet the needs of families and children.

Mission

Devoted to the Strength of Family

Vision

To be nationally recognized for excellence in service, education and advocacy to strengthen families

Values

Integrity: We do the right thing. We conduct our business with transparency, honesty and the highest standards of professional behavior and ethics.

Child Safety: We believe every child should have a childhood where they are nurtured body, mind and soul; are safe, protected and loved; and have hopes, dreams and opportunities.

Acceptance: We acknowledge and honor the fundamental value and dignity of all individuals. We pledge ourselves to creating and maintaining an environment that respects diverse traditions, faiths, cultures and experiences.

Leadership: We have confidence that everyone can make a difference today and contribute to where we go in the future.

Family: We honor family as each person defines it.

Quality: We commit to excellence through evidenced based practices and innovative service delivery.

TFI'S branding currently provides consistency & emphasizes promoting TFI on a national level. This agency style guide is to serve as a tool for staff to properly format documents. While Marketing approves external publications and other documents for all agencies, we hope you find this style guide helpful. If you ever have any questions about the branding guidelines outlined in this style guide, please email tforrest@tfifamilyorg or kj@teammns.org.



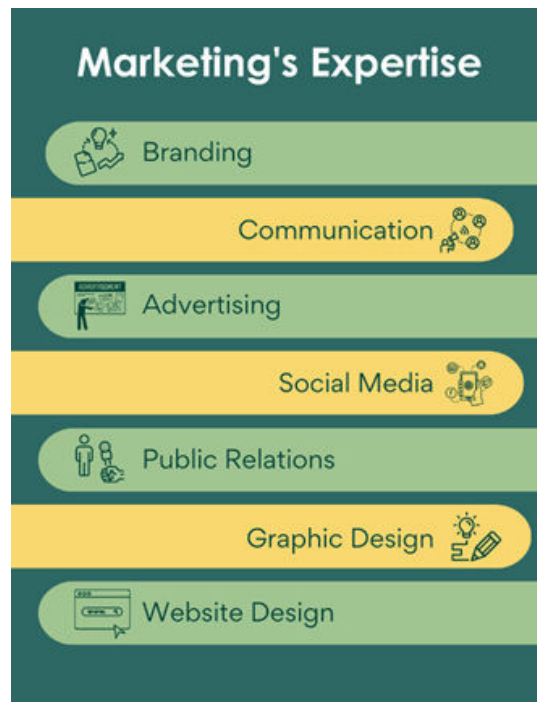
Marketing's Role

Vice President of Marketing & Communications, Taylor Forrest
Director of Marketing, Kara-Kae James

The Marketing & Communications Department serves an essential role both internally within the organization and externally to audiences. We serve as the agency's voice, telling our story and creating buy-in from staff, foster parents, community partners and other key stakeholders. Siri Epsy explained the vitality of a Marketing Department's role in any organization in her book, *Marketing Strategies for Nonprofit Organizations*, "*Marketing is a vital part of any organization's success in fulfilling its mission and reaching those whom it exists to serve.*"

Our department oversees agency branding, communications, public relations, event planning, and more. Below are our areas of expertise and the things our department is accountable for:

- Managing Company Brand
- Internal & External Communication
- Campaign Management & Advertising
- Creating & ordering marketing materials & promotional items
- Managing & monitoring social media presence
- Website maintenance & design
- Public relations & media spokesperson
- Crisis communications
- Event Planning
- Supporting departments with marketing & communication needs
- Managing the Citizen Review Panel (CRP) Grant
- Agency Volunteer Program



To function properly as an effective department, it is vitally important for us to know who our key audiences are. The saying, "*If you target everyone, you don't target anyone,*" is absolutely true. A business that understands who their target audience is has a better chance of convincing customers to support them. Below is a generalized outline of who our target audiences are at TFI:

External

- Foster parents & potential foster parents
- Community partners & stakeholders
- Donors & potential donors
- Government agencies
- Potential staff
- Clients (children & families TFI serves)
- Foster care/government agencies needing software (Foster Care Technologies)
- Nonprofits needing services (Mainstream Nonprofit Solutions)

Internal

- Staff
- Board of Directors

Approved Logos

Parent Company Logos



Affiliate Company Logos



Community-Based Care Contractor Logos & their Recruitment Logos



The Parent Company



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Affiliate Companies

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PFS Programs

- Psychiatric Residential Treatment Facility (PRTF)
- Qualified Residential Treatment Program (QRTF)
- Independent Living Teens Reaching Adult Independent Living (TRAIL)
- Blue Skies Residential Facility
- Outpatient Services
- PFS Foster Care
- Chafee

Kansas Programs

TFI FAMILY SERVICES, INC.

