Public Services

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Advisors:

Adrianna Butler, San Bernardino County Sheriff-Coroner, Supervising Deputy Coroner Investigator
Grant Malinowski, CAL FIRE/Yucaipa Fire Department, Battalion Chief/Fire Chief
Jill Smith, American Medical Response (AMR), Communications Supervisor
Mike Jones, San Bernardino County Sheriff's Department, Deputy
Richard Vara, Arrowhead Regional Medical Center, Assistant Unit Manager - Trauma Department, Trauma Program Coordinator

K12 Educational Participants:

Antoinette Gutierrez, Program Manager, Colton-Redlands-Yucaipa ROP
Brian Leidner, CTE teacher, Rim of the World Unified
Demetric Battle, Public Safety Teacher, San Bernardino City Unified
Durell Jones, Teacher, San Bernardino City Unified
Joseph Sabolchic, Criminal Justice/Investigation Teacher, Colton-Redlands-Yucaipa ROP
Laura Smith, Program Specialist, San Bernardino City Unified
Lisa Comnick, EMR Teacher, Colton-Redlands-Yucaipa ROP
Nathan Vincent, Externship Coordinator, Entrepreneur High
Robert Harshberger, Emergency Response Pathway Instructor, Colton-Redlands-Yucaipa ROP

Panelist Introductions:

Mike Jones: I've been in the San Bernardino County Sheriff's Department Public Affairs for three months now and have done homeless outreach for the past 11 years.

Adriana Butler:
I'm a Supervising Deputy Coroner Investigator with the San Bernardino County Sheriff Coroner. I've been a sworn investigator for 14 years and was a volunteer with the Coroner Division for five years before that.

Grant Malinowski: I'm a Battalion Chief for Cal Fire. In my capacity as Service Fire Chief for the City of Yucaipa and the community of Oak Glen, I oversee Cal Fire San Bernardino Inyo and Mono and serve as the EMS Coordinator, and am one of our lead Public Information Officers.

Jill Smith: I work with AMR and have been with them for about 21 years. I started out as an EMT, did that for about 12 years, then transitioned into dispatch. I've been a dispatch supervisor for the last six years.

Richard Vara: I work at Arrowhead Regional Medical Center, the county hospital. I've been there 19 years—initially as a trauma nurse, and for the past 17 years as the trauma coordinator. I really enjoy it and I'm happy to be here.

Minutes:

A panel of five industry professionals representing various specialties within the Public Services industry sector participated by answering the following questions.

Question 1: What emerging trends and technologies do you believe will drive the most change in this industry over the next 3-5 years, and what should teachers and students focus on to stay ahead?

Mike Jones: In law enforcement, emerging technologies like drones and AI are transforming operations. Drones are no longer limited to SWAT, they're being introduced into search and rescue efforts and even tested as first-response tools, with some agencies deploying drones before officers arrive on scene. We're also integrating AI into our report-writing systems, which are becoming increasingly automated. For instance, officers can input basic case details, and AI drafts the report. Body-worn cameras and new Taser models (like the Taser 10 with multiple cartridge shots) are other technological upgrades. On the administrative side, departments are shifting away from traditional Microsoft platforms to newer systems, driven in part by cybersecurity concerns. For students, computer literacy is essential, especially with mobile computing, digital documentation, and system integration becoming the norm. Instruction should focus on applied tech skills and understanding how technology is reshaping public safety workflows.

Adriana Butler: Technology is equally critical in the coroner division, especially with drone use for recoveries in difficult terrain and mass fatalities. We're now integrating GPS and digital documentation in nearly all aspects of our work. Importantly, communication skills still matter, we need professionals who can speak compassionately and effectively with the public and navigate complex computer systems. AI is on the horizon here too, with pending legislation requiring agencies to disclose when AI-generated content is used in official reports. Some law enforcement agencies are already using video footage in place of written reports. In our division, we use transcription software and voice-to-text tools. Students must be comfortable operating multiple tech platforms and should build both interpersonal and technical skills. Instructors should help students practice digital fluency alongside empathy and communication.

Grant Malinowski: Fire service is beginning to shift from a traditionally analog field to one increasingly influenced by tech. We're now using drone technology, fire behavior modeling software, and AI-driven wildfire detection systems. Instead of relying solely on experience, we're integrating satellite data and environmental science tools to predict and respond to wildfires. The challenge is that new recruits may be tech-savvy but lack basic life skills, while veterans have field knowledge but resist technology. Fire careers are expanding beyond firefighting into pre fire engineering and planning, GIS, and environmental analysis. Educators should build both hands-on skills (problem-solving, teamwork, field basics) and introduce students to modeling tools, environmental science, and drone applications in emergency response. Also, foster adaptability in students to bridge analog knowledge with tech fluency.

Jill Smith: In EMS dispatch, proficiency in technology is essential. Every agency uses a different CAD (computer-aided dispatch) system, so familiarity with multiple platforms gives candidates an edge. Even basic skills like using Excel, typing accurately, and knowing how to operate a computer are vital. Poor spelling can undermine communication, especially with medical terminology. We still rely on paper maps during system failures, so map-reading skills remain crucial. Students should learn how to function without tech in emergencies. Soft skills also matter, dispatchers must communicate clearly and calmly under pressure. Educators should balance digital skills with fundamentals like spelling, map navigation, and verbal communication.

