Public Services

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Location: Finkelstein Performing Arts Center
Hosted by: SBCROP and Crafton Hills College
Facilitator: Deidra Puentes
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Advisors

Andrea Binley, Captain, San Bernardino County Fire
Andrew Gebara, Firefighter / Fire Explorer Post Advisor, San Manuel Fire Department
Grant Malinowski, Fire Chief, Yucaipa Fire Department / CAL FIRE
Marlene Leyva, Supervising Deputy Coroner Investigator, San Bernardino County Sheriff-Coroner
Mike Jones, Deputy, San Bernardino County Sheriff's Department
William Huff, Fire Captain / Fire Explorer Post Advisor, San Manuel Fire Department

K12 Educational Participants

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Adam Chacon, CTE Fire Instructor, Serrano High
Brian Leidner, CTE Teacher, Rim of the World Unified
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David Aman, K12 Pathway Coordinator, Colton-Redlands-Yucaipa ROP
Debra Tivey, EMS Instructor / Health Pathway Lead, San Andreas High
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Steven Myers, CTE Medical Teacher, Sultana High
Taylor Cooper, Teacher, Bloomington High

Minutes

The Public Services Advisory was held in conjunction with the Regional Fire and EMS Student Competition, providing students, educators, and industry partners an opportunity to connect classroom learning to real-world public safety careers. Because students were included in the advisory audience, the panel questions were adjusted to be more student-facing and accessible while still gathering meaningful industry feedback for educators. The discussion focused on industry changes, steps students can take after high school, essential technical and professional skills, and entry-level career opportunities.

Question 1: What is changing in your industry that students should know about?

Grant Malinowski: Emphasized that technology is creating some of the most significant changes in the fire service. He explained that the fire service was historically very analog and relied heavily on direct observation, experience, and established practices. However, tools and systems are now changing rapidly, including the increased use of satellites, mapping technology, detection systems, and drones as first responders. He noted that students may actually have an advantage because they are often more comfortable learning and adapting to new technologies than some current professionals who entered the field before these tools existed.

He also stressed that students entering public safety fields will need to become strong independent learners. Because new tools and systems are being developed and implemented quickly, students may not always be learning from someone who has decades of experience with a particular technology. Instead, they may need to take initiative, learn new platforms, and adapt as tools continue to evolve.

Marlene Leyva: Explained that the coroner's office is also experiencing significant changes through technology and expanded data collection. She shared that death investigation is a very old field that traditionally relied on interviews, documentation, observation, and hands-on investigative procedures. While those foundational practices are still important, new tools such as Computed Tomography (CT) scans are beginning to support investigations by allowing staff to examine internal injuries or conditions in a less invasive way.

She also highlighted the growing use of drone technology to assist with scene photography, measurements, and documentation. In addition, she explained that the role of the coroner's office is expanding beyond determining cause and manner of death. The office is increasingly being asked to gather information that supports research, public health reporting, and broader understanding of trends such as overdoses, drug use, and population-level health concerns. This shift means that students interested in this field should understand the importance of careful documentation, data collection, research, and collaboration with other agencies.

Mike Jones: Emphasized that law enforcement is experiencing rapid changes through the use of drones, artificial intelligence, camera systems, and automated detection technologies. He explained that Drone as First Responder programs are being explored and implemented in communities because they can provide eyes on a scene before deputies or officers arrive. This

can improve situational awareness, provide more accurate information, and potentially increase safety for both responders and the public.

He also described the increased use of camera systems in patrol vehicles, including cameras that capture activity in front of the vehicle and inside the back seat. These tools help with documentation, transparency, and liability. He noted that artificial intelligence is beginning to support report writing by using information from body-worn cameras and officer interactions to assist with documentation. He also discussed technologies such as gunshot detection systems, which can identify possible gunfire and generate calls for service based on location data. Together, these tools are changing how law enforcement gathers information, responds to calls, documents incidents, and supports investigations.

William Huff: Reinforced that technology is changing the fire service in many practical ways, including mapping, communication, infrared imaging, and emergency response systems. He explained that when he began his career, firefighters often relied on printed maps, memorization, and manual processes to navigate and respond to incidents. Today, computer systems inside fire engines can provide mapping information and directions quickly, making response more efficient while still requiring firefighters to know their communities and understand the fundamentals of the job.

He also explained that fire service technology is creating additional career pathways beyond traditional firefighting roles. Students interested in aviation, drones, infrared technology, mapping, or emergency medical services may find specialized opportunities within the fire service. He noted that EMS also continues to evolve through new tools and changing practices, including mechanical compression devices and updated CPR approaches. He encouraged students to recognize that public safety careers include many specialized areas where technology and emergency response intersect.

Andrew Gebara: Highlighted electric vehicle fires as an emerging challenge for the fire service. He explained that departments are continuing to learn the safest and most effective ways to respond to these incidents, especially as more electric vehicles are used by the public. This is an example of how changes in transportation and technology directly affect emergency response practices.

He also emphasized that while technology is advancing, some basic hands-on skills remain essential and may be getting lost among younger generations. He explained that students entering the fire service may be tested on their knowledge of basic hand tools, including identifying tools and explaining how to use them. He encouraged students to build familiarity with common tools by visiting hardware stores, watching instructional videos, and practicing basic tool use. He stressed that these foundational skills can help students feel more prepared for fire academy, department testing, and entry-level expectations.

Andrea Binley: Emphasized that technology is advancing rapidly within county fire services, particularly through the expanded use of drones. She explained that her department has several types of drones, including underwater drones, drones that can enter structures or commercial fires, and drones that provide imaging and information directly to the command post. These

tools help command staff make more informed decisions during emergency incidents and improve responder safety.

She also shifted the discussion to a major change in the fire service: increased attention to mental health and responder wellness. She explained that when she began her career, firefighters were often expected to experience difficult calls and simply move forward without talking about them. Today, departments are recognizing that this approach is not effective and are developing stronger support systems. She described peer-to-peer support teams, mental health response teams, critical incident stress debriefings, and counseling resources as examples of how departments are supporting firefighters after traumatic or high-stress calls. She emphasized that mental health resources are an important and continuing change in the fire service and that these supports can help protect the lives and long-term well-being of public safety professionals.

Question 2: If a student wanted to enter your field after high school, what are the first 2–3 steps they should take?

Andrea Binley: Emphasized that students interested in the fire service should begin by completing an EMT program, as EMT certification is a minimum requirement for most suppression-related positions within fire agencies. She explained that while some wildland positions may not require EMT certification, students pursuing firefighter or suppression roles should expect EMT to be an essential first step. She also encouraged students to consider becoming a paramedic, noting that there is a significant need for paramedics across fire service agencies and that paramedic certification can open many additional employment opportunities.

She also recommended that students complete a basic fire academy, such as the program offered through Crafton Hills College, even if a specific department does not require it before hiring. She explained that some departments, including her agency, provide their own academy; however, students who already have fire academy experience may be more prepared for the physical and technical demands of the department academy and training tower. She stressed that students should not wait until they are hired to experience tasks such as throwing ladders or performing physically demanding fireground skills for the first time.

