



OaklandWorks

A School-To-Career Partnership

Public Safety and Human Services
Career Cluster Standards

April, 2000

WestEd

Participants in Development of the Public Safety and Human Services Career Cluster Standards

Charlie Beyer, Project YES
Ken Giles, Peralta Community College District
Jim Haye, Oakland Community Partnership
Alton Jelks, City of Oakland
Henry Lane, Casey Family Program
Yvonne Y. Leung, Asian American Residential Recovery Services, Inc.
Brenda Lynch, Marcus Foster Institute
Raymond Pomerleau, San Francisco State College
Rochelle Towers, East Bay Conservation Core/Americore Program
Kathleen Curry, WestEd Oakland
Mike Crepeau, WestEd
Mahna Schwager, WestEd

Introduction to the Public Safety and Human Services Industry

This broad cluster includes such occupations as human services workers, parole officers, paralegals, law enforcement officers, drug abuse counselors, and government officials. Depending on the occupation, the types of clients and people served vary greatly. For example, police officers serve the entire community, while counselors serve only those who have conditions that require special care. In all, the common theme across these diverse occupations is a strong desire to help others and/or to improve the condition of their community.

Employment growth in this area is expected to increase at a steady rate over the next ten years. For example human service workers are projected to grow at a rate of 58.6 percent between 1996 and 2006, making it one of the faster growing occupations in California. Furthermore, residential counselors are expected to grow at a rate of 49.6 percent during the same period. Given that state and local governments are a major employer of people in this cluster, replacement needs alone will lead to many openings and continued job growth. As the population continues to grow—and age—in the Bay Area and California, the need for workers in this broad cluster will continue to grow.

The OaklandWorks Industry/Education career cluster approach to standards is to identify broad career-technical, rather than job-specific skills, that are common to a group or cluster of similar occupations, highlighting the integration of academic and vocational content. This approach helps to provide students with a general understanding of “all aspects of an industry.”

Career Pathways within the Industry/Education Partnership

The Public Safety and Human Services Career Cluster Standards are targeted to the following programs/academies:

- Career academies in the Oakland Unified School District that focus on Public Safety and Human Services (Castlemont) and Law and Government (McClymonds).
- Community college programs, including
 - ❖ Merritt College - Administration of Justice, Paralegal Studies, Community Social Services
 - ❖ Laney College - Labor Studies and Political Science.
- California State University, Hayward programs in Political Science, Criminal Justice, Sociology, and Public Affairs Administration.

The OaklandWorks Standards Format

The standards in this document identify the core knowledge and skills for the Public Safety and Human Services Career Cluster for the OaklandWorks Industry/Education School-to-Work Partnership. The standards specify in broad terms the knowledge and skills necessary for initial success in each program area (grades 13-14). They consist of content standards (specifying what a student should know and be able to do) and examples of performance indicators (products or actions and tasks that provide evidence of success).

The OaklandWorks standards format includes three different types/levels of standards. They include the following:

- *Employability Skills*—These skills and qualities are foundational to occupations in the cluster.
- *Career-Technical Standards*—These standards define general knowledge and skills—not job-specific skills—that are common across the multitude of occupations within the cluster.
- *Academic Standards*—The academic standards represent generic academic skills that support the career cluster. These standards have been synthesized from the district-adopted standards and highlight academic standards identified as important to this career cluster by the development teams. The performance indicators are examples of how the general academic skills can be contextualized by career-specific content.

The academic standards adopted by Oakland Unified School District in Language Arts, Mathematics, History/Social Science, and Science have been cross-referenced to related performance indicators to enhance their usability. For example, the sample performance indicator for Employability Skill Standard 2: Thinking and Problem Solving, “Compiles, interprets, and calculates statistical information using deductive reasoning and empirical thinking”, is cross-referenced to the district’s mathematics standard, Mathematics: Standard 5: Mathematical Reasoning (e.g., [Mathematics 5]). When more than one topic is identified for a standard an alphanumeric coding system is used (e.g., Language Arts Standard 1: Reading: Topic A: Reading Skills and Fluency is coded as Language Arts 1A). A complete list of the alphanumeric codes related to the district’s academic standards appears at the end of this document.

