



# Certified Employment Support Professional

2015-2016

Certification Handbook

Employment Support Professional Certification Commission

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## The Certified Employment Support Professional (CESP) Credential

The Certified Employment Support Professional (CESP) credential recognizes individuals who have demonstrated a sufficient level of knowledge and skill to provide integrated employment support services to a variety of client populations. The CESP credential is intended to help employers, employees and potential employees by increasing the visibility of – and access to – competent individuals in the profession.

Individuals who earn the CESP credential have demonstrated knowledge of the facilitation and advocacy skills necessary to help establish and expand equitable employment opportunities for individuals with disabilities. CESPs also raise awareness of benefits within the business community, and promote social change that fosters an independent, productive lifestyle for individuals with disabilities.

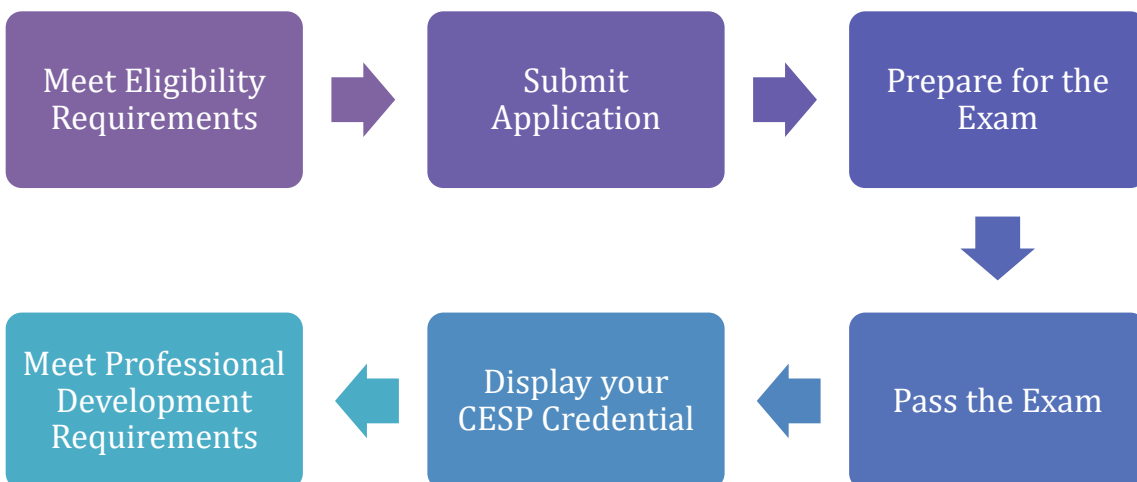
### About ESPCC

The Employment Support Professional Certification Council (ESPCC) was established in 2011 by the APSE Board of Directors to establish and implement policies and procedures for the CESP certification program and to oversee the development of the CESP examination. The ESPCC is responsible for developing and overseeing all aspects of the certification program.

### What is Certification

ESPCC developed the Certified Employment Support Professional (CESP) program to set a standard of knowledge and distinguish employment support professionals who have shown they have the skill and competence to perform the requirements of the job.

Professional certification is different than a training or educational program. Training programs offer a certificate of attendance when an individual completes the coursework, but they do not give a credential. ESPCC used a nationally recognized process to define the roles and responsibilities of the employment support professional and awards a credential after the individual passes an exam to demonstrate their competence.



## Benefits of CESP Certification

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This is your chance to make your mark and set an example as one of the original holders of the CESP credential. Take the next step with your job and earn the CESP designation.

- Earning the CESP shows colleagues, clients and supervisors that you completed a rigorous process to make sure your knowledge and skills are up to date.
- The CESP certification opens up more job opportunities and fulfills personal and professional career goals.
- Earning the ESP credential increases your credibility with community business leaders and opens the door to new employment opportunities for people with disabilities.

## Applying for Certification

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### Eligibility

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ESPCC has developed requirements for eligibility to ensure that the application process is fair and impartial. Each eligibility requirement has been established to ensure that individuals certified by ESPCC have an acceptable level of knowledge — as demonstrated by the exam requirements — and skill — as demonstrated by the experience requirement — needed to provide employment support services at an entry level. In establishing these requirements, the ESPCC acknowledges that a combination of both work experience and demonstrated knowledge are essential for Certified Employment Support Professionals (CESPs).