She encouraged students who are still in high school or recently graduated to participate in Fire Explorer programs, continue engaging in school-based fire or public safety programs, and seek reserve or call firefighter opportunities where available. She also emphasized the importance of gaining real experience using an EMT license, learning how to assess patients, and building the experience needed to prepare for paramedic training. She added that departments are hiring younger candidates than they may have in the past, including individuals around 19, 20, or 21 years old, due to the current need for personnel. Because of this, she cautioned students to begin making wise choices now in school, the workplace, and their personal lives. As a background investigator, she specifically noted that social media activity, including posts students like, share, screenshot, or create, can follow them and potentially affect their ability to pass a background investigation.

Andrew Gebara: Reinforced that the steps to enter the fire service are similar across many municipal fire departments. He encouraged students to participate in Fire Explorer programs because they provide exposure, mentorship, and often help students access ride-along opportunities. For students who are not in a Fire Explorer program but are at least 18 years old, he recommended contacting a local fire station to ask about doing a ride-out so they can observe calls, see patient interactions, and better understand what the job actually involves.

He also emphasized the importance of physical fitness. He explained that students preparing for a basic fire academy or future hiring process may need to complete physical agility assessments such as the CPAT or Biddle test. These tests can be demanding and may include tasks such as using a stair stepper while wearing a weighted vest and completing additional fire-related physical tasks. He encouraged students to begin preparing physically well before they are ready to apply, since fitness is something they can start building immediately.

William Huff: Emphasized the importance of mentorship as one of the most valuable steps students can take early in their career preparation. He shared that he did not begin his career as a Fire Explorer and had to figure out many parts of the process on his own. Because of that experience, he encouraged students to ask questions, learn from people who have already completed the process, and take advantage of opportunities to sit in front of professionals and educators who can provide guidance.

He noted that students attending the advisory and participating in school-based fire or public safety programs were already taking important steps that many people do not have access to early in their careers. He encouraged students to continue working with their ROP teachers, seek advice from professionals in the field, and recognize that their current involvement places them ahead in understanding the career pathway.

Mike Jones: Explained that students interested in law enforcement can also begin by participating in law enforcement Explorer programs and ride-alongs with patrol stations. He noted that these experiences allow students to see the work firsthand and better understand whether law enforcement is the right fit for them.

He also advised students who plan to attend college to choose a degree that gives them options beyond law enforcement. He explained that many students assume criminal justice is the best degree for law enforcement, but it may not provide as much value as students expect once they enter the field. Instead, he encouraged students to consider a degree that could serve as a backup career path, especially because public safety work can involve injury or other unexpected changes.

He also emphasized that students should use the time between high school graduation and law enforcement academy eligibility wisely. Since students generally cannot enter a law enforcement academy until they meet the minimum age requirement, he encouraged them to focus on physical preparation, education, and experience during that gap. He explained that law enforcement academies are physically and academically demanding, similar to a boot camp structure with classroom expectations added, so students need to be prepared for both the physical and mental demands.

Marlene Leyva: Recommended three key steps for students interested in the coroner or medical examiner field. First, she encouraged students to focus their education on science-based coursework, including biology, anatomy, and chemistry. These subjects help build the foundation needed for careers in death investigation, forensic work, pathology, and related fields.

Second, she strongly encouraged students to seek hands-on exposure before fully committing to the career path. She explained that the coroner's office may offer volunteer programs, internships, and ride-along opportunities that allow students to spend time with deputy coroners and see the work firsthand. She stressed that this type of experience is especially important because the work involves death investigation, grieving families, and direct exposure to deceased individuals. Students need to understand the emotional and physical realities of the job before deciding whether it is the right fit.

Third, she encouraged students to research the different career pathways connected to the coroner's office. She explained that the field includes more than deputy coroner positions. Students may also explore roles such as autopsy assistant, forensic pathologist, crime scene investigator, homicide detective, or other forensic-related careers. She noted that volunteer or internship experiences can expose students to these different options and help them align their education and experience with the pathway that best fits their interests.

Grant Malinowski: Emphasized that ride-outs are one of the most important steps students can take before committing to a fire service pathway. He explained that some individuals complete academies or invest years in preparation without ever spending time on a fire engine or observing the work in real conditions. As a result, they may later discover that the job is not what they expected. He encouraged students to make sure they understand the work before investing significant time and effort into training.

He also recommended that students pursuing paramedic certification gain six months to one year of ambulance experience before entering paramedic school. He explained that having field exposure and patient contact can make students more successful in paramedic training because they have already begun developing assessment skills and an understanding of emergency medical response.

Question 3: What skills matter most for someone starting out in your industry?

Grant Malinowski: Emphasized that adaptability is one of the most important skills for students entering public safety careers because the work is never exactly the same from day to day. He explained that fire, law enforcement, and public safety agencies are responsible for a wide range of incidents and services, and employees must be able to determine which "tool in the toolbox" is appropriate for each situation. Because some tasks require speed, some require precision, and some require both, students must learn how to adjust their approach based on the needs of the incident.

He also emphasized communication, professionalism, accountability, physical fitness, leadership, teamwork, and mental resilience. He noted that students entering fire or law enforcement careers will need to communicate effectively with the public, coworkers, and other agencies while also demonstrating professionalism and accountability. He also stressed that students should begin building mental resilience before they are exposed to the difficult situations that come with public safety work.

He further shared that his fire post uses a set of professional values to recognize members who exemplify the expectations and character of the profession. These values include:

- Integrity.
- Honesty.
- Servant leadership.
- Dedication to the craft.
- Work ethic.
- Interpersonal skills.
- Empathy.
- Positive attitude.
- Communication.
- Listening.
- Teamwork.
- Dedication to training.
- Dedication to physical fitness.
- Flexibility.
- Adaptability.
- Initiative.
- Accountability.

Marlene Leyva: Added that attention to detail is essential for students interested in public safety, especially those considering the coroner's office, law enforcement, or fire service. She explained that the work requires careful observation, accurate documentation, and the ability to communicate findings clearly. In the coroner's office, this includes being able to observe scenes, document information, and write reports that may become part of an official investigation.

She also emphasized communication, report writing, emotional resilience, critical thinking, problem solving, integrity, and ethical judgment. She explained that students entering these careers must learn how to manage difficult emotions such as sadness, anger, confusion, and stress because they may regularly encounter difficult or traumatic situations. She encouraged students to seek mentorship and hands-on experiences, such as volunteer programs or ride-alongs, because those opportunities can provide guidance on resilience, decision-making, and how to navigate the transition from high school into adulthood without making choices that could negatively affect future career goals.