Employability Skill Standards for Public Safety and Human Services

Employability Skill Standards	Sample Performance Indicators
<p>Standard 1: Personal Qualities Students will understand how personal skills affect their employability. They will exhibit enthusiasm, self-confidence, honesty, perseverance, and self-discipline. They will manage time and balance priorities.</p>	<ul style="list-style-type: none"> • Develops an awareness of their own values, personalities, interpersonal styles, strengths, and limitations • Demonstrates understanding, adaptability, and empathy in group settings • Takes responsibility for one’s own work • Prioritizes workloads to meet deadlines • Uses various strategies for managing and directing one’s own learning and evaluating one’s own work
<p>Standard 2: Thinking and Problem Solving Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will recognize problem situations, identify, locate, and organize needed information, and propose, evaluate and select from alternative solutions.</p>	<ul style="list-style-type: none"> • Conceptualizes a problem in terms of its relationship to the individual clients’ goals/needs and to those of the program [Mathematics 5] • Formulates individualized client plans (including the client to the degree possible) based on pertinent factors [Language Arts 4B] • Recognizes signs of progress that are appropriate and realistic for their client population • Compiles, interprets, and calculates statistical information using deductive reasoning and empirical thinking [Mathematics 4-5]

Employability Skill Standards for Public Safety and Human Services

Employability Skill Standards	Sample Performance Indicators
<p>Standard 3: Interpersonal Skills Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.</p>	<ul style="list-style-type: none"> • Gives and receives feedback in a positive and constructive manner [Language Arts 4C] • Establishes relationships with clients, staff, agencies, neighborhoods, and community persons from various cultural, religious, ethnic, and racial backgrounds, including disabled, elderly, wealthy, and financially disadvantaged [Language Arts 2B] • Demonstrates empathy and genuineness while working with clients • Utilizes effective communication strategies to help clients articulate and address their concerns and conditions [Language Arts 4C]
<p>Standard 4: Communication Skills Students will understand the principles of effective communication. They will demonstrate the effective use of oral and written communications and listening skills.</p>	<ul style="list-style-type: none"> • Uses appropriate terminology • Listens attentively and summarizes key elements of verbal and non-verbal communication [Language Arts 4B] • Uses active listening skills [Language Arts 4B] • Uses various modes of communication that are appropriate to the communication needs of community members (telephone, fax, electronic). • Writes clear, concise reports [Language Arts 3A, 3B2, 3B7] • Communicates information and ideas in ways that are appropriate to the purpose and audience through spoken, written, and graphic means of expression • Uses effective and sensitive communication skills to build rapport and channels of communication [Language Arts 4C]

Employability Skill Standards for Public Safety and Human Services

Employability Skill Standards	Sample Performance Indicators
<p>Standard 5: Occupational Literacy Students will understand career paths and strategies for obtaining employment within the public safety and human services cluster. They will understand and promote the role of this field within a productive society.</p>	<ul style="list-style-type: none"> • Seeks out resources to learn about career options • Shows a desire to continually improve services and overall performance • Demonstrates understanding of the role and purposes of professional organizations and employee organizations [History/Social Science 1E-F] • Demonstrates understanding of the interrelationship between the specific jobs and occupations that constitute the industry or industries [History/Social Science 3A] • Develops a professional self-identity • Creates a job application and resume
<p>Standard 6: Teamwork Students will understand the role and responsibilities of participating in a team. They will interact effectively and sensitively with all members of their team.</p>	<ul style="list-style-type: none"> • Recognizes the importance of including all team members (i.e., clients, co-workers, and family members) in the development of individualized plans • Demonstrates understanding of the role and responsibilities of individual team members • Shares responsibility and decision making within the group

Public Safety and Human Services Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 1: Policymaking Process Students will understand the relationship of local, state, and federal governments and their administrative function. They will understand how laws are introduced, debated, and implemented. They will understand the role of the judicial system in enforcing and maintaining these laws.</p>	<ul style="list-style-type: none"> • Demonstrates understanding of government/laws and the ways in which both impact their life [History/Social Science 2A-C, 2F] • Demonstrates understanding of the court structure (both federal and state) and how the political climate can impact the public safety and human services industry [History/Social Science 2B] • Demonstrates knowledge of police powers versus the public (e.g., changes in the 4th amendment, politics versus tradition) • Demonstrates understanding of the issues (e.g. transportation, environment) affected or addressed by local, state, and federal governments [History/Social Science 2C, 2F] • Demonstrates understanding of the role of public interest groups [History/Social Science 2D] • Demonstrates knowledge of the roles, responsibilities, and authority of the administration of justice system [History/Social Science 2B] • Researches, analyzes, and participates in proposed current legislation efforts and community issues, and considers its impact on community members [History/Social Science 1E-F, 2C, 2F] • Demonstrates knowledge in recent local, state, and national policy decisions as they impact community service organizations [History/Social Science 2C, 2F] • Recognizes own individual relationships and responsibilities within a democratic society [History/Social Science 1E-F]