ESPCC is committed to providing a fair and objective certification process. All individuals who seek certification must meet the established eligibility requirements before taking the exam. Candidates for CESP certification must meet all eligibility requirements in effect at the time of their application for certification.

Applicants for certification must meet **all** of the following requirements before they take the exam:

1. **Education Requirement** — High school diploma, GED or equivalent
2. **Experience Requirement** — Each applicant must meet **one** of the following requirements:
  - a. 1 year of employment support professional (ESP) work experience as defined below, which may include up to a maximum of 3 months of internship or practicum time
  - OR**
  - b. 9 months of ESP work experience with training component as defined below
3. **Code of Conduct** — Each applicant must agree to and sign the Code of Conduct

To earn the certification applicants must meet all of the eligibility requirements and pass the examination. Membership in APSE, or any other organization, is neither a requirement nor does it award any credit toward eligibility.

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**Definitions:**

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Work experience is defined as at least 20 hours per week of paid ESP related work. Work completed as part of an internship, practicum, or other on-the-job training may be counted up to the limits noted above. Work experience includes employment as a direct employment support professional, provision of direct employment services as an agency/company employee, and/or managerial or supervisory work in employment services. Experience in school-to-work transition environments providing employment services also qualifies as acceptable work experience.

Training is defined as an internship or practicum of at least 2 months in length and/or successful completion of an intensive training course that includes at least 32 hours of ESP related course work. The content for acceptable training courses must be directly related to the CESP content outline. Acceptable training content is related to supported and customized employment as well as training relevant to providing employment and community based supports to people with disabilities. Examples of acceptable training content includes: specialized training to work with specific disability groups (i.e. autism or mental illness), training on small businesses development, American with Disabilities Act (ADA) training, benefits counseling, and strategies for job development. Training related to segregated employment services or services that are not widely considered to be best practices will not be accepted.

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**Eligibility Review and Verification:**

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Only completed applications for certification will be accepted. Incomplete applications will be returned to the applicant.

ESPCC will randomly select applications for verification audit. Applicants selected for audit must provide evidence that each eligibility requirement has been met. Applicants who fail to demonstrate that they meet all of the eligibility requirements will not be permitted to take the exam. In the case of individuals who have already taken the exam, failure to demonstrate compliance with all eligibility requirements may result in the revocation of the credential.

Acceptable evidence includes a high school diploma or transcript, certificate of completion for training, written verification from a supervisor, etc. ESPCC will contact supervisors as needed to verify work, internship, and/or practicum experience.

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**Nondiscrimination**

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APSE and ESPCC do not discriminate based on race, color, national origin, sex, age, religion, marital status, sexual orientation, or any other status that is protected by applicable law.

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**Eligibility Denial**

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Applicants who are notified that they do not meet the eligibility requirements may appeal this decision by sending a written notice of the appeal to the ESPCC within 30 days of receipt of the adverse eligibility decision. The ESPCC director will forward the notice to the Certification Council for review.

The Certification Council will review the applicant's information and will make a final decision regarding eligibility. No new or additional information may be submitted with the appeal request. The eligibility

appeal will be reviewed within 45 days of receipt. Written notice of the final decision will be sent to the applicant within 30 days of the review.

### Certification Fees

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Please contact Cassy Davis, CESP Manager at [cassy@apse.org](mailto:cassy@apse.org) for current information on certification exam fees.

### How to Apply

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To apply for certification or use the application available at [www.APSE.org](http://www.APSE.org) for the exam location you wish to attend or submit the application form included in this handbook. All applications must be submitted directly to ESPCC to the address on the application form. Incomplete or illegible applications may not be processed. Exam applications must be received by the published deadline for each examination administration.

You will receive confirmation that your application has been processed via email, therefore it is vital to ensure that your email address is included on the application form.

Applicants who are determined to be ineligible for certification, in advance of taking the exam, will receive a partial refund less an administrative processing fee.