Mike Jones: Emphasized that law enforcement candidates will learn many technical skills in the academy, but students must begin developing judgment, communication, and personal responsibility long before they apply. He focused specifically on social media, explaining that background investigations have become much more extensive and now include significant review of online activity. He cautioned students that posts, comments, accounts, or images they believe are private or deleted may still be found during the hiring process and may raise concerns about integrity, judgment, bias, or professionalism.

He also emphasized communication as a critical skill for both law enforcement and fire service careers. He explained that while students are often comfortable communicating through phones, messaging, and social media, public safety professionals must be able to speak directly with people in stressful, emotional, or emergency situations. In law enforcement and fire service, responders cannot rely on technology to ask questions or build trust for them; they must communicate clearly, professionally, and confidently with the public and with other responders. He also noted that written communication, including text messages in some law enforcement contexts, can become part of legal proceedings, so students should understand that professional communication matters in multiple settings.

William Huff: Emphasized that students should think beyond the minimum requirements for fire, EMS, law enforcement, or coroner-related careers and look for ways to separate themselves from other applicants. He explained that many candidates may have similar qualifications, such as EMT certification, academy completion, explorer experience, or paramedic preparation. Additional skills, such as welding, electrical work, tile work, military experience, or other technical trades, can help students stand out during interviews and also provide a backup skill set if they are injured or need additional career options later.

He also encouraged students to document the experiences they are already gaining. He noted that participation in the Public Services competition, awards earned, school-based pathway activities, and other leadership or career preparation experiences should be included on resumes. These experiences help demonstrate that students have already taken meaningful steps toward the profession and can provide evidence of commitment, initiative, and preparation when they interview for future opportunities.

Andrew Gebara: Emphasized interpersonal skills and accountability as essential qualities for students entering the fire service. He explained that firefighters live and work together for long shifts, often 48 hours or more, and may spend extended periods together on assignments. Because crews spend so much time together, it is not enough for a firefighter to be skilled at

technical tasks such as pulling hose or tying knots; they must also be someone others can live with, trust, and work alongside under pressure.

He also emphasized accountability, humility, and the ability to receive feedback without becoming defensive. He explained that being able to acknowledge mistakes and respond respectfully is an important trait in the fire service. He also noted that practical life skills, such as being able to cook, matter because shared meals are part of fire station culture and help build crew relationships. In addition, he encouraged students to develop hobbies, interests, and experiences that help them connect with others and be memorable during interviews, while also showing that they are well-rounded individuals.

Andrea Binley: Emphasized grit, mental fortitude, initiative, attitude, effort, communication, adaptability, and physical readiness as essential skills for students entering the fire service. She explained that firefighters cannot quit when conditions become uncomfortable because someone's life, home, or safety may depend on their ability to continue working until the job is done. Students must learn how to operate in difficult situations, push themselves safely, and develop the resilience needed to work through physical and mental discomfort.

She also explained that initiative is a key quality she looks for as a company officer. When firefighters show that they can take responsibility, think through problems, communicate when they need support, and complete tasks to the best of their ability, they build trust within the crew. She noted that the fire service often requires a "figure it out" mindset because incidents do not always go as planned. Students who can communicate, think on their feet, pivot, adapt, and maintain a positive attitude are more likely to succeed.

She also reminded students that hands-on familiarity with tools matters. Even if a department provides training, students should know the basic names and uses of common tools and have experience working with their hands. She encouraged students to put themselves in challenging but safe situations, such as fitness competitions or physical hobbies, to learn what they are capable of and build confidence. She also noted that students should learn how to market their experiences in interviews by explaining how their training, activities, and life experiences demonstrate their readiness for the profession.

Question 4: What are some entry-level or good-paying career opportunities in your field that may be available to younger applicants or individuals beginning their careers?

Andrea Binley: Identified several entry-level and early career opportunities within the county fire service. She explained that Fire Suppression Aid positions may be available on a seasonal or full-time basis and can pay up to approximately $74,000 annually within her agency. She also identified Ambulance Operator EMT positions, which may pay up to approximately $64,000 annually, and Ambulance Operator Paramedic positions, which may pay up to approximately $84,000 annually.

She also explained that firefighter positions can provide strong earning potential as individuals advance in the field. She referenced Firefighter EMT positions at approximately $98,000 annually, Firefighter Paramedic positions at approximately $112,000 annually, and engineer positions at approximately $134,000 annually. She emphasized that EMT certification or Fire Suppression Aid preparation can provide a starting point for students interested in entering the fire service. She also encouraged students to begin learning about employment benefits, such as medical, dental, and vision coverage, because those benefits become increasingly important as individuals transition into adulthood and eventually support families of their own.

Andrew Gebara: Reinforced that students interested in the fire service have multiple routes to begin gaining experience after high school. He referenced opportunities such as the California Conservation Corps, which may allow young adults to work in related environments while continuing to take classes or prepare for the next step in their career pathway. He noted that students should research programs that provide field exposure and experience even before completing a fire academy.

He also emphasized that the fire service includes many specialized career pathways beyond the traditional firefighter role. Students may eventually pursue areas such as helicopter or helitack operations, rescue, hazardous materials, or other specialty assignments. He encouraged students to recognize that once they enter the fire service, there are multiple directions they can pursue based on their interests and strengths.

William Huff: Explained that one of the most common starting points for students is earning an EMT certification and applying for ambulance-based employment, such as with AMR or another emergency medical provider. He noted that working on an ambulance provides valuable experience, strengthens a resume, and helps students build the patient care and emergency response skills that fire departments value. This experience can also support students who later decide to attend paramedic school.

He encouraged students to research the specific requirements of the agencies or departments where they may want to work, because different departments may have different expectations. Some may require specific certifications, technical skills, academy completion, or additional preparation. He also noted that some departments may support employees in completing paramedic school, which can create additional advancement opportunities. He advised students

to begin researching departments early, whether they are interested in San Bernardino County, San Manuel Fire, Los Angeles County, Orange County Fire Authority, or another agency, so they can understand what each department requires and prepare strategically.

Mike Jones: Explained that law enforcement agencies include far more career options than many students may realize. While many people think primarily of deputy sheriff or patrol roles, he shared that the Sheriff's Department has hundreds of different career pathways. He identified culinary positions in correctional facilities, which may start around $60,000, as one example of a career option connected to the department.

He also highlighted dispatch as a strong entry-level opportunity for students interested in law enforcement or fire service. He explained that dispatch can hire individuals at 18, provides paid training, and can help students learn public safety terminology, geography, radio communication, and emergency response processes. He noted that entry-level dispatch positions may start around $75,000, while more advanced dispatcher roles may exceed $120,000. He emphasized that dispatch experience can help students build knowledge that supports later careers in public safety.

He also identified additional department roles, including mechanics, medical staff, correctional healthcare positions, and deputy sheriff opportunities. He explained that many positions in the Sheriff's Department do not require a degree and instead rely on academy completion, training, and promotion from within. He encouraged students to understand the wide range of career pathways available in law enforcement agencies, including both sworn and non-sworn roles.

