

# 2025-2026 Salary Survey



January 2026

Survey conducted and reported by:



[www.kees2success.com](http://www.kees2success.com)

Dear ARJE members,

We are pleased to share with you the report of our **2025 ARJE Salary Survey**. We are grateful to our partners at **KEES** for engaging in a collaborative process and providing vital insights into both data collection and data interpretation. We are also deeply thankful to the **ARJE members** who took the time to submit their information. We could not provide this data to our members and partners without your commitment to this project—thank you.

You will find, in both the Executive Summary and the full report, a great deal of information to digest. The narrative that accompanies the data provides important context and interpretation, and we encourage you to take the time to read the report in its entirety. ARJE's CEO and lay leaders are available to discuss these findings, and ARJE holds and archives annual webinars on negotiations and salary surveys.

One of the most common reasons members turn to this survey is to find an “apples-to-apples” comparison. While this report is designed to provide our members and their employers with salary and benefits information, it is important to acknowledge the wide variation across Jewish educator roles – no two Jewish education jobs are identical, **and no compensation reflects that**. Differences in job responsibilities, training and credentials, institutional settings, geographic location, and benefits structures all shape compensation. For this reason, we encourage both educators and employers to view this survey as **one important set of data points** to be used alongside professional judgment, local context, and North American Trends. Especially with regard to benefits, there continues to be confusion and misinformation about what is and is not offered to employees, and employees generally construct their negotiations based on the benefits they individually seek at that moment in their career.

How can you use the data we are sharing?

If you are a **Jewish educator**, this report allows you to:

- see how your salary and benefits compare to those of colleagues across our organization
- identify the variables most relevant to your role.

The data can be a helpful tool as you prepare for contract negotiations or compensation conversations. ARJE, in particular, Rabbi Stacy Rigler, is committed to supporting you in this process, and we encourage you to reach out directly for **negotiation and salary support** to help interpret what this data means for your individual situation.

If you **represent a congregation, school, camp, or organization**, this survey provides:

- comparative data from institutions similar to yours
- can inform hiring, retention, and compensation decisions in order to attract and retain top talent.

We encourage employers to use this report thoughtfully and in conjunction with broader communal resources, including the **Reform Pay Equity Initiative**, support from the **URJ** and **NATA**, and the work of the **Safety Respect and Equity Network**, as part of an ongoing commitment to equitable and transparent employment practices.

We offer this report as a tool for learning, reflection, and action, in service of strengthening our educators, our institutions, and the Reform Movement.

With gratitude,

Rabbi Arianna Gordan, RJE

Chair, ARJE Job Services Committee

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## Report Summary

### Compensation Variables

#### Base Salary by Gender

Full Time:

Gender	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Female	216	\$77,220	\$100,000	\$107,371	\$127,290
Male	38	\$92,000	\$107,750	\$110,083	\$123,000

Gender compensation analysis indicates that women comprise the majority of both full- and part-time employees. Among full-time employees, men reported higher compensation across most benchmarks, suggesting a persistent gender pay gap, despite a smaller male sample. Part-time compensation analysis was limited to female respondents, who reported an average salary of \$49,698.

#### Base Salary by Highest Education

Full Time:

Highest level of Education	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Associate's degree or less	4	\$53,500	\$64,152	\$71,576	\$89,652
Bachelor's Degree	32	\$64,448	\$73,775	\$76,252	\$86,250
Master's Degree	163	\$77,400	\$100,000	\$107,932	\$125,000
PhD, EdD, and Other Advanced Degrees	23	\$103,000	\$135,000	\$135,469	\$159,677

Compensation increases consistently with higher educational attainment. Among full-time employees, salaries rise from associate-level credentials through bachelor's and master's degrees, with advanced degrees associated with the highest earnings. This pattern holds for part-time employees, where those with master's degrees earn more on average than those with bachelor's degrees.

## Base Salary by Professional Title

Full Time:

Earned the RJE Title?	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Yes	103	\$92,000	\$107,000	\$114,271	\$132,500
No	157	\$73,000	\$93,000	\$102,690	\$123,000

Ordained Clergy	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Yes	69	\$103,810	\$124,500	\$132,326	\$155,952
No	192	\$74,228	\$92,503	\$98,255	\$118,000

Professional credentials are associated with higher compensation among full-time employees. Individuals holding the RJE designation and those who are ordained consistently report higher earnings than their non-credentialed peers across the salary range, indicating that formal credentials and ordination play a meaningful role in compensation differentiation and earning potential.

## Base Salary by Primary Work Setting

Full-Time:

Primary Work Setting	Count	1st Quartile	Median	Mean (average)	3rd Quartile
National or Local Agency	17	\$77,250	\$117,420	\$119,482	\$155,902
Camp, Afterschool Program, or JCC	18	\$68,000	\$110,850	\$105,227	\$127,308
Congregation or Community part-time School	206	\$77,250	\$100,000	\$106,653	\$124,000
Institute of Higher Education of Hillel	8	\$65,500	\$75,000	\$107,455	\$85,000
Other	7	\$77,400	\$105,000	\$106,486	\$135,000

Compensation varies by work setting, reflecting differences in organizational structure and scope of responsibility. Congregation or Community Part-Time Schools represent the largest share of full-time roles, with additional meaningful representation in national or local agencies, camps/JCCs, and higher education or Hillel settings.

## Base Salary by Years of Experience

Full-Time:

Years of Experience	Count	1st Quartile	Median	Mean (average)	3rd Quartile
0-2	26	\$58,500	\$72,775	\$77,054	\$90,000
3-7	64	\$70,750	\$90,000	\$94,094	\$115,989
8-15	73	\$80,000	\$100,000	\$107,457	\$123,500
16+	97	\$94,541	\$116,000	\$123,941	\$154,500

Compensation rises steadily with years of experience, particularly among full-time educators, where longer tenure is associated with higher responsibility and earnings. Part-time compensation follows a similar upward pattern, with some variation likely reflecting role structure and late-career shifts into flexible or reduced-hour positions.

## Base Salary by Role Description

Full-Time:

Role Description	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Educator of Lifelong Learning or Senior Level Professional	146	\$90,000	\$106,000	\$115,761	\$135,000
Assistant Director or Manager/Department Director	60	\$69,000	\$80,000	\$86,361	\$100,430
Administrator or Principal not at a senior level	7	\$54,000	\$74,000	\$75,464	\$92,000
Youth/Teen/Experimental Educator	15	\$55,000	\$68,000	\$67,654	\$73,000
Clergy Educator	32	\$115,000	\$135,000	\$133,324	\$160,000

Compensation is strongly linked to role, reflecting differences in responsibility, leadership, and expertise. Among full-time educators, senior-level professionals and clergy educators earn the highest salaries, while mid-level and more specialized roles fall into lower tiers. Part-time compensation follows a similar hierarchy, with earnings generally aligned with leadership and program scope.

### Base Salary by Years at Current Employer

Full-Time:

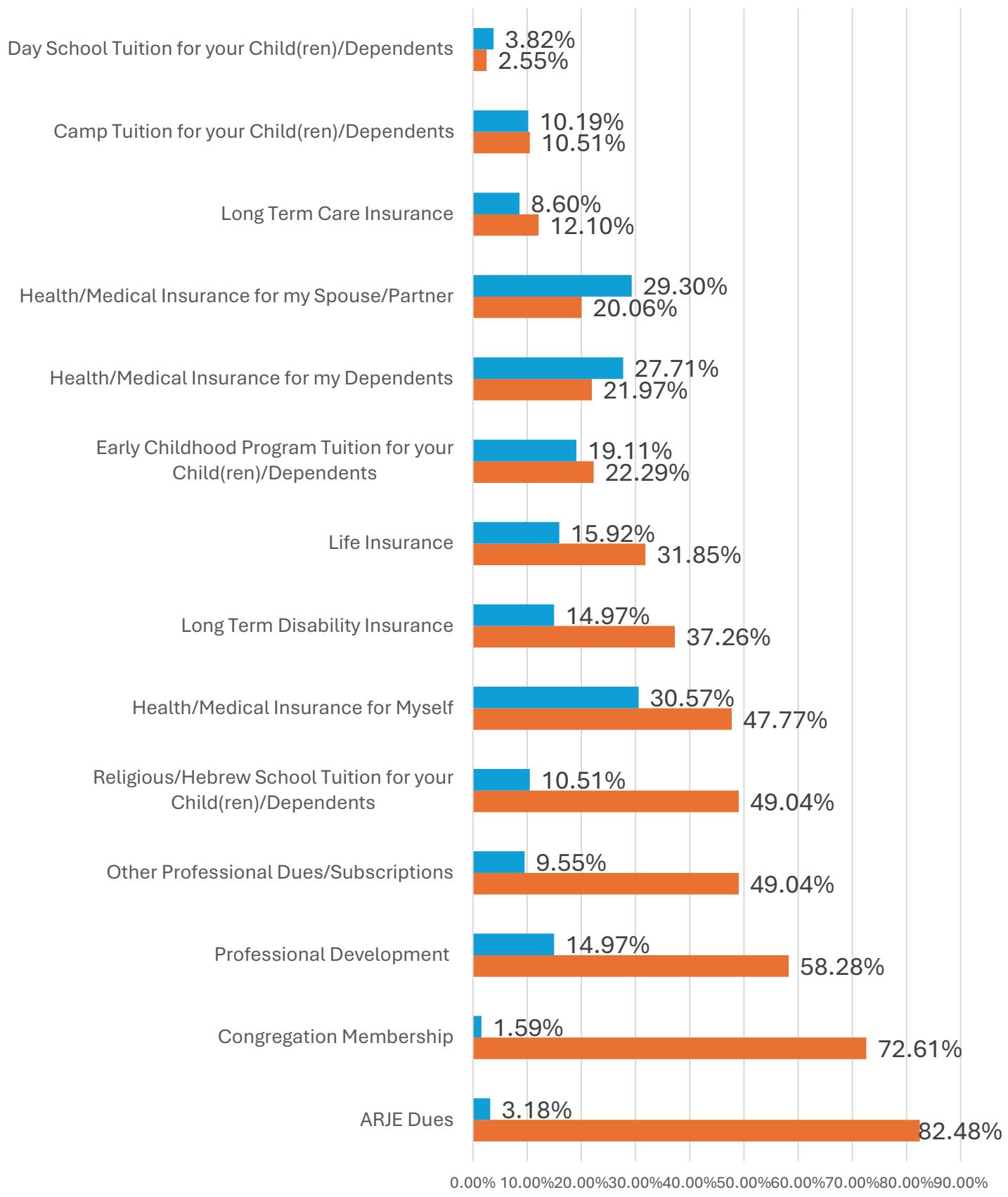
Years at Current Employer	Count	1st Quartile	Median	Mean (average)	3rd Quartile
0-2	70	\$70,000	\$86,725	\$91,531	\$114,438
3-5	86	\$75,305	\$96,408	\$103,523	\$127,452
6-10	45	\$91,875	\$113,210	\$115,978	\$140,000
11-20	44	\$93,375	\$111,650	\$129,436	\$164,132
21+	15	\$91,865	\$95,000	\$111,185	\$128,215

