RUTGERS CHILDCARE RESEARCH COLLABORATIVE

Workforce in Licensed Center-Based Child Care in New Jersey:

Teaching and Non-Teaching Administrative Staff

AUTHORED BY
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National Institute for Early Education Research

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RUTGERS–NEW BRUNSWICK
Center for Women and Work
School of Management and Labor Relations

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ABOUT THE RUTGERS CHILD CARE RESEARCH COLLABORATIVE

With funding and support from the New Jersey Department of Children and Families, the Center for Women and Work, the Heldrich Center for Workforce Development and the National Institute for Early Education Research have joined together to form the Rutgers Child Care Research Collaborative for the purpose of conducting research and facilitating community conversations that develop a broad and comprehensive understanding of New Jersey's child care landscape. Our research aims to increase understanding about the needs and interests of parents in New Jersey, the supply and motivations of the child care workforce, and the capacity of the child care sector to meet demand for child care today and into to future within our diverse state.

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INTRODUCTION

Center-based child care is a crucial component of the supply of early care and education (ECE) services for children birth to age 5 in New Jersey (NJ), playing a vital dual role in supporting children's development and also their caregivers' ability to work. These providers are an integral component of New Jersey's ECE ecosystem. However, families often face challenges finding and accessing centers that meet their multitude of needs due to limited supply and variation in prodiver features (Sandstrom et al., 2024; Stephens et al., 2024). To effectively address gaps in child care access, it is essential to gain a deeper understanding of the services offered and the quality of center-based child care providers in the state.

This report is the second of a three-part series aimed at providing a comprehensive portrait of licensed center-based child care providers in NJ. We use data from a state-wide survey of child care directors (e.g, Stephens et al., 2026) conducted between October 2023 and September 2024 by the National Institute for Early Education Research (NIEER). Topics covered on the survey included center characteristics, enrollment, teaching and non-teaching staff, revenue, and expenses. This effort is part of a multi-center collaborative project with the Center for Women and Work and the John J. Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey, with support and collaboration from the New Jersey Department of Children and Families (DCF).

We present results of survey questions focusing on the teaching and other administrative non-teaching staff in licensed center-based providers.[1] Teaching staff refers to lead teachers, assistant teachers, and other teaching staff such as floaters, relief teachers, and special area teachers. Non-teaching staff at center-based providers include directors or administrators, assistant directors, administrative assistants, and other support staff including health-related staff, coaches, and other non-classroom staff. We first report workforce-level results disaggregated across all teaching and non-teaching staff. Additionally, we report aggregated provider-level results that describe how staff with various characteristics are distributed differently across the center-based supply. The findings offer insights into the workforce of center-based providers in NJ that can be used to identify areas where more work is needed to improve and support the ECE workforce in the state.

[1] This report presents results from descriptive analyses, including averages and proportions. We also assessed the precision of these estimates with 95% confidence intervals. Although the intervals are not shown in this report, all proportion estimates fell within a 10-percentage point margin, and estimates of averages fell within a reasonable range.

Key Findings

Centers' Teaching Staff Workforce

- The largest share of centers indicated having between 1-10 teaching staff (48%), 31% had between 11-20 teaching staff, and 21% of centers had more than 20 teaching staff.
- Nearly half (49%) of centers reported having at least 1 teaching vacancy, with 35% of centers reporting two or more vacancies. Roughly 1 in 4 centers reported having to close classrooms due to staff shortages. This signals instability and/or shortages in the teaching workforce.
- Thirty-nine percent of staff were lead teachers, 50% were assistant teachers, and 11% were in other teaching roles. Two out of 3 teachers taught preschool-age children (66%), 42% taught infant and toddler-age children, and 13% taught school-age children.
- Forty-one percent of the teaching workforce had non-English language skills, and the largest share of teachers were identified as non-Hispanic, White (45%). Two out of 3 centers had at least one teacher (in a lead or assistant role) with non-English language skills. This is a crucial asset that should be leveraged to effectively support the large fraction of dual-language learners (DLL) in the state, as more than half of children five and under in NJ are DLLs (Habben & Kim, 2025).
- Among all teachers, 2 out of 3 were considered full time staff (65%; vs. part time) and worked an average of 31 hours per week.
- Average reported hourly pay for the teaching workforce was $19.76, with lead teachers ($23.49) earning slightly more than assistant teachers ($17.24) and other teaching staff ($18.12; i.e., floaters, relief teachers, and special area teachers).
- On average, 2 out of 3 teaching staff received vacation and sick leave time off, and 1 one out of 4 received retirement or health insurance benefits.
- One out of 3 of teachers overall, and 3 out of 4 lead teachers had a bachelor's degree or higher.
- One out of 3 teachers overall, and nearly half (46%) of lead teachers had a specialization in early childhood education.

Centers' Non-Teaching Staff Workforce

- Most centers (84%) indicated having between 1-5 non-teaching staff. On average, there were approximately 5 teaching staff reported for each non-teaching staff.
- Half of the non-teaching staff were in a leadership role (i.e., director or assistant director). Notably, most respondents indicated there were no coaches or health-related staff at their center (>90%).
- Average reported hourly pay for the non-teaching workforce was $26.56, with directors and assistant directors earning slightly more ($29.75), and non-leadership staff earning less per hour ($23.04).
- Much like teachers, on average, 2 out of 3 non-teaching staff received vacation and sick leave time off, and only 1 out of 3 received retirement or health insurance benefits.
- Two out of 3 non-teaching staff had a bachelor's degree or higher, and 1 out of 4 staff specialized in early childhood education. Only 14% of non-teaching staff had a teaching certification for the early childhood years (i.e., P-3, N-K, N-8).

- Nearly half of centers (46%) had at least one non-teaching staff with non-English language skills, and 1 out of 3 centers had leadership staff with non-English language skills.

BACKGROUND

During their search for ECE, families consider various features and make trade-offs as they choose care arrangements that meet their preferences and needs amidst a constrained supply of providers (Banghart et al., 2024; Barnett et al., 2025; Chaudry et al., 2010; Stephens et al., 2025a). Related research from this larger series on the child care landscape in NJ has described the supply of centers in NJ in terms of center characteristics, operating schedules, classrooms, enrollment, and capacity (Stephens et al., 2026). This work highlights significant variability among the supply of center-based child care in the state in terms of the ages of children served, the schedules providers can accommodate (e.g., operating schedule), and availability (e.g., enrollment size and capacity, and classrooms). As a next step, it is also important to examine characteristics of the teaching and non-teaching staff at these centers to better understand who cares for and teaches children, and who manages provider operations. This is because the center-based child care workforce plays an important role in shaping the quality of services that a setting offers to families and their children (Greenberg et al., 2018).

There has been increased attention, policies, and funding aimed toward improving families' access to high-quality licensed center-based providers, and there is growing evidence of the success of these efforts in terms of improving child enrollment, provider quality, and learning outcomes (e.g., Barnett et al., 2018; Farr et al., 2024; Phillips et al., 2017). There is also evidence of the success of these efforts among families and centers in NJ (Barnett & Jung, 2021; Barnett et al., 2025; Friedman-Krauss et al., 2025). However, there is ongoing need to investigate centers' workforce because the various shifts in the ECE landscape, pre- and post-pandemic, have also presented new challenges, especially around turnover and retention (Bassok et al., 2021; Hetling et al., 2025; Khattar & Coffey, 2023).

Findings from another survey of NJ lead teachers, conducted by NIEER in tandem with the provider survey summarized in this report, revealed strengths among the workforce (i.e., high commitment and many years of experience) for the state to build on to further improve teachers' and children's experiences (Stephens et al., 2025b). Findings from the lead teacher survey also revealed several areas where more support is needed to strengthen the workforce including education, compensation, mental health, and economic well-being. While this other survey focused solely on lead teachers, it is important to also examine characteristics of other teaching and non-teaching staff in center-based programs. In particular, the workforce of assistant teachers/aides and other support staff at centers is understood to be more fragile than the lead teacher workforce in terms of lower levels of education and ECE credentials, fewer professional development opportunities, more variable hours, and even lower salaries (e.g., Sandstrom et al., 2022; Weisenfeld et al., 2022). For these reasons, it is critical to gain a better understanding of the larger ECE workforce at licensed center-based providers in the state. This report is a step in this direction, focusing on the teaching and non-teaching workforce in centers that serve children ages 0 to 5 years in NJ. Information in this report can inform initiatives to improve the child care workforce and increase child care access to and opportunities in licensed center-based providers in the state.

Measures and Procedures

The survey results reported here come from a larger study investigating the child care landscape in NJ. This report focuses on a survey that was distributed to all licensed center-based child care providers in the state via email by NJ DCF. The survey was fielded online via Qualtrics' platform from October 2023 to September 2024, and asked for active consent before directors could access the survey. NJ DCF also sent reminders to centers to complete the survey, and a link to the survey was posted on the New Jersey Child Care Information System (NJCCIS) website. NIEER also asked Child Care Resource and Referral agencies to share information about the survey, and called and emailed centers that started but did not complete the survey to encourage them to complete it. The survey asked directors of center-based providers to provide detailed information about themselves, their center (including enrollment and capacity), and their administrative and teaching staff. All participating directors who submitted complete surveys received a $50 electronic gift card in appreciation for their time. The research was approved by the Rutgers, The State University of New Jersey's IRB and NJ DCF's Research Review Committee.

