

Transcend

BRAND STYLE GUIDE

BRAND ATTRIBUTES



Learner-Centered

Empathetic
Inclusive of learner voice
User-centered
Solution-oriented
Learning-focused



Innovative

Inspiring
Cutting-edge
Bold
Imaginative
Forward-looking



Equity-Grounded

Inclusive
Diverse
Liberatory
Just
Community-driven



Rigorous

Research-based
Knowledgeable
Thoughtful
Informed
Expert

LOGO

WHICH TO USE

When using the logo you want to try and use the full color whenever possible. When there are colors that clash or make the logo illegible you will want to use either the dark blue or white logo.

If you are working with a darker background we suggest you use the white logo on top. When working with a lighter background we suggest you use the dark blue logo on top.



Transcend



Transcend
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN



Transcend



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BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN

Note: This is an all white logo and should only be used on darker colored backgrounds. Does not necessarily just have to be placed on black.

BRAND COLORS

Primary Color Palette



Hex: #EF464B

R: 239

G: 70

B: 75

C: 0.09%

M: 87.75%

Y: 69.75%

K: 0%



Hex: #1A4C81

R: 26

G: 76

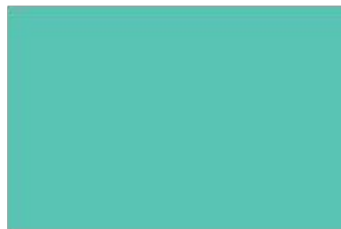
B: 129

C: 97%

M: 76%

Y: 24%

K: 8%



Hex: #59C3B4

R: 89

G: 195

B: 180

C: 60.85%

M: 0%

Y: 36.24%

K: 0%



Hex: #ADE0EE

R: 173

G: 224

B: 238

C: 29.54%

M: 0%

Y: 4.98%

K: 0%

BRAND COLORS

Secondary Color Palette



Hex: #BC2582

R: 211

G: 183

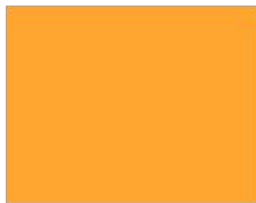
B: 215

C: 25.7%

M: 98.02%

Y: 11.73%

K: 0.09%



Hex: #FFA630

R: 255

G: 166

B: 48

C: 0%

M: 40.62%

Y: 90.33%

K: 0%



Hex: #FFDE42

R: 255

G: 222

B: 66

C: 1.61%

M: 9.24%

Y: 84.41%

K: 0%



Hex: #99C24D

R: 153

G: 194

B: 77

C: 45.38%

M: 4.49%

Y: 90.98%

K: 0%



Hex: #218380

R: 33

G: 131

B: 128

C: 83.01%

M: 30.47%

Y: 50.29%

K: 7.41%



Hex: #D3B7D7

R: 211

G: 183

B: 215

C: 15.13%

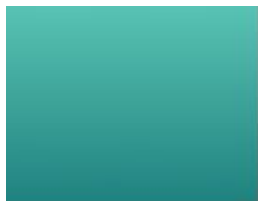
M: 29.13%

Y: 0.49%

K: 0%

BRAND COLORS

Gradients and Greys



Hex: #59C3B4
Hex: #218380



Hex: #FFDE42
Hex: #FFA630



Hex: #FFA630
Hex: #EF464B



Hex: #4D4D4F

R: 77
G: 77
B: 79

C: 65.89%
M: 58.63%
Y: 55.44%
K: 35.82%



Hex: #9D9FA2

R: 157
G: 159
B: 162

C: 41.23%
M: 32.59%
Y: 31.2%
K: 0.45%



Hex: #D1D3D4

R: 209
G: 211
B: 212

C: 16.95%
M: 12.09%
Y: 12.42%
K: 0%

Note: Gradients and greys should be used sparingly. Gradients are for a pop of color in shapes, lines and arrows.

TYPOGRAPHY

Things To Keep In Mind

When using Bebas Neue, make sure to use only for overarching ideas/topics. Create a hierarchy with a range of font sizes (as shown). Always left-align or right-align text, but never center-align text.

ABOUT

Our Core Values

Results for Kids

We constantly ask ourselves this question, mindful that innovation only matters if it creates a fundamentally better answer for all children.

