RESOURCE GUIDE

APSY795 INTERNSHIP IN SCHOOL PSYCHOLOGY

Edinboro University of Pennsylvania

Department of Special Education and School Psychology
Table of Contents

PROGRAM PHILOSOPHY 3

PREREQUISITES 4

PURPOSE 4

DEFINITION 4

OBJECTIVES 4

INTERNSHIP PLACEMENT 5

INTERNSHIP APPLICATION 6

CLEARANCES, TB TESTING, AND INSURANCE 6

THE INTERNSHIP EXPERIENCE 6

THE INTERNSHIP LOG 7

EVALUATION OF THE INTERNSHIP EXPERIENCE 7

INTERNSHIP MEETINGS 7

POLICY REGARDING CONCERNS THAT ARISE DURING INTERNSHIP 8

APPENDIX A 9
  Internship Agreement
APPENDIX B 14
  Intern Evaluation Form
APPENDIX C 20
  FBI Fingerprint Check
SCHOOL PSYCHOLOGY
PROGRAM PHILOSOPHY

The School Psychology Program prepares its graduates for the professional practice of psychology in the schools by emphasizing a scientist-practitioner model of training. The mission of the program is to prepare school psychologists who are capable of providing high quality, ethical psychological services. The program provides solid foundation of instruction, research, and field experience, which reflects current empirically supported methods in psychology and education. These experiences prepare graduates to provide assistance and expertise in the assessment and treatment of problems experienced by children, schools, and communities.

Respect for diversity among individuals, groups, and communities is emphasized throughout the curriculum. The goal of our program is to help each candidate to identify and apply his/her unique talents while utilizing problem-solving, data-based approaches that allow him/her to work with children and families having a broad range of needs. The focus of our program is on the application of empirically supported approaches to assist all children in achieving academic success, social competence, and emotional and physical health.

Upon completion of program requirements graduates are eligible for certification in Pennsylvania as school psychologists. Many graduates also become certified as school psychologists in other states and go on to apply and qualify for national certification as school psychologists. Graduates of the program are well represented in local, state, and national professional organizations and take an active part in promoting and shaping the field of school psychology.
PREREQUISITES
Students should have completed all course requirements, including APSY725 and APSY735, unless otherwise approved by advisor.

PURPOSE
The purpose of this handbook is to provide basic information regarding the school psychology internship experience.

DEFINITION
The school psychology internship consists of a minimum of 1200 hours on-the-job training performed in a school setting. The internship may also include settings other than schools when appropriate, however, at least half (600 hours) of the internship should take place in a school setting. The experience occurs on a full-time basis over a period of one academic year or on a half-time basis over a period of two consecutive years.

OBJECTIVES
The purpose of the School Psychology Program at Edinboro University of Pennsylvania is to train interns to become professional providers of a variety of psychological services in schools and communities. Training focuses on solving problems through data-based decision making. The following objectives serve as goals for interns and are assessed throughout internship.

Data-based Decision-Making and Accountability
1. Interns will apply assessment methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcome of service.

Consultation and Collaboration
2. Interns will utilize academic and behavioral consultation that emphasizes a collaborative model for planning, implementing, and evaluating interventions.

Effective Instruction and Development of Cognitive/Academic Success
3. Interns will evaluate cognitive and academic skills and design and evaluate interventions.

Socialization and Development of Life Skills
4. Interns will utilize skills for evaluating behavioral, affective, adaptive, and social skills of children and adolescents, as well as, for designing, implementing, and evaluating appropriate interventions.

Student Diversity in Development and Learning
5. Interns will recognize and implement accommodations accounting for individual differences, abilities, and disabilities, as well as, for factors stemming from cultural variables.

School and Systems Organization, Policy Development, and Climate
6. Interns will demonstrate knowledge of and sensitivity to organizational, policy-making, and climate factors that affect schools and related community settings, along with skills to work with individuals and groups to influence policies and practices in a positive direction for improved student services.

**Prevention, Crisis Intervention, and Mental Health**
7. Interns will demonstrate knowledge of developmental, biological, cultural, social, and psychopathological factors that affect children and adolescents. Also, interns utilize skills for designing prevention and intervention programs encouraging mental and physical well-being among students.