Sample

There were 1,300 unique records of licensed center-based child care providers who had a complete, or mostly complete, survey and reported that children ages 0 to 5 years old were enrolled (Table A.1). While respondents could select more than one role they held at their center on the survey,[2] most indicated they were a director of their center or school (79%). Additionally, 6% of respondents indicated they were an assistant director, 4% were an administrative assistant, 8% were another administrator, and 9% were a teacher. Most respondents identified as female (94%). More than half of respondents identified as White, non-Hispanic (59%), 18% identified as Hispanic, 13% identified as Black, non-Hispanic, 8% identified as Asian, non-Hispanic, and 3% identified as multiracial or another race, non-Hispanic. On average, respondents had 10 years of experience in their current role, and 19 years of experience in child care overall.

Nearly all providers (96%) reported enrolling preschool-age children (3 to 5 years old), 68% indicated enrolling infant- and toddler-age children (0 to 3 years old), and 38% indicated enrolling school-age children (Kindergarten to 8th grade). Notably, two in three providers *only* served children ages 0 to 5 (i.e., served no school-age children), and one in three served *only* preschool-age children. Child care centers across the state of NJ responded to this survey, with 33% from the Northern region, 28% from the Central region, 21% from the Northeast region, and 18% in the Southern region. These proportions were similar to the distribution of all licensed child care centers serving children ages 0 to 5 years old in NJ (N = 3,269) as of November 2024 (See Table A.2). We received responses from 1,251 centers included in NJ DCF's licensed provider records, suggesting a response rate of 38%.[3] Additional descriptive information on the sample of responding licensed center-based providers can be found in NIEER's report on provider characteristics and enrollment from Stephens and colleagues (2026).

[2] 11% of respondents indicated they had more than one role at their center or school.

[3] There were an additional 49 providers who participated in the survey which could not be matched with their state license identification number from NJ DCF.

On the survey, respondents provided detailed information on teaching and non-teaching staff characteristics, wages, and benefits at their center. Teaching staff included lead teachers, assistant teachers, and other teaching staff such as floaters, relief teachers, and special area teachers. Roles of non-teaching staff at center-based providers include directors or administrators, assistant directors, administrative assistants, and other support staff including health-related staff, coaches, and other non-classroom staff. Below we describe results for teaching staff across licensed center-based care, followed by a similar descriptive portrait for non-teaching staff. First, we report workforce-level results disaggregated across all the teaching/non-teaching staff. And second, given reports describing how staff with various demographic characteristics, qualifications, and experiences are distributed differently across center-based providers (e.g., Paschall et al., 2020), we also report aggregated results to consider average workforce characteristics across centers.

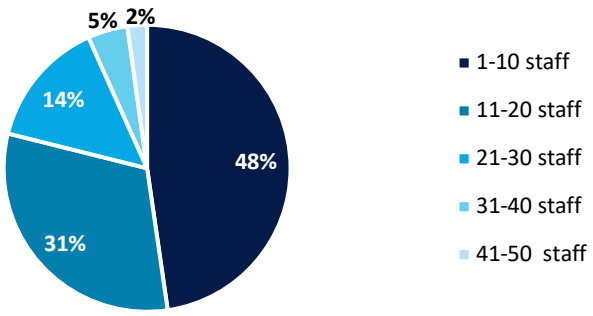
RESULTS – CENTER-BASED PROVIDER TEACHING STAFF

Size of Centers' Teaching Staff Workforce

Teaching staff refer to individuals that work directly with children and implement learning activities in classrooms. Roles of teaching staff include lead teachers, assistant teachers, and staff in other teaching role (i.e., include floaters, relief teachers, and special area teachers). Survey respondents indicated the size of the teaching staff at their center, roles, race/ethnicity, ages of children they served, qualifications, work schedules, compensation, and benefits. Across the sample of 1,300 center-based providers, a total teaching workforce of 11,350 staff were reported by survey respondents.

As shown in Figure 1, the largest share of centers indicated having between 1-10 teaching staff (48%), 31% had between 11-20 teaching staff, and 21% of centers had more than 20 teaching staff (Table B.1). Figure 1 summarizes centers' workforce sizes for the total number of teaching staff at each center. About half of the centers reported a teaching workforce of 41-50 individuals, with an average staff size of 12 teachers overall.

Figure 1. Size of center-based providers' teaching staff workforce



On the survey, respondents also reported any teaching vacancies at their center and any classroom closures that occurred due to staff shortages (Table B.1). Just over half (51%) of centers indicated there were no teaching vacancies, 13% had one vacancy, and 35% reported having two or more vacancies. Among centers with any vacancies, there were on average four unfilled teaching positions. Notably, a larger share of centers that served infants/toddlers reported at least one teaching vacancy (60.2%), compared to those that did not serve this age group (28.0%). In contrast, a smaller share of centers that *exclusively* served preschool-age children reported at least one teaching vacancy (27.9%), compared to providers that also served infants,

toddlers, and/or school-age children (60.2%). The prevalence of centers with teaching vacancies did not vary between programs with and without classrooms contracted for state pre-k.

Results from the survey indicated that one in three centers overall reported at least one classroom was closed due to teaching staff shortages (31%). Among centers that served a given age group, 24% had at least one infant/toddler classroom closed, 25% had at least one preschool classroom closed, and 20% had at least one school-age classroom closed. Notably, a larger share of centers that served infants/toddlers reported at least one classroom closure (36%), compared to those that did not serve this age group (22%). In contrast, a smaller share of centers that *exclusively* served preschool-age children reported at least one classroom closure (21%), compared to providers that also served other age groups (35%).

Results from other work in this research series on provider characteristics also examined the extent to which centers reported denying enrollment or placing children on a waitlist due to a lack of space, as well as a ratio of centers' total enrollment relative to their reported capacity (see Stephens et al., 2026). Among the findings, results suggested that many centers were under-enrolled relative to their reported capacity, and that 1 out of 3 centers with enrollment under 75% of their capacity still reported turning away children or placing them on a waiting list. Instances of provider under enrollment may be driven by several factors, including the ages of children served and workforce shortages (Miller-Baines et al., 2025; Stephens et al., 2026). We also consider here whether centers' report of teaching vacancies and classroom closures was related to their enrollment to capacity ratio. We find that centers who reported at least one teaching vacancy had a lower average enrollment to capacity ratio (71%), compared to centers with zero teaching vacancies (75%). Additionally, centers that reported at least one classroom closed due to staff shortages had a lower average enrollment to capacity ratio (65%), compared to centers with zero classroom closures (78%). These findings further highlight the ways in which provider staffing may constrain centers' capacity to enroll children.

Teaching Staff Workforce Characteristics

This section presents averages across all of the teaching staff reported on by respondents in the provider survey. Data are aggregated using the individual staff member as the unit of analysis. Centers indicated the role of each teaching staff member at their center (Table B.2). Thirty-nine percent were lead teachers, 50% were assistant teachers, and 11% were teaching staff in other roles (i.e., floaters, relief teachers, and special area teachers). In terms of the ages of children they served, 42% worked with infant and toddler-age children, 66% with preschool-age children, and 13% with school-age children. Many teachers reported working with children across more than one of these age groups.

On average, the center-based teaching workforce in NJ had five years of experience at their program and this was higher for lead teachers (seven years). Forty-one percent of the teaching staff workforce had non-English language skills (37% of lead teachers; 43% of assistant teachers). In particular, 26% of staff had Spanish language skills (22% of lead teachers; 29% of assistant teachers). Teaching staff race and ethnicity is shown in Figure 2, with the largest share of teaching staff identified as non-Hispanic White (45%), and 29% as Hispanic, 14% as Black, 5% as Asian, 4% as another race, and 3% were multiracial.

Figure 2. Race/ethnicity of center-based providers' teaching staff workforce

Two out of three teachers were considered full-time staff (65%), with a larger share of full-time lead teachers (82%) and a smaller share of full-time assistant teachers (58%) and full-time teaching staff in other roles (36%). This is consistent with related work from Hetling and colleagues (2025) who find that among the child care workforce that were employed throughout 2023 according to state records – two-thirds worked full-time and one-third worked part time. Additionally, teaching staff were reported to work an average of 31 hours per week (35 hours among lead teachers), and nearly all teachers worked 4 weeks per month.

Respondents also provided information on the compensation and benefits that teaching staff received (Table B.2).[4] As shown in Figure 3, the average annual pay of the teaching workforce was roughly $30,000. As expected, the annual pay was higher among staff in a lead teacher role ($38,000), and lower among assistant teachers ($26,000) and other teaching roles ($21,000). This is also consistent with analysis of state records on the child care workforce during 2022 (Hetling et al., 2025). Notably, there was a large amount of variation in the annual pay teaching staff in our sample received, with the 5th percentile at $6,750, and the 95th percentile at $60,000. Figure 3 also shows a similar variation in hourly compensation, with the average hourly pay for the teaching workforce overall at $19.76. Notably, the 5th percentile for teaching staff's hourly pay was $14.13, and the 95th percentile was $38.85. In terms of work benefits (Figure 4), a quarter to two-thirds of teaching staff received time off for vacation (60%) or sick leave (75%), and only one out of four staff received retirement or health insurance benefits.

In addition to differences in teacher pay by role, there was also variation observed across NJ regions (Table B.3). This was expected given known differences in the cost of living across the state. We conducted statistical analyses (pairwise comparison tests of means), which indicated there were significant differences in average hourly and annual pay across NJ regions. On average, teacher hourly pay was lower in the Central ($18.63) and South ($18.06) regions relative to the North ($20.33) and Northeast ($22.52) regions for the workforce overall. A similar trend was also observed among lead and assistant teachers, with the highest hourly pay also in the Northeast (lead teachers = $29.13; assistant teachers = $18.13).

[4] On the survey, we asked for compensation rate and frequency (i.e., hourly, annual, or another). The hourly and annual pay that teaching staff earned was determined using this information, as well as information on the number of hours per week they worked and weeks per year that the center operated. We did not re-calculate the annual or hourly pay for staff when respondents had initially reported an annual or hourly amount, respectively. In these instances, we used the value that was reported.

