



Submissions Guidelines for *Young Children*
The Journal of the National Association for the Education of Young Children
(Updated January 2010) Please note new submission process for cluster topic articles.

young children

About *Young Children*

Young Children is the peer-reviewed, bi-monthly journal of the National Association for the Education of Young Children (NAEYC). Each issue offers practical, research-based articles on timely topics of interest. Our readers—nearly 90,000 members and subscribers—work with or on behalf of young children from birth through age eight (infants, toddlers, preschoolers, kindergarten, and primary school children). They include teachers, family child care providers, child development program administrators, resource and referral counselors, early intervention specialists, elementary school principals, university professors, students, policy makers, and others.

The editor in chief and consulting editors use the following criteria when reviewing the content of articles submitted to *Young Children*. We look for articles that

- reflect the **current knowledge base** in early childhood education
- share **numerous examples and vignettes** from the author's experience
- provide practitioners with **practical strategies**
- cite **relevant research findings**, when appropriate
- suggest ways to **involve families**, when appropriate
- discuss the roles of **culture, ethnicity, and language**, when relevant to the content
- support **inclusion** of children with a range of abilities

A successful article devotes about one-third of the text to practical strategies for implementing recommendations.

- show **respect for individual characteristics** such as gender, religion, and age

Articles selected for publication in *Young Children* are considered a contribution to the profession; authors do not receive fees or royalties. The journal does not accept articles already published elsewhere in print or electronic format and expects that articles have not been simultaneously submitted to other publications. All articles published in *Young Children* have been peer reviewed by members of the NAEYC Consulting Editors Panel and the *Young Children* editorial team. Consulting Editors are experts in early childhood education and child development who apply for their positions and are appointed by the NAEYC Governing Board for three-year terms.

Writing style

We ask authors to use an informal, conversational style. Write in the active voice (e.g., “The teacher planned . . .” rather than “Plans were made by the teacher . . .”).

Young Children looks for articles written in plain language—that is, language that is clear, straightforward, and easy for the reader to understand. (Information about the plain language movement can be found at the Web site of the Center for Plain Language, www.centerforplainlanguage.org.)

We encourage authors to include visuals (high-resolution photographs, children's work samples, charts, graphs) that enhance the content of the article and promote understanding. For more information, see our photography guidelines at www.naeyc.org/publications/forauthors/photoguidelines.

Types of articles

Because the readers of *Young Children* have diverse backgrounds and interests, articles vary in content, length, and writing style. We do not publish term papers, literature reviews, or reports of research methodology and findings. The best way to learn what kinds of articles are appropriate for *Young Children* is to read several back issues.

General feature articles (Do not require submission of an article proposal.)

These articles address important issues for the early childhood community. Here are examples of the types of articles found in *Young Children*.

- Innovative, research-based teaching strategies. See example: <http://journal.naeyc.org/btj/200503/03korte.pdf>
- Early childhood theories and research, along with recommended practices. See example: <http://journal.naeyc.org/btj/200309/Planning&Reflection.pdf>
- Specific issues affecting young children. See example: <http://journal.naeyc.org/btj/200501/smith.pdf>

Cluster topic articles (Require submission of an article proposal.)

Each issue includes a group of articles that consider different aspects of the same topic. Cluster topics are decided on many months in advance (see page 3). For an example of a cluster article go to: http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf

Young Children requires authors to submit an article proposal before submitting a full article for a cluster topic. This process provides authors with useful feedback from peer reviewers and editors before they write and submit full-length articles. The following steps detail the new submission process for cluster articles.

1. Write and submit an article proposal. Authors who are interested in submitting an article for a specific cluster, should first write and submit a 1- to 2-page proposal, at least 9 months prior to the cluster publication date. The proposal should include

- a. Intended audience for the article
- b. Why the topic is important for early childhood educators
- c. An outline of the topics to be addressed
- d. How 1/3 of the article will be devoted to practical strategies for practitioners
- e. A description of any tables, exhibits, or images that will accompany the article
- f. A reference list

Authors should submit proposals for cluster articles using Manuscript Central, at <http://mc.manuscriptcentral.com/youngchildren>. Each proposal will be assigned an ID number. Authors should include their name, contact information, affiliation, and a brief cover letter.