Marlene Leyva: Identified several entry-level opportunities within the coroner's office. She explained that clerical staff support front office operations, dispatching, and paperwork. She also referenced autopsy assistant positions, which may be available to applicants beginning at age 18 and involve helping doctors during autopsies.

She also discussed Sheriff's Service Specialist positions, which serve as support roles within the department. She explained that these positions may assist deputies on scenes, handle lower-level death investigations, support missing and unidentified person cases, and help manage situations involving deceased individuals who do not have family members available to make arrangements. She noted that these support positions can expose individuals to a wide range of responsibilities within the coroner's office.

For deputy coroner positions, she explained that a degree is not always required, though some college is required. However, because the applicant pool is competitive, many individuals hired into deputy coroner roles currently have bachelor's or master's degrees. She encouraged students to understand the difference between entry-level support roles and more competitive investigative positions as they plan their education and experience.

Grant Malinowski: Explained that CAL FIRE offers a wide range of career opportunities because it is one of the largest fire departments in the world and operates across the state. He emphasized that students interested in public safety should understand that fire departments include far more than traditional engine-based firefighting roles. Within CAL FIRE,

opportunities may include fire suppression, dozer operations, helicopter pilot roles, flight medic positions, rescue teams, lifeguard programs, urban search and rescue, hazardous materials, and law enforcement positions.

He also highlighted non-suppression and support careers within fire agencies, including cooks, communication operators, dispatchers, forestry and resource management positions, environmental science roles, administrative jobs, finance jobs, fire prevention, inspectors, deputy fire marshals, and investigators. He emphasized that students who want to work for a fire department but are not interested in working directly on an engine still have many options. He encouraged students to research available career pathways, learn what each role actually involves, and then work intentionally toward the pathway that best matches their interests.

Audience Questions

Audience Question 1: *Can students attending a four-year university still participate in Fire Explorer programs?*

Andrea Binley: Explained that students attending a four-year university may still be able to participate in Fire Explorer programs as long as they meet the requirements of the specific post. She noted that each post may have its own expectations related to meeting dates, participation, time commitments, and possibly GPA requirements. Drawing from her own experience, she shared that she participated in Fire Explorers while also attending college and playing soccer, demonstrating that students can balance the program with school, sports, work, or other responsibilities. She emphasized that communication is important, and students should notify the post in advance if they need to miss a meeting, similar to how they would communicate with an employer.

Audience Question 2: *What are examples of social media activity or online behavior that could negatively affect a student's ability to be hired in public safety?*

Mike Jones: Explained that students should avoid posting or sharing anything online that could raise concerns about judgment, integrity, or professionalism. He gave examples such as cyberbullying, inappropriate photos, threatening language, or content connected to scams or poor decision-making. He cautioned students that even posts or accounts they believe are private can affect future background investigations. He advised students to use a simple test: if it is something they would not want a parent, employer, or background investigator to see, it should not be posted or shared.

He further emphasized that professionalism begins before students are hired. Taking care of their uniform, acting responsibly, and understanding that they are being viewed as future public servants can help students build habits that support their career goals. He noted that being professional will benefit students not only in their careers, but also in how they are viewed at work, by friends, and in the community.

Grant Malinowski: Added that public safety employees remain responsible for their conduct even after they are hired. He explained that off-duty behavior can still reflect on the department, and employees may be held accountable if their actions or online activity negatively represent the agency.

He also emphasized that public safety is a profession that becomes part of a person's identity. Once someone is hired as a firefighter, law enforcement officer, or other public safety professional, the public often associates that person with the profession both on and off duty. Because of this, students should understand that their conduct, professionalism, and reputation matter at all times.

Cross-Panel Key Takeaways

These themes summarize the major messages shared across the panel discussion and student audience questions. Because this advisory included students, the takeaways reflect both student-facing career guidance and broader industry feedback that can inform CTE instruction and pathway planning.

1. **Technology is changing public safety careers across fire, EMS, law enforcement, and coroner investigations.** Panelists emphasized that technology is becoming increasingly embedded in public services work, including drones, satellite mapping, AI-supported report writing, vehicle and body camera systems, gunshot detection, CT scans, infrared imaging, and updated EMS tools. Students entering these fields will need to be comfortable learning new systems while still understanding the fundamentals of the work.

2. **Foundational hands-on skills remain essential, even as technology advances.** Panelists repeatedly noted that technology does not replace the need for basic skills. Students must still know how to use hand tools, understand maps and local geography, communicate with patients or community members, complete accurate documentation, and perform physically demanding tasks. The ability to combine technology with practical field skills will be important for future success.

3. **Early exposure helps students make informed career decisions.** Explorer programs, ride-alongs, volunteer opportunities, internships, reserve programs, and ambulance experience were identified as important ways for students to understand the realities of public safety careers. Panelists stressed that students should experience the work before committing significant time and money to academies, certifications, or degree programs.

4. **EMT, paramedic preparation, and academy readiness remain key entry points for fire and EMS careers.** Panelists emphasized EMT certification as a common first step for students interested in fire suppression or EMS roles. Paramedic certification, basic fire academy completion, ambulance experience, and physical agility preparation were also identified as important ways to increase readiness and employment opportunities.

5. **Physical fitness, mental resilience, and emotional wellness are critical for long-term success.** Public safety careers require individuals to work through physically difficult, emotionally intense, and unpredictable situations. Panelists emphasized the importance of physical conditioning, grit, mental fortitude, adaptability, and the ability to process difficult experiences in healthy ways. They also noted that agencies are increasingly recognizing the importance of mental health supports, peer support, and critical incident debriefings.

6. **Professionalism, judgment, and personal conduct begin before students are hired.** Panelists emphasized that students should begin making responsible decisions now, especially in relation to social media, communication, personal behavior, and public image. Background investigations may include review of online activity, and poor judgment online

can affect future hiring opportunities. Students pursuing public safety careers should understand that their conduct on and off duty can reflect on the profession.

7. **Communication is one of the most important employability skills in public safety.** Panelists stressed that students must be able to speak clearly with the public, coworkers, supervisors, patients, families, and partner agencies. Communication includes verbal interaction, listening, report writing, documentation, and professional use of technology. Students cannot rely only on text-based communication or digital tools when working in high-stress public safety environments.

8. **Public safety pathways include many career opportunities beyond the most visible roles.** Panelists highlighted a wide range of options beyond firefighter, deputy sheriff, or coroner investigator. Examples included dispatch, ambulance operator, fire suppression aid, autopsy assistant, sheriff's service specialist, culinary positions in correctional facilities, mechanics, correctional healthcare, forestry, environmental science, fire prevention, inspection, investigation, communications, aviation, helitack, hazmat, rescue, and administrative or finance roles.

9. **Students can strengthen their competitiveness by building varied experiences and documenting them.** Panelists encouraged students to participate in competitions, pathway activities, Explorer programs, ride-alongs, ambulance work, technical training, military service, trades, and other experiences that help them stand out. These experiences should be documented on resumes and used in interviews to demonstrate initiative, commitment, preparation, and readiness.