Figure 3. Average pay of center-based providers' teaching staff workforce

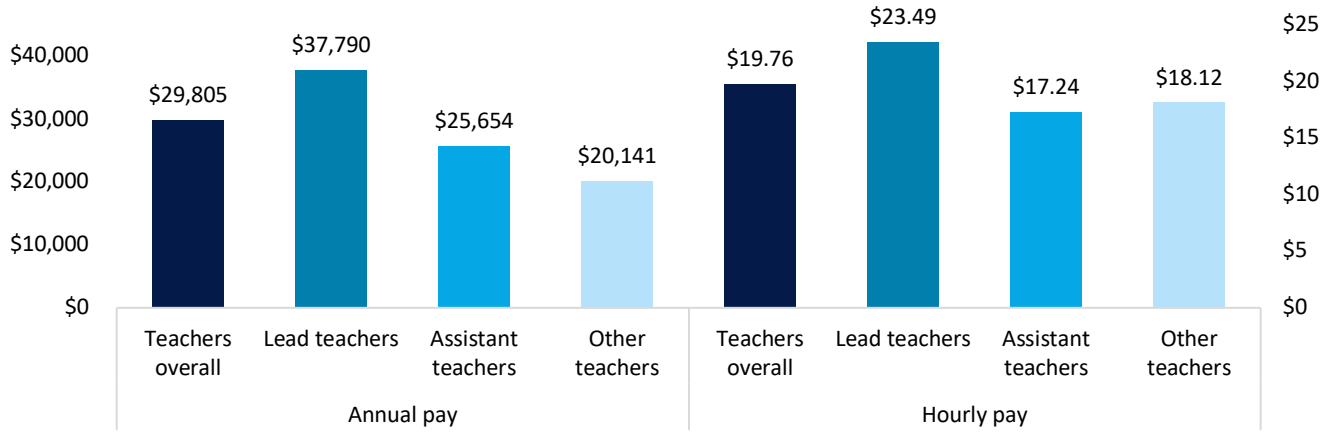
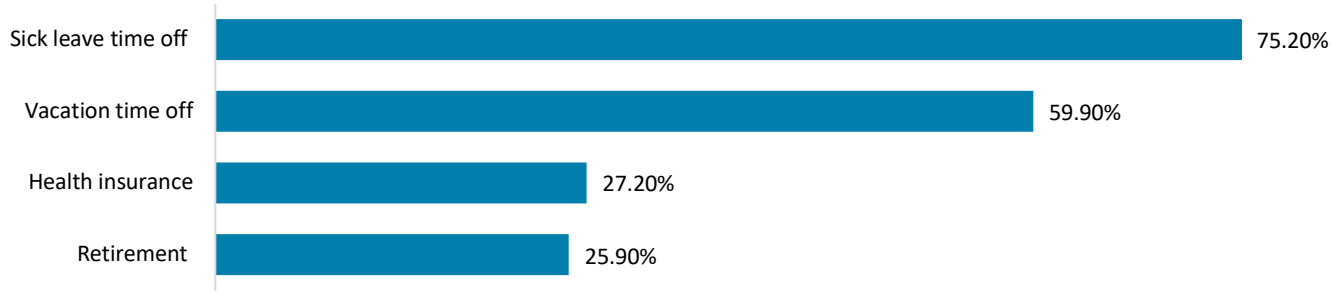


Figure 4. Work Benefits of Teaching Staff Workforce



Respondents also provided information on the education level and qualifications for teaching staff at their center (Table B.4). Figure 5 shows that half of teachers had a CDA degree or higher (51%) and 32% had a bachelor's degree or higher. Nearly three out of four lead teachers had a CDA degree or higher (72%), and nearly half had a bachelor's or higher (49%). Among assistant teachers and teachers in another role, a smaller share had an CDA degree, bachelor's degree, or higher education. Notably, average annual ($35,572) and hourly ($25.11) pay was higher among teachers with a bachelor's degree or higher, relative to the broader teaching staff workforce.

We also considered the extent to which teachers' education level (i.e., whether they had a bachelor's degree or higher) varied by NJ region and role (Table B.5). Among the overall teaching workforce, Figure 6 shows there was regional variation where the Northern region had the largest share of teaching staff reported to have a bachelor's degree or higher (37%), followed by the Central and Northeast regions (32%), and the South (25%). Though there was a larger prevalence of lead teachers with a bachelor's degree or higher, and a smaller share of assistant teachers with this education level, similar trends were observed across regions.

One out of three teaching staff specialized in early childhood education, including those that had earned a CDA (46% among leadership staff), 9% specialized in elementary education, 8% specialized in child development, and 2% specialized in special education. Only 12% of teaching staff had an early childhood

certification[5] (25% among lead teachers), 6% had an elementary education certification, and 1% had a special education certification. Sixty-eight percent of non-teaching staff had no certifications.

Figure 5. Education level of center-based providers' teaching staff workforce, by role

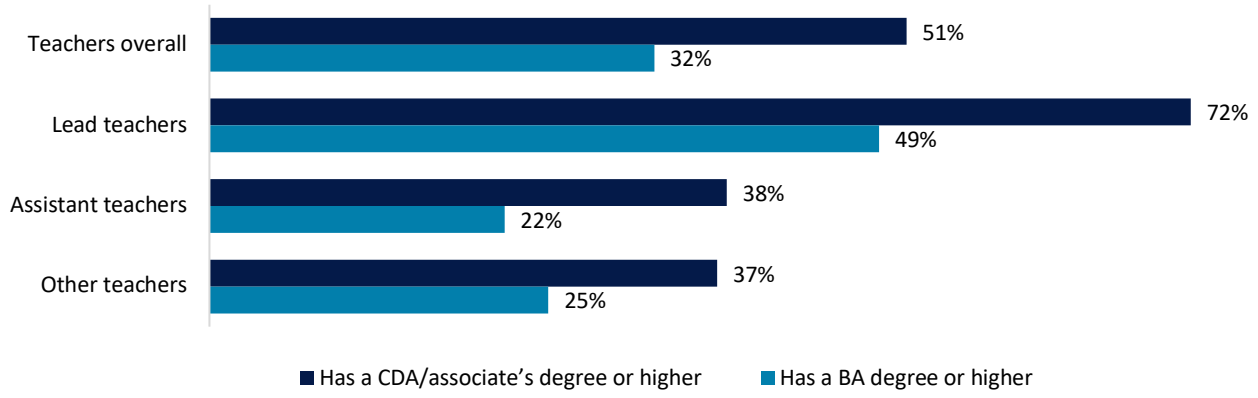
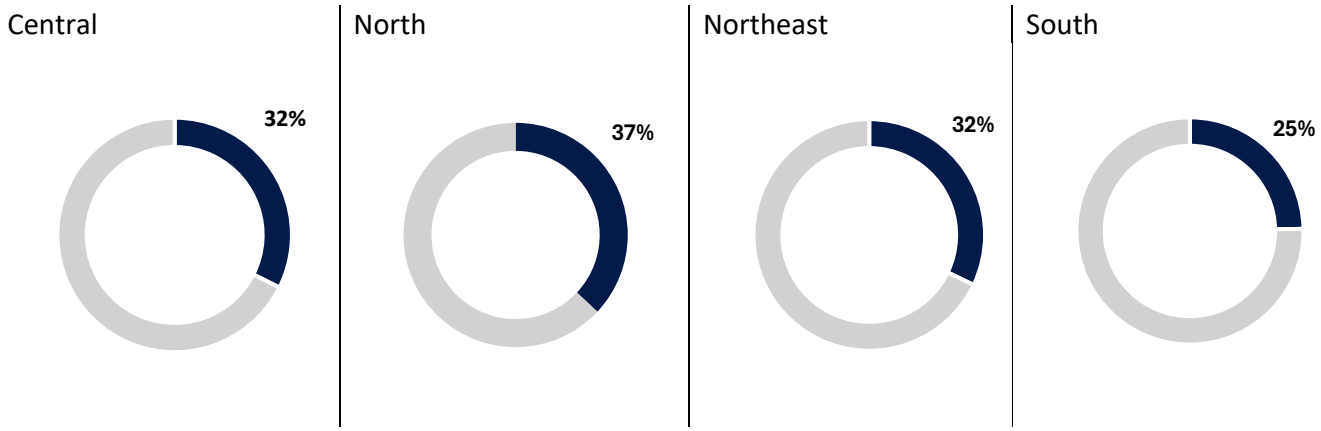


Figure 6. Percent of teaching staff with a bachelor's degree or higher, by NJ region



Teaching Staff Provider Characteristics

This section presents similar information as in the prior section but aggregates information to the center-level. That is, averages reported here use the child care center as the unit of analysis and describes the average workforce across centers (Table B.6). The results provide insight as to whether teaching staff with various characteristics, education, and qualifications were concentrated among a smaller group of center-based providers or more uniformly distributed throughout child care centers in our sample.

In terms of teaching roles, centers in the sample had on average 5 lead teachers, 7 assistant teachers, and 3 other staff in another teaching role. Eleven percent of centers reported having no assistant teachers, and 57% had no staff in other teaching roles. Additionally, on average, centers had 8 full-time teaching staff, which was an average of 64% of their total teaching workforce.

[5] Early childhood certifications include P-3, N-K, or N-8 credentials.