2. Proposal review. Proposals are peer reviewed by members of the NAEYC Consulting Editors Panel and the *Young Children* editorial team. Editors will provide feedback on cluster article proposals four to six weeks after the cluster proposal due date.

3. Cluster article submission. After reviewing the cluster proposals and feedback from peer reviewers, *Young Children's* editors will determine which ones are most promising, and invite their authors to write and submit full-length articles that will be subject to peer review. Authors whose proposals are not selected will be notified of this decision.

Cluster articles are due 4 months prior to the date a cluster will appear in *Young Children*. They will be subject to the review and editing process outlined on page 6. Please note that the invitation to write a cluster article does not guarantee acceptance.

For an article to be considered for publication it must follow page length requirements.

Young Children Cluster Topics for 2010—2011

Issue Date	Cluster Topic	Proposals Due	Article Due Date
May 2010	Men in the Lives of Young Children, Current Perspectives	Not seeking new submissions	N/A
July 2010	Early Childhood Education in 2010: Diverse Approaches for a Diverse Nation	October 1, 2009	February 1, 2010
September 2010	Engaging Learners—Using Traditional and Technological Skills	Not seeking new submissions	N/A
November 2010	Lessons Learned from Early Childhood Educators Around the Globe	February 1, 2010	June 1, 2010
January 2011	Emotional Intelligence: A 21 st Century Skill for Children and Adults	N/A. Open to PDI presenters by invitation.	N/A
March 2011	Supporting the Many Ways Children Communicate	June 1, 2010	October 1, 2010
May 2011	Preparing and Supporting Teachers: Innovative Approaches	August 1, 2010	December 1, 2010
July 2011	Behaviors that Still Challenge Children and Adults	October 1, 2010	February 1, 2011
September 2011	Fostering Critical Thinking and Problem Solving Skills	December 1, 2010	April 1, 2011
November 2011	Early Childhood Trends and Initiatives	February 1, 2011	June 1, 2011

Regular and periodic features

In addition to cluster topic and general articles, *Young Children* includes several standard features.

- **Viewpoint** columns allow authors to express their research-based opinions about specific issues or practices. See example:

<http://journal.naeyc.org/btj/200507/02Neuman.pdf>

- **Teachers on Teaching** articles are brief pieces in which teachers share ideas, reflections, and insights about teaching and learning in all age groups and in a range of settings. <http://journal.naeyc.org/btj/200901/pdf/BTJChenfeld.pdf>

- **Family Ties** articles are brief, practical pieces about effective strategies for building relationships with families to support children's development and learning. See example: <http://journal.naeyc.org/btj/200409/seplocha.pdf>

The journal does not accept articles already published elsewhere in print or electronic format and expects that articles have not been simultaneously submitted to other publications.

- **Research in Review** articles familiarize readers with research and describe implications for practice. Authors work with the journal's Research in Review editors. For more information, contact the editor in chief. See example: <http://journal.naeyc.org/btj/200309/DelayingKEntry.pdf>

Formatting requirements

When submitting an article to *Young Children*, please follow the formatting and submission guidelines. If an article does not follow the requirements, we will ask the author to reformat it before review (see page 6).

References for style

Young Children follows *Merriam-Webster's Collegiate Dictionary*, 11th edition, for spelling

and *The Chicago Manual of Style*, 15th edition, for style and reference formatting. For more information, visit www.m-w.com or www.chicagomanualofstyle.org.

Follow length requirements

To be considered for publication, the manuscript *must* meet page-length requirements:

- General and cluster articles and Viewpoints are from 3–12 pages, double-spaced, including references and visuals. **Please note: Our readers find articles 3–9 pages in length most useful, and these shorter articles tend to be published more quickly.**
- Teachers on Teaching and Family Ties are 2–3 pages, double-spaced.

Format the document as follows

- Ensure the name(s) of author(s) do not appear on any pages of the article; all manuscripts are subject to blind review.
- Include subheads throughout the article. (Make sure the subheads do not contain information that could identify the author to reviewers.)
- Use Times New Roman font, 12-point type, double space lines, and leave wide margins.
- Number the pages.
- Include the title and date in the footer.

Include a separate cover page

Prepare the cover page as a separate document from the article.