Richard Vara: In hospitals, technology is advancing rapidly. Telehealth has expanded since COVID, allowing remote diagnosis and treatment via platforms like Zoom. Electronic Health Records (EHRs) have replaced paper charts, and some systems now use voice dictation, though they often require editing for accuracy. Robotic surgery is growing, and wearable devices now track patient health data in real-time, data that insurers are starting to use. Teaching students how to interpret and manage this kind of data will be key. Protocols are increasingly automated, but critical thinking remains essential when protocols don't fully apply. Students should be comfortable navigating databases and understanding data collection, analysis, and application in healthcare settings. Instruction should emphasize adaptability, data literacy, and medical technology tools like EHR systems and patient monitoring devices.

Question 2: How should our Career Technical Education (CTE) pathways adapt to ensure students are well-equipped to meet future demands and changes in this industry?

Mike Jones: In the Sheriff's Department, we're facing the same hiring challenges as others, there are over 300 career paths, many of which don't require college degrees. That's why shifting the CTE conversation from "college for all" to "career readiness for all" is so important. We need to introduce students to entry-level jobs in public safety, like crime lab techs, dispatchers, mechanics, or maintenance staff, and provide pathways to them. But the bigger gap is communication. More and more, people avoid verbal interaction, preferring text, self-checkout, or telehealth. This leads to isolation, and we're seeing tragic outcomes like increased suicide rates. In training, we see recruits who don't even call their partners, they just text. We must emphasize interpersonal communication across all programs. Students need practice speaking clearly, resolving conflicts, and building rapport, skills vital in any public service role.

Adriana Butler: In my work as a supervising deputy coroner investigator, I've seen how critical it is for students to be able to interpret information, make decisions, and communicate effectively. When we train new hires, the biggest gap is the ability to transition between verbal, written, and analytical tasks. For example, I get a call, extract information, decide whether I need to act, then document everything clearly enough for both the public and a medical professional. Educators can support this by integrating more project-based learning that involves reading scenarios, making decisions, documenting findings, and presenting them. Activities that simulate interviews, writing reports, or doing group analysis build the communication and critical thinking skills students need in this field.

Richard Vara: In trauma care, communication errors are the top cause of adverse events. The abundance of platforms, email, Teams, EHR messages, text, has made it harder, not easier, to communicate effectively. We now train our medical staff to pick up the phone or speak face-to-face when a patient's condition is declining. Also, since we transitioned from paper to electronic records, many nurses feel they spend more time typing than interacting with patients. Technology shouldn't come at the expense of connection. In the classroom, students should be taught to balance digital documentation with human interaction. Encourage them to make eye contact, build trust, and not rely solely on screens to communicate.

Grant Malinowski: CTE pathways in fire service are doing a great job preparing students, programs like Fire 198 offer a clear transition into careers. The bigger need now is early exposure and connection to real-world experiences. Many students haven't yet had that spark, that "aha" moment when they realize they want to serve in public safety. The earlier and more broadly we expose them to what these jobs look like, through simulations, partnerships, and mentoring, the better. Once they're in, they tend to stay. Our biggest need is recruitment and helping students envision themselves in these careers before they graduate. Programs should include more direct engagement with professionals and real-world learning.

Jill Smith: In EMS and dispatch, CPR training is an essential entry point. Even if students don't pursue a public service career, CPR is a life skill that builds confidence and teamwork. I recommend getting students up, out of their seats, and hands-on with mannequins. It gets them communicating with peers and practicing under pressure. Also, communication continues to be a barrier. Many young people are hesitant to speak on the phone or approach someone directly. Educators can help by pushing students to break out of their comfort zones, call instead of text, initiate in-person conversations, and role-play scenarios. The more practice students get with real-time, face-to-face communication, the more career-ready they'll be.

Question 3: What essential skills, educational qualifications, and certifications are currently required to gain employment in your industry, and how might these requirements change in the near future?

Mike Jones: Some roles in the Sheriff's Department, like deputies or medical staff in our jail system, require formal credentials, but the vast majority of entry-level positions only require a high school diploma or GED. There is legislation that's been passed, although not currently funded, that would require all new law enforcement officers to hold a college degree before entering the academy. The intent behind this is to promote better critical thinking and reduce use-of-force incidents. However, in practice, this makes recruitment even harder. Many agencies, including Redlands PD, have walked away from that requirement because it shrinks the pool of candidates. We're already struggling to hire, and many people with degrees are finding they can't work in the field they studied for. Pushing degree requirements without a structured pathway is not sustainable.

Adriana Butler: The recent legislation requiring degrees to enter law enforcement academies has caused confusion and concern. The original goal was to ensure that recruits demonstrate strong critical thinking and reduce public conflict, but the language was poorly written, it requires a bachelor's degree, not just an associate's, creating a barrier for many. In our division (Coroner's Office), we don't fall under that law since we're specialized peace officers, but the trickle-down impact is real. There are now clearer pathways into our field that didn't exist when I was starting out. A student could volunteer, become an autopsy assistant, or work as a Sheriff's Service Specialist and promote internally. These roles don't require four-year degrees but still demand strong interpersonal skills, decision-making ability, and a willingness to grow.

Grant Malinowski: Minimum qualifications in the fire service haven't changed much, you still need a fire academy certificate and medical certification (EMR, EMT, or paramedic). What has changed is accessibility. We've modularized the academy to allow flexibility based on role. For instance, someone on a wildland hand crew doesn't need the same certification as someone responding to structure fires or medical calls. We also have clear internal development guides for promotions: if you want to be a Chief Officer, you'll need a bachelor's degree and a State Fire Marshal leadership certificate. Additionally, the Public Safety First Aid (PSFA) standard is now emphasized again over EMT in many high school and entry programs, aligning better with real job expectations and the high school setting. We're also running full internal academies to maximize hiring outcomes.