10. **Students should research specific agency requirements and plan intentionally.** Panelists noted that requirements vary by agency, department, and role. Students should research the agencies they are interested in, understand age requirements, academy expectations, certifications, physical testing, hiring timelines, benefits, and advancement opportunities. This allows students to use the time after high school productively and avoid losing momentum before they are eligible for certain positions.

Cross-Panel Action Items

These action items translate the panel discussion into teacher-facing recommendations that can be embedded into coursework, lesson design, work-based learning, employability skills instruction, and pathway planning.

1. Integrate current public safety technology into classroom discussions and assignments.

- Include examples of drones, satellite mapping, AI-supported report writing, vehicle and body camera systems, gunshot detection, CT scans, infrared imaging, and updated EMS tools.
- Ask students to research how technology is changing fire, EMS, law enforcement, and coroner investigations.
- Have students compare how new technology supports safety, documentation, response time, and decision-making in different public safety fields.

2. Reinforce foundational hands-on skills alongside emerging technology.

- Continue building student familiarity with basic hand tools, equipment names, map reading, scene awareness, and technical vocabulary.
- Create activities where students identify tools, explain their purpose, and describe how they may be used in emergency response or public safety settings.
- Emphasize that technology supports the work but does not replace practical skills, physical readiness, or field judgment.

3. Build structured career exploration into pathway coursework.

- Have students research specific public safety agencies and compare entry requirements, age requirements, certifications, academy expectations, physical testing, and hiring timelines.
- Include assignments where students identify two or three possible entry points into a career field, such as Fire Explorer programs, ride-alongs, EMT programs, dispatch, ambulance work, internships, volunteer programs, or entry-level support roles.
- Encourage students to create a personal career preparation timeline from high school through academy, college, certification, or employment eligibility.

4. Expand student access to real-world exposure opportunities.

- Connect students to Fire Explorer programs, law enforcement Explorer programs, ride-alongs, volunteer opportunities, internships, reserve programs, ambulance experience, and public safety competitions.
- Invite local agencies to explain available youth and young adult programs, including expectations for participation, time commitment, GPA, professionalism, and communication.
- Use advisory contacts to help students understand the realities of the work before they commit significant time and money to a specific pathway.

5. Strengthen EMT, EMS, and academy-readiness preparation.

- Ensure students understand the importance of EMT certification as a common entry point for fire and EMS careers.
- Embed lessons on patient assessment, emergency response communication, CPR updates, and EMS career pathways.
- Provide students with information on physical agility tests, academy expectations, paramedic preparation, and the value of ambulance experience before entering paramedic school.

6. Embed physical fitness, resilience, and wellness into pathway planning.

- Help students understand that physical fitness, stamina, grit, and mental fortitude are career-readiness skills in public safety.
- Incorporate reflection activities on stress management, emotional resilience, teamwork, and healthy responses to difficult situations.
- Discuss the role of peer support, counseling resources, critical incident debriefings, and mental health supports in modern public safety agencies.

7. Teach professionalism, judgment, and responsible social media use as career-readiness skills.

- Include explicit instruction on how online activity, private accounts, screenshots, shared posts, and digital communication may affect background investigations and hiring.
- Use scenarios to help students evaluate whether online behavior reflects good judgment, integrity, and professionalism.
- Reinforce that students preparing for public safety careers should begin developing professional habits before they are hired, including communication, uniform care, conduct, and public image.

8. Provide regular practice with communication, documentation, and report writing.

- Design assignments that require students to observe, document, summarize, and communicate information clearly and accurately.
- Include practice with verbal communication, listening, professional questioning, and written reports.
- Connect communication activities to real public safety tasks, such as patient care reports, incident summaries, coroner documentation, dispatch communication, or law enforcement reports.

9. **Help students build resumes that document pathway experiences.**

- Have students track participation in competitions, pathway coursework, certifications, ride-alongs, volunteer experiences, Explorer programs, leadership roles, and awards.
- Provide opportunities for students to practice explaining how those experiences demonstrate readiness, initiative, teamwork, and commitment.
- Teach students how to use their experiences as evidence during interviews, especially when they are competing against applicants with similar certifications or training.

10. **Expose students to the full range of public safety career pathways.**

- Highlight careers beyond the most visible roles, including dispatch, fire suppression aid, ambulance operator, autopsy assistant, sheriff's service specialist, correctional healthcare, mechanics, culinary positions in correctional facilities, forestry, environmental science, fire prevention, inspection, investigation, aviation, helitack, hazmat, rescue, administrative support, and finance roles.
- Create career exploration activities where students compare sworn, non-sworn, field-based, technical, medical, investigative, and support positions.
- Encourage students to identify career pathways that align with their strengths, interests, age eligibility, education plans, and long-term goals.

Key Takeaways and Action Items by Panelist

These key takeaways and action item lists highlight each panelist's insights, concerns, and suggested actions to support student preparation for careers in public services.

Andrea Binley, Captain, San Bernardino County Fire

Key Takeaways:

- EMT certification is a critical first step for most students interested in fire suppression or EMS-related positions.
- Paramedic certification can open additional employment opportunities because fire agencies continue to need paramedics.
- Fire academy experience, even when not required before hiring, can better prepare students for the physical and technical demands of department academies.
- Fire Explorer programs, school-based public safety programs, reserve opportunities, and EMT experience help students build early readiness.
- Departments are hiring younger candidates than in the past, making students' current choices, conduct, and social media activity increasingly important.
- Mental health and responder wellness are becoming a stronger focus in the fire service through peer support, counseling resources, and critical incident debriefings.

Action Items:

- Encourage students interested in fire service careers to complete EMT training and explore paramedic pathways.
- Connect students to Fire Explorer programs, fire academies, reserve opportunities, and EMT-related work experience.
- Help students understand academy expectations, including physical demands, ladder work, tool use, and hands-on fireground skills.
- Embed lessons on professionalism, social media responsibility, and background investigation readiness into pathway instruction.
- Discuss mental health, peer support, and emotional wellness as part of preparing students for long-term careers in public safety.

Andrew Gebara, Firefighter/Fire Explorer Post Advisor, San Manuel Fire Department

Key Takeaways:

- Fire Explorer programs and ride-outs provide students with valuable exposure to the realities of fire service work.
- Physical fitness preparation should begin early because fire academy and hiring processes may require demanding physical agility tests.
- Students need hands-on familiarity with basic tools, including tool names, functions, and safe use.
- Electric vehicle fires are an emerging challenge that demonstrates how new technology changes emergency response.

- Interpersonal skills, accountability, humility, and the ability to receive feedback are essential in the fire service because crews live and work closely together.
- Students can stand out by developing hobbies, interests, and life experiences that help them connect with others and present themselves as well-rounded candidates.

