

VOLUME 41, NUMBER 5

SEPTEMBER 2013
ECEJFA 41(5):315-400 (2013)
ISSN 1082-3011

Early Childhood Education Journal

 SpringerAvailable
online
www.springer.com

6 issues/year

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Editor-in-Chief: M. Renck Jalongo; P.A. Crawford

- ▶ Analyzes issues, trends, policies, and practices that shape the care and education of young children (birth-8 years) throughout the world
- ▶ Publishes peer-reviewed scholarly articles to address the evidence-based information needs of professionals dedicated to improving outcomes for young children and their families
- ▶ Has a diverse international readership that includes higher education faculty, preservice/inservice teachers, and professionals in related disciplines
- ▶ 100% of authors who answered a survey reported that they would definitely publish or probably publish in the journal again
- ▶ Includes practical, theoretical, and research articles that focus on child development, young children with special needs, curriculum and evaluation, early childhood programs, home/school collaboration, effective pedagogy, professional development, and child advocacy

The Early Childhood Education Journal analyzes issues, trends, policies, and practices for early childhood education from birth through age eight. In addition, the journal offers well documented points of view and practical recommendations.

Peer reviewed articles cover curriculum, child care programs, administration, staff development, family-school relationships, equity issues, multicultural units, health nutrition, facilities, special needs, employer sponsored care, infant/toddler programs, child development, advocacy, and more.

The journal serves the needs of early childhood practitioners, including classroom teachers, child care providers, and teacher educators.

Impact Factor: 1.052 (2018), Journal Citation Reports®

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