

## The Kansas Inservice Training System (KITS)

The Kansas Inservice Training System (KITS) is designed to meet the need for a comprehensive statewide professional development and technical assistance system for early intervention professionals, related services professionals, and families. The framework supporting this system is composed of collaborative linkages, information services, training, and technical assistance. Research-validated strategies and results-based professional development are addressed at three levels of training:

- Proactive/General Issues Staff Development
- Focused Staff Development
- Intensive Staff Development

The project's goals are accomplished through activities such as results-based training; dissemination of information; a web site and listservs; provision of technical assistance; development of focused guided study; new provider, new administrator and technical assistance packets; the identification of exemplary practices in the state; and the management of an Early Childhood Resource Center whose materials are accessible through an online searchable database.

### Goals

1. Maintain a system of support as a part of a comprehensive system of personal development for early intervention services.
2. Sustain collaborative partnerships with KDHE and other state agencies, institutions of higher education, local service agencies, and organizations to support professional development.
3. Increase the knowledge, skills, and capacity of individuals and/or organizations across the state through results-based training and technical assistance.
4. Develop and disseminate evidence and research-based materials, state level guidance documents, and training materials.
5. Provide leadership and training for the implementation of the State Systemic Improvement Plan activities related to early intervention.
6. Implement a plan for evaluating the impact of training and technical assistance on statewide systems, participating agencies and staff, and children and families served by participating programs.

## System Components and Activities

### Collaboration/Linkages

- Partnering with Colleges and Universities Involved in Early Childhood Educator Training
- Co-Sponsor Training Events

- Collaboration with State Agency Programs and Professional Organizations Central to Early Childhood Services
- Co-Sponsor Conferences

## Training

- General Issues Staff Development
- Focused Staff Development
- Intensive Staff Development
- Topic Specific Training
- Summer Institute
- Online/On-Demand Training

## Information Services

- List Service email for Infant-Toddler Networks, Infant-Toddler Program Coordinators, and Preschool Program Staff
- Online Collaborative Training Calendar
- Early Childhood Resource Center
- Web Page: [kskits.org](http://kskits.org)
- eUpdate
- Best Practices Program Profiles
- Quarterly Newsletter

## Technical Assistance

- Individual TA Plans
- Information Packets on Specific Topics
- New Teacher/Interventionist Support Information Packets
- New Administrator/Service Coordinator Support Information Packets
- Consultation/Cross Program Visitation

## Values Relating to Inservice Training for People Working With Children (0-5)

- Anticipated outcomes are clear and understandable.
- Learning opportunities are provided in multiple learning formats to foster growth for all adult learners.
- Information sharing and networking among participants acknowledges their positive contributions to the learning process.
- Family members are included as presenters and participants.
- Interagency and interdisciplinary participation is encouraged.
- Collaborative training with partner agencies and programs is actively sought to maximize resources.
- Professional development is a continuous process rather than a discrete activity, and is viewed within the context of life-long learning.

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