- Kansas Permanency
- Kansas Foster Care
- Family Preservation
- Grow Nurturing Families
- Clinical Services
- Visitation Exchange Centers (VECs)
- Adoption Stabilization and Prevention (ASAP) Program

Nebraska Programs

TFI FAMILY SERVICES, INC.

- Nebraska Foster Care
- Tiered Foster Care
- Intensive Family Preservation
- Nebraska Family Services

Oklahoma Programs

TFI FAMILY CONNECTIONS LLC

- Oklahoma Foster Care
- Therapeutic Foster Care

Texas Programs

TEXAS FAMILY INITIATIVE LLC

- Texas Foster Care
- Professional Foster Care
- Texas Permanency Outcomes Project (TX POP)
- Texas Family First
- Texas Clinical services
- Community-Based Care Contractors (listed below)

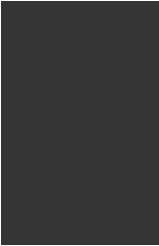

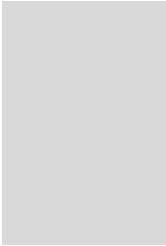
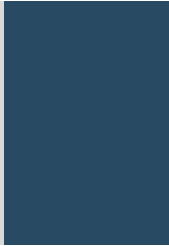




TFI Family of Companies





Approved Fonts & Colors

Vice President of Marketing & Communications, Taylor Forrest
Director of Marketing, Kara-Kae James





Corporate

					
Hex #353535 RGB 53, 53, 53 CMYK 0, 0, 0, 79 HSL 0, 0, 21 LAB 22, 0, 0	Hex #2D6864 RGB 45, 104, 100 CMYK 57, 0, 4, 59 HSL 176, 40, 29 LAB 40, -20, -4	Hex #FFFFFF RGB 255, 255, 255 CMYK 0, 0, 0, 0 HSL 0, 0, 100 LAB 100, 0, 0	Hex #D9D9D9 RGB 217, 217, 217 CMYK 0, 0, 0, 15 HSL 0, 0, 85 LAB 87, 0, 0	Hex #284B63 RGB 40, 75, 99 CMYK 60, 24, 0, 61 HSL 204, 42, 27 LAB 30, -5, -18	Hex #F9D86F RGB 249, 216, 111 CMYK 0, 13, 55, 2 HSL 46, 92, 71 LAB 87, -1, 55
Hex #000000 RGB 0, 0, 0 CMYK 0, 0, 0, 100					




Foster Care Technologies

			
RGB 23,114, 166 HEX #1772a6	RGB 140, 89, 164 HEX #8c58a4	RGB 17, 43, 96 HEX #112b60	RGB 242, 112, 33 HEX #F27021




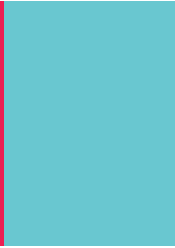
EMPOWER

			
RGB 140, 89, 164 HEX #8c58a4	RGB 65, 133, 198 HEX #4085c5	RGB 32, 69, 90 HEX #1f445a	RGB 57, 112, 108 HEX #386f6b

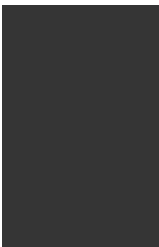



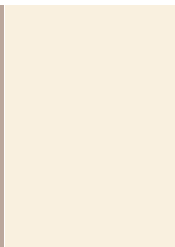
2INgage

		
RGB 206, 47, 65 HEX #ce2f41	RGB 26, 132, 191 HEX #1a84bf	RGB 59,178, 223 HEX #3BB2DF

We Need More Foster Parents

			
RGB 183, 214, 70 HEX #b7d646	RGB 207, 92, 35 HEX #073358	RGB 345, 87, 93 HEX #ec1f52	RGB 185, 50, 82 HEX #69c7d0

Empower Dreams Foster Futures

				
RGB 53, 53, 53 HEX #353535	RGB 106, 109, 90 HEX #6a6d5a	RGB 129, 126, 114 HEX #817e72	RGB 188, 167, 156 HEX #bca79c	RGB 249, 240, 223 HEX #f9f0df