**Home/School/ Community Collaboration**
8. Interns will demonstrate knowledge of how family systems affect the academic, emotional, developmental, and social progress of students along with skills to work with families and school and community representatives, to provide and improve services to families.

**Research and Program Evaluation**
9. Interns demonstrate knowledge of statistical methods and research and evaluation techniques, along with skills for applying this knowledge to improve services in schools.

**School Psychology Practice and Development**
10. Interns demonstrate the professional ethical and practice standards delineated by NASP and develop an understanding of service delivery models, public policy, and public law related to school psychology. Interns develop knowledge of the historical foundations of school psychology and the importance of career-long professional development.

**Information Technology**
11. Interns develop knowledge of sources of information and technology relevant to service delivery, and skills to access this information/technology and use it in a professionally responsible manner.

**INTERNSHIP PLACEMENT**
Steps the prospective intern must go through are as follows:
1. Secure the following materials for the university-based supervisor:
   A) internship application
   B) internship agreement (See Appendix A)
   C) information regarding TB testing
   D) liability insurance
   E) Act 34 and 151 clearances and FBI fingerprint check
2. Work with the university-based supervisor to determine both the possibility and feasibility of placement. Many school districts contact us by letter or e-mail stating their intent to hire an intern for the upcoming school year. This communication provides contact information. When agencies have not solicited applications for internship, the university-based supervisor will contact the agency to determine to
whom internship application should be made. All agencies are encouraged to interview prospective interns.

3. Long distance (over 150 miles from Edinboro) internships can be explored. If you are interested, please discuss this possibility with your advisor during the year prior to internship.

4. **Do not make a commitment to a site without prior approval from the university-based supervisor.**

**INTERNSHIP APPLICATION**
The internship application is available online through the University home page. Click on Students, then Current Students, then Career Services, then Internships, and finally Graduate Internship Application. Please be sure to attach an unofficial transcript and a copy of the internship objectives.

Following the completion of the internship application, the university-based supervisor will route the form through the department chairperson and dean for approval. When the form reaches Records and Registration, you will be registered for internship. Online registration is not required. However, you will need to visit the E-REG site and indicate your intention to attend.

In order for financial institutions to know you plan to be enrolled complete the “Intent to Schedule” form. Log on to SCOTS. On the main menu select Student Services and Financial Aid, then Registration, and then Look-up classes to add. Find INTENT in the subject window then click on Class Search. This will bring up a screen on which you should check the box for xx 700 9 credits.

**CLEARANCES, TB TESTING, AND LIABILITY INSURANCE**
All intern applicants are required to obtain Act 34 and 151 clearances. Out of state students must obtain an FBI clearance. If you are doing an out of state internship an FBI clearance may be needed. Forms may be obtained through the Office for Student Teaching. TB testing can be arranged through Gehring Health Center. There is a nominal charge. Inexpensive liability insurance can be obtained through several sources including through the National Association of School Psychologists (nasponline.org).

**THE INTERNSHIP EXPERIENCE**
The internship allows the student to demonstrate skills acquired during formal training on campus and to acquire additional knowledge and skills most appropriately gained through field placement settings. The internship experience is characterized by the following:

1. It is offered in a school setting or in other agencies serving children from infancy to late adolescence.
2. Supervision and principal responsibility for the student typically rest directly with the local off-campus agency, although indirect supervision is provided by the university.
3. The experience is offered for academic credit.
4. The experience is a requirement for credentialing.
5. The experience lasts a minimum of 1200 clock hours.
6. The experience is primarily a training activity and provides a balance of training and service objectives and functions.
7. On-campus coursework is reduced in proportion to the demands of the internship experience.

At all times, the intern is expected to work within the policy and standards set by the school. In order to gain the maximum possible benefit from the internship experience, the intern should…
1. Try to assess the tone, social structure, work patterns, day-to-day flow, etc., of the school as soon as possible.
2. Maintain ethical confidentiality where necessary regarding all matters within the school.
3. Maintain a sound, professional relationship with the on-site supervisor.
4. Secure feedback from supervisors in an ongoing and timely manner.