No refunds of exam fees are available once a candidate has taken the exam.

### Preparing for the Exam

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#### Studying for the Exam

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The CESP exam is a multiple-choice exam and is offered only in English.

The exam is based on the results of a national Role Delineation Study and the resulting content outline. The exam includes questions from each content area in the percentage ranges noted below. Candidates should carefully review the content outline below as they prepare for the exam.

#### Glossary of Employment Support Professional Terms

**Benefits Counseling and Benefits Analysis:** Services provided to assist an individual in understanding the options and possibilities in order to make an informed choice about going to work. These services result in a report that reviews a person's assets and income to make an informed choice about employment.

**Business Proposals (Job Carving):** The process of listing the key components of jobs and employment needs to develop a written proposal for an employer on how those needs can be met. A proposal typically includes language identifying job tasks for increased work efficiencies and the matching of an individual's skills with workplace needs. This process can result in either job restructuring or job creation.

**Career Seeker Portfolio:** A job-hunting tool that developed to provide employers a complete picture of the job seekers experience, education, accomplishments, skill sets, and potential.

**Employment:** Competitive employment is work performed in the integrated labor market in which the individual is compensated at or above minimum wage, but not less than the customary wage and benefits paid for the same or similar work performed by individuals who do not have a disability.

**Employment First:** The philosophy that presumes employability of all people in the community regardless of disability. Components include:

- Being the first and preferred outcome for working-age youth and adults with disabilities, including those with complex and significant disabilities, for whom working in the past has been limited, or has not traditionally occurred,
- Using typical or customized employment techniques to secure membership in the workforce, where employees with disabilities are included on the payroll of a competitive business or industry or are self-employed business owners,
- Where the assigned work tasks offer at least minimum or prevailing wages and benefits,
- And where typical opportunities exist for integration and interactions with co-workers without disabilities, with customers, and/or the general public.

**Employment Supports:** A set of services that are used to introduce, prepare, monitor, and facilitate individuals with disabilities to seek and maintain employment. These may also include supports provided to or by an employer.

**Employment Support Professional (ESP):** A professional who assists individuals in obtaining and maintaining integrated employment by meeting the needs of businesses in the community. There are three levels of certification to become an ESP.

**Job Developer:** Professional who matches employers to employees through pairing targeted business needs with an individual's transferable skills.

**Job Trainer/Job Coach:** A professional who provides necessary supports during the initial employment period to assist the employee to perform their job tasks to the employer's specifications and then facilitates the transition to natural workplace supports while reducing his or her role.

**Natural Supports:** Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by employers for all employees. These natural supports may be both formal and informal, and include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker) and co-workers socializing with employees with disabilities at breaks or after work.

**Person-Centered Planning:** Person Centered Planning is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "person-centered" team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the focus person. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

**People First Language:** People First Language (PFL) represents more respectful, accurate ways of communicating. People with disabilities are not their diagnoses or disabilities; they are people, first.

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**Systematic Instruction:** Materials and instruction are organized to follow the logical order of the language. The sequence of the instruction proceeds methodically from the easiest and most basic elements to more difficult and complex material.

**Task Analysis:** The process of breaking down a job into smaller steps for the purpose of teaching the job tasks to an employee in achievable parts over time.

**Vocational Assessment:** Formal and informal processes used to explore an individual's interests, abilities, and aptitudes in order to identify vocational assets, barriers, support needs and career potential.

**Workplace Culture:** Workplace culture can be defined as the "way of life" for those in a particular workplace. This has many elements including: laws, language, fashion, authorities, power relationships, conventions, conflict management processes, dispute resolution processes.