Jill Smith: In dispatch, you don't need an advanced degree to start. The basic requirement is a high school diploma (or equivalent) and CPR certification. Once hired, employees complete a medical dispatch certification within the first year, which teaches how to handle emergency calls and triage correctly. While entry-level positions are accessible, those who advance faster, into training or supervision, often have backgrounds in EMT work, hospital settings, or law enforcement support. We've learned that applicants with customer service or healthcare experience tend to be more successful and stay longer. While our agency doesn't require typing tests, many public agencies do (e.g., fire and sheriff dispatch require 40 WPM). We're also intentionally targeting applicants more likely to stay in the field, not those applying casually through job boards.

Richard Vara: Healthcare careers like nursing have multiple entry points. Students can start with certifications like Certified Nursing Assistant (CNA) or Medical Assistant (MA), which take 6–12 months to complete. These roles don't pay as well but provide foundational experience. From there, students can move into Registered Nursing (RN) programs through community colleges, which I did, and eventually pursue bachelor's or advanced degrees while working. Some of our EMTs have moved into medical school and are now practicing residents. The important thing is to get started in something related, whether it's EMT, phlebotomy, or other health science fields. High schools can help by offering intro courses, certifications like Basic Life Support (BLS), and outreach events to connect students with these opportunities. The more exposure students have, the more likely they are to pursue and persist in healthcare careers.

Grant Malinowski (additional comment): One update is that Public Safety First Aid (PSFA) has been re-emphasized in response to industry feedback. While EMT has traditionally

been the standard, PSFA aligns more closely with what many agencies now need. It's also a better match for high school and entry-level instruction. PSFA is becoming a required certification again in many areas, offering a more accessible starting point for students entering public safety.

Question 4: What are a few occupations within the industry that do not require advanced degrees yet offer a living wage? Additionally, what advice would you give to a recent high school graduate that would help them gain employment in your industry?

Adriana Butler: Students today often rely on their phones for everything, even homework, but working in our industry requires real computer literacy. That means understanding how to use a desktop or laptop computer, navigating software, using word processing, and documenting through databases. There are dozens of platforms we use daily to input information and retrieve data, and those skills are foundational for success in law enforcement and forensic careers. Even our most entry-level positions require documentation. My advice: teach students to work on full-screen devices, practice typing, and develop the ability to summarize information in writing.

Richard Vara: Students need to know how to use Microsoft Office, especially Excel, PowerPoint, and Outlook. More importantly, they need to read and respond to emails professionally and timely. It may seem basic, but many new employees don't follow through on digital communications. Whether it's managing your calendar, responding to shift changes, or reviewing new procedures, it's essential to engage with your communication tools. Students should be taught to treat emails from supervisors or HR as action items, not just information to ignore.

Mike Jones: We have many entry-level opportunities in the Sheriff's Department that don't require advanced degrees and pay well. Positions like dispatcher, sheriff's custody assistant (SCA), and sheriff service specialist (SSS) all start at age 18 with a high school diploma or GED. For example, SCAs work in jail settings and gain experience with the criminal justice system early. After a year, they can be promoted to custody specialist, which offers higher pay. These jobs are great stepping stones for those planning to become deputies later. For those interested in law enforcement but not in carrying a firearm, the SSS role is ideal, it involves non-suspect reports and patrol support. Students can start gaining exposure through programs like Explorers or internships, and all available job listings can be found at sheriffsjobs.sbcounty.gov.

Adriana Butler (continued): In addition to programs like Explorers, we have internal paths into the Coroner's Office. Students can apply to be volunteers, autopsy assistants, or sheriff service specialists, which can lead to a promotion into our division. The SSS role is particularly versatile: they may work with evidence, support patrol, or conduct entry-level investigations. Some of our current deputy coroners started as SSS employees or in jail-based roles. These entry points allow students to grow into positions that match their interests and strengths.

Grant Malinowski: CAL FIRE and other state agencies have dozens of job openings posted on CalHR that do not require advanced degrees. These include program analysts, accounting specialists, carpenters, mechanics, lifeguards, heavy equipment operators, cooks, and park rangers. Many are on-the-job training (OJT) or require only minimal technical education. On the more technical end, roles like deputy fire marshal, dozer operator, or research analyst may require a certification or associate's degree. There's also a growing field in fire prevention, forestry, and environmental science that includes jobs like registered professional forester or aviation officer, which require additional education. Students should explore state civil service jobs, they often offer structured career progression and excellent benefits without needing a four-year degree.

Jill Smith: Students can earn a CPR certification and enter a fast-track EMT program, some of which run just 8 weeks. With that, they can apply at AMR and begin working on ambulances. Many people who started as EMTs have gone on to become nurses, doctors, PAs, or even educators. I spent 12 years as an EMT before moving into dispatch, which I initially resisted but came to love. Dispatch may not be physically demanding, but it is mentally taxing. It requires multitasking, quick thinking, and strong communication. However, it offers quick promotions and pay increases, often surpassing field EMT wages in less than a year. For students unsure of their path, I recommend visiting a dispatch center or doing a job shadow, many are surprised by how fulfilling it is. Our office is located in Rancho Cucamonga, and we welcome interested students to observe.

Key Takeaways and Action Items by Panelist

These key takeaways and action item lists highlight each respondent's insights, concerns, and suggested actions to address industry trends and to prepare students for the evolving landscape within their respective industries.

Mike Jones, San Bernardino County Sheriff's Department, Deputy

Key Takeaways:

- Emerging technologies such as drones, AI-driven report writing, and upgraded Tasers are reshaping law enforcement practices.
- There's a growing demand for basic computer literacy and applied technology skills in public safety.
- Communication breakdown, especially among younger recruits, is a major concern.
- Entry-level careers in law enforcement are accessible without degrees, but recruitment is being hampered by legislative attempts to require them.