In terms of the prevalence of providers with non-English skills, two out of three centers (67%) had at least one member of their teaching workforce that spoke a language other than English. However, just under half of centers reported at least one lead teacher that could speak language other than English. Notably, the correlation between the number of non-English-speaking teaching staff at centers and the percent of total enrollment comprised of DLLs was weak (coefficient = 0.2). This suggests that the prevalence of teachers with non-English language skills did not consistently overlap with the centers where high concentrations of DLLs are enrolled (though we do not know the specific home languages of DLLs enrolled).

Among center-based providers, most had at least one teaching staff with a CDA degree or higher (86%), and at least one lead teacher with a CDA degree or higher (85%). Additionally, three out of four providers had at least one teaching staff with a bachelor's degree or higher (76%), and at least one lead teacher with a bachelor's degree or higher (72%). Analyses also considered the share (%) of centers' total teacher and lead teacher workforce that had a CDA degree or higher, or bachelor's degree or higher. Centers reported that on average, 49% of their total teaching workforce, and 85% of their lead teacher workforce had a CDA or higher. Half of centers had 50% or more of their teaching staff with a CDA degree or higher (50%), and three out of four had 50% or more of their lead teacher staff with a CDA degree or higher. Next, centers reported that on average, 31% of their total teaching workforce, and 47% of their lead teacher workforce had a bachelor's degree or higher. One out of four providers had 50% or more of their teaching staff with a bachelor's degree or higher (28%), and half of providers had 50% or more of their lead teacher staff with a bachelor's degree or higher (49%).

Nearly three out of four centers (71%) had at least one teacher, and 63% with at least one lead teacher who specialized in early childhood education, accounting for those who also had earned a CDA. Additionally, 36% had at least one teacher that studied elementary education, 27% had at least one teacher that studied child development, and 13% had at least one teacher that studied special education. On average, centers reported that 21% of their total teaching workforce, and 33% of their lead teacher workforce had specialized in early childhood education. Next, one out of three centers had at least one teaching staff with an early childhood education certification (32% among lead teachers), 23% had at least one teacher with an elementary education certification, and 8% had a teacher with a special education certification.

RESULTS – CENTER-BASED PROVIDER NON-TEACHING STAFF

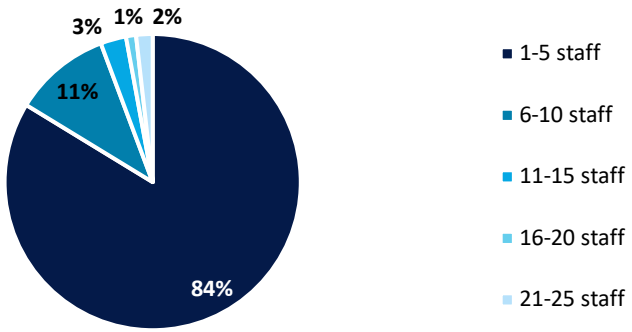
Providers' Non-Teaching Workforce

Survey respondents also provided detailed information about the *non-teaching* staff workforce at their center. Non-teaching staff refer to the administrative workforce of center-based programs that ensure providers operate smoothly, deliver safe and high-quality learning environments, provide supports to teachers and classrooms, and manage the business aspects of the center. Roles of non-teaching staff at center-based providers include directors or administrators, assistant directors, administrative assistants, and other support staff including health-related staff, coaches, and other non-classroom staff. Survey respondents indicated the size of the administrative staff at their center, roles, qualifications, work schedules, compensation, and benefits. Across the sample of 1,300 centers, a total non-teaching workforce of 3,820 staff were reported by survey respondents.

This section presents averages across all of the non-teaching staff reported on by respondents in the provider survey. Data are disaggregated using the individual staff member as the unit of analysis. As shown in Figure 7,

most centers (84%) indicated the size of their non-teaching workforce was between 1 to 5 staff, with 11% indicating 6 to 10 staff, and 5% indicating a non-teaching workforce of more than 10 individuals (Table C.1). Using information provided for the total number of non-teaching staff at each center, the average size of providers' administrative workforce was 3 individuals. Additionally, there was an average of approximately 5 teaching staff reported for each non-teaching staff.

Figure 7. Size of center-based Provider's non-teaching staff workforce



Non-Teaching Staff Workforce Characteristics

Respondents indicated the role of each non-teaching staff member at their center (Table C.2). Half were in a leadership role (i.e., 35% directors and 16% assistant directors). Additionally, 13% of non-teaching staff were administrative assistants, 3% were coaches, 4% were health-related staff, and 31% were in another administrative role (i.e., staff not in classrooms such as). On average, the non-teaching workforce in center-based child care in NJ had 10 years of experience at their program. Forty percent of the non-teaching staff had non-English language skills (36% of leadership staff). A quarter (26%) of non-teaching staff had Spanish language skills (20% of leadership staff). Additionally, non-teaching staff were reported to work an average of 36 hours per week (40 hours among leadership staff), and nearly all worked 4 weeks per month.

Respondents also provided information on the compensation and benefits that non-teaching staff received (Table C.2).[6] As shown in Figure 8, the average annual pay of the non-teaching workforce was approximately $48,000. The annual pay was higher among non-teaching staff in any leadership role ($56,000), and even higher among directors ($62,000). Non-teaching staff who were not in a leadership role had a lower average annual pay of about $37,000. Figure 8 also shows a similar variation in hourly compensation, with the average hourly pay for the non-teaching workforce overall at $26.56. In terms of work benefits (Figure 9), two out of three non-teaching staff received time off for vacation or sick leave, and only one out of three staff received retirement or health insurance benefits.

[6] On the survey, we asked for compensation rate and frequency (i.e., hourly, annual, or another). The hourly and annual pay that non-teaching staff earned was determined using this information, as well as information on the number of hours per week they worked and weeks per year that the center operated. We did not re-calculate the annual or hourly pay for staff when respondents had initially reported an annual or hourly amount, respectively. In these instances, we used the value that was reported.

Figure 8. Average pay of center-based providers' non-teaching staff workforce

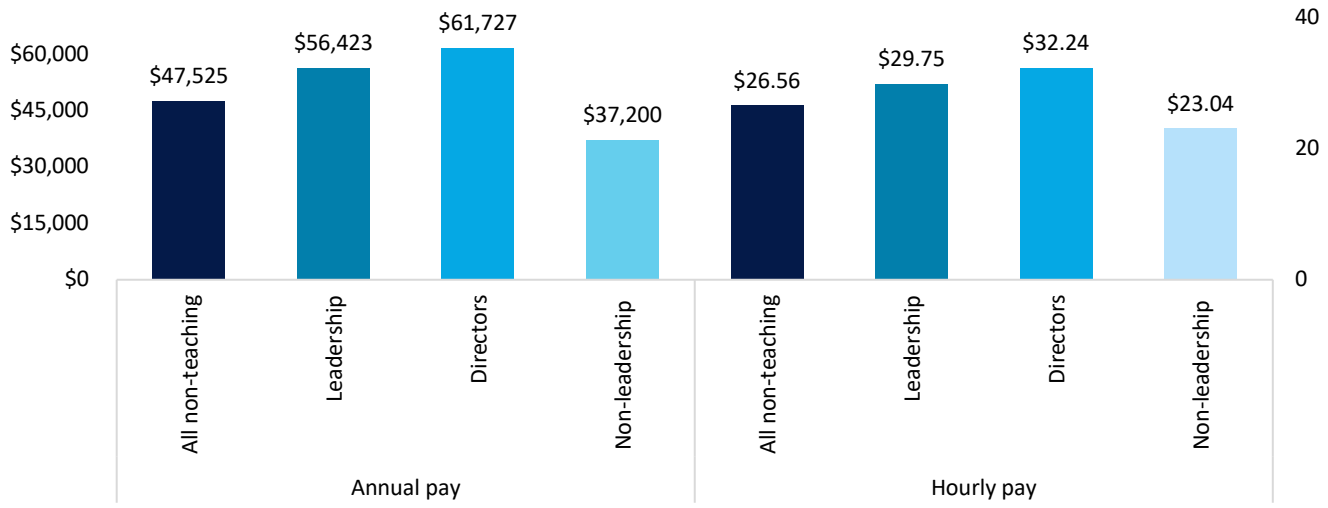
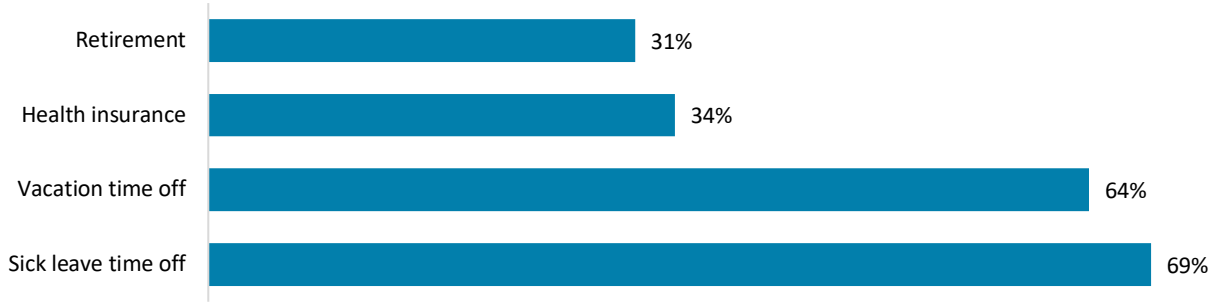