Fonts

Headings

Century Gothic (Primary)
Century Gothic Bold (Primary)

Garamond
Garamond Italic

Garamond Bold
BEBAS NUE

Body Text

Arial
Arial Narrow
Times New Roman

Digital Business Cards & Email Signatures

Vice President of Marketing & Communications, Taylor Forrest
Director of Marketing, Kara-Kae James

Digital Business Card Instructions

To access your digital business card, locate the Activation email sent to your work email from Haystack and click the 'Activate my Card' button in that email and follow the prompts. The Haystack Business Cards Mobile app should already be downloaded on your work mobile phone. You can also download the Haystack Business Cards Mobile app on your personal device as well. When signing into the mobile app for the first time, use the same login information you created in the first step of activating your card. Your card should automatically show up in at the top of the mobile app.

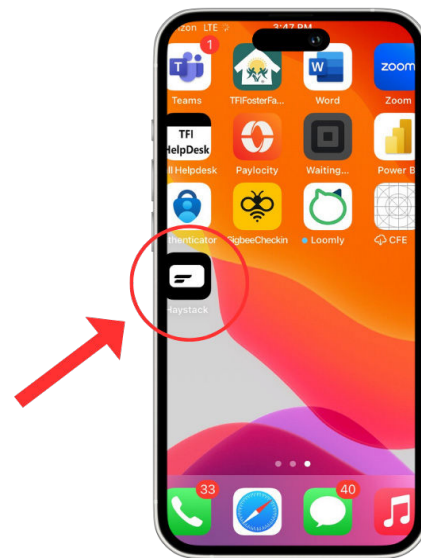
Some of the fields in your business card will be locked to you, but there are a few fields that allow you to personalize and overwrite the information that is auto populated, if necessary. You can upload a photo to use on your digital business card. Please ensure you adhere to the following photo guidelines below. Should you need further assistance with activating and verifying your card, please reach out to Marketing.

Email Signature Instructions

All TFI Family of Companies employees are highly encouraged to use the new email signature offered in Haystack. This ensures cohesive branding across the agency. To access your new email signature, go to your Haystack Business Cards Mobile app.

1. Click on your digital business card.
2. Scroll to the bottom and click where it says email signature.
3. An notification should pop up, click send email.
4. Follow the instructions sent to your email.
5. You will have to choose an email client, select Windows and Outlook 365.
6. Select Html under Choose your Design.
7. Copy to Clipboard
8. Open Outlook and click File at the top-left corner.
9. Click Options at the bottom-left corner.
10. Click on Mail and then Signatures.
11. Delete what is in your current email signature and then paste (ctrl +v) your new email signature.
12. Click OK twice.

Your new email signature should appear on any new emails you send.



Choosing a Photo for Digital Business Cards

Please ensure you adhere to the following photo guidelines:

- The image you select should be clear, well lit, and professional.
- Avoid photographs that include profanity or any inappropriate material.
- Solid, non-descript backgrounds are most effective.
- The employee should be the only person in the image.

DEI Inclusive Language Guide

Vice President of Marketing & Communications, Taylor Forrest
Director of Marketing, Kara-Kae James

General Terms Related to Equity, Diversity and Inclusion Inclusive Language Guide

As the TFI Family of Companies serves a diverse population, we recognize the importance of utilizing inclusive language. In order to foster an equitable and inclusive workplace, we've included an inclusive language guide. This guide will continue to evolve and encourage inclusive language that enables effective communication in a rapidly diversifying society and globe. *This tool and resource was compiled utilizing the 2022 American Psychological Association (APA)'s Inclusive Language Guide.*

A

ally/allies People who recognize the unearned privilege they receive from society's privileging of Whiteness, male gender, Christianity, heterosexuality, ableism, and other identities and take responsibility for advancing equity. It is important to be intersectional when considering how overlapping systems of oppression affect people's lives (Adames et al., 2023). Although you may experience discrimination due to one or more identities, you may simultaneously experience privilege in others. For example, White women may experience discrimination based on their gender but may also benefit from Whiteness and have privilege as a result. Being an ally is more than just being sympathetic and feeling bad for those who experience discrimination. An ally is willing to act with and for others in pursuit of ending oppression and creating equality. Allyship is not a label you give yourself. How you can serve as an ally is defined and determined by the community you are advocating for. Authentic and transparent allies are willing to step out of their comfort zones. Those who decide to undertake the ally role must recognize and understand the power and privileges that they receive, accept, and experience, and they must use that position to act for justice by centering marginalized voices (M. Akbar, 2020)