Compensation rises with tenure, particularly for full-time educators, with the highest earnings among those with 6–20 years at their institution. Late-career educators (21+ years) remain well compensated, though variation reflects shifts toward flexibility or reduced responsibilities.

## Benefits

The chart below summarizes whether benefits are fully or partially covered amongst respondents. Additional details on benefit offerings and time-off policies are included in the full report. It is important to note that benefits supporting children and families may be underreported, as this chart is representative of ARJE members in all phases of life. Overall, these findings provide context for understanding total compensation beyond base salary.

## Benefit Coverage (Full vs Partial)



## **Introduction**

KEES is honored to present the 2025 Salary Survey Final Report for the Association of Reform Jewish Educators (ARJE). This project was a true collaboration with leaders committed to advancing and elevating the work of ARJE members. We are grateful to the ARJE survey team for their partnership, clarity of purpose, and dedication to data-informed excellence in Jewish education.

Compensation is more than a financial figure, it reflects how we value sacred work, prioritize community needs, and support those who guide learning, nurture souls, and shape Jewish identity. Salary and benefits influence educators' decisions around career growth, longevity, and sustainability in the field, while also impacting recruitment, retention, and institutional capacity to support those called to this work.

As the landscape of Jewish education evolves, with shifting expectations, diverse workforce needs, and continued competition for talent, current benchmarks are vital. They promote transparency, kavod (honor/respect), and equity, helping employers and educators make informed, shared decisions that strengthen relationships and sustain the profession. This report offers value on multiple levels:

**For employers and Boards:** Salary and benefits data provide a concrete foundation for fair, competitive, and mission-aligned compensation structures. Benchmarks help organizations strengthen recruitment and retention, even in settings with limited resources or evolving staffing models.

**For educators/ARJE members:** Insights illuminate how the field currently values experience, professional excellence, advanced training, and long-term leadership. This clarity supports informed negotiation, career planning, and thoughtful conversations about growth and advancement.

Across the field of Jewish education, several factors consistently shape compensation:

- Organizational size, budget, and structure
- Geography and local cost-of-living realities
- Role scope, responsibility, and leadership expectations
- Market demand and availability of qualified educators
- Training, credentialing, and demonstrated experience

This survey strengthens the voice of ARJE members and supports a profession rooted in sacred purpose, excellence, and the flourishing of Jewish learning. KEEs is grateful for ARJE's leadership, for member participation, and for the shared commitment to ensuring that those who nurture minds and souls are supported in ways that honor the significance of their work. Thank you for the opportunity to partner on this important initiative.

With appreciation,

Heather Eddy, President & CEO

Haley Becerril, Project Manager

## Methodology

KEES conducted the 2025 ARJE Salary Survey to provide current, decision-ready benchmarks for Jewish educators while maintaining alignment with prior survey structures to support year-over-year comparison.

ARJE leadership supplied the finalized question set. KEES programmed the instrument into our survey platform and made only minimal wording/formatting edits for skip-logic compatibility and clarity. KEES completed internal quality assurance/testing, ARJE conducted user testing, and the final instrument was approved without substantive content changes.

The ARJE instrument captures:

- Employment status: Full-time (40+ hours/week) and Part-time (<40 hours/week)
- Professional titles: Earned RJE, Ordained Rabbi, Ordained Cantor, N/A, and Other (with write-in option)
- Compensation & benefits: Salary, base pay, and available benefits packages including healthcare, retirement contributions, professional development, leave policies, and other employer-supported offerings

These data points were collected alongside additional demographic information and detail about respondents' specific roles, supporting deeper, more nuanced analysis across the field.

All responses are confidential; no identifying personal or salary data are reported. "Prefer not to disclose" was available for sensitive items to ensure respondent comfort and data integrity.

The online questionnaire was distributed to ARJE members working in the field and generated a high participation rate (~ 65%). Respondents were instructed to report compensation as of July 1, 2025, ensuring accuracy and comparability across results.

Subgroup analyses throughout this report include—but are not limited to—employment status, professional title, and benefit access, providing a layered view of compensation within settings where ARJE members work.

## Terms, Definitions, and Use of Prior Year Data

For the purposes of the 2025 ARJE Salary Survey, **base salary** refers to the stated annual salary paid to a Jewish educator, including parsonage, and excluding additional forms of compensation. Base salary does not include bonuses, insurance benefits, retirement contributions, professional development funds, or any supplemental allowances (such as technology stipends, transportation allowances, or similar supports).

**Total compensation**, when referenced, reflects the sum of base salary plus the monetary value of employer-sponsored benefits, bonuses, and incentives, providing a more complete picture of financial support beyond base pay alone.

Throughout this report, we use the term educational setting as a standardized reference for the environment in which an educator works, such as schools, congregations, early childhood programs, camps, or other Jewish institutions. Consistent terminology ensures comparability, especially where previous studies may have used multiple naming conventions.

### Understanding Salary Measures

Graphs and tables in this report include both median and mean (average) salary values:

The **median** represents the middle value of all reported salaries - half of educators earn below this number and half earn above it.

The **mean** is calculated by adding all salaries together and dividing by the total number of respondents. Because unusually high or low salaries can shift the mean upward or downward, the median often reflects a “typical” salary more accurately.

Where appropriate, we also include quartile values to illustrate the spread of salaries within the profession:

- **Q1 (first quartile):** 25% of educators earn below this point
- **Q3 (third quartile):** 25% of educators earn above this point
- **The interquartile range (IQR)** - the distance between Q1 and Q3 - represents the middle 50% of salaries and indicates variation within the field.

### Reporting Context

This is the first year KEEs has fielded and analyzed salary data for ARJE. Historical comparisons referenced in this report reflect figures provided to us by ARJE and are included when useful for context. Future survey cycles will allow for deeper longitudinal insights and a clearer picture of compensation trends over time within settings where ARJE members work.

## Understanding Compensation Benchmarks

Compensation within settings where ARJE members work is shaped by many intersecting elements. While factors such as years of experience, professional role, educational background, and work setting tend to have the most direct impact, every characteristic plays a part. Salary benchmarks are therefore most meaningful when interpreted within context - not as single-point comparisons, but as part of a broader picture that reflects scope of responsibility, institutional structure, and the realities of the community served.

To support clear interpretation, this report analyzes compensation across the following dimensions:

### Individual Characteristics

- Gender identity
- Highest level of education completed
- Years of professional experience
- Professional title
- Role description and leadership scope
- Full-time vs. part-time employment status
  - Part-time is defined as working fewer than 40 hours per week. While actual hours may vary widely among part-time respondents, all were categorized as part-time for the purposes of this survey; this should be considered when interpreting part-time compensation analyses.
- Contract type/status

### Workplace & Institutional Characteristics

- Primary work setting (National or Local Agency, Camp, Afterschool program, or JCC, Congregation or Community part-time School, Day School, Institute of Higher Education or Hillel, Self-employed, Consultant, Coach.)
- Benefit access and benefit type

Geography can significantly influence compensation; however, it is not included as a primary analytic dimension in this report. Zip code data was collected, and respondents were heavily concentrated on the East Coast. The overall sample size was too limited to support reliable city- or state-level analysis. State-only comparisons can also mask meaningful cost-of-living differences within states - for example, compensation norms in New York City differ substantially from those in upstate New York. For these reasons, geographic analysis was intentionally excluded. Future surveys may consider including broader location-type categories (urban, suburban, rural) to allow for more meaningful geographic insights.