Figure 9. Work benefits of center-based providers' non-teaching staff workforce

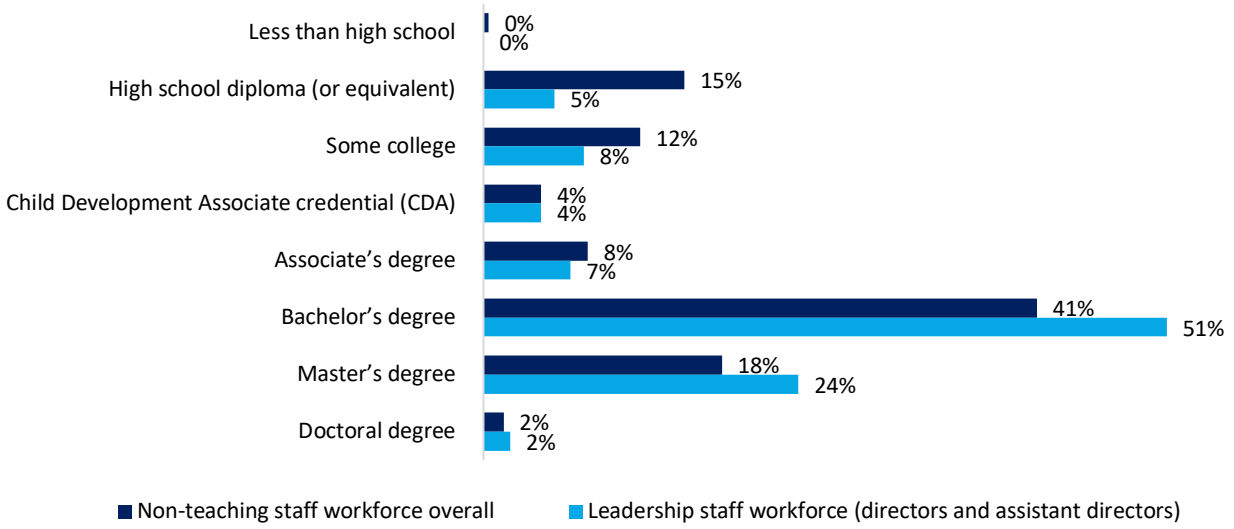


Respondents also provided information on the education level and qualifications for non-teaching staff at their center (Table C.3). In terms of education, Figure 10 shows that the largest share of non-teaching staff had a bachelor's degree (41%), and two out of three non-teaching staff (61%) had a bachelor's degree or a higher degree. Notably, the share of non-teaching staff with a bachelor's degree or a higher degree was greater among leadership staff (77%).

In terms of areas of study, one-quarter of non-teaching staff specialized in early childhood education and/or had earned a CDA (34% among leadership staff), 9% specialized in elementary education, 7% specialized in child development, and 2% specialized in special education. Only 14% of non-teaching staff had an early childhood certification[7] (21% among leadership staff), 8% had an elementary education certification, and 2% had a special education certification. Fifty-eight percent of non-teaching staff had no certifications.

[7] Early childhood certifications include P-3, N-K, or N-8 credentials.

Figure 10. Education level of center-based providers' non-teaching staff workforce



We also examine the extent to which the share of center-based leadership staff with a bachelor's degree or higher varied across NJ regions. Overall, 3 out of 4 leadership staff had a bachelor's degree or higher (76%). Similar to teaching staff education level across regions, the largest share of leadership staff with a bachelor's degree or higher was located in the North (80%) followed by the Central and Northeast (both at 76%), and then the South (71%).

Non-Teaching Staff Provider Characteristics

This section presents similar information as in the prior section but aggregates information to the center-level. That is, averages reported here use the child care center as the unit of analysis and describes the average non-teaching workforce across centers (Table C.4). The results provide insight as to whether non-teaching staff with various characteristics, education, and qualifications were concentrated among some group of centers or varied across child care centers in our sample.

In terms of non-teaching roles, centers in the sample had on average 1.5 staff in a leadership role (i.e., director and assistant directors). Over half (57%) of the centers had no assistant director. Notably, the large majority of centers reported not having any coaches (93%) nor any health-related staff (93%).

Using classroom information reported earlier, we also calculated the ratio of non-teaching staff to the total number of classrooms, and also to the number of children at each center. On average, there were 3 classrooms per non-teaching staff member (5 classrooms per leadership staff). Additionally, on average there were 27 children enrolled per non-teaching staff member (49 children enrolled per leadership staff).

About half of providers (46%) had at least one member of their non-teaching workforce that could speak a language other than English. Only one out of three centers had any a staff in a leadership role that could speak a language other than English.

Most child care centers (90%) had at least one leadership staff member with a CDA degree or higher, and 85% had leadership staff with a bachelor's degree or higher. However, fewer centers had at least one non-teaching staff in another role with a CDA degree or higher (45%), or with a bachelor's degree or higher (36%). Forty percent of centers had at least one leadership staff with a degree in early childhood education (including those that had earned a CDA), 15% had leadership staff that studied elementary education, 8% had leadership staff that studied child development, and 4% had leadership staff that studied special education. Even fewer centers had at least one non-teaching staff in other roles that had a degree in early childhood education (15%), elementary education (6%), child development (6%), or special education (2%). Almost one out of four centers had at least one leadership staff with an early childhood education certification (22%), 12% had leadership staff with an elementary education certification, and 3% had staff with a special education certification. An even smaller number of centers had non-teaching staff in other roles with these certifications.

DISCUSSION

This report summarizes findings from a survey of licensed center-based child care providers in New Jersey who serve children 0- to 5-years-old, focusing on the teaching and non-teaching workforce. These results provide important insights on the size, backgrounds, experience, and work characteristics of the ECE workforce that serves families and implements learning experiences for young children to support their development.

▲ Teaching Staff Workforce

Results from this survey of licensed center-based providers in NJ provide insights on the teaching workforce, their qualifications, compensation, benefits, and experience. The size of centers' teaching workforce varied more than the size of centers' non-teaching workforce, with the largest share of centers employing 1-10 teaching staff. However, nearly half of centers reported having at least one vacant teaching position, and one out of three centers had multiple teaching vacancies, which signals instability in the teaching workforce and threatens stability of care for young children. This degree of vacancies can be particularly critical for smaller centers that may have more limited resources and less flexibility to cover vacancies, reflecting the documented high rates of teacher churn seen elsewhere (e.g., Bassok et al., 2021; Kwon et al., 2025). Additionally, teacher workforce shortages may also limit centers' ability to enroll children at their full capacity, further constraining the supply of providers for families, especially those with infants and toddlers (Stephens et al., 2026).

About two thirds of the teaching staff reported by centers were lead teachers (39%), and another half were assistant teachers. Given the sizable prevalence of lead and assistant teachers in center-based providers, it is important to examine characteristics of this segment of the workforce. Notably, results show that while half of lead teachers are highly educated with a bachelor's degree or higher, only one-third of other teaching staff (e.g., assistant teachers or other teachers) had this same level of education. Expanding pathways to further professionalize both of these segments of the workforce, is therefore an important consideration for policy and program efforts across the state. For example, this could include scholarships and/or more accessible courses, as well coverage/release time to support participation as well as improved compensation for higher levels of education attainment (Stephens et al., 2025). These types of investments in the workforce may be impactful, especially in light of related research that finds teachers in NJ possess high levels of commitment

and passion for their ECE work, as well as a high level of interest to participate in trainings and skill improvement activities (Lin et al., 2025; Stephens et al., 2025). Similar efforts have been taken previously in response to the Abbott mandate, where additional funding and program standards were implemented in Abbott school districts to advance teacher qualifications and professional development (Hodges, 2021). These efforts were found to be effective in terms of promoting early childhood learning outcomes (Barnett & Jung, 2021). In addition, the growth of apprenticeship opportunities in NJ in early childhood could further support this effort, especially among the infant and toddler workforce (e.g., Council for Professional Recognition, 2024; NJ Division of Family Development, 2024).

About half of all children under the age of 5 in New Jersey are dual language learners (DLLs; Habben & Kim, 2025). Significant potential capacity exists to effectively support DLLs in center-based child care as a large share of the teaching workforce has non-English language skills (45%). At the center level, two out of three child care centers had at least one teaching staff (lead or assistant role) with non-English language skills. Given the large number of young DLLs in NJ, it is important to ensure that child care teachers can access pathways to credentials or training that help them use their language skills to effectively accommodate the DLLs' diverse languages, cultures, and prior experiences, and to intentionally build on both their home language and emerging English language skills. For example for state-funded preschool programs, NJ expects that all staff (teachers, assistants, administrators) are provided training that is reflective of the language needs of students and families (Friedman-Krauss et al., 2025). Additionally, it is important to consider the extent to which teachers with non-English language skills are in centers that serve high concentrations of DLLs. In this study, our results did not show a strong relationship between the number of non-English-speaking teachers within a center and the number of DLLs enrolled. This highlights a need for future research to investigate how workforce characteristics can align with children's needs, particularly around language.

Child care centers reported teaching staff made an average of $19.76 per hour (with pay as low as $14.13 per hour). This estimate of average hourly pay was slightly higher than the estimated average hourly pay child care teachers received nationally ($15.00) and in NJ ($18.00) in 2022 (U.S. Bureau of Labor Statistics, 2023). However, it is lower than estimates of the NJ child care lead teacher workforce ($22.19; Stephens et al., 2025b), and much lower than what K-12 public school teachers earn in NJ. (approximated at $42.62 based on an average full-time salary of $88,667; National Education Association, 2025). Notably, teaching staff pay was higher among those with a bachelor's degree or higher, particularly for lead teachers. However, oveall teaching staff pay was several dollars lower (23% lower) than the average hourly rate reported for non-teaching staff in the sample ($25.56). Though lead teachers were reported to make a higher hourly average rate ($23.49 per hour), assistant teachers and other teaching staff made noticeably less ($17.24 and $18.12, respectively). In addition, only one in four received retirement or health insurance benefits.