Steps that may be taken to accomplish some of the above include the following:
1. Ask a lot of questions.
2. Be a self-starter.
3. Handle constructive criticism effectively.
4. Learn from others.
5. Operate on a professional basis at all times.
6. Dress appropriately.
7. Arrive at the site before the expected time.
8. Do not be afraid to work late.
9. In case of illness or emergency, notify your supervisor as soon as possible.
10. Learn from your mistakes.

THE INTERNSHIP LOG
All students are required to keep a daily log of their internship activities. Students will use www.internetloggingsystem.com for logging internship experiences. Procedures for maintenance of the log will be the same as those for practicum and will be reviewed in APSY790 Seminar in School Psychology.

EVALUATION OF THE INTERNSHIP EXPERIENCE
The university-based supervisor retains final authority for the assignment of the student internship grade. Assignment of the final grade is made after consultation with the site supervisor. Part, though not all of the grade, is based on the rating scales completed by the site supervisor during the internship experience (See Appendix B). The rating scale will be completed twice each semester. Site-based supervisors are encouraged to share their ratings with interns prior to submitting them to the university-based supervisor.
INTERNSHIP MEETINGS
Interns are required to attend internship meetings. Generally, these are scheduled for the afternoon of one Friday of each month. Alternate arrangements will be made for students at long distant sites.

POLICY REGARDING CONCERNS THAT ARISE DURING INTERNSHIP
Similar to the Professional Work Characteristics policy outlined in the School Psychology Program Handbook, the following policy applies to students who do not demonstrate satisfactory knowledge or clinical skills while enrolled internship in Counseling. School psychology candidates are evaluated throughout their graduate experience on professional knowledge, skills, and dispositions. Candidates are informed of these expectations through a number of venues including course syllabi, advisement, Graduate Catalogue, the candidacy application, course assignments, and clinical experiences. Although program faculty will provide professional assistance, the candidate is expected to take ownership of his/her professional conduct. Should a student demonstrate a lack of satisfactory knowledge or clinical skills or demonstrate behaviors that are deemed by faculty to be unacceptable during practicum or internship, the following procedure will be enacted: Faculty will discuss concerns with the student and, if appropriate, the site supervisor. If necessary, faculty will discuss concerns with the Professional Work Characteristics Committee. If necessary, the Committee may direct the advisor and appropriate faculty to meet with the student to address concerns and specific recommendations aimed at improving the student’s knowledge, clinical skills, or behavior. If necessary, the Committee may require the student to meet with it to discuss concerns and develop a specific plan of action. The plan will include a monitoring and reporting process. In the event that the student’s knowledge, clinical skills or behavior do not comply with the action plan, the program faculty may ask the Dean of Education to remove the student from the program. Students have the right to appeal such a decision as outlined in the Graduate Catalogue.
APPENDIX A
INTERNSHIP AGREEMENT
INTERNETION AGREEMENT

This agreement constitutes a Memorandum of Agreement among: (1) Edinboro University of Pennsylvania on behalf of its School Psychology Program (hereinafter: the University); (2) ___________________________ and (3) ____________________________, an intern to be placed by the University in the above agency setting for an internship period from ______________ to _____________.

I. RESPONSIBILITIES OF THE UNIVERSITY

It is hereby agreed by all parties that the responsibilities of the University for the internship shall be as follows:

1. Intern performance will be regularly reviewed by a supervising university faculty member. Such review will include monthly meetings of the intern at the university and twice per semester site visits by the university supervisor. Interns placed at long distant site do not have to attend monthly on-campus meetings. Arrangements will be made to conduct teleconferencing and/or videoconferencing.

2. The University requires interns to keep appropriate records of his/her activities.

3. The University retains final responsibility for the assignment of internship grades.

II. AGENCY RESPONSIBILITIES

1. The Agency shall provide the following compensation during the period of internship (__________) and other financial support (e.g. health benefits, mileage, professional development) (_______).

2. The Agency shall appoint one individual to assume primary responsibility for the coordination, direction, and general supervision of the internship. This should be a site-based psychologist who has direct and regular contact with the students, families, and staff with whom the intern will work. Agency supervisors must be state certified school psychologists and have at least three years experience working in public schools as a school psychologist and have been employed in the Agency for a minimum of one school year prior to undertaking supervisory responsibilities.