African American/Black African American refers to American people of African ancestry. African American and Black are not always interchangeable; African American refers to the ethnicity, whereas Black is a racial group/category. "African American" should not be used as an umbrella term for people of African ancestry worldwide because it obscures other ethnicities or national origins, such as Nigerian, Kenyan, Jamaican, Bahamian, Puerto Rican, or Panamanian; in these cases, use "Black." The term AfroLatine (and related terms ending in -Latino, -Latina, or -Latinx) refers to individuals in Latin America or of Latin American descent who are also of African ancestry. The terms "Negro," "colored," and "Afro-American" are outdated, and their use is generally inappropriate (APA, 2020b, 2022a).

antiracism A system of equity based on race that is created and maintained by a dynamic interplay between psychological factors (i.e., equitable thoughts, feelings, and actions) and sociopolitical factors (i.e., equitable laws, policies, and institutions; Roberts & Rizzo, 2021).

antisemitism Prejudice against, hostility toward, or hatred of Jews. Antisemitism has taken various forms and has been perpetrated by many groups throughout history (APA, 2007a; U.S. Holocaust Memorial Museum, n.d.)

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Asian/Asian American When writing about people of Asian ancestry from Asia, the term “Asian” is appropriate; for people of Asian descent from the United States or Canada, the appropriate terms are “Asian American” and “Asian Canadian,” respectively. It is problematic to group “Asian” and “Asian American” as if they are synonymous.

B

bias Partiality, or an inclination or predisposition for or against something. Motivational and cognitive biases are two main categories studied in decision-making analysis. Motivational biases are conclusions drawn due to self-interest, social pressures, or organization-based needs, whereas cognitive biases are judgments that are contrary to evidence, and some of these are attributed to implicit reasoning (APA, 2021c).

C

cultural appropriation “An action whereby an individual makes use of, imitates, or takes possession of cultural products of an outgroup or source community” (A. J. Mosley et al., 2023, p. 1). Perceptions of cultural appropriation vary and are influenced by multiple factors, including the degree to which people hold color-evasive or color-blind beliefs, racial power differentials, and knowledge of racial history.

D

discrimination The unjust and differential treatment of members of different identities (such as age, gender, gender identity and expression, race, ethnicity, religion, national origin, immigration status, language, disability, sexual orientation, socioeconomic status) and other groups at the individual and institutional or structural level. This unjust treatment favors certain groups over others, restricting opportunities for other groups.

diverse Involving the representation or composition of various social identity groups in a work group, organization, or community.

E

equity “The process of deriving a concept, judgment, principle, or theory from a limited number of specific cases and applying it more widely, often to an entire class of objects, events, or people, which can lead to mischaracterizations and stereotypes” (APA, n.d., Generalization Definition 1)

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ethnicity A characterization of people based on having a shared culture (e.g., language, food, music, dress, values, and beliefs) related to common ancestry and shared history (APA, 2021c).

G

gender The spectrum of masculinity, femininity, gender expansive, and nonbinary status that includes expression, identity, behavior, and sociocultural constructions. “In a human context, the distinction between gender and sex reflects the usage of these terms” (APA, n.d., Gender Definition 1): Sex usually refers to biological features that have been associated with being male, female, or intersex such as genitalia, hormones, and chromosomes, whereas gender is “a set of socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate” for a specific gender identity (PFLAG, 2022, Gender definition).

gender and pronoun usage Do not use the term “preferred pronouns” because this implies a choice about one’s gender. Use the term “pronouns” or “identified pronouns” instead. When writing about a known individual, use that person’s identified pronouns. When referring to individuals whose identified pronouns are unknown or when the gender of a generic or hypothetical person is irrelevant within the context, use the singular “they” to avoid making assumptions about an individual’s gender. Use the forms “they,” “them,” and “theirs,” (APA, 2020b, 2022a).

H

Hispanic, Latino, Latina, Latino/a, Latine, Latinx, or Chicano When writing about people who identify as Hispanic, Latino, Latina, Latin@, Latine, Latinx, Chicano, or another related designation, you should consult with the individuals with whom you are working to determine the appropriate terminology.