Low teacher compensation has been linked to issues around staff retention and turnover (e.g., Bassok et al., 2021). Therefore, continued efforts are necessary to identify ways to increase average pay for center-based child care teachers for their critical work with young children. These efforts should also identify where teacher pay is lowest (e.g., certain types of centers, by center size, area of the state, etc.) and identify ways to ensure minimum pay is reasonable and raise it when it is not. Moreover, these efforts would be strengthened by cost-modeling approaches that estimate the investments required to raise wages to public preschool equivalents and evaluate the long-term effects of such investments on reduced turn-over and reduced teacher shortages. Lastly, the fact that two out of three teachers receive sick and vacation time, but only one out of four receive health insurance or retirement benefits, suggests potential to explore policy mechanisms (e.g., state-pooled benefit programs) to address these benefits gaps. A notable example is the HealthCare4ChildCare initiative in Washington D.C., that leveraged public funding to provide free health

insurance premiums for staff in licensed child care providers (Greenberg et al., 2025). Investments in teachers that include supports to improve education and then increased compensation could also be useful to stabilize and strengthen the workforce. Findings from related research on child care lead teachers in NJ suggest that the workforce would be highly interested in supports that help them take courses to earn credentials that would qualify them to teach in NJ's state-funded preschool and receive the same pay as public school teachers (Stephens et al., 2025b).

Non-Teaching Staff Workforce

This study is one of the first to investigate the non-teaching staff workforce at center-based child care providers. Notably, the non-teaching workforce in most centers was small, with an average of 2 individuals per center, most often directors and assistant directors. Notably, more than 9 out of 10 centers indicated there were no coaches or health-related staff at their center. Professional coaches can be integral to centers by working directly with teachers and directors to improve quality by providing tailored supports (Wagner et al., 2024). Additionally, the availability of health-related staff in centers can provide necessary screenings and comprehensive services that support child and family well-being (Rizk & Barger, 2025) as well as facilitate the inclusion of children with disabilities and children with medical needs. The absence of coaches undermines efforts to improve quality such as those provided by NJ quality rating and improvement system (Grow NJ Kids). Similarly, the lack of health staff departs from the literature on the importance of integrated services and early screenings.

Given the low prevalence of coaches and health staff across the sample, this is a prime area for further support. It is important for future efforts and policies to consider pathways to expansion of this segment of the ECE workforce. Potential promising mechanisms could include remote coaching platforms or supporting clusters of programs working with clusters of coaches (e.g., Lloyd et al., 2021). Similar clusters or networks for virtual health supports could connect center staff with nearby health providers and screening efforts in order to ensure increased opportunities for children and families. Both of these would reduce costs for small centers while also improving children and families' experiences, and their efficacy could be researched through pilots or randomized trials.

On average, the child care center non-teaching staff earned an hourly wage ($25.56) higher than the minimum wage in NJ ($15.13 in 2024). Non-teaching staff also earned a higher hourly wage than the average hourly pay of a child care teacher nationally ($15.00) and in NJ ($18.00; U.S. Bureau of Labor Statistics, 2023). However, there is need to improve other working conditions of non-teaching staff in child care centers. Notably, only one out of three center-based providers' non-teaching staff workforce received retirement or health insurance benefits. These supports can help ensure ECE professionals remain in the field and in their important roles at center-based programs. Thus, a next step is to identify ways for centers to expand their ability to offer these benefits similar to those considered for teaching staff.

Among the non-teaching staff at center-based child care providers, two out of three had a bachelor's degree or higher education level (and 3 out of 4 leadership staff). Though on average having higher rates of BA, and considerable years of experience is indicative of a high-quality workforce, it is also notable that only one out of four had a degree in early childhood education, and even fewer had earned a certification focused on the early childhood years. Moreover, very few non-teaching staff indicated they specialized or had earned a certification in special education. This highlights a possible need to strengthen the non-teaching workforce

with resources, technical assistance and training specific to early childhood education and development, feasible through Grow NJ Kids or other state-wide and regional efforts.

Insights from a Study of NJ's Workforce in Licensed Center-Based Providers

This study investigated the teaching and non-teaching staff in licensed center-based providers in NJ – offering detailed insights on the child care workforce that serves children from birth through age 5 across the state. Many research, policy, and ECE system efforts have focused on strengthening the child care workforce (e.g., Hetling et al., 2025; Paschall et al., 2020; Stephens et al., 2025b). However, there is less insight on the characteristics, experiences, and qualifications of individuals that serve in a variety of teaching and non-teaching roles within a provider. Findings from this study highlighted how efforts are needed to professionalize both segments of the teaching and non-teaching workforce in center-based providers. Furthermore, these efforts to advance the education and specialization of the child care workforce must be met with adequate compensation and benefits. Results also emphasized need for additional workforce supports that strengthen centers' ability to respond to the needs of the children they serve.

Moreover, findings from this study revealed how staff with various characteristics are distributed differently across the center-based supply, consistent with related work that has investigated variation in provider quality and program characteristics (e.g., Paschall et al., 2020; Stephens et al., 2024). Given these insights, there is need for additional work to further investigate how characteristics of the center-based workforce of teaching and non-teaching staff may be distributed differently across types of providers or areas of the state of NJ. Such research would help inform efforts to expand families' access to child care providers that align with their preferences and needs for a highly-qualified and experienced workforce.

This report is second of a three part series that summarizes findings from a state-wide survey of licensed center-based child care providers in NJ that serve children 0 to 5 years old. While this report focuses on center-based providers' workforce of teaching and other non-teaching staff, two additional reports are available that summarize findings on centers' characteristics and enrollment, and revenue and operating expenses.

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Appendices

Appendix A. Descriptive Statistics of Licensed Center-Based Child Care

Table A.1. Respondent characteristics

Demographics	Sample		
	%	n	Valid N
TOTAL	**100%**	**1,300**	**1,300**
Gender is female	93.4	807	864
Race/Ethnicity			859
White, non-Hispanic	58.9	506	
Black, non-Hispanic	13.2	113	
Asian, non-Hispanic	7.6	65	
Other race, non-Hispanic	1.9	16	
Multiracial, non-Hispanic	0.7	6	
Hispanic	17.8	153	
Role at center/school[1]			1,300
Director	78.9	1,025	
Assistant Director	6.4	83	
Administrative Assistant	3.6	47	
Other Administrator	7.8	101	
Teacher	8.5	110	
Other role	8.8	114	
Indicated more than 1 role	11.2	146	
Average years of experience in current role at center (mean, sd; range 0-47)	8.9	9.9	849
Avg. years of experience among directors/assistant directors	9.0	10.1	729
Average years of experience in child care (mean, sd; range 0-55)	10.8	18.6	850
Avg. years of experience among directors/assistant directors	10.7	19.3	728
Ages of children enrolled at provider[1]			
Infant- and Toddler-age children (under age 3)	68.1	836	1,228
Infants (0-18 months)	57.2	702	1,228
Toddlers (18-30 months)	66.9	821	1,228
Preschool-Age Children (3-5 years, not yet in K)	95.6	1,176	1,228
PK-age (2.5-4-year-olds)	95.6	1,174	1,228
PK-age (4-year-olds)	79.7	980	1,228
School-age (K-8th)	37.9	466	1,228
Provider *only* serves children ages 0-5 (i.e., no school-age)	61.6	748	1,213
Provider *only* serves preschool-age children (3-5 years)	31.0	378	1,218

Note. [1]Not mutually exclusive categories.

Table A.2. Regions

Region	Counties	DCF list of licensed providers that serve children ages 0-5 years (N = 3,269)	Survey sample (N = 1,300)
Central	Mercer, Middlesex, Monmouth, Ocean, Somerset	27%	28%
North	Bergen, Hunterdon, Morris, Passaic, Sussex, Union, Warren	32%	32%
Northeast	Essex, Hudson	24%	21%
South	Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Salem	18%	18%

Appendix B. Descriptive Statistics of Providers' Teaching Workforce

Table B.1. Provider-Level Characteristics of Programs' Teaching Staff Workforce

		All providers		
		%	*n*	*Valid N*
Number of Teaching Staff	1-10 staff	47.7	590	
	11-20 staff	31.3	387	
	21-30 staff	14.4	178	1,238
	31-40 staff	4.5	56	
	41-50 staff	2.2	27	
	Average total # of teaching staff (mean, sd) [range = 1-80]	12.2	9.1	930
Teaching vacancies	Avg. # of teaching vacancies overall *(mean, sd)* [Range 0-30]	1.8	3.4	782
	Reported 0 teaching vacancies	51.3%	401	782
	Reported 1 teaching vacancy	12.7%	99	782
	Reported 2 or more teaching vacancies	36.0%	282	782
	Avg. # of teaching vacancies among those with at least 1 *(mean, sd)* [Range 1-30]	3.7	4.2	381
Classroom closures due to staff shortages	Classroom closures for 0-3-year olds			
	Avg. # of closures overall [Range 0-6]	1.0	0.4	507
	Avg. # among those with 1 or more closure [Range 1-6]	1.2	1.8	120
	Reported 0 classrooms closed due to staff shortages	76.3%	387	507
	Classrooms closures for 3-5-year olds			
	Avg. # of closures overall [Range 0-30]	1.8	0.5	586
	Avg. # among those with 1 or more closure [Range 1-30]			147
	Reported 0 classrooms closed due to staff shortages (n = 439)	74.9%	439	586
	Classrooms closures for school-age			
	Avg. # of closures overall [Range 0-4]	0.3	0.7	170
	Avg. # among those with 1 or more closure [Range 1-4]	1.4	0.8	34
	Reported 0 classrooms closed due to staff shortages	80.0%	136	170

Table B.2. Characteristics of Teaching Staff Workforce in Center-Based Child Care

