



RENEWING CERTIFICATION THROUGH CONTINUING EDUCATION (CE) CREDITS

Effective Date: July 26, 2019

The Employment Support Professional Certification Council (ESPCC) requires periodic recertification (every 3 years) to promote professional development for employment services professionals and to ensure that individuals who hold the credential maintain an ongoing commitment to learning in their area(s) of practice.

Certificants are able to recertify by one of two methods:

1. The CESP must provide documentation for 36 hours of Continuing Education (CE) credit and submit with recertification application ([click for more information](#)), or
2. Sit for the exam ([click for more information](#))

This document outlines the requirements for continuing education (CE) credits, as one of the two options for CESP™ recertification by the ESPCC.

Information about continuing education credits is provided, as well as details about eligibility dates and the documentation procedures.

Please note the actual recertification application is online at www.apse.smapply.org

Recertification requires continuing education and professional activities that enhance ongoing professional development, recognize learning opportunities, and provide a process for both attaining and recording professional development achievements. Recertification by continuing education credits ensures that the individual has participated in professional development activities that are directly related to the provision of employment support services.

The 3-year time period established for recertification is based on both the scope of issues that face employment services professionals and the ESPCC's belief that new practices, research, and information are introduced in the field with enough frequency that professional development activities should be conducted routinely so that certificants remain up to date with both current best practices and emerging knowledge.

Continuing education (CE) credits must be earned during the date of certification (from your date certified through your grace period after expiration).

When and Where Do I Apply?

The application is located at www.apse.smapply.org. You can begin uploading your documentation at any point (but you must log in using the email on file) and begin the application. **If your email has changed or you have difficulty accessing the application, please email cesp@apse.org.**

Certificants are eligible to submit their recertification application at any time in the nine months before their credential is set to expire up through the 30-days grace period after the date of expiration.

Submit when you have earned and uploaded at least 36 CE credits and are prepared to remit the recertification fee (\$125).

Helpful Hints

People submitting recertification credits, are encouraged to start collecting CE credits early. Waiting until the month before your certification expires to gather your documentation from and attending trainings (from the past 3 years) may be difficult to track down all of the required information needed. This should be a thoughtful exercise in planning your CE credits to fully develop and expand your knowledge as an employment support professional.

You can start uploading documentation at any time online!

Find more information at the APSE website at www.apse.org.

With questions, please email cesp@apse.org



Steps to Recertification: Guidelines to plan your professional development

The Employment Support Professional Certification Council (ESPCC) does not pre-approve credits. The steps below outline how to plan for, choose, and participate in relevant Continuing Education (CE) opportunities/activities that comply with recertification requirements.

Certificants are required to have completed 36 hours of CE credits to submit the recertification application.

How to earn CE credits that will be approved by the ESPCC:

1. Activities Must Relate to the Content Outline

The CESP credential is **for employment support professionals (ESPs)** and ensures that those who hold it maintain an ongoing commitment to learning in the area of competitive, integrated employment. Therefore, **continuing education credits (hours) need to be specific to supporting employment.**

- All CE activities must be **directly related to the Certified Employment Support Professional (ESP) Content Outline.**
- Acceptable activities include the knowledge and skills defined by the Content Outline published by the ESPCC including content related to ethics and values.
- Activities which are considered normal employment duties of an ESP will not be accepted for CE credits.
- Although mandatory trainings and general disability trainings are valuable to the role of an ESP, they are not specific to employment. **General disability-related training does not count toward recertification** (i.e. Mental Health First Aid, non-employment disability specific training).

2. Has Necessary Documentation

As the candidate for CESP™ recertification, you are responsible for obtaining appropriate documentation showing proof of completion of CE activities. Each activity outlines the type of necessary documentation required.

All documentation is subject to verification by the ESPCC:

- Documentation should clearly show the connection to the Content Outline and employment specific training/content.
 - Add any additional information about the activity, such as a webpage or marketing information to help show relevance to Content Outline
- Repeated coursework, trainings, or content will not be counted for credit within the same 3-year cycle (i.e. attending a training multiple times that presents the same content)



- Completion dates of CE hours (CEs) submitted for the current renewal cycle **MUST** fall within the current three-year certification period including the 30-day grace period.
- Acceptable forms of documentation submitted with recertification application are listed here as examples. Other forms of documentation that provide evidence that the activity was completed may also be accepted.
 - Ensure documentation shows record of attendance/completion, not just registration.
 - For CE credits attended (webinar, training, etc), the number of hours must be clearly listed.