Action Items:
- Help students identify and connect with Fire Explorer programs and ride-out opportunities.
- Incorporate physical fitness awareness and preparation into pathway planning.
- Create classroom activities where students identify, describe, and safely practice with common tools.
- Introduce students to emerging response challenges, such as electric vehicle fires.
- Build opportunities for students to practice accountability, teamwork, feedback, and interpersonal communication.
- Encourage students to develop and reflect on personal interests and experiences that may help them connect during interviews.

William Huff, Fire Captain/Fire Explorer Post Advisor, San Manuel Fire Department

Key Takeaways:
- Mentorship is one of the most valuable supports students can access when preparing for public safety careers.
- Students who participate in advisory events, competitions, and public safety pathway activities are already taking meaningful steps toward career readiness.
- Ambulance experience after earning EMT certification can strengthen student resumes and provide valuable patient care exposure.
- Students should research the specific agencies they may want to work for because requirements vary by department.
- Additional technical skills, such as welding, electrical work, tile work, military service, or other trades, can help students stand out from other applicants.
- Students should document competitions, awards, pathway participation, and leadership experiences on their resumes.

Action Items:
- Connect students with mentors, ROP teachers, industry professionals, and former students who can explain the pathway.
- Encourage students to participate in competitions, advisories, and public safety-related events.
- Guide students toward EMT certification and ambulance-based work experience when appropriate.
- Have students research and compare hiring requirements for different fire and public safety agencies.
- Encourage students to explore additional technical trades or experiences that can strengthen their applications.

- Support students in building resumes that include pathway experiences, awards, certifications, and leadership roles.

Mike Jones, Deputy, San Bernardino County Sheriff's Department
Key Takeaways:

- Law enforcement Explorer programs and ride-alongs help students understand whether law enforcement is the right fit.
- Students considering college should choose degrees that provide options beyond law enforcement, rather than assuming criminal justice is always the best path.
- Students should use the time between high school graduation and academy eligibility to build physical readiness, education, maturity, and experience.
- Social media activity is a major factor in background investigations and can raise concerns about judgment, integrity, bias, or professionalism.
- Communication is essential in public safety because responders must speak clearly with people in stressful and emotional situations.
- Sheriff's departments offer many career pathways beyond deputy roles, including dispatch, culinary positions in correctional facilities, mechanics, healthcare, and other support positions.

Action Items:

- Provide students with information about law enforcement Explorer programs, ride-alongs, and academy eligibility requirements.
- Help students create a plan for the years between high school graduation and academy eligibility.
- Encourage students to research college majors or training pathways that provide transferable career options.
- Teach students how social media, online behavior, and digital communication can affect background investigations.
- Incorporate direct communication practice, questioning skills, and professional speaking activities into coursework.
- Expose students to sworn and non-sworn law enforcement careers, including dispatch and support roles.

Marlene Leyva, Supervising Deputy Coroner Investigator, San Bernardino County Sheriff-Coroner
Key Takeaways:

- Students interested in coroner or medical examiner careers should build a strong foundation in science, including biology, anatomy, and chemistry.
- Hands-on exposure through volunteer programs, internships, and ride-alongs is especially important because students need to understand the emotional and physical realities of death investigation.

- The coroner's office includes multiple career pathways, including deputy coroner, autopsy assistant, forensic pathologist, crime scene investigator, homicide detective, clerical support, and Sheriff's Service Specialist roles.
- Attention to detail, observation, documentation, communication, and report writing are essential skills in death investigation.
- Emotional resilience, critical thinking, problem solving, integrity, and ethical judgment are critical for students entering public safety and forensic-related careers.
- The work of the coroner's office is expanding to include more research, data collection, public health reporting, and trend analysis.

Action Items:
- Encourage students interested in death investigation or forensic careers to take science-based coursework.
- Connect students to volunteer, internship, or ride-along opportunities where available.
- Develop classroom activities focused on observation, documentation, evidence-based writing, and report writing.
- Introduce students to the range of coroner, forensic, investigative, medical, and support roles connected to the field.
- Embed discussions about emotional resilience, ethical judgment, and professional decision-making into instruction.
- Use case-based or scenario-based activities to help students practice critical thinking and problem solving.

Grant Malinowski, Fire Chief, Yucaipa Fire Department / CAL FIRE
Key Takeaways:
- Technology is rapidly changing the fire service through satellites, mapping, detection systems, drones, and other emerging tools.
- Students may have an advantage with new technology, but they must also become independent learners who can adapt as tools change.
- Ride-outs are one of the most important ways for students to understand the realities of fire service before committing to training or academy pathways.
- Ambulance experience before paramedic school can help students build patient care exposure and improve readiness for paramedic training.
- Adaptability, communication, professionalism, accountability, physical fitness, leadership, teamwork, and mental resilience are essential in public safety.
- CAL FIRE and other fire agencies offer many career options beyond engine-based firefighting, including dispatch, forestry, prevention, inspection, investigation, aviation, hazmat, rescue, finance, administration, and environmental science roles.

Action Items:
- Integrate current fire service technologies, such as drones, mapping, and detection systems, into classroom discussions and assignments.
- Help students build independent learning skills so they can adapt to changing tools and systems.

- Encourage students to complete ride-outs before committing to a specific fire service pathway.
- Guide students interested in paramedic careers toward ambulance experience before paramedic school.
- Reinforce professional values such as integrity, honesty, servant leadership, work ethic, communication, teamwork, adaptability, initiative, and accountability.
- Expose students to the wide range of careers within CAL FIRE and other fire agencies, including suppression, technical, administrative, prevention, and support roles.

Labor Market Information

The following labor market information was sourced from O*NET on April 24, 2026 and includes the following occupations: Emergency Medical Technicians, Firefighters, Forest Fire Inspectors and Prevention Specialists, Forensic Science Technicians, Paramedics, Paralegals and Legal Assistants, Police and Sheriff's Patrol Officers, Probation Officers, Security Guards

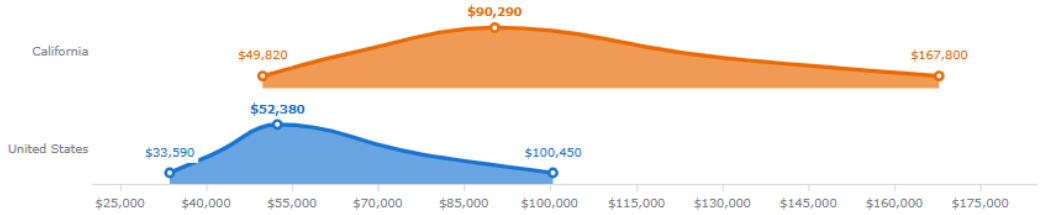
Local Wages

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 (2024)	2,900 employees
Projected employment (2034)	3,300 employees
Projected growth (2024-2034)	15% Much faster than average
Projected annual job openings (2024-2034)	300

United States source: Bureau of Labor Statistics 2024-2034 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.