3. In all instances involving the professional duties assigned interns, it is agreed Agency supervisory personnel shall carry ultimate and primary professional/clinical case responsibility. The intern shall, in all cases, follow completely the directions, instructions, and policies of the agency as interpreted to them by Agency supervisory
staff. Intern failure to comply with this requirement will be taken most seriously by both Agency and university staff, and may result in suspension or termination of students from their internship placement.

4. Provisions will be made for interns to participate in professional development activities to include release time and when possible, financial support. Traditionally, this has included attendance of a state-wide fall conference plus a state-wide spring conference or the annual conference of the National Association of School Psychologists.

5. The Agency supervisor will provide at least two hours of direct supervision per full-time week. Skill acquisition during is a developmental experience with higher levels of supervision needed early in the experience. Supervisor and intern should be in the same or adjacent work areas. In addition to regular supervisory sessions arranged by the Agency internship supervisor, the intern shall be informed by the Agency supervisor at least twice a semester as to the supervisor's estimated quality of their internship performance at that point (see Appendix B). In cases of inadequate intern performance the Agency intern supervisor, in consultation with the university supervisor, shall also inform the student and shall initiate such corrective procedures as may seem reasonable and appropriate, including termination of internship.

6. The Agency ensures the intern is provided adequate supplies and materials to carry out the functions of the internship. In addition, adequate privacy of office facilities and access to secretarial assistance is maintained. The physical plant has available central office facilities for files, professional library, storage of supplies and material, and telephone services. Access to office equipment such as duplication services and recording equipment is also provided. These provisions are consistent with the availability afforded regular staff members.

7. Release time shall be provided for the monthly university-based internship meetings.

8. The Agency shall provide a diversified training experience, including a goal of 15% each for counseling and consultation, and provide support for completion of the three NCSP case studies. The latter includes one each with an academic, behavioral, and systems target behavior.

III. RESPONSIBILITIES OF THE STUDENT

1. Interns are responsible for conducting themselves at all times in an appropriate and responsible professional manner. This would include the development of relationships of a cooperative and professionally respectful nature with agency staff, clients, and other community Mental Health/Mental Retardation professionals, as well as such practical obligations as the maintenance of regular and punctual working hours, appropriate (NASP) ethical conduct, the acceptance and support of agency
procedures and policies, and the regular execution of internship duties and responsibilities.

2. Interns will maintain strict confidentiality regarding all student records and related information of which they become aware while performing their duties for the agency. Access to confidential information is based on “legitimate educational interest” for the performance of assigned responsibilities.

3. In any instances where the intern desires clarification of agency policy, desires alteration of internship duties, or experiences other problems or concerns regarding internship, he/she should first discuss such issues with the agency intern supervisor. If resolution or reconciliation of any difficulty proves unsatisfactory at this level, the student, the agency supervisor, or both may initiate a consultative meeting with the University-based supervisor. Where such meetings involve all three parties, the agreements reached will become binding on all concerned. It is anticipated that the necessity for such meetings should be rare. They are reserved for concerns of most serious nature, since failure to resolve controversy at this level could necessitate mutual termination of the internship contract.

IV. SHARED RESPONSIBILITIES OF THE CONTRACTING PARTIES

The following general guidelines and conditions are required throughout internship and affirmed by Edinboro University of Pennsylvania, the School Psychology Program faculty, the intern, and the Agency.

1. That all of the above parties welcome students, faculty, and staff from all racial, religious, national, and socio-economic backgrounds. That all are committed to affirmative action to assure equal opportunity, as required by law, for all persons regardless of race, color, religion, national origin, ancestry, age, sex, or handicap. This policy is intended to comply with Federal and Commonwealth laws concerning equal opportunity, including Title IX, and is applicable to all employment practices, admissions of students, and services to students, faculty, staff, and the community.

2. It is understood that throughout the internship period, the University faculty will retain responsibility for the assignment of academic study as appropriate. Agency internship supervisory staff, although serving without remuneration or formal faculty or academic rank, shall be regarded by all concerned as exercising the same professional and teaching relationship toward students as would regular members of the University faculty with regard to the assignment and evaluation of student readings, projects, reports, practices, or other learning experiences.