APPROVED CONTINUING EDUCATION (CE) ACTIVITIES

The activities below are those that qualify as continuing education by the ESPCC.
 Questions? Email cesp@apse.org

ATTEND A CONFERENCE

1 CE hour for each hour of training. The content must be directly related to the Content Outline. Social hours and networking will not count toward CE credits.

Documentation required: Must show attendance/completion. Documentation should include your name, number of hours, and clearly correlate information to Content Outline based on documentation. Registration alone is not sufficient documentation.

Note that social hours and networking times will not be counted toward CE credits.

ATTEND A COURSE/WORKSHOP/SEMINAR (in-person or online)

1 CE hour for each hour of training. The content must be directly related to the Content Outline. Repeated trainings will not be eligible to submit for CE credits.

Documentation required: Must show attendance/completion. Documentation should include your name, number of hours, and clearly correlate information to Content Outline based on documentation. Registration alone is not sufficient documentation.

COLLEGE OR UNIVERSITY COURSES:

10 CE hours for a 3-credit course. The content must be directly related to the Content Outline.

Documentation required: Transcript or documentation from instructor. Documentation should include your name and the institution where you took the course. You must clearly show the link between course content and the Content Outline.



TEACH A SEMINAR, IN-SERVICE, COURSE, OR WORKSHOP (maximum 16 CE credits per 3-year cycle)

2 CE hours for each hour of teaching. Repeated trainings will not be counted.

Documentation Required: Either a copy of the detailed course outline or copy of promotional information, showing connection to content outline and Employment. Documentation should include date, time, location of the event, and you listed as the presenter.

ATTEND TRAINING PROVIDED BY YOUR EMPLOYER (maximum 20 CE credits per 3-year cycle)

1 CE hour for each hour of training. Repeated trainings will not be counted.

In-service trainings or trainings provided by your employer are those provided to employees at their workplace in connection with their work covering employment support professional related content. This also includes those trainings for which your supervisor is the verification of training.

Agency mandated CPR, first aid, HIPAA, driving courses, and other similar courses are often mandated by state agencies or employers; however, these courses are not accepted for continuing education credit because they are not specific to supporting employment. Although mandatory trainings and general disability trainings are valuable to the role of an ESP, they are not specific to employment. **General disability-related training does not count toward recertification** (i.e. Mental Health First Aid, non-employment disability specific training).

Documentation Required: Memo or letter from the CESP's supervisor or training provider, certificate of attendance.

PARTICIPATE WITH THE ESPCC

Submission of at least 10 exam-quality items: 1 CE for each item accepted

Regardless of the number of items submitted, only the number of items accepted for use in the item bank will be counted for CE credit. Items must have reference listed when submitted to be considered. Documentation will be provided from the ESPCC.

Proctor an exam: 3 CE credits for each exam, 1 CE for proctor training

Applies to those who proctored June 2018 and earlier. Documentation will be provided from the ESPCC.

Involvement on ESPCC, committee, or special project:

10 credits for a year's involvement on ESPCC or Committee, or special project (item reviewing, exam reviewing, standard setting, job analysis, etc). Each project is subject to CE credit change by the ESPCC. Documentation will be provided from the ESPCC.



PUBLISH AN ARTICLE OR ORIGINAL RESEARCH

Publishing an article or success story regarding supported employment: 3 credits for each article

Publishing an article regarding supported employment in a peer-reviewed journal: 10 credits for each article

Publishing an article regarding supported employment in a peer-reviewed journal with original research: 20 credits for each article

Documentation Required: Copy of published article or research paper. Information submitted must reflect your name as the author/co-author and date of the publication.

LEADERSHIP ACTIVITIES

A minimum of 1 year of service is required to qualify for credit. 10 CE credits for 1 year of service. 10 CE credits for completion of 1 significant project.

Can include unpaid service on a local, state, national, or professional board; state Commission; etc. It can also be developing major policy initiatives, developing and implementing a new agency project, etc. These activities must be directly related to supported employment and fall outside the scope of normal completion of job duties.

Documentation Required: Letter or memo from the organization or the CESP's supervisor verifying participation or involvement. You must clearly show the link between the activity and the Content Outline.

If you are considering submitting credits for Continuing Education (CE) that is not outlined above, please ensure that your documentation for each credit submitted meets the requirements for all CE credits.



CESP CONTENT OUTLINE

Effective August 2019

You will be asked to select which Domain each activity you are submitting for CE credit relates best to. Select one (1) of the four domains that most closely relates to content covered by the activity.