		Teachers overall			Lead teachers		Assistant teachers		Other teachers	
		Valid N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*
Role	Lead teacher	11,350	38.9%	4,411						
	Assistant teacher		49.7%	5,641						
	Other teaching staff[1]		11.4%	1,298						
Ages of children served[3]	Infants and/or toddlers under age 3	11,364	41.5%	4,710						
	Infants (0 to 18 months)	11,321	23.5%	2,658						
	Toddlers (18 to 30 months)	11,338	29.5%	3,342						
	Preschool-age 30-60 months	11,383	66.3%	7,549						
	Preschool-age (30 to 48 months)	11,354	52.1%	5,912						
	Preschool-age (48 to 60 months)	11,310	36.2%	4,096						
	School-age (5 to 13 years)	11,292	12.6%	1,427						
Non-English language skills	Teachers with non-English skills	8,691	41.1%	3,571	37.2%	1,260	43.1%	1,836	44.9%	446
	Teacher has Spanish skills		26.3%	2,288	22.3	756	28.9	1,231	29.8	296
Race/ethnicity	Non-Hispanic White	10,267	45.2%	4,645	51.4%	2,036	42.8%	2,146	36.0%	429
	Non-Hispanic Black		14.1%	1,452	12.2%	484	14.3%	715	18.9%	226
	Non-Hispanic Asian		4.6%	468	4.5%	180	4.5%	224	5.1%	61
	Non-Hispanic other race		3.9%	398	3.5%	137	4.2%	208	3.9%	46
	Non-Hispanic multiracial		3.3%	335	3.4%	134	2.9%	1,577	3.9%	47
	Hispanic		28.9%	2,969	25.1%	994	31.4%	384	32.2%	384
Works full time	Works full time (vs. part time)	11,241	64.9%	7,292	82.1%	3,576	58.1%	3,224	35.8%	463
Workplace benefits	Retirement	10,061	25.9%	2,601	30.3%	1,174	24.2%	1,205	17.9%	201
	Health insurance		27.2%	2,733	33.0%	1,279	24.9%	1,205	17.8%	200
	Vacation time off		59.9%	6,027	68.3%	2,652	58.2%	2,901	39.4%	444
	Sick leave time off		75.2%	7,563	77.8%	3,018	75.1%	3,743	67.1%	756
		Valid N	*Mean*	SD	*Mean*	SD	*Mean*	SD	*Mean*	SD
Number of years at provider	Average # years since hired at provider	10,643	5.1	6.4	6.8	7.3	4.0	5.6	3.8	5.3
Work schedule	Average # hours worked per week	9,656	31.7	11.2	35.0	8.8	30.9	11.2	23.5	13.5
	Average # weeks worked per month	9,126	4.0	0.2	4.0	0.2	4.0	0.2	3.9	0.5
Compensation	Annual pay	7,413	$29,805	17100	$37,790	20674	$25,654	10801	$20,141	14572
	Pay among teachers with BA or higher	2,304	$35,572	23,920	$43,023	26,557	$25,087	11,294	$21,606	17,451
	Hourly pay	7,190	$19.76	11.37	$23.49	14.94	$17.24	7.04	$18.12	9.13
	Pay among teachers with BA or higher	2,324	$25.11	16.87	29.15	19.27	$18.31	6.99	$22.64	16.85

Notes. [1]Teaching staff in other roles include floaters, relief teachers, and special area teachers. [3]Age groups that teaching staff served are not mutually exclusive categories and thus, do not add up to 100%.

Table B.3. Average Annual and Hourly Pay of Teaching Staff, by NJ Region

		Hourly pay ($)		Annual pay ($)	
		Mean (standard deviation)	*Valid N*	*Mean (standard deviation)*	*Valid N*
Teaching staff overall	Central	18.63 (9.29)	2,163	27,256 (13,193)	2,099
	North	20.33 (12.57)	2,662	29,869 (15,188)	2,597
	Northeast	22.52 (14.91)	1,191	35,943 (26,095)	1,154
	South	18.06 (7.10)	1,397	28,387 (14,793)	1,340
Lead teachers	Central	20.88 (10.09)	820	33,513 (13,643)	789
	North	24.47 (16.44)	1,062	37,375 (16,624)	1,053
	Northeast	29.13 (20.49)	445	47,613 (36,468)	435
	South	20.85 (10.44)	539	36,918 (15,540)	530
Assistant teachers	Central	17.13 (9.09)	1,100	24,266 (10,191)	1,078
	North	17.44 (7.28)	1,310	25,934 (11,007)	1,270
	Northeast	18.13 (5.53)	593	29,062 (11,499)	571
	South	16.24 (1.98)	672	24,391 (10,031)	639

Notes. Results rely on responses from 938 centers, who have information on hourly pay for 7,413 teaching staff and annual pay for 7,190 teaching staff.

Table B.4. Qualifications of Teaching Staff Workforce in Center-Based Child Care

		Teachers overall[1]			Lead teachers		Assistant teachers		Other teachers	
		Valid N	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
Education level	Less than high school	10,351	2.5%	255	<1%	11	3.2%	163	6.8%	78
	High school diploma (or equivalent)		29.3%	3,029	17.6%	705	38.0%	1,946	30.5%	352
	Some college		17.5%	1,812	10.6%	423	21.1%	1,079	25.8%	298
	Has a CDA/associate's degree or higher		50.8%	5,255	71.5%	2,862	37.7%	1,929	37.0%	428
	Child Development Associate credential (CDA)		10.7%	1,110	14.5%	580	8.6%	441	6.8%	79
	Associate's degree		7.6%	789	8.3%	331	7.5%	386	5.5%	64
	Has a BA degree or higher		32.4%	3,356	48.8%	1,951	21.5%	1,102	24.7%	285
	Bachelor's degree		26.4%	2,737	37.8%	1,511	19.1%	976	20.3%	235
	Master's or doctoral degree		6.0%	619	11.0%	440	2.5%	126	24.7%	285
Area of Study	Early childhood education[2]	8,228	31.9%	2,667	46.1%	1,596	21.9%	868	20.3%	184
	Elementary education		8.6%	710	13.1%	442	5.2%	203	7.1%	64
	Child development		7.5%	620	8.2%	276	7.7%	301	4.8%	43
	Special education		1.8%	145	2.8%	93	<1%	36	1.8%	16
	Other		35.8%	2,947	26.5%	893	42.0%	1,641	44.6%	401
	None		20.2%	1,660	9.2%	311	28.6%	1,120	23.9%	215
Certifications	P-3 or N-K or N-8	7,256	11.9%	863	24.9%	745	2.3%	77	5.0%	40
	Elementary education		5.6%	407	9.4%	282	2.6%	88	4.1%	33
	Special education		1.3%	922	2.0%	61	<1%	18	<1%	-
	Other		13.2%	958	14.2%	425	12.3%	423	13.2%	106
	None		68.0%	4,936	49.4%	1,478	82.3%	2,882	76.8%	615

Notes. Cells with a (-) symbol indicate estimates of 10 or fewer cases. [1]Staff who had earned a CDA were also considered to have studied early childhood education.

Table B.5. Percent of Teaching Staff with a Bachelor's Degree or Higher, by Role and NJ Region

		%	*N*	*Valid N*
Teaching staff overall	Central	32.4	953	2,945
	North	37.0	1,319	3,566
	Northeast	32.1	588	1,833
	South	24.7	496	2,007
Lead teachers	Central	45.2	502	1,110
	North	55.1	782	1,419
	Northeast	54.5	363	666
	South	37.7	304	806
Assistant teachers	Central	24.1	355	1,476
	North	24.4	433	1,775
	Northeast	18.4	166	902
	South	15.4	148	964

Table B.6. Provider-Level Characteristics of Teaching Staff Workforce

		All providers		
		Mean / %	*sd*	*Valid N*
Average # of staff at provider by role	# Lead teachers	5.0	3.6	877
	% with no lead teachers (n = 64)	6.8%		941
	# Assistant teachers[1]	6.7	5.7	842
	% with no assistant teachers (n = 99)	10.5%		941
	# Other teaching staff[1]	3.2	3.4	408
	% with no other teaching staff (n = 533)	56.5%		941
Average # full-time staff at provider	# full-time staff	7.7	7.3	941
	Avg. % of providers' total teaching workforce that is full time	63.6%	33.6	
Staff with non-English language skills	% providers' with at least one teacher w/ non-English skills (n =629)	66.8%		941
	Avg. # teachers w/ non-English skills[2]	5.7	5.5	
	% providers' with at least one lead teacher w/ non-English skills (n = 467)	49.6%		
	Avg. # lead teachers at provider w/ non-English skills[2]	2.8	2.3	
Education level[3]	Teaching staff overall			941
	% providers with at least one staff w/ CDA or higher (n = 812)	86.3%		
	% providers with at least one staff w/ bachelor's degree or higher (n = 715)	76.0%		
	Avg. % of providers' total teaching workforce w/ CDA or higher	48.6%	32.7	
	Avg. % of providers' total teaching workforce w/ bachelor's or higher	31.3%	29.1	
	Lead teachers			877
	% providers with at least one staff w/ CDA or higher (n = 746)	85.1%		
	% providers with at least one staff w/ bachelor's degree or higher (n = 632)	72.1%		
	Avg. % of providers' total lead teachers w/ CDA or higher	67.6%	37.2	
	Avg. % of providers' total lead teachers w/ bachelor's or higher	46.5%	39.1	
Area of study[3]	Teaching staff overall			941
	% providers with at least one staff that studied early childhood education (n = 674)[4]	71.6%		
	% providers with at least one staff that studied elementary education (n = 342)	36.3%		
	% providers with at least one staff that studied child development (n = 256)	27.2%		
	% providers with at least one staff that studied special education (n = 120)	12.8%		
	Lead teachers			877
	% providers with at least one staff that studied early childhood education (n = 591) [4]	62.7%		
	% providers with at least one staff that studied elementary education (n = 253)	28.9%		
	% providers with at least one staff that studied child development (n = 165)	18.8%		
	% providers with at least one staff that studied special education (n = 81)	9.2%		
Certifications[3]	Teaching staff overall			941
	% of providers that at least one have staff w/ P-3 or N-K or N-8 cert. (n = 308)	32.7%		
	% of providers that at least one have staff w/ elementary cert. (n = 213)	22.6%		
	% of providers that at least one have staff w/ special education cert. (n = 71)	7.6%		
	Lead teachers			877
	% of providers that at least one have staff w/ P-3 or N-K or N-8 cert. (n = 281)	32.0%		
	% of providers that at least one have staff w/ elementary cert. (n = 168)	19.2%		
	% of providers that at least one have staff w/ special education cert. (n = 46)	5.3%		

Notes. Estimates include a sample size of 941 providers that completed the survey section on their teaching staff are included in analyses. [1]Estimates reported among programs that had at least one administrative staff of a given role. [2]Estimates reported among programs that had at least one staff with non-English skills. [3]Estimates indicate whether at least one non-teaching staff member at the provider has a given qualification. [4]Staff who had earned a CDA were also considered to have studied early childhood education.

