The school year 2016-2017 brought many challenges not only for the staff, but also for the management team. One of the challenges was, the excessive amount of open positions and the passing of the Program Manager. During this critical time, I was able to support the center by becoming the Interim Program Manager and carry on all the Site Supervisor responsibilities as well. I also collaborated with the other Site Supervisor, College Administrator and Department Assistant to maintain the quality of care for our families, to keep up with the daily demands of the program and to provide support for the emotional needs of the staff as they mourned the loss of the program manager.

In the position of Interim program Manager, I was not only able to support the staff emotionally but also to help them heal and move on. Together we agreed that we had to work and support each other in order to continue with our commitment to provide high quality services for the families in our community. Therefore, the implementation of my 2016-17 goals was imperative. My goals were as followed:

- To support and build community for parents by becoming familiar with the children’s enrollment procedures to assist Denise minimize the waiting time for enrollment.

  *Working in collaboration with Denise the enrollment procedure was reviewed and modified and as a result, at least 70 % of the existing parents had their spring contract hours in place before the end of the fall semester. The waiting period for parents to have their new schedules was reduced significantly.*
- Developing and planning strategies to implement CLASS in all our classrooms in order to improve the quality of Lab students learning experiences and to empower them by providing the necessary skills to succeed as Early Childhood Educators.

In collaboration with the teachers, many classroom observations were conducted throughout the year in order to implement CLASS in all the classrooms. After each observation, Teachers received immediate feedback and one on one CLASS sessions. Moreover, a CLASS review was offered by our QRIS coach to all the staff and substitutes during the December retreat. Teachers were responsible for putting to practice the strategies learned during the CLASS trainings and to inform the staff about the importance of Teacher-Child interactions. Therefore, the Lab students were introduced to the CLASS system and they were able to experience high quality Teacher-Child interactions during their Lab class. In addition the Toddlers and Preschools classroom were assessed by the QRIS committee and they obtained the highest scores on the scales.

- Investigate Social and Emotional Development Strategies that will promote healthy and respectful relationships among children which in place will contribute to parents’ wellbeing and success in school.

Several teachers had to deal with children who had challenging behaviors and needed extra support with their social and emotional skills. The teachers and I implemented many strategies from the Social and Emotional Pyramid System and created action plans to support the needs of the parents, children and the program. Several meetings were conducted with the Parents, Teachers and Supervisors to collaborate and provide outside resources to support the emotional development of these children. In addition several strategies were put to practice in all the classrooms to support not only the needs of children with challenging behaviors but to develop and promote healthy and respectful relationships among all children and their
teachers. Furthermore, several teachers and I completed a 30 hour Social and Emotional Pyramid training in order to learn additional methods to support the emotional needs of the children in our program.