3. Neither Edinboro University of Pennsylvania nor the Agency considers the failure to provide an intern with full or partial financial support as a basis for waiving, abrogating, or altering the University internship requirement.
APPENDIX B
INTERN EVALUATION FORM
Instructions for completion of
School Psychology Intern Evaluation Form

Edinboro University of Pennsylvania School Psychology Program

The Intern Evaluation Form is to be completed twice each semester by the site-based supervisor. Recommended dates for completion during the academic year are at five, ten, twenty, and forty weeks. Site-based supervisors are strongly encouraged to review each evaluation with the intern for the purpose of corrective feedback, pointing out strengths, and monitoring progress toward internship objectives. A link taking site-supervisors to an online survey will be emailed. A Word version of the internship evaluation form is provided below.

Dr. Ed Snyder
126 Butterfield Hall
Edinboro, PA 16444
School Psychology Intern Evaluation
Edinboro University of Pennsylvania School Psychology Program

Intern_________________________ Site-supervisor___________________________

Date: (circle one)   week 5    week 10    week 20    week 40      Today’s Date ________

Directions: Ratings should be based on actual observations and reports from staff, clients, families, etc. Circle the number on the scale that best describes the intern’s competence at this time. A description of scale points follows.

1. Competence is considered to be in need of further training. Intern seems to lack basic professional maturation in this area. Skill development seems doubtful.

2. Competency currently considered below average but with supervision and experience skill is expected to develop. Close supervision is required.

3. Competence is at an average level for functioning with moderate supervision.

4. Competence is assessed to be above average with a corresponding need for minimal supervision.

5. Competence is very well developed with a capacity for independent functioning with a corresponding need for little or no supervision.

ND (No data) - Insufficient Information to make a rating at this time.

Data-based Decision-Making and Accountability

1. Knows varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.

   1 2 3 4 5 ND

2. Uses varied models and methods as part of a systematic process to collect data and other information.

   1 2 3 4 5 ND

3. Uses varied models and methods to translate assessment results into empirically based decisions about service delivery.
4. Uses varied models to evaluate the outcomes of services.

5. Data-based decision making permeates every aspect of professional practice.

Consultation and Collaboration

6. Knows the behavioral, mental health, collaborative, and/or other consultation models and methods appropriate for presenting situations.

7. Applies behavioral, mental health, collaborative, and/or other consultation models and methods appropriate to presenting situations.

8. Collaborates effectively with others in planning and decision making processes at the individual, group, and systems levels.

Effective Instruction and Development of Cognitive/Academic Skill

9. Understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills.

10. Develops, in collaboration with others, appropriate cognitive and academic goals for children and adolescents with different abilities, disabilities, strengths, and needs.

11. Implements interventions, including instructional interventions and consultation, to achieve the above goals.

12. Evaluates the effectiveness of such interventions.
Socialization and Development of Life Skills

13. Knows human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

14. Develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for children and adolescents of varying abilities, disabilities, strengths, and needs.

15. Implements interventions, including consultation, behavioral assessment and intervention, and counseling, to achieve the above goals.

16. Evaluates the effectiveness of these interventions.

Student Diversity in Development and Learning

17. Knows individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

18. Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics.

19. Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.

School and Systems Organization, Policy Development, and Climate

20. Demonstrates knowledge of general education, special education, and other educational and related services.
21. Understands schools and other settings as systems.

22. Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and adolescents.

**Prevention, Crisis Intervention, and Mental Health**

23. Understands human development, psychopathology, and associated biological, cultural, and social influences on human behavior.

24. Provides or contributes to prevention programs that promote the mental health and physical well-being of children and adolescents.

25. Provides or contributes to intervention programs that promote the mental health and physical well-being of children and adolescents.

**Home/School/Community Collaboration**

26. Demonstrates knowledge of family systems, including family strengths and influences on child and adolescent development, learning, and behavior, and of methods to involve families in education and service delivery.

27. Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children, adolescents, and families.

**Research and Program Evaluation**

28. Demonstrates knowledge of research, statistics, and evaluation methods.

29. Evaluates research studies and translates research into practice.
30. Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

31. Demonstrates knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services for children, adolescents, and families; and of ethical, professional, and legal standards.