Where sample size allows, salary outcomes are presented using median values and quartile distributions, offering an apples-to-apples view across educators working in different environments. Quartiles help reflect the middle 50% of compensation values, decreasing the influence of unusually high or low outliers and offering a more realistic picture of typical earnings. Readers may notice that counts vary slightly across tables; this is intentional. As part of the analysis process, each subgroup is reviewed individually for statistical outliers, and any identified outlier salary values are removed from the calculations for that specific category only. This ensures that all reported figures are accurate, balanced, and reflective of true compensation patterns rather than skewed by extreme values.

## **General Observations**

The 2025 ARJE Salary Survey highlights several key trends and insights that reflect both the strengths and challenges facing ARJE members today:

- **Overall Compensation (All Respondents – Full- and Part-Time):** Base salary levels vary widely across the field, reflecting differences in role scope, employment status, education, and institutional context. Median and quartile-based benchmarks provide the most reliable reference points for comparison.
- **Full-Time vs. Part-Time Employment:** Full-time educators earn substantially more than part-time educators across all benchmarks. Because part-time roles are structured very differently and individuals in these roles often prioritize flexibility over compensation growth, the report presents full-time and part-time data separately throughout.
- **Gender Representation & Pay Differences:** Women comprise the overwhelming majority of respondents in both full-time and part-time roles. Despite this, male respondents in full-time positions report somewhat higher compensation on average.
- **Education & Credentials:** The field is highly credentialled. Compensation increases consistently with higher levels of education, with master's degrees, ordination, and advanced academic credentials associated with notably higher salaries. This underscores the market value placed on advanced training and leadership preparation.
- **Experience in the Field:** Compensation rises steadily with years of professional experience, particularly for full-time educators. The strongest earnings are observed among mid-career and later-career professionals, reflecting growth in responsibility, expertise, and leadership scope.
- **Role Description & Leadership Scope:** Role type is one of the strongest predictors of compensation. Senior-level educators and clergy educators earn the highest salaries, followed by mid-level administrative roles, with program-focused and youth-facing roles earning less on average. These patterns hold for both full-time and part-time roles.

- **Employment Contracts:** A majority of respondents report having a written employment contract. Educators with contracts consistently earn more than those without, across both full-time and part-time positions, reinforcing the value of formalized agreements in clarifying expectations and compensation.
- **Benefits & Total Compensation:** Benefits play a significant role in overall compensation. Retirement plan access and employer contributions are common and meaningful, while health insurance coverage is most consistently provided for the employee and less so for spouses, partners, and dependents. Benefits that primarily support children and families (such as dependent health coverage, tuition assistance, early childhood programs, and camp-related benefits) may be underreported or less well understood, as employees without spouses, children, or dependents may be less aware of offerings that do not pertain to their personal circumstances.
- **Time Off Practices:** Time-off structures vary widely across employers. While many respondents report defined PTO or vacation allotments, others describe flexible, discretionary, or “unlimited” arrangements. In practice, time off is often shaped by trust, workload expectations, and institutional culture rather than strict tracking.
- **Family Leave Policies:** Many employers report having a written family leave policy, though the level of pay and clarity varies. A notable portion of respondents are unsure whether a policy exists or report no formal policy, highlighting inconsistency in both availability and communication. This uncertainty may also reflect limited awareness among employees who are single, do not have children, or do not have dependents, as these individuals may be less likely to seek out or consider family leave information unless it is directly relevant to their circumstances.

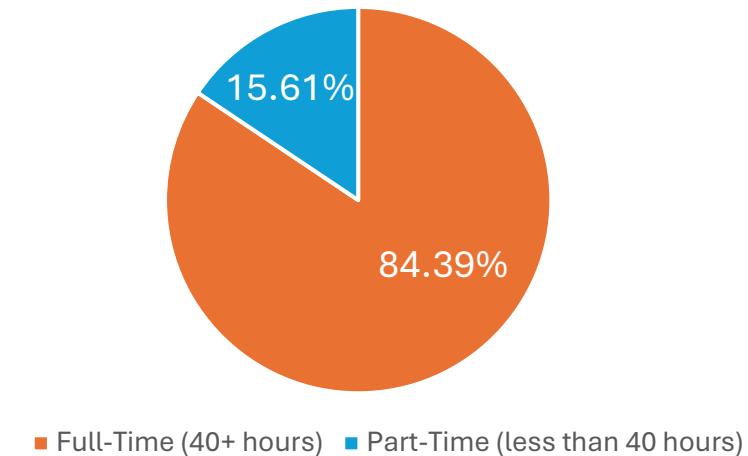
These findings reflect a committed, experienced, and highly skilled workforce operating within a wide range of employment models. Compensation outcomes are strongly influenced by role scope, employment status, credentials, and institutional structure, while benefits and policy clarity continue to shape how total compensation is experienced across the field.

## Compensation Variables

Benchmarks are most useful when they reflect reality - not averages in isolation, but patterns shaped by who educators are, where they work, and how their roles are structured. This report analyzes salary through that lens. By looking at experience levels, job classifications, workload expectations, contract terms, education level, primary work setting, and benefit access, the data begins to show where compensation aligns, where it stretches, and where variation is meaningful.

### Full-Time vs. Part Time

Full-time educators make up the majority of the workforce, with compensation levels notably higher than those of part-time employees, as shown in the accompanying tables.



#### **Base Salary as of July 1, 2025, for Full-Time Employees**

1st Quartile	\$77,325
Median	\$100,000
Mean (average)	\$107,278
3rd Quartile	\$124,902

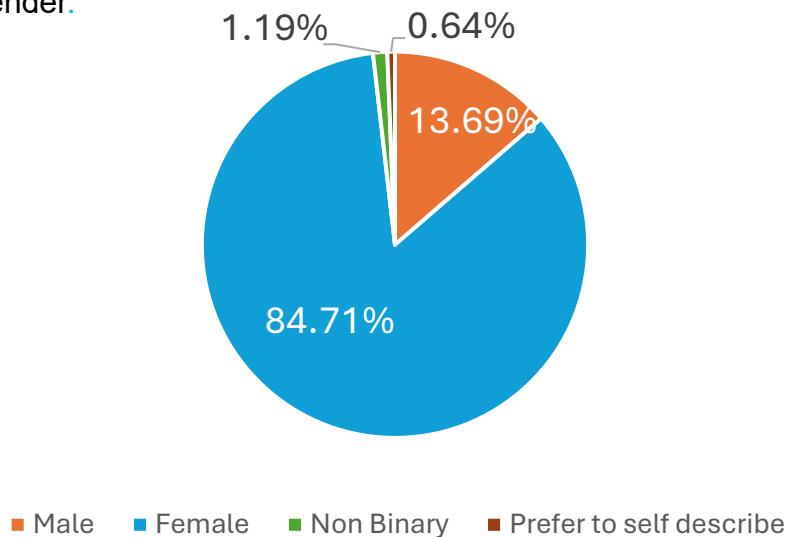
#### **Base Salary as of July 1, 2025, for Part-Time Employees**

1st Quartile	\$36,350
Median	\$47,480
Mean (average)	\$49,697
3rd Quartile	\$68,161

## Base Salary by Gender

The pie chart below represents the percentage makeup of responses when asked "What is your gender.

Full-Time:



Gender	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Female	216	\$77,220	\$100,000	\$107,371	\$127,290
Male	38	\$92,000	\$107,750	\$110,083	\$123,000

Gender identity options included female, male, nonbinary, and prefer to self-describe. Responses were received in all categories; however, only the female and male groups had sufficient full-time responses to support meaningful analysis, and only the female group had enough respondents for part-time analysis. Among full-time employees, male respondents reported higher compensation at every benchmark except the third quartile. Although the male sample size is significantly smaller, this pattern suggests a persistent gender gap in full-time compensation. Among part-time employees, only female responses produced a reliable dataset, with an average part-time salary of \$49,698. Taken together, the data indicate that women represent the overwhelming majority of both full-time and part-time workers in the field, yet men in full-time roles continue to earn somewhat higher compensation on average.

## Base Salary by Highest Education

Full Time:

Highest level of Education	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Associate's degree or less	4	\$53,500	\$64,152	\$71,576	\$89,652
Bachelor's Degree	32	\$64,448	\$73,775	\$76,252	\$86,250
Master's Degree	163	\$77,400	\$100,000	\$107,932	\$125,000
PhD, EdD, and Other Advanced Degrees	23	\$103,000	\$135,000	\$135,469	\$159,677

Education levels show a clear and expected relationship with compensation, with higher degrees generally associated with higher salaries. Among full-time employees, earnings increase progressively from those holding an associate's degree or less through those with a bachelor's and master's degree. The largest group, respondents with a master's degree, report a median salary of \$100,000 and a mean of \$107,932, reflecting both the prevalence and market value of graduate-level credentials in this field. Individuals with advanced academic credentials (grouped as PhD, EdD, and other advanced degrees due to limited sample sizes) report substantially higher earnings, with a median of \$135,000, the highest of any category.