Action Items:

- Incorporate lessons that build both verbal communication and conflict resolution into CTE public safety programs.
- Emphasize digital fluency, including documentation systems and mobile computing.
- Inform students about entry-level positions (e.g., SCA, SSS) and promote awareness of the department's job board and Explorer programs.

Adriana Butler, San Bernardino County Sheriff's Department, Supervising Deputy Coroner Investigator

Key Takeaways:

- Drone technology, AI, and digital documentation are increasingly vital in forensic recovery and investigation.
- Communication and analytical skills are essential, as investigators must shift between verbal, written, and decision-making modes.
- Career entry pathways now include volunteer, autopsy assistant, and SSS roles, offering real growth opportunities without a four-year degree.
- Social media presence is a growing disqualifier in background checks.

Action Items:

- Integrate project-based learning in CTE courses to mirror the real-world tasks of interpreting, documenting, and presenting cases.
- Encourage students to build strong digital documentation and communication habits using full-screen platforms.
- Promote the volunteer and SSS programs as viable and valuable entry points into the Coroner's Office.

Grant Malinowski, CAL FIRE/Yucaipa Fire Department, Battalion Chief/Fire Chief

Key Takeaways:

- Fire service is evolving with drone use, wildfire modeling, and AI-driven detection systems.
- There's a tension between tech-savvy recruits lacking life skills and veteran staff resisting new tech.
- Certifications such as PSFA and FEMA ICS (100, 200, 700, 800) are foundational.
- While the fire service is hiring more broadly, those seeking advancement still need additional credentials and experience.

Action Items:

- Expose students early to public safety careers through simulations, mentorship, and direct contact with professionals.
- Teach FEMA certifications in high school public safety courses as standard curriculum.
- Emphasize both tech literacy and practical life skills like teamwork and field problem-solving.

Jill Smith, American Medical Response (AMR), Communications Supervisor

Key Takeaways:

- Dispatchers must master multiple CAD systems, medical terminology, and basic computer skills such as typing and Excel.
- Soft skills, calm communication, map reading, and verbal clarity, are still critical, especially during tech failures.
- Dispatch careers offer fast promotion and stability and can become fulfilling long-term roles.
- CPR and EMT are foundational entry points, even for students who do not pursue EMS long-term.

Action Items:

- Prioritize CPR and EMT certification in high school public safety programs.
- Provide hands-on opportunities like mock dispatch scenarios and job shadows to build confidence and communication skills.
- Encourage students to explore dispatch careers early and build digital/technical fluency alongside communication.

Richard Vara, Arrowhead Regional Medical Center, Assistant Unit Manager - Trauma Department, Trauma Program Coordinator

Key Takeaways:

- Technology is reshaping healthcare via telehealth, EHRs, and real-time patient monitoring with wearable devices.
- Despite automation, critical thinking and personal interaction remain vital in trauma care.
- Entry-level healthcare careers like CNA or MA offer practical starting points for advancement.

- Effective communication, including email professionalism and interpersonal skills, is essential in fast-paced medical environments.

Action Items:

- Introduce data literacy, including navigating EHR systems and understanding health monitoring technology, into CTE health science curricula.
- Reinforce email etiquette and professional digital communication habits in class activities.
- Offer or coordinate healthcare pathway opportunities that start with certifications like BLS, EMT, CNA, or phlebotomy.

Audience Questions:

Audience Question 1: What barriers do candidates face when seeking employment in public services and how are communication skills being taught in the Academy?

Adriana Butler: Yes, the background check process is extremely rigorous now. The biggest factor disqualifying candidates is social media, background investigators review phones and social accounts extensively. Students must understand their digital footprint can impact employability.

Mike Jones: Social media has made the background process even more extensive. Investigators now scroll through posts and ask, "What is this?" That alone can disqualify candidates. As for communication skills, the POST Academy curriculum still includes the basics like verbal judo, but there hasn't been a major update to address the kind of deep interpersonal communication needed to de-escalate situations. Many of the younger deputies don't want to engage, they want quick interactions and to move on. That mindset increases risk. Communication is essential, and training needs to evolve.

Audience Question 2: What certifications should students obtain to strengthen their resumes?

Grant Malinowski: Absolutely. ICS 100, 200, 700, and 800 should be standard for anyone entering public safety. We require them. Every student pursuing this pathway should be taught these as a baseline.

Jill Smith: Yes, if you want to be deployed to disaster areas, especially in dispatch, we require those FEMA certifications.

Grant Malinowski: FEMA requirements drive much of what we do. These certifications are still the standard, and everything FEMA-based originates from California.

Richard Vara: In trauma centers, we closely coordinate with first responders and require similar certifications.

Adriana Butler: While these aren't mandated for our coroner investigators, we're a competitive department, so candidates who have taken ICS or FEMA training definitely stand out. Our office used to require outside experience to qualify, now, we've created internal pathways: Autopsy Assistant, Volunteer, Sheriff Service Specialist

Counties like Riverside and Orange hire with just a high school diploma, but the competition is stiff. Most candidates who succeed have additional certifications or relevant experience.

Audience Question 3: What advice would you give to a high school student interested in CSI or forensics?

Adriana Butler: Students should apply to our volunteer program as soon as they turn 18. We provide hands-on training in evidence collection, documentation, and investigative procedures. Volunteers can work with CSI teams, in our morgue, or alongside investigators. We've successfully hired several volunteers into full-time roles. It's also a good way to test their tolerance for real-life situations. TV shows glamorize the work, but in real life, there are sights and smells that can be overwhelming. Programs like ours help them assess whether this career is right for them.