32. Practices in ways that are consistent with applicable standards.

33. Is involved in the profession.

34. Has the knowledge and skills needed to acquire career-long professional development.

35. Knows relevant information sources and technology.

36. Access, evaluates, and utilizes information sources and technology in ways that safeguard and enhance service quality.
### Personal Qualities

<table>
<thead>
<tr>
<th></th>
<th>Acceptability</th>
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<tbody>
<tr>
<td>Punctuality and attendance</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Attendance at training and supervisory sessions</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Professional appearance and demeanor, including speech</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Consistency, perseverance, industry, and initiative</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Flexibility; adaptability to novel and unexpected situations</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>General attitude and interest in program and assignment</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Insight, sensitivity, commitment, and active participation</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Poise, tactfulness, and rapport with staff and others</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Preparation and organization of material</td>
<td>1  2  3  4  5</td>
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<tr>
<td>Ability to handle constructive criticism professionally</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Ethical practice</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

**How has the psychologist’s presence benefited the students, families, and staff with whom he/she has worked?**

**Give recommendations for continuing professional development.**
| Overall Rating of Intern | 1 | 2 | 3 | 4 | 5 |

**APPENDIX C**
FBI FINGERPRINT CHECK
Effective April 1, 2007, all prospective employees and student teachers working for a public or private school and having direct contact with students are not only required to have the Act 34 State Police Criminal Record Check and the Act 151 PA Child Abuse History Clearances, but they must also have an FBI fingerprint check. This applies only to those hired AFTER April 1, 2007. Current employees are not required to get the FBI fingerprint check and anyone hired who already has an FBI fingerprint check done that is less than one year old from the date of hire will not be required to obtain a new one.

IU #5, along with our sister IUs across the state and some UPS stores, has been designated to act as a fingerprint processing site. We will begin processing digital fingerprints at our Edinboro Office (252 Waterford Street), starting Friday, March 30th, between the hours of 8:30 a.m. and 4:00 p.m. Our offices will be closed on Friday, April 6th, and Monday, April 9th, for the Easter holiday. We will be posting this information, along with our scheduled office closings, on our web site before the end of the week.

The following are the procedures for applicants:

1. Applicants must register for background check services prior to coming to the fingerprint site. This may be done at www.pa.cogentid.com by choosing online registration; or by calling 1-888-439-2486.

2. Applicants required to pay for themselves (APPLICANT PAY) must make payment arrangements prior to fingerprinting. Applicants may pre-pay at www.pa.cogentid.com by choosing online payment via debit or credit card; or by calling 1-888-439-2486. The fee is $40.

3. Money orders and cashier's checks made out to Cogent Systems are also accepted at the fingerprint service sites. No cash is accepted at fingerprint sites

4. In some cases, districts/organizations/agencies may choose to pay for the applicant's background check. These applicants are designated AGENCY PAY. Agencies may complete the Agency Billing Agreement if they choose to allow their applicants to bill their background checks directly to the Agency. They will need to set this up with Cogent Systems prior to the applicant arriving at the fingerprint site. If an applicant is required to pay for themselves, they are designated APPLICANT PAY.

5. Proceed to the fingerprint location of your choice. No appointment is necessary. You must be registered and have made arrangements for payment.

6. The fingerprints will be sent electronically over a secure system with firewalls in place to the State Police, who will channel it to the FBI. The FBI should turn around the results to PDE within two days. PDE will print the results out and mail them directly to the applicant. If an applicant does not receive their background check within eight weeks after being fingerprinted, they are to call (717) 783-3750 or email PDE at dwolfgang@state.pa.us. They are not to contact the fingerprint site or Cogent Systems.
Please remember that there is a 90-day grace period while waiting for the clearances to be processed.

Cogent has indicated that they can make mobile units available to us with a certain amount of advance notice required. However, the receiving site must have internet access and firewalls in place; and the IU would have to charge an additional amount for a site visit to cover the cost of this mobile unit and staff to operate the system. We are certainly willing to work with you if you feel you may have a large amount of clearances needed. Another possibility may be pre-scheduled designated evening hours on an individual basis.

We are hopeful that this process will greatly reduce the turnaround time on the processing of these clearances for all of us. If you have any questions, please feel free to e-mail me or call my office at 734-8404.

**Linda Samuels, Assistant Director of Personnel Services**

Northwest Tri-County Intermediate Unit

252 Waterford Street

Edinboro, PA 16412

Phone: (814) 734-8412

FAX: (814) 734-5806