Domain	Application of Core Values and Principles to Practice
1	
1A	All people having the right to work and being entitled to equal access to employment in the general workforce (zero exclusion)
1B	All people have the right to earn wages commensurate with wages earned by others in similar positions in similar industries in the general workforce
1C	Disability etiquette
1D	People First Language
1E	Job seeker strengths, interests, and talents
1F	Full inclusion in the general workforce
1G	Self-determination and empowerment
1H	Providing community-based services outside institutional, group, and pre-vocational settings
1I	Involvement of job seeker in the employment process as a collaborative effort that includes paid and non-paid supports
1J	Impact of employment services history on current practice
1K	Legislation and regulations related to employment
1L	Funding sources for employment services
Domain	Individualized Employment and Career Planning
2	
2A	Counseling job seeker on rights and responsibilities, including rights to, and process of, disability disclosure
2B	Practices unique to school-to-work
2C	Rapid engagement of job seeker in the employment process
2D	Limitations of traditional vocational evaluation for job seeker with significant disabilities
2E	Motivational interviewing techniques
2F	Interviews with job seeker and others familiar with his/her abilities and work history
2G	Impact of job seeker demographic background
2H	Reviewing job seeker information to identify the most important factors for successful employment
2I	Familiarity with job seeker current daily routines and environments
2J	Benefit analysis for job seeker
2K	Strategies to support job seeker to become economically self-sufficient



- 2L Non-work needs that may impact successful employment (e.g., transportation, counseling, food assistance, financial housing)
- 2M Job seeker’s skills and talents, modes of communication, and preferred style of learning
- 2N Integration of relevant employment information into a vocational profile that reflect job seeker’s interests, goals, and aspirations
- 2O Community-based work assessment
- 2P Paid work trials and job tryouts
- 2Q Volunteering as a bridge to competitive, integrated employment
- 2R Job shadowing
- 2S Informational interviews
- 2T Self-employment resources for job seeker
- 2U Referrals to appropriate agencies, organizations, and networks based on career plans
- 2V Scope and limitation of funding sources for ongoing support
- 2W Access to community resources and supports (e.g., transportation, counseling, and additional benefits)

Domain 3	Community Research and Job Development	22
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- 3A Gathering and analyzing labor market information
- 3B Identifying patterns in job markets
- 3C Maintaining updated information on businesses, type of jobs available, and locations of jobs within the community
- 3D Developing and communicating effective marketing and messaging tools for employment
- 3E Explaining the scope of services provided by employment support professionals
- 3F Targeting message to specific audience
- 3G Using language and images that highlight abilities and interests of job seekers
- 3H Developing job seeker portfolios and visual resumes
- 3I Facilitating informational interviews with businesses
- 3J Sensitivity and awareness of workplace culture and climate
- 3K Strategies for job matching
- 3L Effective strategies for contacting and communicating with businesses
- 3M Employment proposals based on business and the job seeker's preferences
- 3N Responding to business' concerns about the job seeker's abilities and interests
- 3O Responding to business' concerns about the job seeker's disabilities
- 3P Incentives to businesses when hiring a job seeker with disabilities (e.g., tax credits, on-the-job training, diversity goals)

Domain 4	Workplace and Related Supports	40
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- 4A Communicating with job seeker/employee and integrating natural and paid supports



- 4B Impact of earned income on benefits
 - 4C Transportation for work
 - 4D Collaborating with housing/residential staff
 - 4E Gathering clear job expectations from businesses
 - 4F Preparing and coordinating for the first day on the job
 - 4G Developing and implementing a job analysis
 - 4H Ensuring the employee is provided typical employer orientation/training
 - 4I Ensuring introduction of employee to co-workers
 - 4J Supporting the employee to meet employer expectations
 - 4K Fostering co-worker relationships and workplace connections
 - 4L Supporting the employee through the employer's training process and adapting if needed
 - 4M Recognizing and adapting supports to individual learning styles and needs
 - 4N Baseline assessment from a task analysis
 - 4O Formal educational programs and apprenticeships
 - 4P Supporting the employee to understand and follow employer's policies and procedures
 - 4Q Ensuring the employee receives job performance feedback from the employer
 - 4R Use of data collection to monitor job performance
 - 4S Collaborating with employee, employer, co-workers, and support team to develop and implement a plan and strategies for fading supports
 - 4T Adapting and recommending accommodations to support job performance
 - 4U Promoting the use of universal design principles
 - 4V Impact on benefits as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
 - 4W Collaboration with the employee, employer, and natural supports to ensure successful employment
 - 4X Support the employee for job and/or career advancement
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