Audience Question 4: Are there internship opportunities available through the Coroner's Office?

Adriana Butler: We have offered internships through San Bernardino County, but they are highly competitive, recently we had 50 applicants for two spots. Right now, due to critical staffing shortages, we're limited in what we can offer.

That said, the volunteer program is more valuable. Internships are short, about 126 hours, and mostly observational. In contrast, the volunteer program offers real skills, and we're expanding it as a long-term solution to build our talent pipeline.

Audience Question 5: Is it still competitive to get hired in fire service, and what separates strong candidates?

Grant Malinowski: Twenty-five years ago, you had to show up with experience and training, fire academies, EMT, volunteer time, etc. Today, departments are hiring anyone who meets the minimum qualifications. But if you want a better position, or to work for a top-tier agency, you still need those extra certifications, volunteer hours, or internships.

Having FEMA certifications, EMT training, or having participated in ride-alongs or cadet programs can absolutely help students rise above other applicants. Even though the hiring pool is smaller, competitive advantage still matters.

Labor Market Information

The following labor market information was sourced from https://www.onetonline.org/ on May 6, 2025.

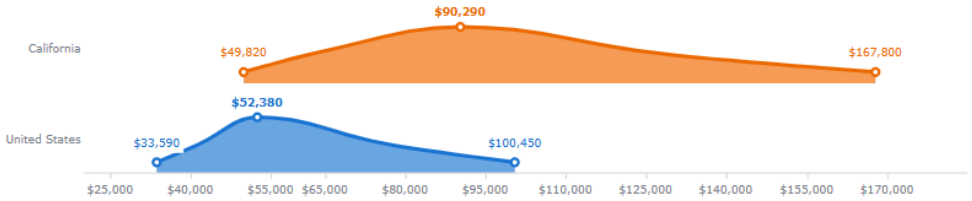
Local Wages

33-2022.00 - Forest Fire Inspectors and Prevention Specialists Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

No data available.

In California:

- Workers on average earn **$90,290**.
- 10% of workers earn **$49,820 or less**.
- 10% of workers earn **$167,800 or more**.

In the United States:

- Workers on average earn **$52,380**.
- 10% of workers earn **$33,590 or less**.
- 10% of workers earn **$100,450 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

33-2022.00 - Forest Fire Inspectors and Prevention Specialists Bright Outlook

View trends for state: California Go

In California:

No data available.

In the United States:

Employment (2023)	2,400 employees
Projected employment (2033)	2,800 employees
Projected growth (2023-2033)	■■■■ 16% Much faster than average
Projected annual job openings (2023-2033)	200

United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

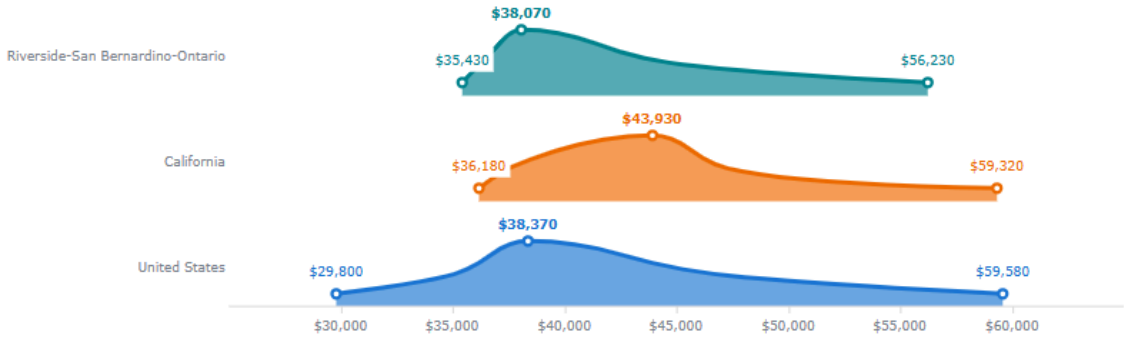
Local Wages

33-9032.00 - Security Guards Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$38,070**.
- 10% of workers earn **$35,430 or less**.
- 10% of workers earn **$56,230 or more**.

In California:

- Workers on average earn **$43,930**.
- 10% of workers earn **$36,180 or less**.
- 10% of workers earn **$59,320 or more**.

In the United States:

- Workers on average earn **$38,370**.
- 10% of workers earn **$29,800 or less**.
- 10% of workers earn **$59,580 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

33-9032.00 - Security Guards Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	181,400 employees
Projected employment (2032)	205,500 employees
Projected growth (2022-2032)	13%
Projected annual job openings (2022-2032)	27,980

In the United States:

Employment (2023)	1,229,600 employees
Projected employment (2033)	1,256,300 employees
Projected growth (2023-2033)	2% Slower than average
Projected annual job openings (2023-2033)	161,000

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

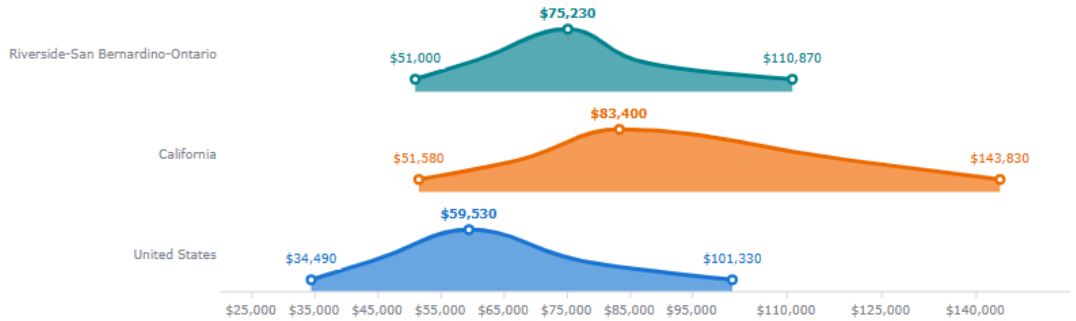
Local Wages

33-2011.00 - Firefighters

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$75,230**.
- 10% of workers earn **$51,000 or less**.
- 10% of workers earn **$110,870 or more**.