Among part-time employees, only the bachelor's and master's degree categories had sufficient responses to allow for analysis. Consistent with full-time patterns, part-time respondents with master's degrees earn more on average (\$52,490) than those with bachelor's degrees (\$45,466). Overall, the data indicates that advanced education, particularly graduate degrees and ordination, remains a strong predictor of higher compensation across both full-time and part-time roles.

In addition to identifying their highest degree earned, respondents were asked to specify the academic field in which that degree was completed. These responses reflect a strong concentration in Jewish Education, Religious Education, and Rabbinic Studies, underscoring the specialized nature of professional preparation within the field. Many individuals hold combined degrees in Jewish Education and Rabbinic Ordination, or pair their education training with expertise in nonprofit management, human development, or social work. A wide array of education-related disciplines also appears; including general education, educational leadership, elementary and early childhood education, and curriculum and instruction, demonstrating the range of pedagogical training represented in the workforce. Smaller clusters come from fields such as psychology, journalism, communication disorders, anthropology, and other liberal arts disciplines,

illustrating the diverse pathways through which educators enter this work. This variation reinforces that while Jewish educational leadership is anchored in specialized training, the field also attracts professionals with broad and interdisciplinary academic backgrounds.

#### Base Salary by Professional Title

Full Time:

Earned the RJE Title?	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Yes	103	\$92,000	\$107,000	\$114,271	\$132,500
No	157	\$73,000	\$93,000	\$102,690	\$123,000

Ordained Clergy	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Yes	69	\$103,810	\$124,500	\$132,326	\$155,952
No	192	\$74,228	\$92,503	\$98,255	\$118,000

There is a consistent positive association between professional credentials and higher compensation among full-time employees. Individuals who have earned the RJE title demonstrate stronger salary outcomes across all pay measures compared to those without the designation, suggesting that the credential is valued and rewarded within compensation structures.

A similar pattern is evident when examining ordination status. Ordained clergy earn higher compensation across the salary distribution than non-ordained peers, reinforcing the conclusion that formal professional and vocational credentials are linked to increased earnings.

Across both comparisons, differences are observed not only at the midpoint of salaries but also throughout the full range, indicating that these credentials contribute to both higher baseline pay and stronger earning potential over time. Overall, the findings suggest that professional titles and ordination status play a meaningful role in compensation differentiation among full-time roles.

## Base Salary by Primary Work Setting

Full-Time:

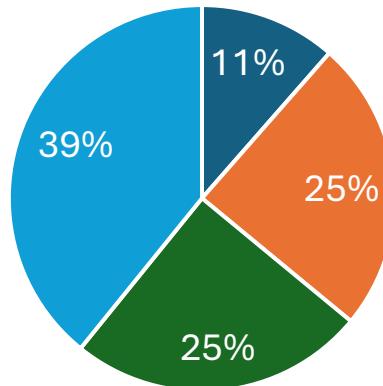
Primary Work Setting	Count	1st Quartile	Median	Mean (average)	3rd Quartile
National or Local Agency	17	\$77,250	\$117,420	\$119,482	\$155,902
Camp, Afterschool Program, or JCC	18	\$68,000	\$110,850	\$105,227	\$127,308
Congregation or Community part-time School	206	\$77,250	\$100,000	\$106,653	\$124,000
Institute of Higher Education of Hillel	8	\$65,500	\$75,000	\$107,455	\$85,000
Other	7	\$77,400	\$105,000	\$106,486	\$135,000

Respondents selected their primary work setting from the following options: National or Local Agency (e.g., Federation, URJ, or Foundation); Camp, Afterschool Program, or JCC; Congregation or Community Part-Time School; Day School; Institute of Higher Education or Hillel; Self-Employed/Consultant/Coach; and Other. Several categories had sufficient full-time responses to support salary benchmarking and are shown in the accompanying table. As expected, Congregation or Community Part-Time Schools represent the largest share of full-time roles in the dataset. Educators working in National or Local Agencies, Camps/JCCs, and Institutes of Higher Education or Hillel also appear in meaningful numbers, though compensation patterns vary by institutional structure and scope of responsibility. The Day School and Self-Employed/Consultant/Coach categories did not have enough full-time respondents to allow for reliable analysis.

Among part-time respondents, only those working in Congregation or Community Part-Time Schools had sufficient participation to support analysis, with an average salary of \$50,887. Taken together, the results reflect the diversity of settings in which ARJE members work and highlight how organizational context contributes to differences in compensation across the field.

### Base Salary by Years of Experience

The pie chart below represents the percentage makeup of responses when asked “How many total years of experience do you have at the supervisory or managerial level in the field of Jewish education?”



Full-Time:      ■ 0-2 years    ■ 3-7 years    ■ 8-15 years    ■ 16+ years

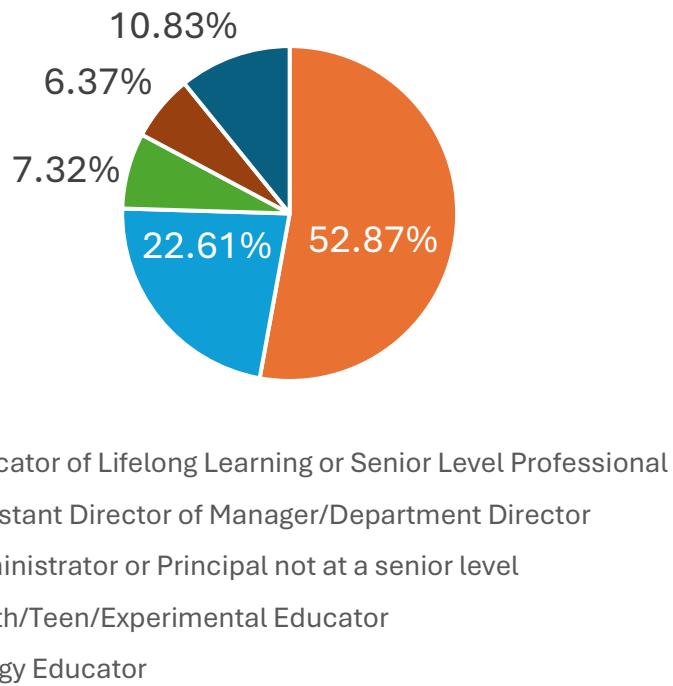
Years of Experience	Count	1st Quartile	Median	Mean (average)	3rd Quartile
0-2	26	\$58,500	\$72,775	\$77,054	\$90,000
3-7	64	\$70,750	\$90,000	\$94,094	\$115,989
8-15	73	\$80,000	\$100,000	\$107,457	\$123,500
16+	97	\$94,541	\$116,000	\$123,941	\$154,500

Compensation increases steadily with years of experience, reflecting both professional growth and expanded leadership responsibilities. Among full-time educators, the progression from entry-level (0–2 years) through mid-career (8–15 years) shows a clear upward trajectory in compensation, with the highest earnings reported by those with 16 or more years of experience. The accompanying table illustrates a consistent rise in medians and upper quartiles across each experience band, underscoring the strong correlation between longevity in the field and higher levels of responsibility, expertise, and compensation.

Part-time compensation follows a similar pattern, though with some variation linked to role structure and hours worked. Average salaries increase from \$37,783 for those with 0–2 years of experience to \$50,846 for those with 3–7 years, peaking at \$63,700 among educators with 8–15 years of experience. The average dips slightly for those with 16+ years (\$51,813), which may reflect the nature of part-time positions rather than a decrease in earning potential, as many late-career educators intentionally shift into part-time or flexible roles.

## Base Salary by Role Description

The pie chart below represents the percentage makeup of responses when asked "Which best describes your role? If you have multiple responsibilities, please choose the job title/role that most closely represents how you spend the majority of your time."



Full-Time:

Role Description	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Educator of Lifelong Learning or Senior Level Professional	146	\$90,000	\$106,000	\$115,761	\$135,000
Assistant Director or Manager/Department Director	60	\$69,000	\$80,000	\$86,361	\$100,430
Administrator or Principal not at a senior level	7	\$54,000	\$74,000	\$75,464	\$92,000
Youth/Teen/Experimental Educator	15	\$55,000	\$68,000	\$67,654	\$73,000
Clergy Educator	32	\$115,000	\$135,000	\$133,324	\$160,000

Compensation varies significantly by role description, reflecting differences in responsibility, leadership scope, and professional expertise across the field. Among full-time respondents, senior-level educators - those categorized as Educators of Lifelong Learning or Senior Level Professionals - represent the largest group and generally report higher salaries than mid-level roles. Clergy Educators, who hold both educational and pulpit/lifecycle responsibilities, also appear prominently and show the highest compensation levels, aligning with the dual nature and expanded scope of their positions. Mid-level administrative roles, such as Assistant Directors/Department Managers, fall into a distinct compensation tier below senior leadership, while Administrators/Principals not at a senior level and Youth/Teen/Experiential Educators report comparatively lower salaries, consistent with narrower supervisory or programmatic scope. These patterns are clearly reflected in the accompanying full-time compensation table.

For part-time educators, only three role categories had sufficient responses for analysis. Average compensation was \$39,510 for the Administrator category, \$56,554 for Assistant Directors/Managers, and \$55,465 for Senior/Lifelong Learning Educators, indicating that even within reduced-hour positions, compensation still aligns broadly with the hierarchical structure observed in full-time roles. Overall, the data shows that role description is one of the strongest predictors of compensation, closely tied to leadership level, program oversight, and institutional expectations.