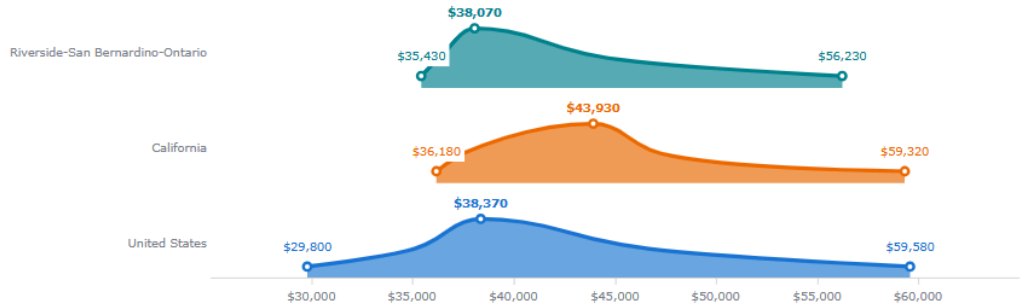
Local Wages

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 (2024)	1,262,100 employees
Projected employment (2034)	1,267,100 employees
Projected growth (2024-2034)	0% Little or no change
Projected annual job openings (2024-2034)	161,000

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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.

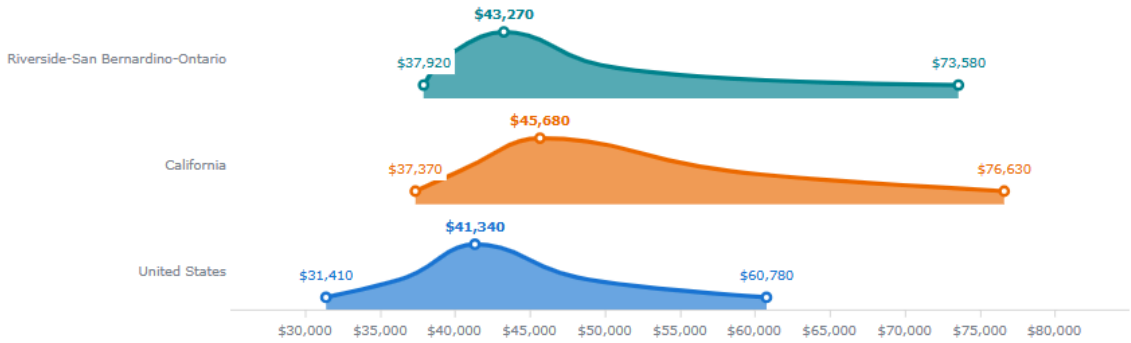
Local Wages

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 (2024)	181,000 employees
Projected employment (2034)	190,200 employees
Projected growth (2024-2034)	5% Faster than average
Projected annual job openings (2024-2034)	14,100

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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.

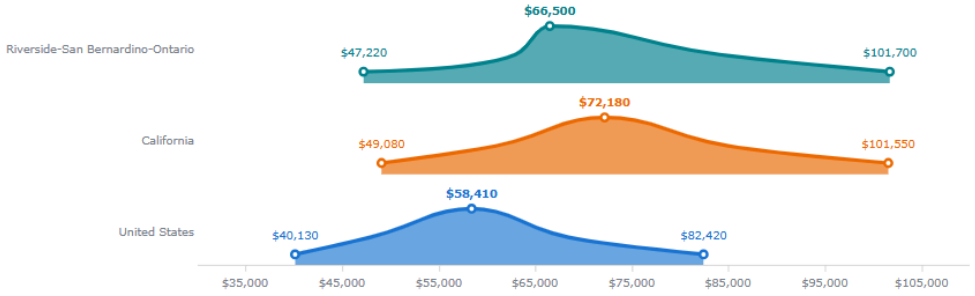
Local Wages

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 (2024)	101,900 employees
Projected employment (2034)	107,000 employees
Projected growth (2024-2034)	5% Faster than average
Projected annual job openings (2024-2034)	4,900

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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.

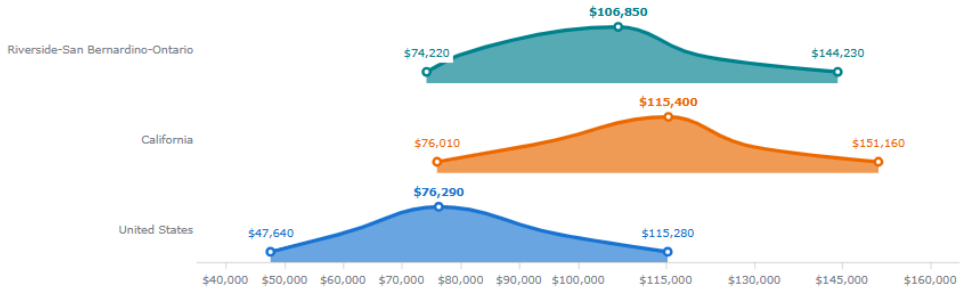
Local Wages

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 (2024)	698,800 employees
Projected employment (2034)	720,800 employees
Projected growth (2024-2034)	3% Average
Projected annual job openings (2024-2034)	53,700

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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.

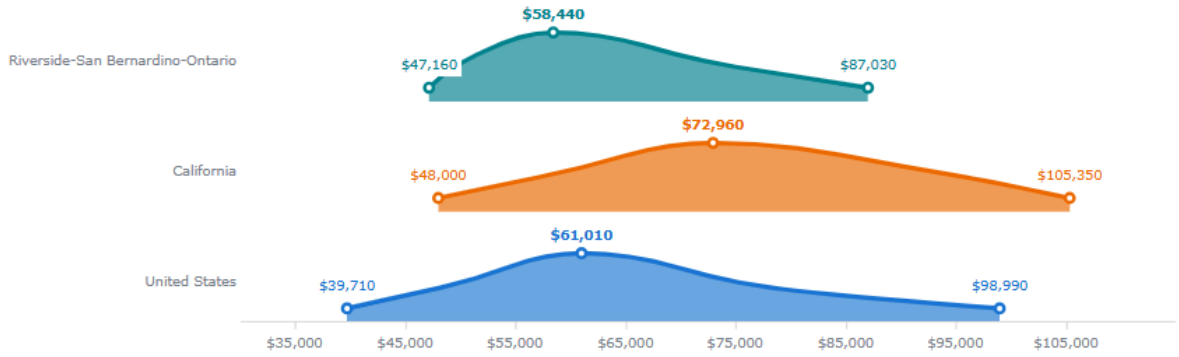
Local Wages

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 (2024)	376,200 employees
Projected employment (2034)	376,800 employees
Projected growth (2024-2034)	0% Little or no change
Projected annual job openings (2024-2034)	39,300

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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.