In California:

- Workers on average earn **$83,400**.
- 10% of workers earn **$51,580 or less**.
- 10% of workers earn **$143,830 or more**.

In the United States:

- Workers on average earn **$59,530**.
- 10% of workers earn **$34,490 or less**.
- 10% of workers earn **$101,330 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

33-2011.00 - Firefighters

View trends for state: California Go

In California:

Employment (2022)	26,300 employees
Projected employment (2032)	27,200 employees
Projected growth (2022-2032)	3%
Projected annual job openings (2022-2032)	2,060

In the United States:

Employment (2023)	326,800 employees
Projected employment (2033)	340,500 employees
Projected growth (2023-2033)	■■□□ 4% Average
Projected annual job openings (2023-2033)	25,700

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

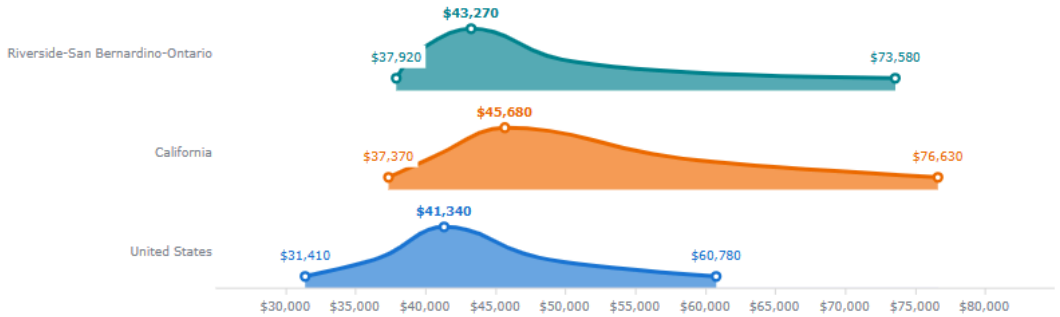
Local Wages

29-2042.00 - Emergency Medical Technicians Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$43,270**.
- 10% of workers earn **$37,920 or less**.
- 10% of workers earn **$73,580 or more**.

In California:

- Workers on average earn **$45,680**.
- 10% of workers earn **$37,370 or less**.
- 10% of workers earn **$76,630 or more**.

In the United States:

- Workers on average earn **$41,340**.
- 10% of workers earn **$31,410 or less**.
- 10% of workers earn **$60,780 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

29-2042.00 - Emergency Medical Technicians Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	17,900 employees
Projected employment (2032)	20,800 employees
Projected growth (2022-2032)	16%
Projected annual job openings (2022-2032)	1,620

In the United States:

Employment (2023)	169,700 employees
Projected employment (2033)	180,000 employees
Projected growth (2023-2033)	6% Faster than average
Projected annual job openings (2023-2033)	13,900

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

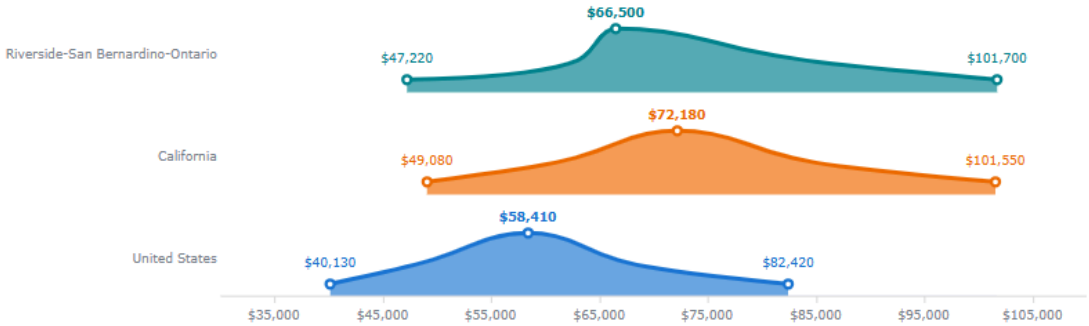
Local Wages

29-2043.00 - Paramedics Bright Outlook

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$66,500**.
- 10% of workers earn **$47,220 or less**.
- 10% of workers earn **$101,700 or more**.

In California:

- Workers on average earn **$72,180**.
- 10% of workers earn **$49,080 or less**.
- 10% of workers earn **$101,550 or more**.