## Base Salary by Years at Current Employer

Full-Time:

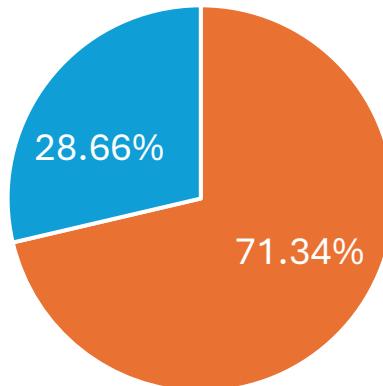
Years at Current Employer	Count	1st Quartile	Median	Mean (average)	3rd Quartile
0-2	70	\$70,000	\$86,725	\$91,531	\$114,438
3-5	86	\$75,305	\$96,408	\$103,523	\$127,452
6-10	45	\$91,875	\$113,210	\$115,978	\$140,000
11-20	44	\$93,375	\$111,650	\$129,436	\$164,132
21+	15	\$91,865	\$95,000	\$111,185	\$128,215

Years of service with one's current employer show a clear relationship to compensation, particularly among full-time educators. As shown in the accompanying table, full-time salaries increase steadily across experience bands, with the strongest compensation levels observed among individuals who have remained at their institution for 6–10 years and especially 11–20 years, where both median and upper-quartile earnings reach their highest points. Those with 21+ years of tenure also remain well compensated, though the group displays more variation, likely reflecting later-career stages in which educators may prioritize flexibility, reduced hours, or adjusted responsibilities over salary, as well as differences in institutional size, role type, and long-term career pathways.

Part-time salary patterns remain far more consistent across tenure groups. Average earnings range narrowly from approximately \$50,000 to \$54,000, with the highest averages appearing in the 6–10 year and 21+ year categories. This stability suggests that part-time compensation is more closely tied to role structure and scheduled hours than to longevity within a single workplace.

## Employment Contract

The pie chart below represents the percentage makeup of responses when asked “Do you have a written employment contract signed by you and a member of leadership (staff or lay leader)?”



Full-Time:

■ Yes ■ No

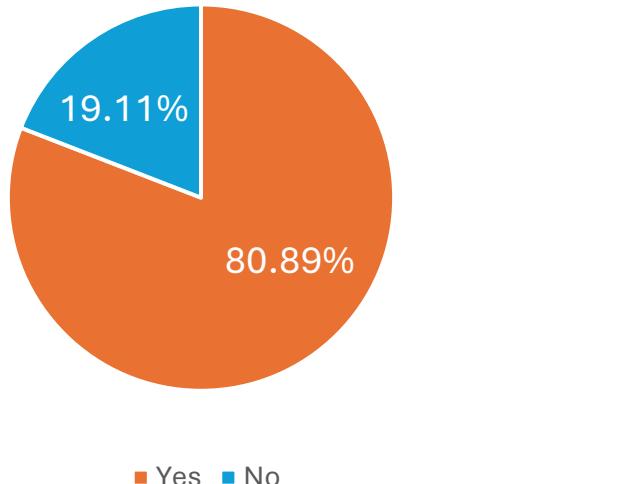
Employment Contract	Count	1st Quartile	Median	Mean (average)	3rd Quartile
Yes	189	\$81,500	\$103,438	\$110,130	\$129,375
No	71	\$73,000	\$92,000	\$99,684	\$118,860

A majority of respondents (just over 71%) reported having a written employment contract signed by both themselves and a member of organizational leadership. Full-time educators with a written contract consistently earn more than those without one, as reflected in the accompanying table, with higher median and upper-quartile compensation for those whose roles are formally documented. This suggests that written contracts may be more common in positions with broader scope, increased responsibility, or more structured organizational processes.

Among part-time educators, the pattern is similar: those with a written contract report a higher average salary (\$53,454) than those without one (\$45,037). Although part-time compensation is influenced by hours worked and role design, the presence of a formal agreement still appears to correlate with stronger pay outcomes. Overall, the data indicates that written employment contracts are both prevalent and associated with higher compensation, reinforcing their value in clarifying expectations, professional responsibilities, and employment terms.

### Same position in 2024 + salary at that time

The pie chart below represents the percentage makeup of responses when asked "Were you in the same position as of July 1, 2024?"



2025 vs. 2024 Base Salary for Full-Time Respondents who were in the same position as of July 1, 2024:

Average Base Salary for Full-Time Employees		
Measures	As of July 1, 2025	As of July 1, 2024
1st Quartile	\$77,325	\$80,000
Median	\$100,000	\$100,000
Mean (average)	\$107,278	\$113,719
3rd Quartile	\$124,902	\$128,750

Average decrease of 5.66% from July 1, 2024, to July 1, 2025.

2025 vs. 2024 Base Salary for Part-Time Respondents who were in the same position as of July 1, 2024:

Average Base Salary for Part-Time Employees		
Measure	As of July 1, 2025	As of July 1, 2024
1st Quartile	\$36,350	\$35,628
Median	\$47,480	\$51,000
Mean (average)	\$49,697	\$49,616
3rd Quartile	\$68,161	\$67,500

Approximately 81% of respondents reported being in the same position as of July 1, 2024, meaning that the 2024 salary analysis reflects a smaller subset of the full dataset. This lower response base should be kept in mind when interpreting year-over-year trends.

Across both full-time and part-time employees, the data shows a slight decrease in compensation from 2024 to 2025. For full-time staff, the 2024 mean salary (\$113,719) exceeds the 2025 mean (\$107,278), with similar patterns seen in the quartile ranges. Part-time respondents exhibit the same overall trend, with the 2024 median salary slightly higher than the 2025 median. While these decreases do not necessarily reflect individual salary cuts, they suggest that those who remained in the same role between 2024 and 2025 (roughly four out of five respondents) did not experience salary growth at the same pace as the broader market.

This pattern may indicate a more dynamic phenomenon in educational employment: salary increases are often most significant when individuals change roles or employers. New positions frequently involve recalibration to current market rates, which may explain why the full dataset (2025 salaries) appears lower relative to the smaller group who remained in place during 2024. In other words, those who stay in the same role may see slower wage progression than those who move into new positions, especially in a field where responsibilities, scope, and organizational needs can shift rapidly.

## **Benefits and Time Off**

This section examines the structure and availability of benefits and time-off policies provided to ARJE professionals. Benefit analysis focuses on whether benefit coverage is offered for the employee, spouse or partner, and dependents, the extent to which those benefits are fully covered, partially covered, or not covered by the employer, and whether benefits are included as a formal provision of the respondent's employment contract. It is important to note that benefits primarily supporting children and families (such as dependent health coverage, tuition assistance, early childhood programs, and camp-related benefits) may be underreported or less well understood. Because the survey population includes professionals across all age groups, not all respondents are in life stages where they have school-aged children, which may contribute to lower awareness or utilization of these family-focused benefits.

The section also reviews retirement plan availability and employer contributions. Time-off analysis considers how leave is allocated, if at all, the number of days provided, and organizational policies governing paid time off, parental leave, and family leave. Together, these findings provide important context for understanding total compensation beyond base salary.

### **Benefits**

#### **Benefit Offerings**

Benefits are widely offered across ARJE respondents, with the strongest emphasis placed on professional membership, core insurance coverage, and select non-salary supports. Commonly offered benefits include professional dues and subscriptions, professional development, congregation membership, and health or medical insurance. Retirement plans are also a recurring component of compensation packages, underscoring their role as a foundational element of long-term employment security.

On the insurance side, employers most frequently offer health or medical coverage for the employee, while coverage for spouses or partners and dependents is less consistently available and more likely to involve cost sharing. Risk-protection benefits, such as life insurance, long-term disability insurance, and long-term care insurance, are offered less uniformly, reflecting variation in organizational capacity and benefit philosophy.

Family- and education-related benefits appear more selectively across respondents. These include religious or Hebrew school tuition, early childhood program tuition, camp tuition, and day school tuition for children or dependents. While these benefits are meaningful when provided, they are less commonly offered and, when available, are more likely to be partially covered or excluded from formal contracts.

Across all benefit types, the findings highlight meaningful variation not only in whether a benefit is offered, but also in the extent of coverage (fully covered, partially covered, not covered) and whether the benefit is explicitly stated as a provision within an employment contract. As a result, total compensation for ARJE professionals is shaped by both salary and a highly individualized mix of benefits, making it important to consider benefit structure and documentation alongside base pay when benchmarking compensation.

#### Benefit Coverage: Full vs. Partial

The chart below illustrates the range of benefits offered by employers and the extent to which those benefits are either fully or partially covered. Overall, the findings indicate that employers most consistently support professional engagement and employment-related benefits, while coverage for family- and dependent-related benefits is more variable and less comprehensive.