Public Safety and Human Services Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 2: Community and Service Networking Students will understand the formal and informal supports and services available within the community. They will understand how these different services interrelate and can be made available to help serve the public.</p>	<ul style="list-style-type: none"> • Demonstrates understanding of the needs and assets of community members and services [History/Social Science 2F] • Recognizes the various challenges that community service groups are facing (e.g., financial) • Recognizes and understands the role and relationships that non-profit community service organizations play in the community • Develops and maintains accurate information on community resources as they pertain to community members • Assists community members in making connections with appropriate support agencies and personnel
<p>Standard 3: Community Member Empowerment Students will understand how their services can assist community members in meeting their own needs and resolving their own problems. They will acquire skills and competencies to empower and encourage community members towards greater self-sufficiency.</p>	<ul style="list-style-type: none"> • Recognizes community assets and understands how to apply them. • Encourages community members to become involved in social, vocational, recreational, and self-help projects [Language Arts 4C] • Provides help and skills training (e.g., computer training, conflict mediation) to community members for a wide range of independent tasks (i.e., grocery shopping, laundry, leasing an apartment, managing a checkbook) [Mathematics 1]

Public Safety and Human Services Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 4: Facilitation of Services Students will understand a range of client needs, interests, and preferences. They will implement plans based on case studies in a collaborative manner.</p>	<ul style="list-style-type: none"> • Assists and/or facilitates the development of an individualized plan based on client preferences, needs, and interests • Combines resources to identify new ways for addressing a client’s needs • Works cooperatively with support team members to ensure service best matches the client’s well being [Language Arts 4C]
<p>Standard 5: Advocacy Students will be knowledgeable about the types of situations people face (e.g., legal, tenants’ rights, administrative, transportation, and financial issues). They will demonstrate effective advocacy strategies to address such situations.</p>	<ul style="list-style-type: none"> • Demonstrates understanding of the laws, services, and community advocacy resources to assist and educate community members to secure needed supports [History/Social Science 2B-C] • Demonstrates understanding of oral, written, and visual communication (i.e., public speaking, media, literacy) for a variety of purposes [Language Arts 1A, 1D, 3A-C] • Researches community-based issues and educates community members regarding his or her rights and service options [History/Social Science 2C, 2F] • Initiates and maintains relationships with relevant community and civic organizations and legislators and assists community members to develop these relationships

Public Safety and Human Services Technical Content Standards

Technical Content Standards	Sample Performance Indicators
<p>Standard 6: Crisis Intervention Students will understand crisis prevention, intervention, and resolution techniques. They will tailor each technique with particular circumstances and individuals.</p>	<ul style="list-style-type: none"> • Identifies crisis situations, defuses the situation, evaluates and determines an interventions strategy, and contacts necessary supports • Seeks outside assistance when necessary, understanding his or her limitations and abilities • Documents critical incidents and discusses with authorized staff and participants (when appropriate), while complying with all regulations [Language Arts 3A, 3B2] • Debriefs and evaluates after interview and resolution • Demonstrates understanding of right to privacy and confidentiality
<p>Standard 7: Documentation Students will understand the requirements for documentation in different organizations and comply with these requirements both accurately and efficiently. They will follow appropriate documentation and filing procedures.</p>	<ul style="list-style-type: none"> • Uses current and appropriate documentation systems • Demonstrates understanding of appropriate industry-related language and terminology [Language Arts 1D] • Writes clear technical and legal documents, police reports, and/or memos [Language Arts 3A, 3B2, 3B8] • Records data accurately and objectively, using proper grammar, correct spelling, and sentence structure [Language Arts 3A, 3C] • Maintains standards of confidentiality and ethical practice and understands privileged communication • Communicates facts and ideas in a clear and logical manner, using various types of reports (e.g., letters, memoranda, directives, administrative reports) [Language Arts 3A, 3B2, 3B8]

Technical Content Standards for Public Safety and Human Services

Technical Content Standards	Sample Performance Indicators
<p>Standard 8: Assessment and Counseling Students will understand the importance of initial and ongoing assessment of client status and progress. They will collect unbiased information and share it with clients, family members, and co-workers, as appropriate.</p>	<ul style="list-style-type: none"> • Assesses client’s eligibility, strengths, difficulties, needs, and existing resources • Facilitates family, group, and individual counseling sessions [Language Arts 4B-C] • Uses appropriate interactions, such as paraphrasing, restatement, and immediacy to help clients accurately portray their needs [Language Arts 4C] • Conducts appropriate follow-ups on clients’ status and progress [Language Arts 4B-C]