In the United States:

- Workers on average earn **$58,410**.
- 10% of workers earn **$40,130 or less**.
- 10% of workers earn **$82,420 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

29-2043.00 - Paramedics Bright Outlook

View trends for state: California Go

In California:

Employment (2022)	5,100 employees
Projected employment (2032)	5,800 employees
Projected growth (2022-2032)	14%
Projected annual job openings (2022-2032)	320

In the United States:

Employment (2023)	100,600 employees
Projected employment (2033)	106,500 employees
Projected growth (2023-2033)	6% Faster than average
Projected annual job openings (2023-2033)	5,300

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

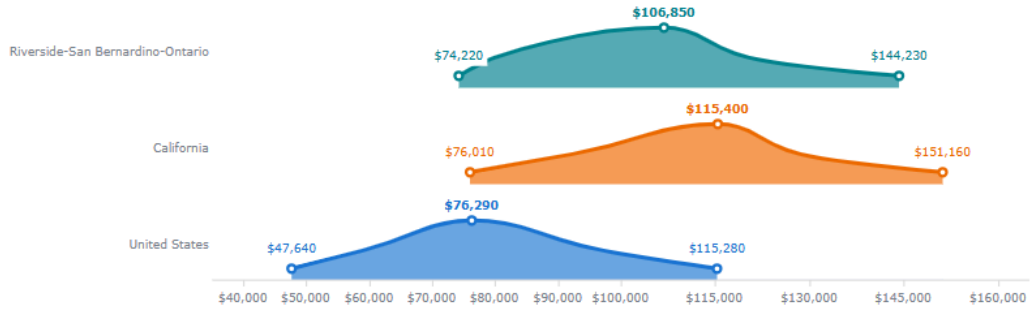
Local Wages

33-3051.00 - Police and Sheriff's Patrol Officers

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$106,850**.
- 10% of workers earn **$74,220 or less**.
- 10% of workers earn **$144,230 or more**.

In California:

- Workers on average earn **$115,400**.
- 10% of workers earn **$76,010 or less**.
- 10% of workers earn **$151,160 or more**.

In the United States:

- Workers on average earn **$76,290**.
- 10% of workers earn **$47,640 or less**.
- 10% of workers earn **$115,280 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

33-3051.00 - Police and Sheriff's Patrol Officers

View trends for state: California Go

In California:

Employment (2022)	64,200 employees
Projected employment (2032)	66,400 employees
Projected growth (2022-2032)	3%
Projected annual job openings (2022-2032)	5,180

In the United States:

Employment (2023)	674,200 employees
Projected employment (2033)	700,600 employees
Projected growth (2023-2033)	4% Average
Projected annual job openings (2023-2033)	53,800

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Local Wages

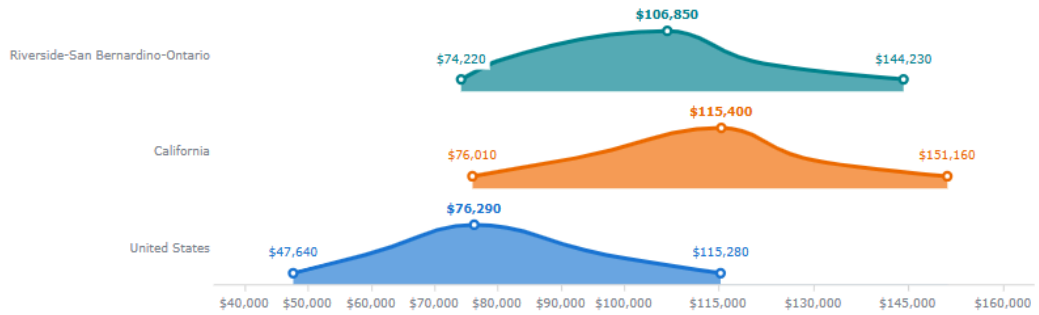
33-3051.04 - Customs and Border Protection Officers

Wage data collected from **Police and Sheriff's Patrol Officers**.

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

Wage data for **Police and Sheriff's Patrol Officers**.

- Workers on average earn **$106,850**.
- 10% of workers earn **$74,220 or less**.
- 10% of workers earn **$144,230 or more**.

In California:

Wage data for **Police and Sheriff's Patrol Officers**.

- Workers on average earn **$115,400**.
- 10% of workers earn **$76,010 or less**.
- 10% of workers earn **$151,160 or more**.

In the United States:

Wage data for **Police and Sheriff's Patrol Officers**.

- Workers on average earn **$76,290**.
- 10% of workers earn **$47,640 or less**.
- 10% of workers earn **$115,280 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

33-3051.04 - Customs and Border Protection Officers

View trends for state: California Go

In California:

Employment data for **Police and Sheriff's Patrol Officers**.

Employment (2022)	64,200 employees
Projected employment (2032)	66,400 employees
Projected growth (2022-2032)	3%
Projected annual job openings (2022-2032)	5,180

In the United States:

Employment data for **Police and Sheriff's Patrol Officers**.

Employment (2023)	674,200 employees
Projected employment (2033)	700,600 employees
Projected growth (2023-2033)	4% Average
Projected annual job openings (2023-2033)	53,800

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

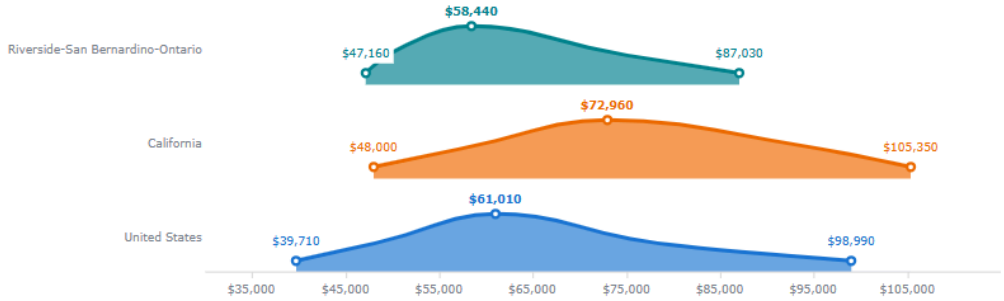
Local Wages

23-2011.00 - Paralegals and Legal Assistants

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$58,440**.
- 10% of workers earn **$47,160 or less**.
- 10% of workers earn **$87,030 or more**.