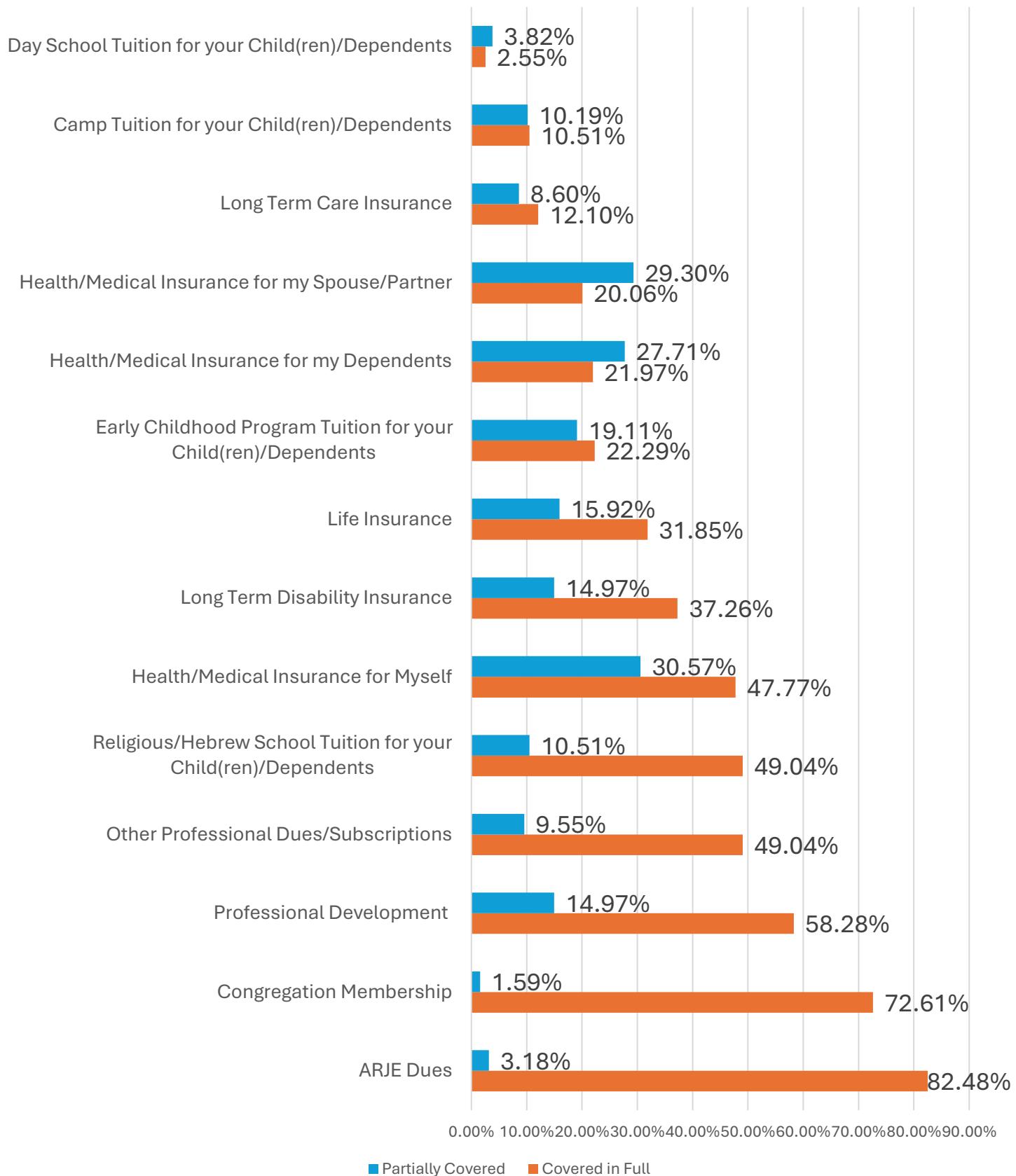
Membership- and profession-related benefits, such as ARJE dues, congregation membership, and professional development, are frequently covered in full, with partial coverage also serving as a common supplement when full coverage is not provided. This pattern reflects strong organizational investment in professional development and affiliation.

Coverage for core insurance benefits shows a mixed approach. Health or medical insurance is widely offered, but employers frequently rely on cost-sharing arrangements, resulting in partial rather than full coverage, particularly for spouses or partners and dependents. Income-protection benefits, including life insurance and long-term disability insurance, are more consistently offered, with coverage often split between full and partial employer payment. Long-term care insurance, however, is less commonly covered at either level.

Benefits related to children or dependents demonstrate the greatest variability. While some respondents report full or partial coverage for religious or Hebrew school tuition, fewer indicate coverage for early childhood programs, camp tuition, or day school tuition. When these benefits are offered, they are more likely to be partially subsidized rather than fully covered.

Taken together, the combined results suggest that employers prioritize professional and core employment benefits, using partial coverage as a strategic tool to broaden offerings while managing overall compensation costs, particularly for higher-cost health and family-related benefits.

## Benefit Coverage (Full vs Partial)



### Benefits Not Covered

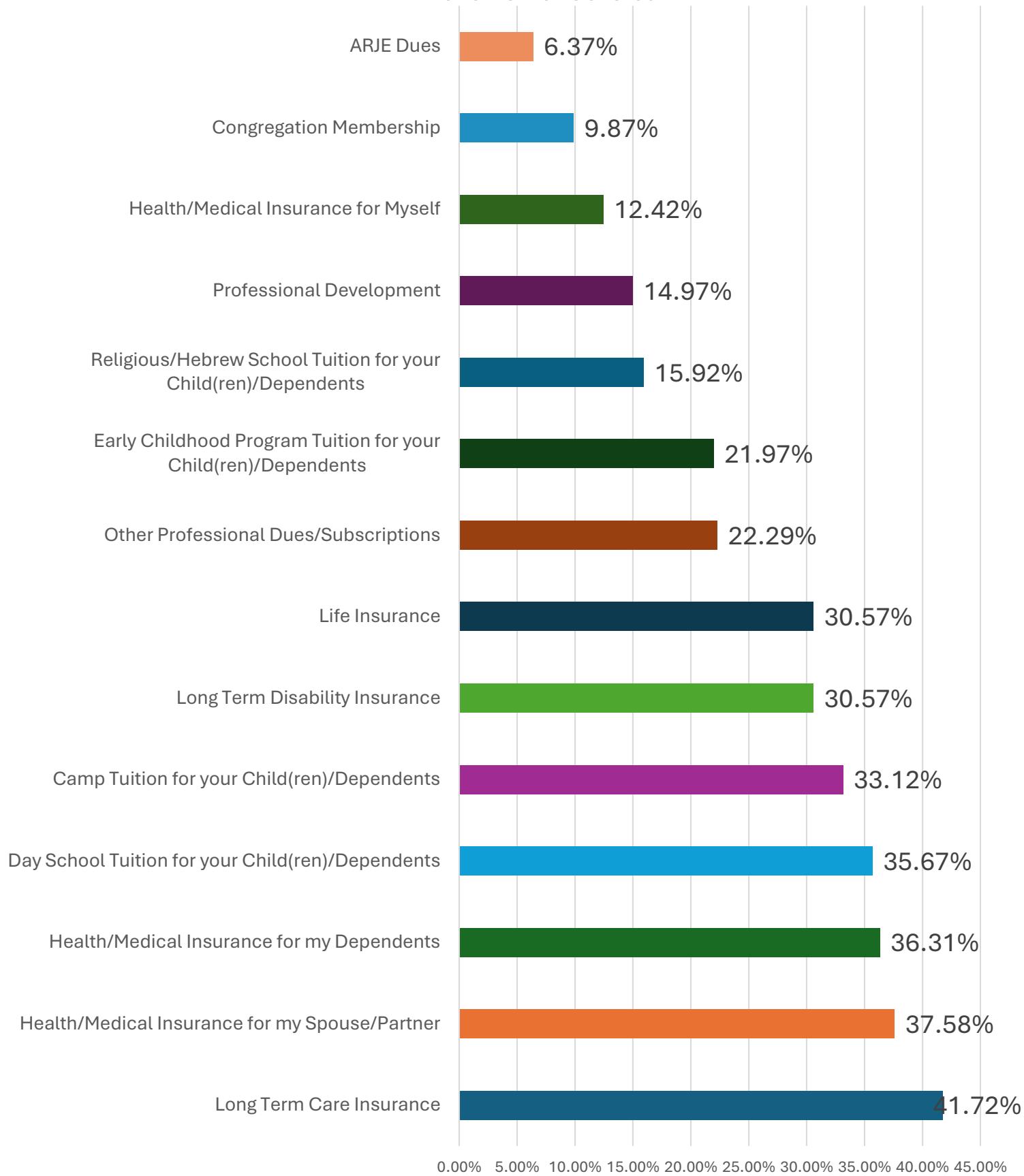
The chart below shows the benefits that respondents report as being offered but not covered by their employer. Benefits related to family coverage and long-term planning are most frequently identified as not covered, particularly health or medical insurance for a spouse or partner and dependents, as well as long-term care insurance.

Education-related benefits for children or dependents, including day school, camp, early childhood programs, and religious or Hebrew school tuition, are also commonly reported as uncovered.

In contrast, professional membership benefits such as ARJE dues and congregation membership are less frequently reported as not covered, suggesting that these items are more likely to receive at least some level of employer support. Core employment benefits, including health insurance for the employee, professional development, and professional subscriptions, fall in the middle, with a meaningful portion of respondents indicating these costs are not employer-funded.

Overall, the findings highlight notable gaps in benefit coverage, particularly for family-oriented and long-term security benefits, underscoring the variability in total compensation packages and the extent to which ARJE professionals may absorb these costs personally.