- Note that “Hispanic” is not necessarily an all-encompassing term, and the labels “Hispanic” and “Latine” have different connotations.
- The term “Latine” (and its related forms) might be preferred by those originating from Latin America, including Brazil. “Latine” is a gender-inclusive alternative that is far more adaptable to the Spanish language than “Latinx” (Ochoa, 2022).
- Some use the word “Hispanic” to refer to those who speak Spanish; however, not every group in Latin America speaks Spanish (e.g., the official language of Brazil is Portuguese).
- The word “Latino” is gendered (i.e., “Latino” is masculine, and “Latina” is feminine), whereas the term “Latine” is gender inclusive.

The term “Latinx” may be used for people who identify as Latinx but may not broadly resonate as an inclusive term given that the “x” signifier does not conform with Spanish or Portuguese syntax (de Onís, 2017). Typically, the most marginalized communities do not use “Latinx” (Ochoa, 2022). Individuals who tend to self-identify as Latinx are likely to be U.S.-born young adults who are predominantly English speakers. Whenever possible, use terms that people use to describe themselves.

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I

implicit bias An attitude, of which one is not consciously aware, against a specific social group, also known as implicit prejudice or implicit attitude. Implicit bias is thought to be shaped by experience and based on learned associations between particular qualities and social categories, including race and/or gender. Individuals' perceptions and behaviors may be influenced by the implicit biases they hold, even if they are unaware they hold such biases. Implicit bias is an aspect of implicit social cognition: the phenomenon that perceptions, attitudes, and stereotypes can operate before conscious intention or endorsement (APA, 2022b).

inclusion An environment that offers affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences, thus allowing all individuals to express their whole selves (and all their identities) and to demonstrate their strengths and capacity (APA, 2021c).

M

marginalization "Marginalized communities are those excluded from dominant social, economic, educational, and/or cultural life" (Sevelius et al., 2020, p. 2009). Examples of marginalized populations include, but are not limited to, groups excluded because of age, gender, gender identity and expression, race, ethnicity, religion, national origin, immigration status, language, disability, sexual orientation, and socioeconomic status. Marginalization occurs because of "unequal power relationships between social groups" that perpetuate and sustain inequities (Sevelius et al., 2020, p. 2009).

microaggressions Commonly occurring brief, verbal or nonverbal, behavioral, and environmental indignities that communicate derogatory attitudes or notions toward a different "other" (Sue et al., 2007). Microaggressions may be intentional or unintentional (APA, 2017b).

minority A minority group is a population subgroup (e.g., ethnic, racial, religious, or other group) with differential power than those who hold the majority power in the population.

N

Native American In North America, the collective terms "Native American" and "Native North American" are acceptable (and may be preferred to "American Indian"). "Indian" usually refers to people from India. Specify the nation or people if possible (e.g., Cherokee, Navajo, Sioux)

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P

people of color This term represents a shift from the term “minority” to refer to individuals from diverse racial and ethnic backgrounds. Although it is acceptable for communities to be described as “minoritized,” it is not recommended to refer to people or a population as minority. Instead, use “people of color” or “communities of color” when referring to groups from diverse backgrounds who are non-White.

prejudice A negative attitude toward another person or group formed in advance of any experience with that person or group. Prejudices may include an affective component (e.g., nervousness, anger, contempt, pity, hatred) and a cognitive component (assumptions and beliefs about groups, including stereotypes).

privilege Power or advantages that are often inequitably distributed. Such power may come in the form of rights, benefits, social and physical comfort, opportunities, or the ability to define what is normative or valued (A. Bailey, 1998; Johnson, 2018; McIntosh, 1989).

R

race The social construction and categorization of people on the basis of perceived shared physical traits that result in the maintenance of a sociopolitical hierarchy (APA, 2021c).

racism A system of power that structures opportunity and assigns value to people based on their ancestry and phenotypic properties (e.g., skin color and hair texture associated with “race” in the United States). Racism is expressed at multiple levels in a given society. It encompasses interpersonal interactions involving racial discrimination, cultural imagery, and harmful stereotypes of people of color and macrolevel policies and practices that systematically disadvantage people of color for quality education, housing, health care, employment, and so forth. These disadvantages result in racial disparities favoring White people in earnings and wealth, mental and physical health, political access and influence, and treatment under the law (APA, 2021b; Jones, 2002).