- List the title
- List the name, affiliation, title, address, phone, fax, and e-mail for each author
- Designate one author as the primary contact
- Indicate the type of article (cluster topic, general, Teachers on Teaching, and so on)
- **Provide a brief summary of how one-third of the text is devoted to providing information for practitioners.**

References, citations, and excerpts

Authors should provide accurate and complete information for references and resources, focusing on those published within the last 10 years in order to reflect the most recent research and data. Authors should also use the number of resources appropriate for the length of their manuscript. Follow Chapter 17, “Documentation II,” in *The Chicago Manual of Style*, 15th edition (available at libraries and bookstores). Examples follow.

Book

Burman, L. 2009. Are you listening? Fostering conversations that help young children learn. St. Paul, MN: Redleaf Press.

Text citation: (Burman 2009)

Articles that meet basic guidelines undergo peer review by members of NAEYC’s Consulting Editors Panel.

Edited book, new edition

Copple, C., & S. Bredekamp, eds. 2009. *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. 3rd ed. Washington, DC: NAEYC.

Text citation: (Copple & Bredekamp 2009)

Volumes, more than three authors

Campbell, S., G. MacNaughton, J. Page, & S. Rolfe. 2004. Beyond quality, advancing social justice and equity: Interdisciplinary explorations of working for equity and social justice in early childhood education. In *Social contexts of early education, and reconceptualizing play*, Vol. 13 of *Advances in early education and day care*, eds. S. Reifel & M. Brown, 55–91. Greenwich, CT: JAI.

Text citation: (Campbell et al. 2004)

Chapter in an edited book

Jennings, J. 2005. Inclusion matters. In *Birth to three matters*, eds. L. Abbott & A. Langston, 89–104. London: Open University Press.

Text citation: (Jennings 2005)

Old book reissued

Fulghum, R. [1986] 2004. All I really need to know I learned in kindergarten. New York: Ballantine Books.

Text citation: (Fulghum [1986] 2004)

Journal article

Miles, L. 2009. The general store: Reflections on children at play. *Young Children* 64 (4): 36–41.
Text citation: (Miles 2009)

Newspaper article

Lieberman, J. 2009. An opportunity that works for D.C. schoolchildren. *Washington Post*, June 21.
Text citation: (Lieberman 2009)

Online resource

Mosle, S. 2009. The educational experiment we really need: What the Knowledge Is Power program has yet to prove. <http://slate.com/id/2214253>.
Text citation: (Mosle 2009)

Unpublished paper

DaRos-Voseles, D. 2009. Caring and caregiving: It all starts here. Presentation at the International Infant Toddler Conference, Tulsa, OK.
Text citation: (DaRos-Voseles 2009)

Monograph

Fox, N.A. 1994. Introduction to Part 1. In *The development of emotion regulation: Biological and behavioral considerations*, ed. N.A. Fox, 3–6. Monographs of the Society for Research in Child Development, vol. 59, nos. 2–3, serial no. 240. Chicago: University of Chicago Press.
Text citation: (Fox 1994)

Permissions

Authors are responsible for seeking and maintaining written permission from parents or legal guardians to include children’s art and work samples.

For quoted material longer than 100 words, authors must seek and submit written permission from the copyright holder prior to publication.

Photographs

We encourage authors to supply informative, interesting, high-resolution photographs to

illuminate their points. This is not a requirement. Photography guidelines are available at www.naeyc.org/publications/forauthors/photoguidelines or by contacting Meghan Dombrink-Green.

To submit photographs with your article, put them in a separate file as JPEGs or TIFFs. Please do not include them in the body of the article.

Photos should be at least 1 MB.

Articles that are accepted are generally published 12 to 24 months after acceptance.

How to submit an article

Young Children receives all submissions electronically through Manuscript Central, at <http://mc.manuscriptcentral.com/youngchildren>. After creating an account, authors will find instructions for manuscript submission. Be sure to submit the cover page, article, and photographs as separate files. (Please note: Use your e-mail address as your Manuscript Central ID, not your NAEYC ID number.)

Frequently asked questions

Why does *Young Children* use an online submission service?

Manuscript Central allows authors to track the progress of their manuscript through the peer review process. Consulting editors and *Young Children* editors can access articles via the Internet, improving workflow and tracking.

What if I mail my manuscript?

We will ask you to register and submit your article online using Manuscript Central. If you do not have Internet access, we will make other arrangements.