### Benefits Not Covered



### Benefits Not Offered

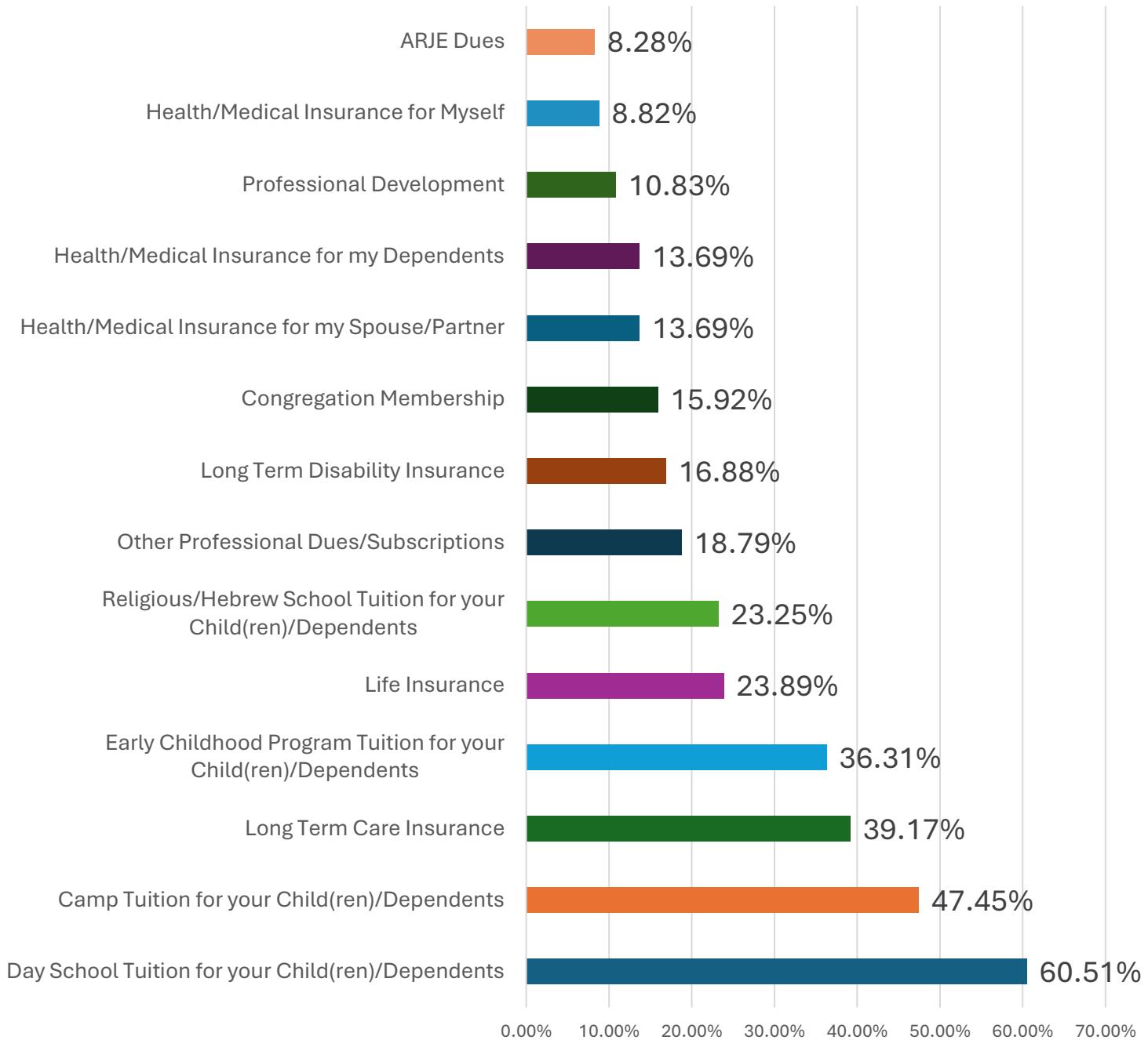
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## Benefits Not Offered



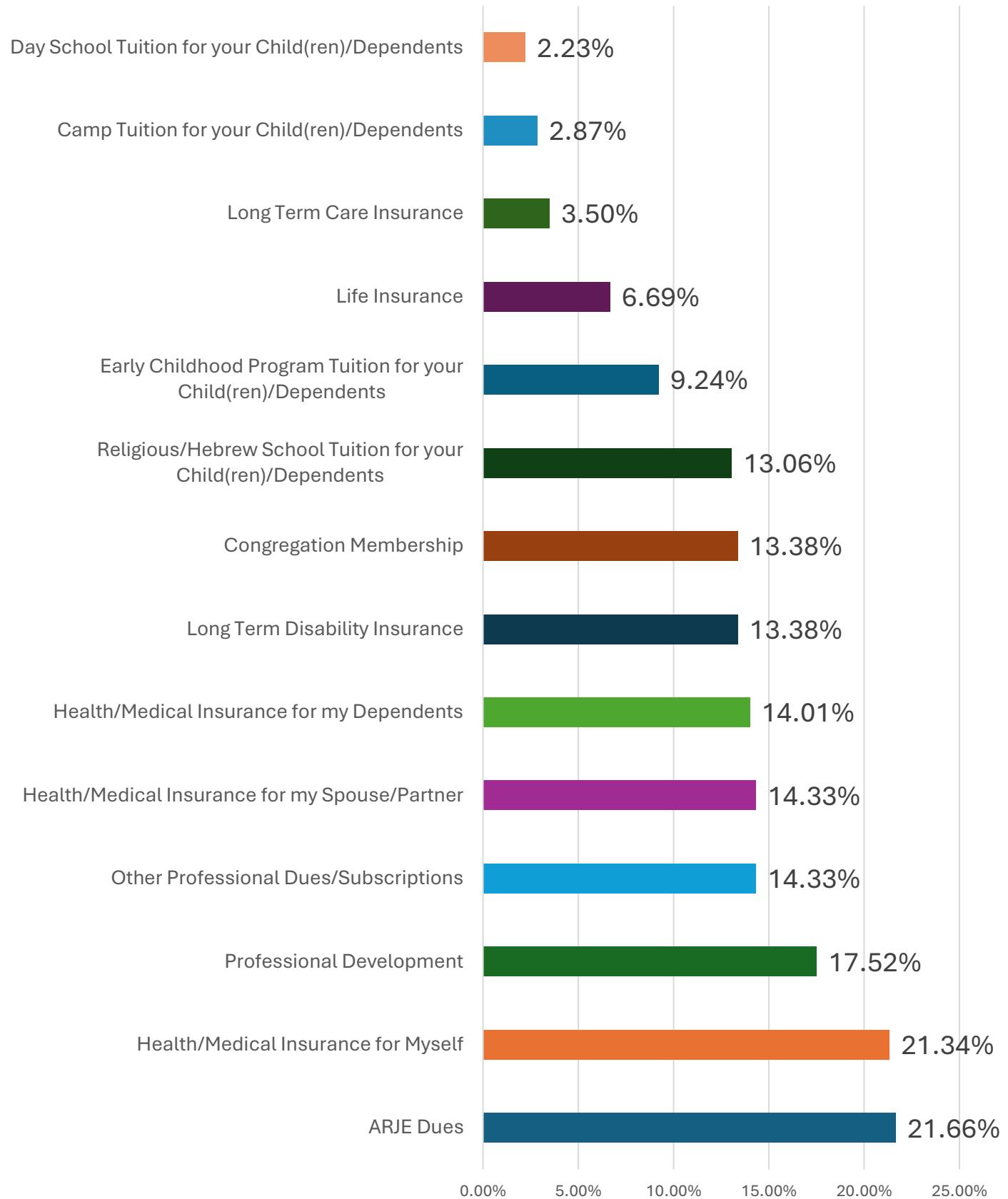
### Provision in Contract

The chart below examines whether benefits that are offered are formally stated as provisions within respondents' employment contracts. Overall, only a subset of benefits are consistently documented in written agreements, indicating that many benefits may be provided through practice or policy rather than contractually guaranteed.

Core employment and professional benefits, including ARJE dues, health or medical insurance for the employee, and professional development, are the most commonly cited benefits included in contracts. Coverage for health insurance for a spouse or partner and dependents, as well as long-term disability insurance and congregation membership, is less frequently specified in contractual language.

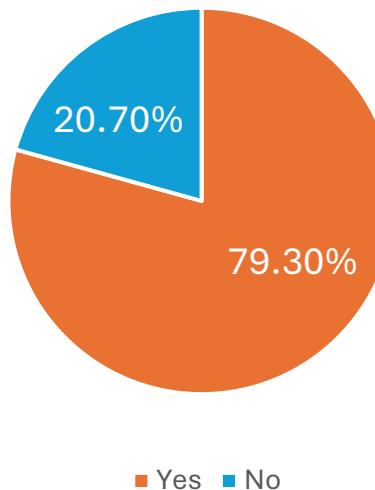
Benefits related to children or dependents and long-term planning, such as tuition assistance and long-term care insurance, are rarely included as explicit contract provisions. These findings highlight variability in how benefits are formalized and underscore the importance of clear documentation to ensure shared understanding of compensation and benefit expectations between employers and ARJE professionals.