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## Detailed Content Outline

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### Domain 1: Application of Core Values and Principles to Practice (13-17%)

1. All people having the right to work and being entitled to equal access to employment in the general workforce
2. Zero exclusion
3. Disability etiquette
4. People First Language
5. Job seeker strengths interests and talents
6. Full inclusion in the general workforce
7. Self-determination and empowerment
8. Providing services outside institutional and workshop settings
9. Involvement of job seeker in the employment process as a collaborative effort that includes paid and non-paid supports
10. Impact of employment services history on current practice
11. Legislation and regulations related to employment
12. Funding sources for employment services

### Domain 2: Individualized Assessment and Employment/Career Planning (23-29%)

13. Rights and responsibilities related to disclosure of disability
14. Counseling job seeker on disability disclosure
15. Practices unique to school-to-work



16. Rapid engagement in the employment process
17. Limitations of traditional vocational evaluation for job seekers with significant disabilities
18. Motivational interviewing techniques
19. Interviews with job seeker and others familiar with his/her abilities and work history
20. Impact of job seeker's demographic cultural and social background
21. Reviewing job seeker's records and collecting pertinent employment information
22. Job seeker in his/her current daily routines and environments
23. Benefit analysis for job seeker
24. Strategies to reduce or eliminate entitlement benefits
25. Non-work needs that may impact successful employment (e.g. transportation counseling food assistance financial housing)
26. Job seeker's preferred style of learning skills talents and modes of communication
27. Integration of relevant employment information into a vocational profile that reflect job seeker's interests, goals and aspirations
28. Community-based situational assessment
29. Paid work trials and job tryouts
30. Volunteering
31. Job shadowing
32. Informational interviews
33. Self-employment resources for job seekers
34. Referrals to appropriate agencies organizations and networks based on career plans

**Domain 3: Community Research and Job Development (19-25%)**

35. Gathering and analyzing labor trend information
36. Identifying patterns in job markets
37. Disability etiquette
38. Maintaining updated information on businesses type of jobs available and locations of jobs within the community
39. Developing and communicating effective marketing and messaging tools for employment
40. Positioning the agency as an employment service
41. Targeting message to specific audience

42. Using language and images that highlight abilities and interests of job seekers
43. Developing job seeker portfolios
44. Informational interviews with businesses
45. Mentoring job seekers during the job search process
46. Workplace culture and climate awareness and sensitivity
47. Strategies for job matching
48. Strategies for contacting and communicating with employers
49. Employment proposals based on business and job seekers' preferences
50. Responding to employer concerns about job seekers' abilities and interests
51. Responding to employer concerns about job seekers' disabilities
52. Incentives to businesses when hiring job seekers with disabilities (e.g. tax credits on-the-job training diversity goals)

**Domain 4: Workplace and Related Supports (27-33%)**

53. Communicating with job seeker/employee and his/her natural and paid supports
54. Impact of earned income on entitlements
55. Transportation for work
56. Family support
57. Housing/residential staff cooperation
58. Gathering clear job expectations from employers
59. Preparing and coordinating for the first day on job
60. Developing and implementing job analysis
61. Ensuring typical employer provided orientation
62. Ensuring introduction of employee to co-workers
63. Helping employee meet employer expectations regarding workplace culture
64. Facilitating co-worker relationships and workplace connections
65. Identifying employer's training process and supplementing if needed
66. Recognizing and adapting supports to individual learning styles and needs
67. Baseline assessment from a task analysis
68. Employee attending typical training program

69. Training schedule and instructional procedures
70. Positive/negative behavior and intervention supports
71. Reinforcement procedures including naturally occurring reinforcers and natural cues
72. Use of data collection to monitor progress
73. Collaborating with employee employer co-workers and support team to develop and implement a plan and strategies for fading supports
74. Adapting and recommending accommodations to facilitate job performance
75. Promoting the use of universal design principles

**Domain 5: Ongoing Supports (6-8%)**

76. Scope and limitation of funding sources for ongoing support
77. Access to community resources and supports (e.g. transportation counseling food assistance financial housing)
78. Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
79. Collaboration with employees employers and family members to ensure successful employment
80. Support employees for job and/or career advancement

**Strategies for Taking Multiple Choice Exams**

- Read each question carefully before choosing the single best response.
- Pace yourself; sometimes it helps to answer the easiest questions first.
- If you are not sure about an answer, make an educated guess. Your score is based on the total number of correct answers.

- Responses are in random order. Looking for patterns won't help you.
- Be sure to mark your answers neatly, clearly, and in the correct space. Erase any stray pencil marks.