Academic Standards for Public Safety and Human Services

Academic Standards	Sample Performance Indicators
<p>Standard 1: Language Arts Students will demonstrate reading, writing, speaking, and listening skills, and an appreciation for cultural diversity in literature and language.</p>	<ul style="list-style-type: none"> • Uses a wide range of strategies to read, comprehend, interpret, evaluate, and apply a variety of written materials (e.g., policy manuals, and codes and regulations) [Language Arts 1A-B, 1D] • Expresses ideas and information in written form clearly and accurately and tailors to the intended purpose and audience (e.g., technical reports and business documents) [Language Arts 3A-C] • Actively listens and communicates in a clear, courteous, and complete manner on personal and professional levels [Language Arts 4B-C] • Applies proper workplace and academic English language usage in professional communication situations [Language Arts 3C, 4C]
<p>Standard 2: Mathematics Students are able to reason, communicate, solve problems and develop understanding of numbers, measurement, geometry, functions, statistics and probability, logic, and algebra.</p>	<ul style="list-style-type: none"> • Performs basic computations without use of a calculator (e.g., add, subtract, multiply, and divide; converts fractions, decimals, percentages, and metric values) [Mathematics 1] • Analyzes and interprets numeric information (e.g., technical charts and data and financial information) [Mathematics 1-5] • Applies mathematical equations and formulas in technical troubleshooting and business management [Mathematics 1-5] • Applies mathematical concepts (e.g., numbers, geometry, statistics and probability) to policy issues [Mathematics 1-5]



Academic Standards for Public Safety and Human Services

Academic Standards	Sample Performance Indicators
<p>Standard 3: History/Social Science Students will demonstrate historical thinking (e.g., chronological/spatial thinking, examining evidence, diversity/multiple perspectives, interpretation, significance, and participation) and understanding of government functions and economics concepts.</p>	<ul style="list-style-type: none"> • Analyzes major economic trends and their impact on the community [History/Social Science 1A, 1C-D, 3A] • Demonstrates understanding of contemporary issues and fundamental economic concepts and their relationship to public safety and human services [History/Social Science 2C, 2F, 3A] • Explains public safety and human services law concepts [History/Social Science 2A-C] • Applies understanding of diversity of viewpoints and linguistic and cultural backgrounds in public safety and human services environments [Language Arts 2A-B; History/Social Science 1C, 1E]
<p>Standard 4: Science Students will demonstrate understanding of physics (e.g., motion and forces, conservation of energy and momentum, heat and thermodynamics, waves, and electronic and magnetic phenomena), chemistry (e.g., atomic and molecular structure, chemical bonds, acids and bases, solutions, and chemical thermodynamics), and biology/life sciences (e.g., ecology), and the connections and applications of these concepts as they relate to the public safety and human services industry.</p>	<ul style="list-style-type: none"> • Explains basic scientific concepts as they relate to health and safety in the community [Science 1A, 1E, 2E, 3E, 3G, 4A, 4E] • Demonstrates understanding of the impact of technology and science as they have contributed to the growth and expansion of the human services industry [Science 1E, 2E, 3A, 4E] • Explains the impact of science (e.g., historical and contemporary contributions) and interactions between science and society in relation to public safety and human services [Science 1E, 2E, 3A, 4E]

Resources

Bradley, V., Taylor, M., and Warren, R. Jr. (1996). *The Community Support Skill Providers: Tools for Managing Change and Achieving Outcomes—Skill Standards for Direct Service Workers in the Human Services*. Cambridge, MA: Human Services Research Institute.

Harris, Howard H. and Maloney, David C. (1999). *Human Services: Contemporary Issues and Trends*. Needham Heights, MA: Allyn and Bacon (A Viacom Company).

Occupations with Greatest Growth, *California website*. Internet: ([http://www.calmis.cahwnet.gov/FILE/OCCPROJ/cal\\$F&G.htm](http://www.calmis.cahwnet.gov/FILE/OCCPROJ/cal$F&G.htm)).

Program Entry Skills Analysis Summary: Administration of Justice, Police Science. Peralta Community College District Educational Services.

The Secretary's Commission on Achieving Necessary Skills. (1991). *What Work Requires of Schools: A SCANS Report for America 2000*. Washington, DC: U.S. Department of Labor.

U.S. Department of Labor, Employment, and Training Administration. (1998). *O*NET 98 Viewer Version 1.0: the Occupational Information Network*. Internet: (<http://onetcenter.org>).