### Provision in Contract



### Retirement Plan Eligibility

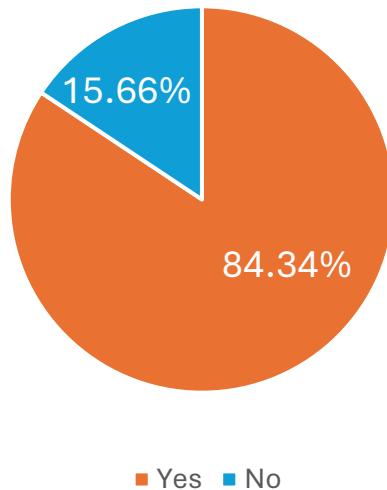
The pie chart below represents the percentage makeup of responses when asked “Are you eligible to participate in your employer's retirement plan (RPB or any other plan)?”



Among respondents who are eligible to participate in their employer's retirement plan (approximately 79% of respondents), roughly seven in ten report making employee contributions to their retirement fund. For those who contribute, the average employee contribution equals 7.8% of base salary. These findings indicate that while retirement plan eligibility is relatively widespread, active participation and contribution levels vary, with contributing employees committing a meaningful share of their compensation toward long-term financial security.

### Employer Contributions

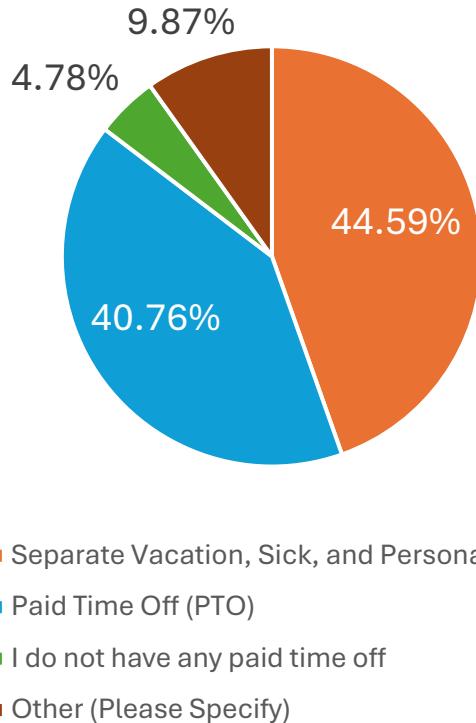
The pie chart below represents the percentage makeup of responses when asked "Does your employer contribute toward your retirement?"



Among respondents who indicated that their employer contributes to their retirement plan (approximately 84% of respondents), the average employer contribution equals 9.3% of base salary. This level of employer support reflects a meaningful investment in long-term financial security and positions retirement contributions as a significant component of total compensation for ARJE professionals.

## Time Off

The pie chart below represents the percentage makeup of responses when asked “Some employers offer separate Vacation, Sick and Personal Days while others offer Paid Time Off (PTO), which combines all available paid leave into one bank of time to be used by the employee at their discretion. How does your employer manage time off?”



Among respondents who reported receiving Paid Time Off (PTO), the average annual PTO allocation was 21.8 days, with a median of 20 days. The middle 50 percent of responses ranged from 18 days at the first quartile to 25 days at the third quartile. This distribution indicates that while a standard PTO offering of approximately four weeks is common, there is meaningful variation across employers, reflecting differences in organizational size, role expectations, and the degree of flexibility embedded in time off policies.

Open-ended responses reveal that, beyond the formal categories reflected in the chart, time off practices are often flexible, individualized, and informally managed. Many respondents described arrangements where time off is not closely monitored, emphasizing an expectation to “get the job done” rather than track hours or days used.

A common theme was the use of designated vacation time paired with unlimited or non-tracked sick leave. Several respondents noted that while vacation days are clearly stipulated (often four weeks or approximately 20–28 days annually), sick days are not

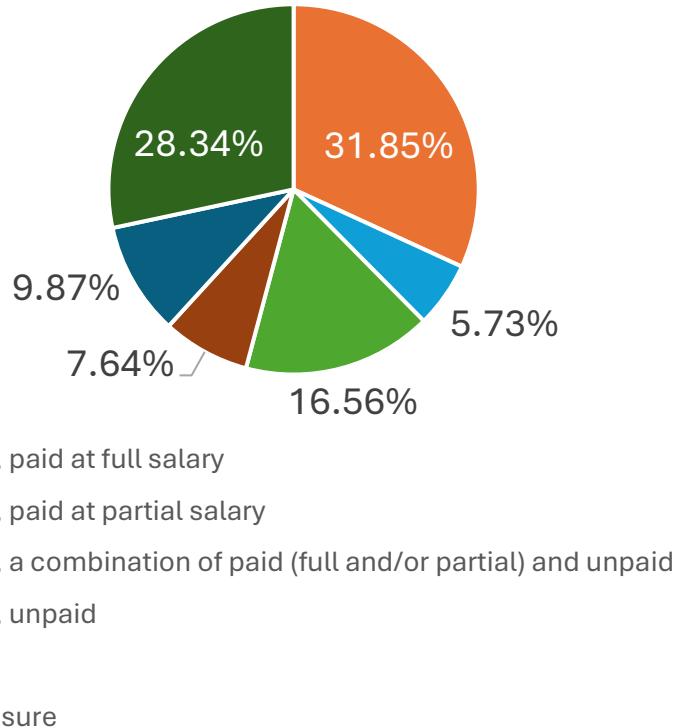
formally counted and may be taken as needed. In these cases, personal days are frequently folded into vacation time rather than tracked separately.

Others reported fully unlimited or discretionary time off where congregational leadership supports taking time as needed without a formal PTO bank. Some described hybrid models that combine specific vacation and sick allotments with additional discretionary PTO at the judgment of senior leadership. Seasonal time off, including multiple weeks during the summer and Jewish or school holidays, was also cited as a meaningful component of total time away.

A smaller subset of respondents noted contracted time off, hourly arrangements where unpaid time off reduces pay, or compensatory time in lieu of formally tracked PTO, particularly related to travel or weekend work. Across responses, flexibility, trust, and role-based expectations emerged as defining features of how time off is managed in practice, even when formal policies vary widely.

## Family Leave

The pie chart below represents the percentage makeup of responses when asked “Does your employer have a written policy regarding family leave which could include parental/maternity/paternity leave as well as leave for serious illness in the family?”



Responses show that many employers report having a written family leave policy in place, with paid leave being offered in some cases and unpaid or partially paid leave in others. However, a notable share of respondents either reported the absence of a formal policy or were unsure whether one exists, indicating inconsistency in both availability and communication. Overall, the findings point to wide variation in how family leave is structured and supported across employers.

## **Closing Comments**

Open-ended responses reinforce a central theme of this year's findings: **ARJE compensation and benefits packages are highly variable and often shaped as much by employment structure, contract practices, and evolving responsibilities as by base salary alone.** Many respondents described roles that extend beyond a single job title (e.g., religious school leadership combined with early childhood oversight, youth engagement, b'nai mitzvah tutoring, programming, or other portfolios). Several noted that workload expectations can outpace contracted hours, particularly for part-time roles, or that responsibilities expanded without a commensurate pay adjustment, underscoring the importance of clarifying scope, FTE equivalency, and role boundaries when benchmarking compensation.

A second theme is the uneven formalization of employment terms. Respondents referenced a wide range of arrangements, including multi-year contracts, annual letters of agreement, at-will employment, hourly conversions, and independent contractor (1099) structures. Multiple comments indicated that benefits and leave are sometimes governed by handbooks, informal practice, or managerial discretion rather than explicitly stated in a contract, which can create uncertainty about what is available, what is guaranteed, and how consistently policies are applied.

Comments also highlighted how cost sharing and benefit shifts can materially affect perceived compensation. Some respondents described situations where retirement contributions decreased and base pay was adjusted to offset the change, while others noted that health insurance plan changes and premium increases effectively outpaced cost-of-living adjustments. Several respondents raised the topic of regular raises (COLA versus merit-based adjustments) and whether increases are predictable or discretionary, suggesting that "total compensation stability" is a meaningful concern alongside the benefit levels themselves.

In the area of time off, respondents described wide variation in PTO structures, ranging from defined vacation and sick allotments to accrued-hour systems, flexible policies, and "unlimited" PTO frameworks that still depend on operational realities (e.g., limited coverage during school sessions). Several comments also emphasized parental/family leave as a critical benefit, sometimes negotiated individually and sometimes tied to state programs rather than employer-funded leave, reinforcing that "paid leave" can reflect different funding mechanisms across employers and geographies.

Finally, the closing comments surfaced survey-design feedback and emerging benefit categories. Respondents noted that some items would benefit from a "not applicable" option (e.g., spouse/partner or dependent coverage for those without eligible dependents), and others suggested expanding future surveys to capture education/degree support, tuition reimbursement, childcare support,

discretionary/professional development funds that are not tied to ARJE-specific events, and unique institutional settings (including Canadian benefit norms and non-congregational employers). Several respondents explicitly mentioned using the survey as a tool for contract negotiations, underscoring the value of clear benchmarking by geography and institution size, and the importance of distinguishing between what is offered, what is covered, and what is contractually guaranteed.

## Thank You ARJE!



**We are grateful for your contributions to Jewish education and the vital role you play in shaping learning, engagement, and community life within your institutions.**

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