Appendix C. Descriptive Statistics of Providers' Non-Teaching Workforce

Table C.1. Size of Centers' Non-Teaching Staff Workforce

		All providers		
		%	*n*	*Valid N*
Number of Staff	1-5 staff	83.6	1,087	1,300
	6-10 staff	10.8	140	
	11-15 staff	2.9	37	
	16-20 staff	1.0	13	
	21-25 staff	1.8	23	
Average # of staff	# administrative staff workforce at provider *(mean, sd) [range = 1-25]*	3.1	2.6	1,191

Notes. Leadership staff refers to non-teaching staff in a director or assistant director role.

Table C.2. Characteristics of Non-Teaching Staff Workforce in Center-Based Child Care

		Mean / %	*sd*	*Valid N*
Role	Leadership staff (director/assistant director) (n = 1,859)	50.0%		3,704
	Directors (n = 1,280)	34.6%		
	Assistant directors (n = 579)	15.6%		
	Administrative Assistants (n = 482)	13.0%		
	Coaches (n = 96)	2.6%		
	Health-related staff (n = 135)	3.6%		
	Other administrative staff (n = 1,132)	30.6%		
Average # of years at provider	Non-teaching staff workforce	9.6	9.2	3,281
	Leadership staff	11.0	9.8	1,686
Non-English language skills	Non-teaching staff workforce			
	Has non-English language skills (n = 1,238)	40.1%		3,084
	Speaks Spanish (n = 782)	26.3%		2,975
	Leadership staff			
	Has non-English language skills (n = 528)	33.5%		1,577
	Speaks Spanish (n = 302)	19.7%		1,534
Average # hours worked per week	Non-teaching staff workforce	36.4	11.2	3,177
	Leadership staff	39.9	9.2	1,624
Average # weeks worked per month	Non-teaching staff workforce	4.0	0.2	2,951
	Leadership staff	4.0	0.2	1,515
Compensation	Non-teaching staff workforce			
	Annual salary	$47,525	27,316	2,092
	Hourly wage	$26.56	12.45	2,096
	Leadership staff			
	Annual salary	$56,423	29,756	1,129
	Hourly wage	$29.75	13.41	1,110
	Directors only			
	Annual salary	$61,727	31,845	763
	Hourly wage	$32.24	14.00	738
	Non-leadership staff			
	Annual salary	$37,200	19,454	933
	Hourly wage	$23.04	10.18	954
Receipt of Work Benefits	Retirement (n = 1,041)	31.1%		3,326
	Health insurance (n = 1,130)	34.0%		
	Vacation time off (n = 2,133)	64.2%		
	Sick leave time off (n = 2,283)	68.7%		

Table C.3. Qualifications of Non-Teaching Staff Workforce in Center-Based Child Care

		%	sd	Valid N
Education level	Non-teaching staff workforce			3,445
	Less than high school	25	<1%	
	High school diploma (or equivalent)	515	15.0%	
	Some college	404	11.7%	
	Child Development Associate credential (CDA)	148	4.3%	
	Associate's degree	267	7.8%	
	Bachelor's degree	1,423	41.3%	
	Master's degree	613	17.8%	
	Doctoral degree	50	1.5%	
	Leadership Staff			1,748
	Less than high school	0	0%	
	High school diploma (or equivalent)	93	5.3%	
	Some college	131	7.5%	
	Child Development Associate credential (CDA)	75	4.3%	
	Associate's degree	113	6.5%	
	Bachelor's degree	891	51.0%	
	Master's degree	410	23.5%	
	Doctoral degree	35	2.0%	
Area of Study	Non-teaching staff workforce			3,129
	Early childhood education[1]	836	26.6%	
	Elementary education	280	9.0%	
	Child development	202	6.5%	
	Special education	72	2.3%	
	Other	1,551	49.6%	
	None	253	8.1%	
	Leadership Staff			1,628
	Early childhood education[1]	577	34.2%	
	Elementary education	192	11.8%	
	Child development	102	6.3%	
	Special education	44	2.7%	
	Other	705	43.3%	
	None	49	3.0%	
Certifications	Non-teaching staff workforce			2,695
	P-3 or N-K or N-8	373	13.8%	
	Elementary education	214	7.9%	
	Special education	64	2.4%	
	Other	487	18.1%	
	None	1,557	57.8%	
	Leadership Staff			1,409
	P-3 or N-K or N-8	294	20.9%	
	Elementary education	149	10.6%	
	Special education	39	2.8%	
	Other	270	19.2%	
	None	657	46.6%	

Notes. Leadership staff refers to non-teaching staff in a director or assistant director role. [1]Staff who had earned a CDA were also considered to have studied early childhood education.

Table C.4. Provider-Level Characteristics of Programs' Non-Teaching Staff Workforce

		All providers		
		Mean / %	*sd*	*Valid N*
Average # of staff at provider by role	Leadership staff (director or assistant director)	1.5	0.7	1,206
	Directors	1.1	0.4	1,206
	Assistant directors[1]	1.1	0.4	528
	% with no assistant directors (n = 678)	56.2%		1,206
	Administrative Assistants[1]	1.2	0.6	404
	% with no administrative assistants (n = 802)	66.5%		1,206
	Coaches[1]	1.7	1.6	58
	% with no coaches (n = 1,148)	95.2%		1,206
	Health-related staff[1]	1.6	1.8	82
	% with no health-related staff (n = 1,124)	93.2%		1,206
	Other administrative staff[1]	2.1	2.2	528
	% with no other staff (n = 678)	56.2%		1,206
Average ratio of staff to classrooms at provider	# classrooms at center per non-teaching staff	3.1	4.5	1,197
	# classrooms at center per leadership staff	5.1	5.7	1,185
Average ratio of staff to children enrolled	# children enrolled at center per non-teaching staff	27.2	20.3	1,166
	# children enrolled at center per leadership staff	48.8	40.9	1,157
Staff with non-English language skills	% providers with at least one staff w/ non-English skills (n = 550)	45.6%		1,206
	Avg. # staff at provider w/ non-English skills[2]	2.3	2.1	550
	% providers with at least one leadership staff w/ non-English skills (n = 404)	33.5%		1,206
	Avg. # total leadership staff at provider with non-English skills[2]	1.4	0.6	404
Education level[3]	Leadership Staff			
	% providers with at least one staff w/ CDA or higher	1,088	90.2%	1,206
	% providers with at least one staff w/ bachelor's degree or higher	1,023	84.8%	1,206
	Other non-teaching staff			
	% providers with at least one staff w/ CDA or higher	537	44.6%	1,206
	% providers with at least one staff w/ bachelor's degree or higher	435	36.1%	1,206
Area of study[3]	Leadership Staff			
	% providers with at least one staff that studied early childhood education[4]	486	40.3	1,206
	% providers with at least one staff that studied elementary education	176	14.6%	1,206
	% providers with at least one staff that studied child development	100	8.3%	1,206
	% providers with at least one staff that studied special education	43	3.6%	1,206
	Other non-teaching staff			
	% providers with at least one staff that studied early childhood education[2]	180	14.9%	1,206
	% providers with at least one staff that studied elementary education	75	6.2%	1,206
	% providers with at least one staff that studied child development	69	5.7%	1,206
	% providers with at least one staff that studied special education	27	2.2%	1,206
Certifications[3]	Leadership Staff			1,206
	% of providers that have staff with P-3 or N-K or N-8 cert.	267	22.1%	1,206
	% of providers that have staff with elementary cert.	143	11.9%	1,206
	% of providers that have staff with special education cert.	39	3.2%	1,206
	Other non-teaching staff			1,206
	% of providers that have staff with P-3 or N-K or N-8 cert.	54	4.5%	1,206
	% of providers that have staff with elementary cert.	55	4.6%	1,206
	% of providers that have staff with special education cert.	21	1.7%	1,206

Notes. Estimates include a sample size of 1,206 providers that completed the survey section on their teaching staff are included in analyses. Leadership staff refers to non-teaching staff in a director or assistant director role. [1]Estimates reported among programs that had at least one administrative staff of a given role. [2]Estimates reported among programs that had at least one staff with non-English skills. [3]Estimates indicate whether at least one non-teaching staff member at the provider has a given qualification. [4]Staff who had earned a CDA were also considered to have studied early childhood education.