S

social justice Commitment to creating fairness and equity in resources, rights, institutions, and systems, and the treatment of marginalized individuals and groups of people who do not share equal power in society (APA, 2021c).

stereotype A set of cognitive generalizations (e.g., beliefs, expectations) about the qualities and characteristics of the members of a group or social category. Stereotypes, like schemas (“a cognitive structure representing a person’s knowledge about an entity or situation”; APA, n.d., Stereotype Definition 2), simplify and expedite perceptions and judgments. They are often exaggerated, negative rather than positive, and resistant to revision even when perceivers encounter individuals with qualities that are not congruent with the stereotype.

DEI Inclusive Language Guide

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TERMS TO AVOID	SUGGESTED ALTERNATIVE
wheelchair-bound confined to a wheelchair	person who uses a wheelchair wheelchair user
mentally ill crazy insane mental defect suffers from or is afflicted with [condition]	person living with a mental illness person with a preexisting mental health disorder person with a preexisting behavioral health disorder person with a diagnosis of a mental health disorder
asylum	psychiatric hospital and/or facility
drug abuser addict alcoholic	person with alcohol use disorder person in recovery from substance use disorder person with alcohol use disorder
person who relapsed	person who returned to use
homeless people transient populations	people without housing people experiencing homelessness people experiencing housing or food insecurity
convict	person who is/has been incarcerated
the elderly elderly people senior citizens senior senior citizens	older adults older people older population
geriatric pregnancy	advanced maternal age
special needs differently abled physically challenged mentally challenged handicapped suffering with [disability or condition]	person with a disability disabled person people with intellectual disabilities physically disabled person
mentally ill	person with a mental disorder person with a mental illness

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TERMS TO AVOID	SUGGESTED ALTERNATIVE
person with deafness	deaf person person who is deaf
person with blindness visually impaired person	blind person person who is blind person with low vision
birth sex	assigned sex sex assigned at birth
transsexual	LGBTQ, LGBTQ+ transgender person trans and gender nonbinary
poor people	people whose income are below the federal poverty threshold
low-class lower class people	people who are of low socioeconomic status
blue-collar worker	skilled tradesworker
white-collar worker	salaried professional
committed suicide failed/successful suicide completed suicide killed themselves	died by suicide death by suicide lost their life by suicide survived a suicide attempt
special needs differently abled physically challenged mentally challenged handicapped suffering with [disability or condition]	person with a disability disabled person people with intellectual disabilities physically disabled person
mentally ill	person with a mental disorder person with a mental illness

Internal and External Agency Style Guide

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Formatting

- Approved fonts are to be used in external publications.
- Body text should be between 11-point font and 12-point font.
- Do not indent new paragraphs.
- Use a single line space between paragraphs.
- Do not hyphenate words when they break between lines. Turn off the hyphen function. If the word contains a natural hyphen (ex. Co-worker), then the word can be split at the hyphen between lines.

Punctuation

- Only use a single space between sentences.

Numbers and Dates

- Spell out numbers zero through nine. Use numerical values for numbers 10 and higher.
- Spell out number at the start of sentences.
- Use “more than” for numbers, unless talking about ages:
Example 1: More than 30 groups were represented in the meeting.
Example 2: People over 40 will remember this event.
- When speaking of a specific day of the month, you should abbreviate “Jan.” “Feb.” “Aug.” “Sept.” “Oct.” “Nov.” and “Dec.” All remaining months must be spelled out.
- Do not use the day of the week with a date unless the publication is referring to a date within a week of publishing.
- Do not use subscript on numbers in a date.
- If the date referred to is within the calendar year, do not put the year at the end of the date.

Capitalization and Abbreviation

- Do not capitalize “social worker” unless it comes in a title.
- “State” is capitalized when referencing government. State is not capitalized when reference geography.
- Foster care is not capitalized unless talking about a specific program.

Photos and Captions

- Photos used should be clear and bright.
- Do not center captions under photos if it reads as a sentence or a long summary. Do center the caption if it is strictly a person’s name.
- Clip art pulled off the internet is not allowed in any TFI graphic design projects. All images must either be purchased, taken by a TFI staff member or TFI must have permission to use the photo.
- TFI clients should never appear in photographs for distribution, unless they have provided signed consent for the specific purpose or general use.
- Anyone who appears in a photograph where the individual can be easily identified, and is not a TFI employee, must sign a consent form before distribution of the photo is allowed. The exception is at public events where there is an expectation of publicity.
- Children in foster care should never be identifiable in photos utilized by TFI. If a child is in a photo, their identity will be protected.