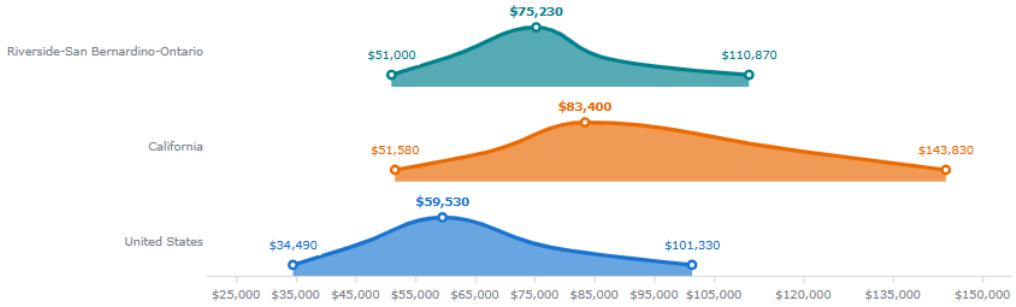
Local Wages

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 (2024)	344,900 employees
Projected employment (2034)	356,700 employees
Projected growth (2024-2034)	3% Average
Projected annual job openings (2024-2034)	27,100

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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.

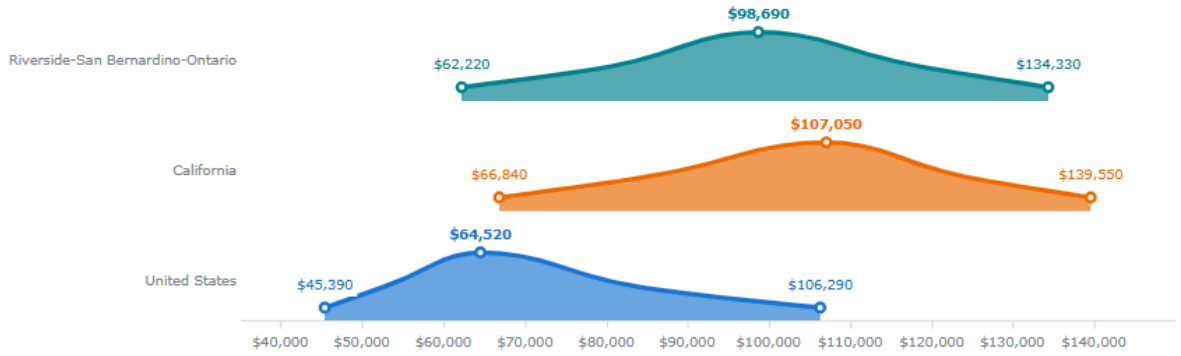
Local Wages

21-1092.00 - Probation Officers and Correctional Treatment Specialists

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 **$98,690**.
- 10% of workers earn **$62,220 or less**.
- 10% of workers earn **$134,330 or more**.

In California:

- Workers on average earn **$107,050**.
- 10% of workers earn **$66,840 or less**.
- 10% of workers earn **$139,550 or more**.

In the United States:

- Workers on average earn **$64,520**.
- 10% of workers earn **$45,390 or less**.
- 10% of workers earn **$106,290 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

21-1092.00 - Probation Officers and Correctional Treatment Specialists

View trends for state: California Go

In California:

Employment (2022)	12,700 employees
Projected employment (2032)	13,100 employees
Projected growth (2022-2032)	3%
Projected annual job openings (2022-2032)	1,010

In the United States:

Employment (2024)	92,300 employees
Projected employment (2034)	94,800 employees
Projected growth (2024-2034)	3% Average
Projected annual job openings (2024-2034)	7,900

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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

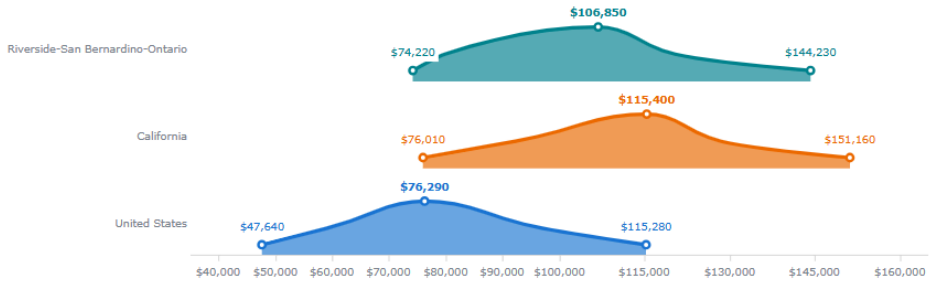
33-3051.04 - Customs and Border Protection Officers

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 (2024)	698,800 employees
Projected employment (2034)	720,800 employees
Projected growth (2024-2034)	3% Average
Projected annual job openings (2024-2034)	53,700

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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.

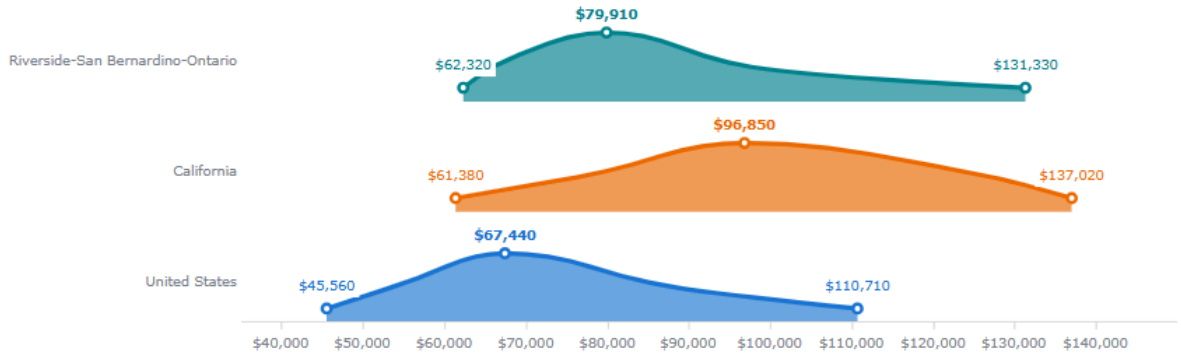
Local Wages

19-4092.00 - Forensic Science 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 **$79,910**.
- 10% of workers earn **$62,320 or less**.
- 10% of workers earn **$131,330 or more**.

In California:

- Workers on average earn **$96,850**.
- 10% of workers earn **$61,380 or less**.
- 10% of workers earn **$137,020 or more**.

In the United States:

- Workers on average earn **$67,440**.
- 10% of workers earn **$45,560 or less**.
- 10% of workers earn **$110,710 or more**.

Source: Bureau of Labor Statistics 2024 wage data.

California Employment Trends

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View trends for state: California Go

In California:

Employment (2022)	2,200 employees
Projected employment (2032)	2,600 employees
Projected growth (2022-2032)	18%
Projected annual job openings (2022-2032)	320

In the United States:

Employment (2024)	20,700 employees
Projected employment (2034)	23,300 employees
Projected growth (2024-2034)	13% Much faster than average
Projected annual job openings (2024-2034)	2,900

California source: Projections Central 2022-2032 long-term projections. United States source: Bureau of Labor Statistics 2024-2034 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.