

**WILLIAM PATERSON UNIVERSITY CHILD DEVELOPEMNT CENTER  
EARLY CHILDHOOD ADVISORY COUNCIL (WPU-ECAC) BYLAWS**

**Prepared by: A Subcommittee of the WPU-ECAC  
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**ARTICLE I: NAME OF THE ORGANIZATION**

The William Paterson University Child Development Center Early Childhood Advisory Council (WPU-ECAC)

**Section I: Philosophy:** The Child Development Center strives to create and maintain a community in which children and families feel valued and are treated with respect. Our program is designed to provide each child with a secure, healthy, and nurturing environment. We understand that each child is special and respects each child's heritage. We encourage the development of ethnic pride, self-confidence, and the joy of learning. We are dedicated to forming strong and positive partnerships among families, children, and our staff members. The Early Childhood Advisory Council (ECAC) participates in such program planning and is committed to working to support the implementation of the kind of environment in which families, schools, and the community work together to achieve and sustain shared goals for children.

**ARTICLE II: PURPOSE OF THE WPU-ECAC**

The purpose of the WPU-ECAC is to serve as an advisory group of community stakeholders that supports the unique philosophy, mission, and vision of the William Paterson University Child Development Center by promoting community collaboration and strengthening family involvement. The WPU-ECAC is a safe and non-judgmental forum for stakeholders to review and provide input for improvement on early childhood education programming and support for children as they progress through the program. The goal of the WPU-ECAC is to support children and families as life-long learners through coordinated efforts among early childhood care and education programs.

**ARTICLE III: RESPONSIBILITIES**

The ECAC will:

- (1) Monitor, advocate, and make policy recommendations that build on the existing early care and family systems.
- (2) Participate in an assessment of the availability of programs and resources through the Community Needs Assessment.
- (3) Assist in identifying barriers to collaboration and make recommendations for increasing the overall participation of children in existing programs, including outreach to underrepresented and special populations.

**ARTICLE IV: MEMBERSHIP OF THE WPU- ECAC**

**Section 1: All district partner representatives** will be invited by the Director and/or Associate Director of the WPU-ECAC.

**Section 1: William Paterson University staff**

(A) The **Director** of the WPCDC (who) is responsible for staffing and regularly convening the WPU-ECAC and facilitating the community needs assessment (CNA)

(B) The **Associate Director** and Instructional Coach is responsible for attending and recording regularly scheduled WP-WCAC meetings and participating in the community needs assessment (CNA).

### **Section 2: Parent representatives**

Parent representatives are recommended by the CDC Director and/or Associate Director and must have children currently enrolled or alumni children that were previously enrolled in our CDC program. Parent representatives are responsible for participating in regularly scheduled meetings of the WPU-ECAC, liaising with CDC parents, and participating in the community needs assessment (CNA).

### **Section 3. Community representatives**

Community representatives bring different experiences and perspectives to the WPU-ECAC based on their personal and professional background and expertise. The WPU-ECAC will strive to recruit community representatives who can help the council address current priorities and needs and who have ties to the greater early childhood William Paterson University community. Representatives may include, but not limited to, the following:

- Local childcare providers
- Local Head Start agency
- Child and family advocates
- Health professionals or agencies
- Social service providers
- Local business representatives
- Higher education
- Philanthropic community
- Mental health professionals or agencies
- Supervisors and administrative organizations
- Early intervention and special education groups
- Community groups such as NAACP, Urban League, churches, YMCA, or YWCA
- State and national education associations

### **Section 4: Parent and community representative approval**

All parent and community representatives must be approved by a quorum the WPU-ECAC.

### **Section 5: Balance across Membership Groups**

In order to achieve a balanced WPU-ECAC membership composition, the following minimums have been established:

(A) The Director of CDC and the Associate Director of the CDC will both maintain permanent membership on the WPU-ECAC as non-voting members.

(B) At least one representative from each contracted district will maintain permanent membership on the WPU-ECAC as representatives of their respective groups and as appointed by their respective providers. Contracting districts may send a proxy to required meetings with full voting rights.

(C) There will be at least two community representatives and four parent representatives on the WPU-ECAC.

## **ARTICLE V: STRUCTURE AND OPERATIONS**

- (1) WPU-ECAC meets at least quarterly
- (2) WPU-ECAC elects its own leadership and adopts its own bylaws
- (3) WPU-ECAC designs an evaluation method to assess the efficacy of meeting its short and long-term goals and objectives
- (4) WPU-ECAC creates sub-groups to work on issues relevant to their expertise.

## **ARTICLE VI: The WPU-ECAC ANNUAL NEEDS ASSESSMENT**

The WPU-ECAC will conduct an annual community needs assessment (CNA) of community needs and resources (N.J.A.C.6A:83.4(d)) in order for the WPU-ECAC to be productive, relevant and understand the issues and needs that affect the early childhood program.

The CNA can serve as a springboard for which the WPU-ECAC can plan their participatory work focusing on prioritizing identified needs and available resources. The assessment can include a variety of sources including but not limited to an analysis of census data, surveys of the entire preschool community and focus group reports.

- (1) Participate in obtaining specific community needs and resources as they pertain to the implementation of high-quality preschool services.
- (2) Serve as the conduit between community needs and resources
- (3) Review and comment on the Annual Operational Plan
- (4) Review and comment on the CDC proposed budget