



A Union of Professionals

A Time to Act

The Importance of Investment
in Public Education and Other
State and Local Services in
the Time of COVID-19





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The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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A Time to Act

The Importance of Investment in Public Education and Other State and Local Services in the Time of COVID-19

As our nation confronts three crises—the COVID-19 public health crisis, the ensuing economic downturn and systemic racism—there are many disturbing signs of the damage being done. The United States has the highest COVID-19 death toll of any nation and has suffered the steepest economic consequences. Nearly 10 percent of our jobs are gone, including more than 900,000 in public education and 150,000 in hospitals.¹ These losses have already far surpassed the total number of jobs lost in the Great Recession of 2009. Notably, communities of color are disproportionately affected: Black and Latino people are more than twice as likely to die of COVID-19. Black people are half again more likely to be unemployed.² In a recent poll of attitudes during this crisis, only 24 percent of Americans said their country is on the right track.³

Educators, healthcare professionals and public employees across the country are working hard to make life better for our communities. Nurses are continuing to work at patients' bedsides even when personal protective equipment is scarce and they are being told to reuse it. Public employees are striving to safely keep the systems we all rely on, from transportation to social services, functioning. And educators have been trying to figure out how to safely return to face-to-face instruction at public schools and universities.

However, their work is jeopardized by the continued spread of the coronavirus and a lack of federal resources and planning that puts our communities at risk. Without a change, we will lose more lives and condemn a generation to a lifetime of consequences from a lockdown that will last far longer than it has in countries that have managed to get the virus under control.

This report will focus on the need for investment in state and local public services as a key part of what is needed to drastically change the course of our country's response to the COVID-19 crisis. Such investments are particularly needed to halt the troubling rise in the community spread of COVID-19. These include a renewed emphasis on testing, contact tracing, and supports for hospitals and frontline workers. They also include restoration of state and local public health systems, and supports for communities if states have to impose restrictions on commerce or other activities to fight the virus. Real progress fighting COVID-19 is essential, and budget shortfalls mean state and local government need support to be able to play their role.

One of the most troubling components of these budget shortfalls is the impact on our public education system. Using the latest projections from the Center on Budget and Policy Priorities, we estimate a K-12 budget gap of as much as \$93.5 billion for next year. This is just to get to the service levels offered at the start of the year, without providing for the additional costs of safely reopening. That could lead to a loss of 962,000 jobs. We estimate a public higher education budget gap of at least \$45 billion, which could lead to 394,000 jobs lost.

For K-12 schools alone, we have estimated that another \$116.5 billion is needed for personal protective equipment, health staffing, cleaning support and resources to address students' needs. To safely reopen schools and address the critical health and safety needs of educators and students—i.e., to provide for safe social distancing, masks, hand-washing stations, cleaning supplies, test kits and other measures to make sure schools do not become incubators of virus spread—schools will need significant federal resources on top of what states can provide. While some states have begun to put these plans in place and to strategize about how to fund them, it is too great a task to do without federal support.

Beyond public education, additional funds are needed by state and local government to generally provide for healthcare and for other public services. States may be able to close some of these gaps and provide resources on their own, but again they will need federal help to be able to do so.

There is legislation that the Senate could take up to provide these resources. That includes the HEROES Act and the Moving Forward Act passed by the House of Representatives, which combined provide more than \$1.2 trillion in aid to state and local services. Sen. Patty Murray (D-Wash.) also has introduced a bill, the Coronavirus Child Care and Education Relief Act (S. 4112), to allocate \$312 billion in direct funding to public schools and colleges to address public education, including:

- Provide \$175 billion for K-12 education. This would, if applied proportionally, both save or restore 821,000 jobs and provide \$100 billion for the additional costs of a safe reopening.
- Provide \$135 billion for higher education. This would save or restore at least 394,000 jobs in higher education and provide for a safe reopening.

- Provide \$33 billion to governors to help cover any remaining gaps and provide \$50 billion in additional funds for early childhood education.

Finally, the Murray bill includes a strong “maintenance of effort” requirement for both K-12 and higher education. The bill establishes that, in return for the substantial federal investment in education stabilization, states must provide an assurance they will not cut their own education spending for three years. These provisions are essential for saving education jobs and ensuring that costs are not passed on to students and families.

S. 4112 is legislation with the scale to make a real difference in how we reopen schools and colleges. This would be best for children and students first and foremost, but it would also be good for our economy. Murray’s bill should be included as part of the next COVID-19 package currently being debated in Congress, and any final deal must also contain additional aid to state and local governments that are currently facing cratering revenues at a time when the demand for public services is increasing rapidly. The public overwhelmingly supports this type of investment, with 84 percent favoring a \$1 trillion package of aid to state and local government.⁴

Reopening Schools Buildings Safely

Schools and children have become a political football in recent weeks, as talk of reopening schools has become more about politics than it has about safety and student well-being. The AFT's K-12 education members know how important face-to-face schooling is, but safety precautions must be in place to stop virus spread. Before Trump and DeVos put a monkey wrench in planning by insisting on full reopening without regard to safety or resources, three-quarters of teachers supported a return to face-to-face or hybrid teaching, with appropriate safeguards. As the professionals in the classroom, our members know that this is best for children, if it can be done safely. Our "Plan to Safely Reopen America's Schools and Communities" identifies the criteria to meet that goal.

As some politicians continue to plow full speed ahead to demand five-day-a-week reopening regardless of community spread and threaten to defund any school that doesn't reopen, educators and public health professionals are rising up. Reopening schools isn't quite the same as reopening restaurants or hair salons. The White House claims that science shouldn't be driving the decision to reopen schools, but educators feel science is paramount. Reopening schools safely and equitably requires tackling community spread; providing appropriate safeguards, including masks, spacing, cleaning and ventilation; and providing funding—it requires not just one but all of these pieces together.