What if I get an e-mail saying my manuscript has been unsubmitted?

Articles are unsubmitted when they do not meet the submissions guidelines listed here. The most common reasons for an article to be unsubmitted include the following: the article exceeded the page length requirement, the article was not double spaced, the article contained a cover page that was not uploaded separately, the article contained the author’s name or other identifying information, or the article was in an incorrect type

size or font. If an article is unsubmitted, the authors must make the changes needed to meet the guidelines. After the changes are made, the author can resubmit the article through Manuscript Central.

What if I have questions about the system?

Authors can contact Manuscript Central for assistance. For Manuscript Central support, click on “Get Help Now” at the following Web page:

<http://mc.manuscriptcentral.com/youngchildren>.

The Manuscript Central support phone number (available Monday–Friday, 12:00 a.m. to 8:30 p.m. EST) is 1-888-503-1050. You can also contact the *Young Children* editorial staff by e-mail at editorial@naeyc.org. Please write “Manuscript Central Query” in the subject line.

What if I’m using Windows VISTA?

At this point, Manuscript Central does not support VISTA. Manuscript Central currently supports the following operating systems: Windows 2000, Windows XP, Windows XP Service Pack 2, and OSX Version 10.3.8. If you experience difficulty submitting your manuscript, we recommend that you submit from a computer that uses a supported operating system.

Review and editing process

The review process generally takes six to eight months from receipt of manuscript. The process is compressed for cluster articles. The review and editing steps are explained in the table to the right.

After revisions

The editor in chief reads the revised manuscript, considers the author’s responses to the reviewers’ feedback and suggestions, and determines one of the following as the next step:

- Accept the article
- Ask the author to make additional revisions
- Advise the author that the manuscript still does not meet criteria for publication in *Young Children*

With the exception of articles submitted and accepted for publication in a particular cluster, articles are generally published 12 to 24 months after acceptance.

	Description of the process	Time frame
1	Initial reading. The editor in chief determines whether articles will go out for review. There are a number of reasons why articles are not sent out for review. Sometimes articles do not meet basic guidelines for content, writing style, length, or format. At times, the journal has a backlog of articles or has recently published an article on the same topic. In some cases we receive a number of articles for a cluster that address the same topic and age group. In some cases the editor in chief will recommend revising an article before it is considered for review by consulting editors. Given the volume of articles we receive not all articles can be sent out for review nor can we provide individual feedback on articles that are not reviewed.	8–10 weeks after receipt
2	Peer review. Articles that meet basic guidelines undergo peer review by members of NAEYC’s Consulting Editors Panel. (Consulting editors are experts in early childhood education and child development who apply for their positions and are appointed by the NAEYC Governing Board for three-year terms.) The reviewers provide comments and suggestions. NAEYC senior staff may also review articles.	16–20 weeks after receipt
3	Status determination. Using all reviews as a guide, the editor in chief determines one of the following as the next step. <ul style="list-style-type: none"> • Accepts the article • Asks the author to make revisions and resubmit it for further review (most articles require some revisions) and possible acceptance • Advises the author that the article is not accepted 	18–26 weeks after receipt
4	Decision. The editor in chief notifies the author of the decision via e-mail generated through Manuscript Central. This correspondence includes the reviewers’ feedback and suggestions for enhancing the manuscript.	20–28 weeks after receipt
5	Revision. Authors submit revised articles, along with a summary of what the author did to address the reviewers’ feedback, through Manuscript Central.	Within 6 months of authors’ receipt of decision e-mail.

From acceptance to print

It is not possible to determine in advance the exact publication dates of accepted articles (unless for a particular cluster). When planning issues, the editor in chief considers the content, style, intended audience, and length of articles, as well as articles' submission dates.

Authors are notified when their articles are scheduled for publication. They are asked to make needed updates before submitting a final version of the article and to complete biographies, copyright transfer, and photograph submission and credit forms. All forms are provided electronically. The copyright transfer includes permission for publication in *Young Children* and online.

Editing involves the editor in chief and a copy editor. Authors will hear from one or both editors and may be asked to update, clarify, or expand article content or references. The copy editor returns the edited article to the author via e-mail for final approval before the manuscript enters production. On occasion, last-minute changes in an issue's content may cause publication of an article to be postponed.

Authors receive two copies of the issue in which their article appears.

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