Diverse Voices

We act from the conviction that the best innovation emerges from diversity of perspectives, backgrounds, and experiences

Play Big

We act from the conviction that the best innovation emerges from diversity of perspectives, backgrounds, and experiences

HEADERS - BEBAS NUEU

**ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890**

Sub-Headers - Open Sans Bold

**ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890**

Body Copy - Open Sans Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890

Links To Fonts

BEBAS NUEU — <https://fonts.google.com/specimen/Bebas+Neue?query=bebas>

Open Sans — <https://fonts.google.com/specimen/Open+Sans?query=open>

TYPOGRAPHY



Transcend + newschools
venture fund

THE *Collaborative*

What we learned from bringing
educators together to reimagine school

When to Use

For example, the best time to use this would be for a series of print materials that go together (like shown).

How to Use

This font should only be used for accents. To avoid losing legibility, Roberts Regular should only be used to emphasize one word in a title.

Accent - Roberts
Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

PHOTOGRAPHY

Raw Photo Style

Photos in a learning environment should show students and teachers engaged, focused, and/or smiling. Photos reflect Transcend's commitment to diversity, equity, and inclusion, depicting environments that honor the nine "Leaps."



PHOTOGRAPHY

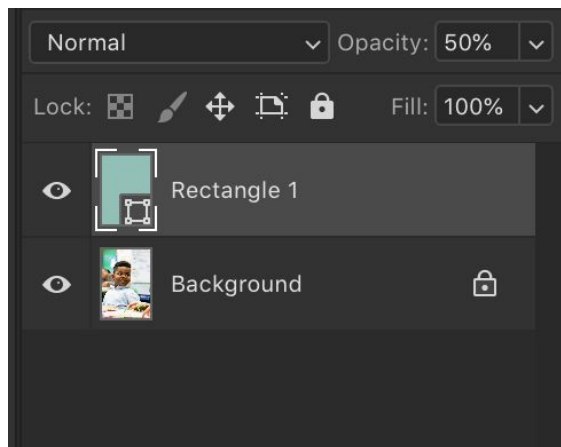
Colorized Photos

Colorized photos use the brand's colors while still allowing the original colors to shine through. Photos should be colorized any time text is placed on top of it to enhance readability. Text over photos should be white.



How To Do This

Simply open your image in Photoshop. Add a new layer and fill that layer with your brand color by using the paint bucket tool. With your color layer selected bring the opacity down to 50%. Your layers panel should look like the one shown on the right.



PHOTOGRAPHY

Colorized Photos

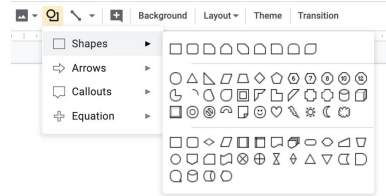
How To Do This In Google Slides

First place your photo in Google Slides. Select the shape, then tap the arrow to show more shapes and select the desired shape. Then go into your solid color fill panel, click to add a custom color. Input the color hex code (see next slide) and press 'OK'. Select your shape and select your new custom color as solid color fill. Finally, place over your image.

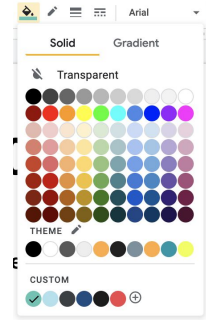
1.



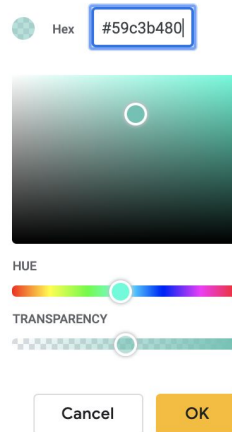
2.



3.



4.



5.



6.



