Submissions Guidelines for Young Children
(Updated March 2005)

ABOUT YOUNG CHILDREN

Young Children is the award-winning, bimonthly journal of the National Association for the Education of Young Children (NAEYC). Each issue offers practical and research-based articles on timely topics of interest. The readership—more than 100,000 members and subscribers—work with or on behalf of young children from birth through age eight (infants, toddlers, preschoolers, kindergartners, 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, policymakers, and others.

Contact information

These submission guidelines should answer many questions about writing for Young Children. For more information, contact the journal editor at the following address:

Derry Koralek, Journal Editor
NAEYC
1509 16th Street, NW
Washington, DC 20036-1426
202-232-8777, ext. 12420, or 800-424-2460
dkoralek@naeyc.org

Articles

Because readers of Young Children have diverse backgrounds and interests, articles vary in content, length, and writing style. We do not seek term papers, literature reviews, or reports of research methodology and findings.

Here are examples of the types of articles found in Young Children.

• Discussion of innovative, research-based teaching strategies
• Discussion of early childhood theories and research, along with recommended practices
• Discussion of specific issues affecting young children

The best way to learn what kinds of articles are appropriate for Young Children is to read back issues.

Features

Young Children includes several standard features.

• Viewpoint columns allow authors to express their opinions about specific issues or practices.
• Teachers on Teaching are brief pieces in which authors share ideas, reflections, and insights about teaching and learning in all age groups and in a range of settings.
• Family Ties are brief, practical pieces about effective strategies for building relationships with families to support children’s development and learning.
• Research in Review articles familiarize readers with research and describe implications for practice. Authors work with the journal's research editors. For more information, contact the journal editor.
• Public Policy articles address current topics with local, state, and/or federal policy implications. They are developed in collaboration with NAEYC’s Public Policy and Communications Department. For more information, contact the journal editor.

Cluster Themes

Each issue includes a group of articles that consider different aspects of the same topic. Themes are decided upon many months in advance. The deadline for submitting articles to be considered for a cluster is four months in advance of the issue (e.g., November 1 for the March 2006 issue).
All cluster articles are peer reviewed. Some are selected through the standard submission process; others are written at the request of the Young Children editor, and then reviewed by consulting editors.*

WRITING FOR YOUNG CHILDREN

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.

Content

The journal editor and consulting editors use the following criteria when reviewing the content of articles submitted to Young Children. A successful article devotes about one-third of the text to practical strategies for implementing recommendations and

- reflects the current knowledge base in early childhood education
- includes relevant research findings, when appropriate
- shares numerous examples and vignettes from the author’s experience
- suggests ways to involve families, when appropriate
- discusses the roles of culture, ethnicity, and language when relevant to the content
- supports inclusion of children with a range of abilities
- shows respect for individual characteristics such as gender, religion, and age
- describes generic, not commercial, materials (e.g., explains how a teacher introduced table blocks rather than Legos)

Format

Young Children articles follow Merriam Webster’s Collegiate Dictionary, 10th Edition, for spelling and the Chicago Manual of Style, 15th Edition, for style. Authors should use these reference tools.

Additional requirements follow.

Cover page

- Include the title
- List for each author—name, affiliation, title, address, phone, fax, and e-mail
- Designate one author as the primary contact

Length

- Articles and Viewpoint are from 3 to 16 pages, double-spaced, including references
- Teachers on Teaching and Family Ties are two or three double-spaced pages

Text

- Use an informal, conversational style
- Write in the active voice (e.g., “The teacher planned . . . ” rather than “Plans were made by the teacher . . . ”)
- Include subheads and visuals (charts, graphs, children’s work samples, photographs) that enhance clarity and promote understanding

* 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.
• Use 12-point type, double-space lines, and leave wide margins
• Number the pages
• Include the title and date in the footer
• Do not include the name(s) of author(s) anywhere except the cover page; all manuscripts are subject to a blind review.

References, Citations, and Excerpts

Book
Text citation (Chambers 1996)

Edited book, new edition
Text citation (Bredekamp & Copple 1997)

Volume, more than three authors
Text citation (Charlesworth et al. 1993)

New publisher, old book
Text citation (Erikson [1950] 1993)

Chapter from an edited book
Text citation (Baroody & Wilkins 1999)

Journal article

Newspaper

Online resource

Unpublished paper
Text citation (McClellan & Kinsey 1997)

Monograph
Text citation (Fox 1994)

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

They must seek and submit written permission from the copyright holder for quoted material longer than 50 words.

Photographs
Authors may want to supply informative, interesting photographs to illuminate their points. Photography guidelines are available at www.naeyc.org or contact Roma White at rwhite@naeyc.org or by U.S. mail (see Contact
SUBMITTING AN ARTICLE

Mail a cover letter and 1 copy of the article to the journal editor (see Contact Information). Include an e-mail address so we can acknowledge receipt.

NOTE: If an author does not have e-mail access we use U. S. mail for all correspondence.

Alternate submissions process

If you have an idea for an article and would like to know whether it is appropriate for Young Children, prepare a 2- to 3-page outline with the following information:

- proposed title
- authors’ names, affiliations, and contact information
- anticipated length
- why this topic is important for early childhood educators
- planned visuals

Mail or e-mail the proposal to the journal editor.

Review process

The review process generally takes six to eight months from receipt of manuscript. The process includes the following steps

1. The journal editor determines whether the article meets basic guidelines. If not, the author is advised that the article is not appropriate for Young Children. Articles might not meet the journal’s criteria for content, writing style, length, or format. At times, the journal has a backlog of articles on the same topic.

If an article meets the basic guidelines we will ask that you resubmit it via e-mail to facilitate the review process.

2. Articles that meet basic guidelines undergo peer review by members of NAEYC’s Consulting Editors Panel. The reviewers provide comments and suggestions. NAEYC staff may also review articles.

3. Using all reviews as a guide, the journal editor determines the next step
   - accept the article or
   - ask the author to make revisions and resubmit it for further review and possible acceptance or
   - advise the author that the article does not meet the publication criteria.

4. The journal editor notifies the author of the decision via U. S. mail, enclosing reviewers’ useful suggestions for enhancing the manuscript. Most articles require some revision prior to acceptance. Revised articles may be resubmitted via e-mail.

Acceptance letters include an approximate time frame for publication—usually 12 to 24 months.

Authors may write to the journal at editorial@naeyc.org to ask about the status of their manuscript.

From acceptance to print

It is not possible to determine in advance the exact publication dates of accepted articles. When planning issues, the journal editor considers cluster themes and the content, style, intended audience, and length or articles as well as articles’ submission dates.

When an article is scheduled for publication, authors are asked to complete biographies and copyright transfer forms. Both forms are provided electronically. The copyright transfer includes permission for publication in Young Children and online in Beyond the Journal.

Editing involves the journal editor 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.