## How the Exam was Developed

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In January 2011, ESPCC launched the first major project in the development of a national certification program, a role delineation study (RDS).

A representative panel of nine subject matter experts (SMEs) held a 2-day meeting to develop the RDS to correspond to the job content elements that are related to effective entry-level ESP performance. Established reference materials from the profession were used to identify 80 content elements grouped into content domains, sequenced in the order in which they are most typically performed.

The RDS survey was conducted in the form of an electronic survey. Two rating scales, frequency and criticality, were developed to evaluate the content items. The ultimate goal was to rank content items from most relevant to least relevant with regard to on-the-job performance. Both rating scales had three reference points. Twelve demographic items were included as well, to evaluate the representativeness of the respondent sample.

Following a pilot survey, the final survey was disseminated, data collected, and results analyzed. Means and standard deviations were computed for each of the content items. Combining the criticality and frequency means for each of the six content domains resulted in the basis for the exam content outline. The content outline was reviewed, revised (primarily by combining two of the domains for better balance), and finalized by a group of SMEs.

Following the approval of the content outline a diverse group of exam question writers were recruited and trained to submit questions for the exam. Questions were subsequently reviewed by additional SMEs before being assembled into an exam for a final quality check and review.

Following each administration of the exam, question statistics are calculated and reviewed along with candidate feedback to identify any concerns or areas for improvement. When appropriate, questions are removed from grading. Following this quality assurance step exam grading is finalized and score reports are issued to candidates.

The ESPCC oversees a continual process of question writing, review and evaluation to ensure that exam content remains up-to-date, accurate, and consistent with the content outline.

## Taking the Exam

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### Exam Locations

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Exam locations are arranged on a state-by-state basis. Please contact Cassy Davis, CESP Manager ([cassy@apse.org](mailto:cassy@apse.org)) for more information on upcoming exam locations and dates or visit the APSE web site at [www.apse.org](http://www.apse.org) to learn about locations where the exam is currently being offered.

### What to Expect on Exam Day

To provide a fair and consistent environment for all candidates, the exam is delivered using standardized procedures and following strict security protocols. Candidates are required to follow all exam site rules at all times. Failure to follow these rules may result in termination of a candidate's testing session and/or invalidation of the candidate's exam score.

- Candidates should dress comfortably. While all test sites strive to ensure the exam is given in a room that is neither too hot nor too cold, candidates should be prepared with appropriate layered attire.
- Candidates must arrive at least 15-30 minutes prior to the scheduled start of the exam. Late arrivals cannot be accommodated. The exam session will last for 3 full hours (in addition to check-in).
- No candidates will be admitted to the exam room once the exam has begun. Only authorized exam candidates and proctors are permitted in the exam area.
- Candidates must exit the exam room after they are finished taking the exam and will not be allowed to re-enter until the examination session is over.
- Candidates must have one form of acceptable **photo** identification that is government issued and is signed by the candidate. Acceptable identification includes: driver's license, state issued identification card, passport.
- No guests are permitted in the examination room.
- No weapons or instruments that may reasonably be used as weapons may be brought into the examination area.
- No exam materials, documents, or notes of any sort are to be taken from the examination room.
- Limited snacks and beverages are permitted in the examination area. However, please choose snacks and drinks that do not cause excessive noise (from wrapping papers, containers, etc that make noise, etc.)
- Tobacco products and chewing gum may not be used by candidates or proctors during exams.
- No desk accessories (e.g., family photos, "good luck" articles) are permitted in the exam area.
- Candidates may not communicate with anyone except the proctor during the exam.
- Candidates will be observed at all times during testing and should be aware that security procedures are in place and will be enforced.