PHOTOGRAPHY

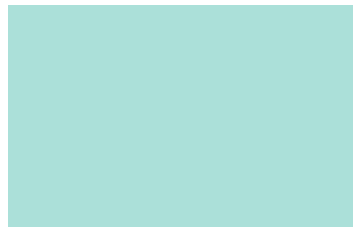
Custom Google Slide Color Transparencies



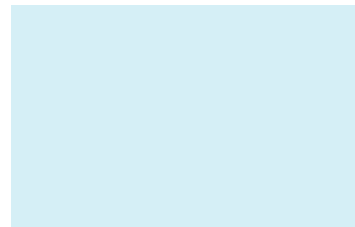
Hex: #ef464b80



Hex: #1a4c8180



Hex: #59c3b480



Hex: #ade0ee80



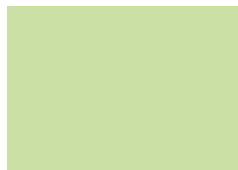
Hex: #bc258280



Hex: #ffa63080



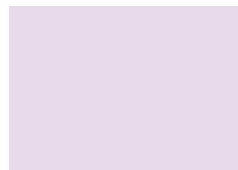
Hex: #ffde4280



Hex: #99c24d80



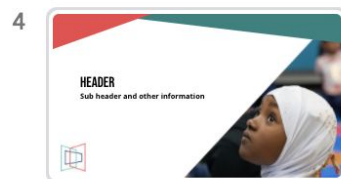
Hex: #21838080



Hex: #d3b7d780

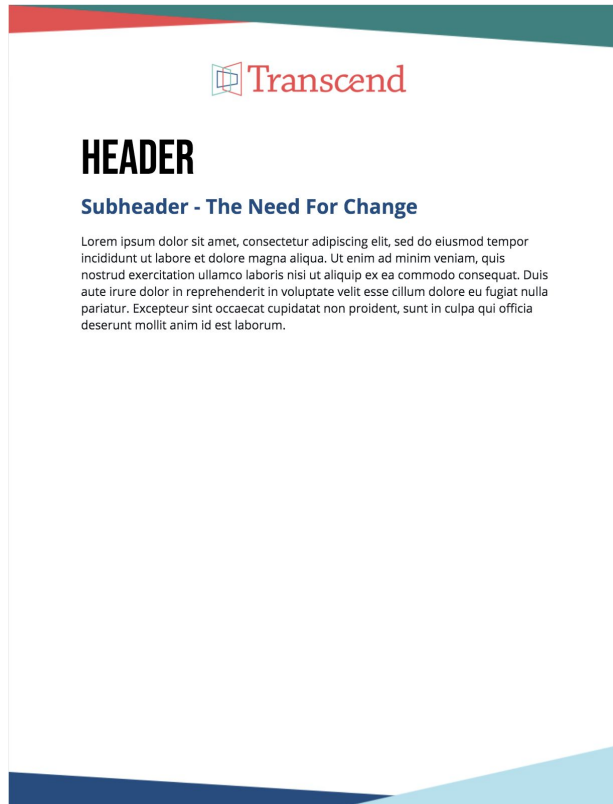
TEMPLATES

Google Slides



TEMPLATES

[Google Docs](#)



TEMPLATES

InDesign - 1



TITLE OR CHAPTER

Sub heading

Headline

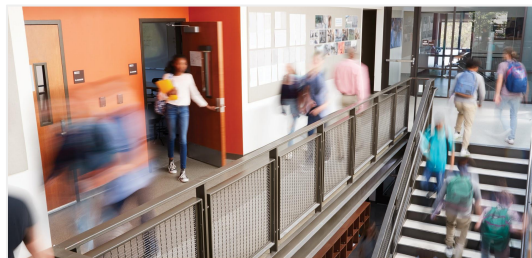
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Headline

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HEADER OR TITLE

Headline

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TEMPLATES

InDesign - 2

**Transcend**
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN

SCHOOL DESIGN COLLABORATIVE



About Transcend

Transcend is a national nonprofit that supports communities to create and spread extraordinary, equitable learning environments. We partner with visionary districts, charters, independents, and non-traditional schools. Learn more on our website.

Headline

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**Transcend**
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN



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HEADER

**Transcend**
BUILDING BEYOND THE LIMITS OF SCHOOL DESIGN

Headline

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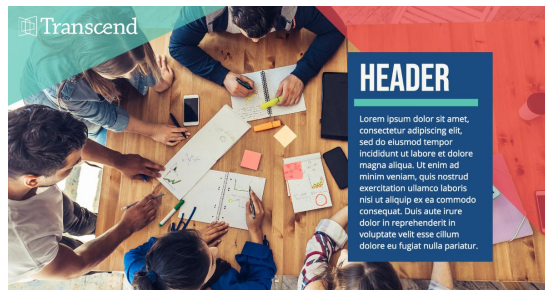
Headline

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TEMPLATES

Social Media - Facebook



TEMPLATES

Social Media - Twitter



VISUALS

Design Journey



1. Explore Needs and Opportunities to Transform School.
2. Design a New Vision for your learning Environment.
3. Build the Team and Resources to Implement your Vision.
4. Implement your Vision, Test, and Learn.
5. Reflect on and share your Learnings.

