



Guidelines for Manuscripts

We ask all manuscripts to adhere to the following guidelines:

Title page

- Title: Centered, Bold, 20 pt, Times New Roman font;
- Author: name, title, and affiliation (3 lines): Centered, 14 pt, Times New Roman font;
- “Abstract”: Centered, Bold, 12 pt, Times New Roman font; and
- Body of abstract: Justify left, first line indented, single-spaced, 12 pt, Times New Roman font.

Main text

- 12 pt, Times New Roman font;
- One inch margins on all four sides of the page;
- Double-spaced (except headings which should be single-spaced);
- Justify left; do not justify the right margin;
- Do not use section breaks;
- Page numbers should be centered at the bottom of the page, 12 pt, Times New Roman font;
- Remove hyperlinks from text, footnotes, and references;
- Indent block quotes and the first line of each paragraph; and
- Maximum page length of 15–30 double spaced pages (or 5250–10500 words).
- Use footnotes (not endnotes) for key information that is not in the text, but please use sparingly and make an effort to include this information in the text wherever possible so long as it does not interrupt the flow of the overall document.

Headings and subheadings

- For the sake of readability, please divide your paper into sections with proper headings, subheadings, and even sub-subheadings.
- Do not use “Introduction” or any other heading to begin the paper, begin with the first line of indented text; but **do** use “Conclusion” as the heading on the concluding section of the paper.
- The format for headings and subheadings is outlined in figure 1 (also, see the attached appendix A for an example).

Figure 1. Suggested Subheading Levels

Level “A” Headings: For the Major Divisions of your Presentation

Headings of the major divisions of your paper (level “A”) are stand-alone, bold, 12-point, and centered. Capitalize important words (as for a title). Skip a line and begin a regular indented paragraph.

Level “B” Subheadings

Level “B” subheadings are stand-alone, bold, 12-point, flush left. Capitalize important words (as for a title). Skip a line and begin a regular indented paragraph.

Level “C” sub-subheadings. Sub-subheadings, level “C,” run into the paragraph text, separated by a period (not a colon). Use Bold, and capitalize only the initial word.

Level “D” headings: for an additional level of subdivision. For an additional level of subdivision, you may use an italic heading that runs into the paragraph text, separated by a period. Initial capitalization.

Tables and figures

- Placed where they will appear in the published version (not at end of paper); and
- The word “Table” or “Figure,” should appear Left Aligned, Bold, 12 pt, Times New Roman font followed immediately by a period and a single space before beginning the title. Title Format: Remove Bold, Headline Style Caps.
- In-text references to tables and figures are lowercased (e.g., see figure 9).
- “Source:” should be listed just below the table, separate from the main text of the paper, in 10 pt, Times New Roman font, italicized, and followed by a colon. The text that follows the colon is not italicized. If there are one or more notes that accompany the table, skip one line and use the word “Note:” following the same formatting as used for the word “Source” and the text that follows. See the attached appendix B for an example.

Reference page

- “References”: Centered, Bold, 12 pt, Times New Roman font;
- Placed before appendixes (if any);
- For citing sources: use the author-date system which includes in-text citations plus a reference page at the end (follow the Chicago Manual of Style).

Appendices

- Use the title “Appendix” (not “Annex”) for relevant information added at the end of the paper. If there is only one appendix, do not use an associated letter label (e.g., use “Appendix” instead of “Appendix F”).
- “Appendix”: Centered, Bold, 12 pt, Times New Roman font, followed by a colon, a single space, and the title of the appendix in sentence style caps.

Common mistakes

- Footnotes should **not** be used for citations. Follow the author-date citation style (as outlined in the Chicago Manual of Style) which includes in-text citations and a reference page. Please pay particular attention to the citation guidelines for online resources and other informally published materials. These should be cited in the reference list, not in footnotes.
- Do not use a hyphen after an adverb ending with -ly. Example: highly skilled.
- Block quotes (three or more lines) should be indented without quotation marks.
- Periods and commas should be placed inside of quotation marks in accordance with American English.
- Double check that tabs are set from one inch margins and are correct and consistent throughout text and references.
- British English spelling is acceptable, but please be **consistent**.
- Use of em dash —, en dash –, and hyphens -.
 - Em dashes are used to interrupt or add a thought to a sentence.
 - En dashes are used between page numbers or dates (i.e. 1–10 or 2002–2013).
 - Hyphens join two or more closely related items.
 - See chapter 6 of the 16th ed. Chicago Manual of Style for further guidelines.
- The abbreviations **i.e.** and **e.g.** should be spelled out in running text as “in other words” and “for example” respectively in accordance with the Chicago Manual of Style. The abbreviations are acceptable in parenthetical references.
- When abbreviating “United States” use “US” not “U.S.” as recommended in the Chicago Manual of Style.

For all other formatting and editing matters, please follow the Chicago Manual of Style.

Thank you,

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Appendix A: Example of Headings and Subheadings

Chicago Child-Parent Center (CPC)

The Chicago Child-Parent Center (CPC) program, started in 1967 and currently operating, provides a school-based preschool and early school-age intervention for low-income children ages three to nine in selected Chicago public schools...

Major Findings

The CPC program has been widely cited as having improved a wide range of school performance outcomes and reduced...

Cognitive outcomes. The Chicago team found persistent statistically significant differences in reading and math scores (using the Iowa Tests of Basic Skills)...

CPC preschool group vs. no CPC preschool comparison. The Chicago team, in four separate studies and using varying statistical models, also found that the program group had persistently higher reading and math scores...

Appendix B: Example of Table Formatting

Table 3. Reported Impact of Local Drivers of Change

	Corporate managers (%)	Service managers (%)	T-test significance
<i>Performance management (PM)</i>			
Use of performance management systems	92	88	.002*
Local e-government initiatives	90	80	.000*
Audit commission activities	72	68	.065
Pressure from other inspectorates	69	61	.045*
<i>Capacity and capability (CC)</i>			
Leadership by officers	92	89	.435
Working across departments	88	85	.025*
Leadership by executive members	78	66	.000*
Engagement of frontline staff	69	81	.008*
Scrutiny by non-executive members	54	49	.000*
Improvement and development agency activities	52	48	.343
<i>Market incentives (MI)</i>			
Partnerships with the public sector	80	72	.000*
Partnerships with the voluntary sector	66	59	.057
Partnerships with the private sector	62	54	.000*
Use of market testing	49	47	.122
Use of outsourcing	49	45	.052
<i>Users (U)</i>			
Demands from residents	84	76	.500
Local media coverage	42	43	.660

Source: Data from James Downe, Steve Martin, and Tony Bovaird, forthcoming, “Top-Down Strategies for Service Improvement in UK Public Services.”

Note: This is an example of the text used for a table note.

* $p < .05$