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Tense and Pluralization

- If the document contains information about events that have already taken place by the time of publication, write in past tense.
- If the collective noun “staff” is acting as a single unit, use the singular verb (ex. The staff is efficient.) If the collective noun is meant to highlight the actions of discrete individuals who are all doing different things, use the plural verb (ex. Staff members are working on many projects for the holiday party.)

Other Common Style Issues

- TFI does not use an oxford comma. The exception would be if the comma adds clarity to an otherwise long or detailed sentence. It is often better to break up multiple thoughts in individual sentences.
- Semicolons are appropriate when a series is described and one or more parts of the series includes commas or a complete thought.
- “Which” always requires a comma. “That” does not. Use “which” when the word can be omitted without change the meaning of the sentence. Always use “that” unless you can justifiably place a comma before the clause. The exception would be when you are referring to a numerical series.
- Percent should be spelled out unless used in bullet points or tables.

Other Common Style Issues-Alphabetically

A

accept, except *Accept* means to receive. *Except* means to exclude

addresses Use the abbreviations *Ave.*, *Bld.* and *St.* only with a numbered address: *1600 Pennsylvania Ave.* Always use figures for an address number: *9 Morningside Dr.* Abbreviate compass points used to indicate directional ends of a street or quadrants of a city in a numbered address: *222 E. 42nd St.*

affect, effect *Affect*, as a verb, means to influence: *The game will affect the standings.* *Affect*, as a noun, is best avoided. *Effect*, as a verb, means to cause: *He will effect many changes in the company.* *Effect*, as a noun, means result: *The effect was overwhelming. He mis-calculated the effect of his actions. It was a law of little effect.*

B

bi- The rules in prefixes apply, but in general, no hyphen. Some examples: *bifocal*, *bilateral* and *bilingual*

C

census Capitalize only in specific references to the *U.S. Census Bureau*. Lowercase in other uses: *the census data was released Tuesday.*

constitution Capitalize references to the U.S. Constitution, with or without the U.S. modifier: *The president said he supports the Constitution.* When referring to constitutions of other nations or of states, capitalize only with the name of a nation or state: *the Kansas Constitution.* Lowercase in other uses: *the organization's constitution.*

county Capitalize when an integral part of a proper name: *Sumner County*, *Douglass County*, *Shawnee County*. Capitalize the full names of county governmental units: *the Dade County Commission*. Lowercase the word *county* if it is used to distinguish an agency from state or federal counterparts: *the county Board of Supervisors*, *the county Department of Social Services*.

D

data A plural noun, it normally takes plural verbs and pronouns.

datelines Datelines on stories should contain a city name, entirely in capital letters, followed in most cases by the name of the state, county or territory where the city is located.

dates Always use Arabic figures, without *st*, *nd*, *rd* or *th*.

day care Two words, no hyphen in all uses

directions and regions In general, lowercase *north*, *south*, *northeast*, *northern*, etc., when they indicate compass direction; capitalize these words when they designate regions.

dollars Always lowercase. Use figures and the \$ sign in all except casual references or amounts without a figure: *The book cost \$4. Dad, please give me a dollar. Dollars are flowing overseas.* For specified amounts, the word takes a singular verb: *He said \$500,000 is what they want.* For amounts of more than \$1 million, use up to two decimal places. The form for amounts less than \$1 million: \$4, \$25, \$500, \$1,000, \$650,000.

E

email One word.

F

federal Use a capital letter for the architectural style and for corporate or governmental bodies that use the word as part of their formal names: *the Federal Trade Commission*. Lowercase when used as an adjective to distinguish something from state, county, city, town or private entities: *federal assistance, federal court, the federal government, a federal judge*.

follow-up (n. and adj.) Use two words (no hyphen) in verb form.