VISUALS

"Leaps" Banners for Website

Inequitable, Industrial-Era Learning
Narrow Focus
Learners engage in experiences focused primarily on the cognitive dimension of learning.

Equitable, 21st Century Learning
Holistic Focus
Learners engage in experiences that nurture the totality of cognitive, emotional, social, and physical factors that impact their learning, development, character, and overall well-being.

Inequitable, Industrial-Era Learning
Inflexible Systems
Learners experience rigid structures and policies that batch those of the same age in the same content through the same activities at the same pace—holding some learners back from more advanced content and activities and leaving others behind.

Equitable, 21st Century Learning
Customization
The focus, pace, and sequence of learning, as well as the resources and supports provided, are tailored to each learner's identity, prior knowledge, development, way of learning, and life experiences, ensuring all learners have just what they need to be successful, and learners who need more receive more.

Inequitable, Industrial-Era Learning
Isolation
Building strong relationships is not prioritized; learners and adults work together in the same space but often without knowing one another deeply, and teaching and learning approaches prioritize independent work and competition.

Equitable, 21st Century Learning
Connection & Community
The environment is relationship-rich; learners are deeply known and respected by adults and peers, collaborate with one another, and form meaningful relationships that nurture empathy, foster belonging, support well-being, and build social capital.

Inequitable, Industrial-Era Learning
Assimilation & Oppression
Learners from traditionally marginalized groups—such as people of color, LGBTQ learners, those living in poverty, those with learning differences, and others—are alienated or pushed to conform to the dominant culture.

Equitable, 21st Century Learning
Affirmation & Anti-Oppression
Each learner develops a unique and positive sense of self and purpose as well as a deep appreciation of and respect for the identity of others; these diverse identities are celebrated, nurtured, and leveraged in meaningful ways to support learning.

Inequitable, Industrial-Era Learning
Irrelevance
Learners have experiences that are disconnected from their interests, their goals, and the real professional and personal challenges and endeavors they encounter in life.

Equitable, 21st Century Learning
Relevance
Learners engage in activities and explore topics that are relevant to their interests and goals, are connected to their community, enable them to understand and tackle real world problems, and build their ability to see and dismantle injustice.

Inequitable, Industrial-Era Learning
Siloed Schools
Learning is largely confined to school—a physical space with a fixed schedule and teachers who take on all, or most of, the responsibility for educating students.

Equitable, 21st Century Learning
Anytime, Anywhere Learning
Learning happens anywhere and at any time, with teachers, families, community members, and other important figures in a young person's life all playing an important role.

Inequitable, Industrial-Era Learning
Inequitable Expectations & Opportunities
The expectations and opportunities learners experience are determined at a young age and are modest for most, high for some, and disproportionately low for others, too often based on factors connected to a learner's identity and background.

Equitable, 21st Century Learning
High Expectations with Unlimited Possibilities
All learners experience high expectations and have equitable access to many opportunities, enabling them to progress toward their aspirations for themselves, their families, and the community, regardless of the time and support needed to do so.

Inequitable, Industrial-Era Learning
Passive Compliance
Learners are expected to passively absorb the knowledge, skills, mindsets, and behaviors modeled and taught by adults and are pushed to comply with rules and routines developed for them through extrinsic rewards and punitive consequences.

Equitable, 21st Century Learning
Active Self-Direction
Learners are active drivers of the learning process; they grapple directly with concepts and problems while receiving adult and peer guidance and support, and they have a voice in decisions about how and what they learn so that the process grows their agency and meaningfully builds on their interests and prior knowledge.

Inequitable, Industrial-Era Learning
Rote Learning
Learners engage in memorizing and recalling a broad array of content and are assessed primarily on their ability to recall and explain this information.

Equitable, 21st Century Learning
Rigorous Learning
Learners use critical thinking skills to make deep meaning of diverse, complex ideas and are assessed on their ability to apply, analyze, and use their knowledge in creative ways across contexts.