- If examinees must leave the testing area during the examination, they may do so one person at a time after receiving permission from the proctor. No extra testing time will be allowed for the absence. Any scratch paper or other exam materials must be left with the proctor.
- No questions concerning the content of the examination may be asked in the examination room before, during, or after the exam. Proctors are not allowed to answer any questions about the content of the examination. Proctors may answer questions about processes (e.g. time limit), but cannot interpret or explain any words or information on the exam.
- All candidates are expected to answer the exam questions independently. There is to be no sharing of information, teamwork, or any other collaborative relationship with another candidate during the exam. Any violation of this policy is considered to be cheating. Any candidate engaged in this behavior may be subject to score cancellation and not be allowed to sit for future administrations of the exam.
- Candidates may not use any electronic devices, notes, or reading material in the testing room at the test site. Cell phones, backpacks, purses and other personal items will be stored at the front of the exam room and must be shut. Candidates are encouraged to leave these items at home when possible.
- Candidates should complete their exams quietly, without disturbing others.
- No exam questions are to be discussed during or after the exam administration. Any infraction of these terms is considered to be a violation of your ethical responsibilities. It is also a violation of copyright law and exam security.

### Accommodations

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ESPCC will provide reasonable and appropriate accommodations in accordance with the Americans with Disabilities Act (ADA) for individuals with documented disabilities who request and demonstrate the need for accommodation. ADA regulations define a person with a disability as someone with a physical or mental impairment that substantially limits one or more major life activities. ESPCC requires documentation to validate the type and severity of a disability to enable accommodations to be specifically matched with the identified functional limitation, in order to provide equal access to exam functions for all examinees. Accommodations must be requested in advance using the request for accommodations form in this handbook.

## After the Exam

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### Exam Results

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Exam results will be sent to candidates within 6-8 weeks after the exam date. Scores will be sent by postal mail or secure e-mail and will be released only to the candidate. Score reports will include the candidate's pass/fail status, overall score, and a sub score in each of the 5 content areas of the exam.

### Understanding Your Score

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A criterion-referenced standard setting process is used to establish the passing point for each exam. This means that each candidate's performance on the exam is measured against a predetermined standard. Candidates are **not** graded on a curve and do not compete against each other or against a quota.

This passing point is established using a panel of subject matter experts who carefully review each exam question to determine the basic level of knowledge or skill that is expected. The passing point for the exam is established to identify individuals with an acceptable level of knowledge and skill.

Receiving a higher than passing score is not an indication of more advanced knowledge or a predictor of better job performance. All individuals who pass the exam, regardless of their score, have demonstrated an acceptable level of knowledge.

### Re-Testing

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Candidates who fail the exam may re-test at any future exam site. A new application and examination fee must be submitted for each exam attempt.

### Exam Appeals & Hand scoring

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Candidates who fail the exam and believe there has been a scoring error or irregular testing conditions may file an appeal to the ESPCC. All appeal requests must be made in writing and postmarked or emailed no later than 7 days after the receipt of the exam score report. Candidates filing an appeal may request an opportunity to re-test due to disruptive exam conditions. All appeals must describe the suspected error or problem and the requested remedy. The results of the hand-score or other appeal will be final. Appeals should be submitted to CESP Manager, Cassy Davis, at [cassy@apse.org](mailto:cassy@apse.org).

Candidates may also request a hand-scoring of their score sheet. An administrative fee will be charged to cover the costs of hand-scoring.

## ESPCC Code of Conduct

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### Introduction

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The ESPCC Code of Conduct applies to all individuals credentialed by the ESPCC as Certified Employment Support Professionals (CESPs or certificants); and, all individuals seeking CESP certification (candidates or applicants).

All applicants and certificants will agree to the ESPCC Code of Conduct (Code) as a condition of certification. Violation of any portion of the Code may result in disciplinary action as outlined in the Disciplinary Policy.

### Purpose

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The Code of Conduct establishes the basic ethical standards for the professional behavior of ESPCC certificants and candidates. The Code is designed to provide both appropriate ethical practice guidelines and enforceable standards of conduct for all certificants and candidates.

### Code of Conduct

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The ESPCC supports appropriate, professional standards designed to serve the public, employees, employers, people supported and the employment support profession. First and foremost, ESPCC certificants and candidates give priority to providing employment support services in a manner that promotes integrity and reflects positively on the profession, consistent with accepted moral, ethical, and legal standards.