G

government Always lowercase, never abbreviate: *the federal government, the state government, the U.S. government.*

governmental bodies Follow these guidelines: FULL NAME: Capitalize the full proper names of governmental agencies, departments and offices: *The U.S. Department of State, The Kansas Department for Children and Families, Texas Department of Family and Protective Services, Oklahoma Department of Human Services.*

H

health care

I

infant Applicable to children through 12 months old.

initials Use periods and no space when an individual uses initials instead of a first name: *H.L. Mencken*

it's, its It's is a contraction for *it is* **or** *it has*: *It's up to you. It's been a long time.*

L

languages Capitalize the proper names of languages and dialects: *Aramaic, Cajun, English, Gullah, Persian, Serbo-Croatian, Yiddish.*

legislative titles FIRST-REFERENCE FORM: Use *Rep., Reps., Sen.* and *Sens.* as formal titles before one or more names. Spell out and lowercase representative and senator in other uses. Spell out other legislative titles in all uses. Capitalize formal titles such as *assemblyman, city councilor, delegate, etc.*, when they are used before a name. Lowercase in other uses. Add U.S. or state before a title only if necessary to avoid confusion. Capitalize titles for formal, organizational offices within a legislative body when they are used before a name: *House Speaker Paul Ryan.*

legislature Capitalize when preceded by the name of a state: *the Kansas Legislature.* Retain capitalization when the state name is dropped by the reference is specifically to that state's legislature. Lowercase *legislature* when used generically: *No legislature has approved the*

M

majority, plurality *Majority* means more than half of an amount. *Plurality* means more than the next highest number.

millions, billions, trillions Use figures with *million*, *billion* or *trillion* in all except casual uses: *I'd like to make a billion dollars*. But: *The nation has 1 million citizens. I need \$7 billion. The government ran a deficit of more than \$1 trillion*. Do not go beyond two decimal places. Do not mix millions and billions in the same figure.

N

names In general, use only last names on second reference, unless an individual requests otherwise.

newspaper names Capitalize *the* in a newspaper's name if that is the way the publication prefers to be known. Do not place name in quotes.

No. Use as the abbreviation for *number* in conjunction with a figure to indicate position or rank: *No. 1 man, No. 3 choice*.

noon Do not put a 12 in front of it.

O

online One word in all cases for the computer connection term.

organizations and institutions Capitalize the full names of organizations and institutions: *the American Medical Association; First Presbyterian Church, etc.*

P

page numbers Use figures and capitalize *page* when used with a figure. When a letter is appended to the figure, capitalize it but do not use a hyphen: *Page 1, Page 10, Page 20A.*

S

school Capitalize when part of a proper name: Public School 3, Madison Elementary School, Doherty Junior High School, Crocker High School.

seasons Lowercase *spring, summer, fall, winter* and derivatives such as *springtime* unless part of a formal name: *Winter Olympics, Summer Olympics.*

secretary Capitalize before a name only if it is an official corporate or organizational title. Do not abbreviate.

section Capitalize when used with a figure to identify a part of a law or bill: *Section 14B of the Taft-Hartley Act.*

set up (v.) setup (n. and adj.)

shut down (v.) shutdown (n.)

statehouse Capitalize all references to a specific statehouse, with or without the name of the state: *The Vermont Statehouse.* Lowercase plural uses: *the Massachusetts and Rhode Island statehouses.*

statewide

street Abbreviate only with a numbered address.

T

their, there, they're *Their* is a possessive pronoun. *There* is an adverb indicating direction. *They're* is a contraction for they are.

today, tonight Use only in direct quotations and in phrases that do not refer to a specific day: *Customs today are different from those a century ago.*

tomorrow Use only in direct quotations and in phrases that do not refer to a specific day: *The world of tomorrow will need additional energy resources.*

toward Not *towards*.

VW

voicemail One word

who's, whose *Who's* is a contraction for *who is*, not a possessive. *Whose* is the possessive: *I do not know whose coat it is.*

who, whom *Who* is the pronoun used for references to human beings and to animals with a name. It is grammatically the subject (never the object) of a sentence, clause or phrase. *Whom* is used when someone is the object of a verb or preposition.

XYZ

year-round (adj. and adv.)

yesterday Use only in direct quotations and in phrases that do not refer to a specific day: *Yesterday we were young.* Use the day of the week in other cases.

youth Applicable to boys and girls from age 13 until 18th birthday. Use *man* or *woman* for individuals 18 and older.

ZIP code Use all-caps ZIP for *Zoning Improvement Plan*, but always lowercase the word code. Run the five digits together without a comma, and do not put a comma between the state name and the ZIP code: *New York, NY 10020.*