In California:

- Workers on average earn **$72,960**.
- 10% of workers earn **$48,000 or less**.
- 10% of workers earn **$105,350 or more**.

In the United States:

- Workers on average earn **$61,010**.
- 10% of workers earn **$39,710 or less**.
- 10% of workers earn **$98,990 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

23-2011.00 - Paralegals and Legal Assistants

View trends for state: California Go

In California:

Employment (2022)	39,300 employees
Projected employment (2032)	44,100 employees
Projected growth (2022-2032)	12%
Projected annual job openings (2022-2032)	4,690

In the United States:

Employment (2023)	366,200 employees
Projected employment (2033)	370,500 employees
Projected growth (2023-2033)	1% Slower than average
Projected annual job openings (2023-2033)	37,300

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Local Wages

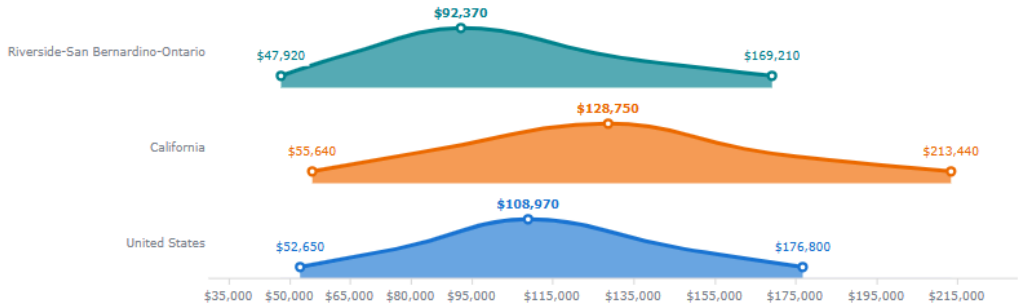
15-1299.06 - Digital Forensics Analysts Bright Outlook

Wage data collected from **Computer Occupations, All Other**.

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

Wage data for **Computer Occupations, All Other**.

- Workers on average earn **$92,370**.
- 10% of workers earn **$47,920 or less**.
- 10% of workers earn **$169,210 or more**.

In California:

Wage data for **Computer Occupations, All Other**.

- Workers on average earn **$128,750**.
- 10% of workers earn **$55,640 or less**.
- 10% of workers earn **$213,440 or more**.

In the United States:

Wage data for **Computer Occupations, All Other**.

- Workers on average earn **$108,970**.
- 10% of workers earn **$52,650 or less**.
- 10% of workers earn **$176,800 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

15-1299.06 - Digital Forensics Analysts Bright Outlook

View trends for state: California Go

In California:

Employment data for **Computer Occupations, All Other**.

Employment (2022)	96,300 employees
Projected employment (2032)	105,300 employees
Projected growth (2022-2032)	9%
Projected annual job openings (2022-2032)	7,130

In the United States:

Employment data for **Computer Occupations, All Other**.

Employment (2023)	470,900 employees
Projected employment (2033)	522,000 employees
Projected growth (2023-2033)	■■■■ 11% Much faster than average
Projected annual job openings (2023-2033)	34,800

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

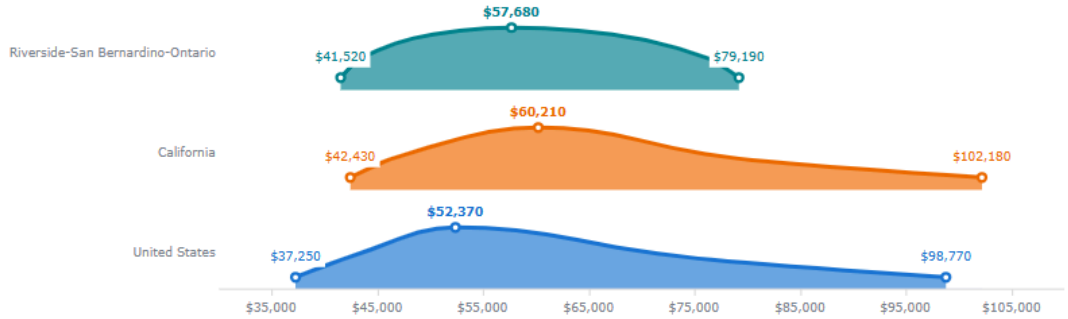
Local Wages

33-9021.00 - Private Detectives and Investigators

Wages for state: California Go

Wages near ZIP Code: 92408 Go

Annual Wages | Hourly Wages



In Riverside-San Bernardino-Ontario, CA:

- Workers on average earn **$57,680**.
- 10% of workers earn **$41,520 or less**.
- 10% of workers earn **$79,190 or more**.

In California:

- Workers on average earn **$60,210**.
- 10% of workers earn **$42,430 or less**.
- 10% of workers earn **$102,180 or more**.

In the United States:

- Workers on average earn **$52,370**.
- 10% of workers earn **$37,250 or less**.
- 10% of workers earn **$98,770 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

33-9021.00 - Private Detectives and Investigators

View trends for state: California Go

In California:

Employment (2022)	5,000 employees
Projected employment (2032)	5,500 employees
Projected growth (2022-2032)	10%
Projected annual job openings (2022-2032)	520

In the United States:

Employment (2023)	38,800 employees
Projected employment (2033)	40,700 employees
Projected growth (2023-2033)	5% Average
Projected annual job openings (2023-2033)	3,600

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2023-2033 employment projections. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.