CESP certificants and candidates have the obligations to: maintain high standards of integrity and professional conduct; accept responsibility for their actions; continually seek to enhance their professional capabilities; practice with fairness and honesty; and, encourage others to act in a professional manner, consistent with the certification standards and responsibilities set forth below.

### ***Section 1: Adherence to Legal Requirements***

1. Adhere to all laws, regulations, policies, and ethical standards that apply to the practice of providing employment support services and related activities.
2. Refrain from public behavior that is clearly in violation of professional, ethical, and/or legal standards that apply to the practice of providing employment support services and related activities.
3. Refrain from discrimination in professional activities, including relationships with employees, employers, customers and their families, and other professionals.

### ***Section 2: Adherence to ESPCC Policies & Requirements***

4. Follow all ESPCC CESP certification program policies, procedures, requirements and rules. This includes the obligation to be aware of and understand these policies and requirements.
5. Provide accurate and complete information to ESPCC concerning certification and recertification.
6. Keep confidential all CESP examination information; including preventing unauthorized disclosures of exam information.
7. Cooperate with ESPCC regarding matters related to the Code of Conduct and complaint and/or disciplinary investigations.
8. Report violations of the Code of Conduct by CESP candidates or certificants to ESPCC.

### ***Section 3: Professional Performance***

9. Deliver competent employment support services.
10. Act honestly in the conduct of responsibilities and in all professional interactions with others.
11. Be accountable and responsible for his/her actions and behaviors.
12. Recognize the limitations of one's professional ability (based on education, knowledge, skills, experience, etc.) and provide services only when qualified to do so.
13. Treat recipients of CESP services and their employers, families and other supports with fairness and respect.
14. Maintain the confidentiality of private and sensitive information, unless there is mandate to report or other legal obligation to disclose the information.



15. Properly use professional titles, degrees and all credentials and provide accurate and truthful information regarding education, experience, qualifications, and the performance of services.
16. Disclose any conflicts of interest or potential conflicts of interest and avoid conduct that could cause a conflict of interest.
17. Uphold high standards of professional behavior at all times in the CESP role.

## Complaints & Disciplinary Action

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In order to maintain and enhance the credibility of the CESP certification program the ESPCC has adopted the procedures to allow individuals to bring complaints concerning the conduct of individuals who are CESP candidates or certificants' to the ESPCC. In the event an individual candidate or certificant violates the ESPCC Code of Conduct, CESP certification rules, or ESPCC policies the ESPCC may reprimand or suspend the individual or may revoke certification.

A complete copy of the complaints and disciplinary policy is available from ESPCC upon request.

## Maintaining CESP Certification

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ESPCC supports the ongoing professional development of its certificants. All certificants must recertify every 3 years. The recertification process provides certificants with the opportunity to demonstrate the reinforcement, retention, and maintenance of their knowledge and skills and the retention of their knowledge of current practice. Recertification also provides encouragement to, and acknowledgement for, participation in ongoing professional development activities. To support this purpose, 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.

ESPCC requires periodic recertification 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.

Professional development is accomplished by either obtaining the required number of continuing education credits or by passing the certification examination for which the content is periodically updated. 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. Since the examination is updated periodically, recertification by examination also ensures that certificants have maintained their knowledge and skills during the time since initial certification.

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.

## ESPCC Policies

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## Confidentiality

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Information about applicants and/or certificants and their examination results is considered confidential. Exam scores will be released only to the individual candidate unless a signed release is provided. Personal information submitted by applicants /certificants with an application or recertification application is considered confidential.

The ESPCC will not disclose confidential applicant /certificant information unless authorized in writing by the individual or as required by law. The names of CESP certified individuals and their certification status are not considered confidential and may be published by the ESPCC and/or APSE.

Aggregate exam statistics will be published periodically as a service to the profession and as a requirement for CESP accreditation. Aggregate exam statistics and related reports will describe performance by the population of candidates, not by specific individuals.

## Use of the Credential

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After receiving notification of CESP designation, the CESP credential may be used only as long as certification remains valid and in good standing. Individuals may not use the CESP credential until they have received specific written notification that they have successfully completed all requirements, including passing the exam. Certificants must comply with all recertification requirements to maintain use of the credential.