Yet the federal government continues to fail to provide the needed resources. Take a look at what it would cost just to do what Trump wants: fully accommodating every child in public schools for face-to-face instruction. Assuming virus spread is tackled so that the infection rate is low enough that experts deem it safe, and assuming there are ongoing testing and contact tracing protocols, it would potentially require a half-trillion dollars to safely reopen public schools at that scale. That means 47 percent more classrooms to ensure that students are 6 feet apart. And it means as many as 47 percent more instructors, which would cost approximately \$140 billion in salary and benefits.⁵ If half of those additional teachers required portable classrooms, it might cost more than \$115 billion.⁶

Ensuring social distancing on buses potentially requires quadrupling capacity, costing approximately \$80 billion. It would also require some cost elements that are similar to those in our own estimate. The cleaning, provision of a nurse in every school, PPE, and other necessary direct health and safety investments would cost more than \$36 billion. Remediation for children who experienced learning loss during the spring and summer of 2020, and additional support for all children's social and emotional learning needs, would be an additional \$43 billion. And that would have to come on top of the funds needed to make up for lost revenues and staff positions

caused by the pandemic economic downturn, bringing the total to approximately a half-trillion dollars. Instead of recognizing the scale of the problem and helping, the administration is threatening schools with a loss of federal dollars if they don't reopen.

Even if there were political will to spend that money, we have already missed the chance to make the broadest progress toward that goal, with no way to find the teachers, the classroom capacity or the buses needed by the time the fall semester starts. The call to do this is unserious and detracts from what can be done, which is to provide supports for the fullest and safest possible reopening, whether it be in-person, hybrid or online. In many places that hybrid model will include students attending classes part of the week in person. The in-person component, if any, should meet Centers for Disease Control and Prevention guidelines, and districts should offer appropriate supports for distance learning.

The AFT's estimate of the cost for accomplishing the fullest and safest possible reopening is \$116.5 billion. It builds on the work of others, such as the Learning Policy Institute and AASA, The School Superintendents Association, and it focuses first on what is needed—the PPE, the cleaning materials and staffing, and the health supports—for safety. It also focuses on providing some resources to expand transportation and instructional capacity, with a goal of making sure that we are using the tools and people that are realistically available to help children. Finally, our estimate includes the costs of providing greater supports for children, both to address the social and emotional strains they are under and to help those who need better technology solutions to make the distance learning component better and more equitable.

The opportunity to provide these funds has been there, but the Senate leadership and administration have not acted. Trillions have been made available for other programs to help overcome the pandemic, but very little direct aid to public schools and public colleges and universities has been allocated. The CARES Act (Public Law. 116-93) set aside \$27 billion for these purposes in March. Alternatively, we know that hundreds (more likely thousands) of private and religious schools across the nation were able to tap into the federal government's private sector Payroll Protection Program. Its low-interest loans will be forgiven if the schools comply with the program and retain their employees. In the Washington metro area alone, the prestigious Sidwell Friends School in the District of Columbia and McDonogh School in Maryland got about \$5 million each.⁷ And while the administration hasn't been aggressive about getting funds for public schools, it has been aggressive about diverting additional public dollars to private schools.

The Current Fiscal Crisis

State and local economies are facing economic shortfalls that threaten to affect our way of life for decades to come. The Center on Budget and Policy Priorities now estimates that through the end of next year, states will have to close \$555 billion in budget gaps.⁸ Local budget gaps are typically half as much as state gaps.⁹ That means states and localities are more

than \$830 billion short of what they need to maintain the level of services they provided at the start of the year. The combined gap for the fiscal year we are just entering now is \$435 billion.

The table below, using other data from CBPP, shows how those states with revenue estimates have forecast the impact of COVID-19 on their budget for next year.¹⁰

State	2022 decline as % of pre-COVID-19 revenue projections	State	2022 decline as % of pre-COVID-19 revenue projections
New Mexico	30%	Connecticut	11%
Wyoming	25%	Louisiana	10%
Hawaii	24%	Tennessee	10%
Massachusetts	23%	North Carolina	10%
California	21%	Missouri	10%
Colorado	20%	Wisconsin	10%
Illinois	19%	Washington, D.C.	9%
New Jersey	18%	Ohio	9%
Vermont*	17%	Virginia	9%
Kentucky	17%	Arizona	7%
Oklahoma	16%	Minnesota*	7%
Alaska	15%	South Carolina	6%
Montana	15%	Kansas	6%
New Hampshire	15%	Mississippi	6%
New York	14%	Utah	5%
Maryland	14%	Iowa	4%
Idaho	14%	Delaware	4%
Oregon	12%	Washington	4%
Rhode Island	12%	Arkansas	3%
Michigan	12%		

Source CBPP

While most states are reporting gaps of 12 percent or more, there is still much uncertainty. First, the pandemic may still inflict greater economic harm. Second, states are still hoping for federal help. The result is a less stable budget process. These estimates are snapshots at a moment in time during a storm. But they show that storm is underway, and it continues to affect every public service in our communities.

Healthcare. Hospitals receive state and local funding in a variety of ways. Some are public institutions, and these received \$191 billion in state and local public support in 2017.¹¹ In addition, 29 percent of state budgets is spent on Medicaid.¹² The downturn is limiting state and local governments' abilities to continue these supports.

The pandemic is also undermining hospitals' basic business model. Elective procedures, which have widely been suspended, account for 30 percent of inpatient hospital revenue. Outpatient revenue can be half of overall revenue. In other words, COVID-19 surges have taken away at least half of many hospitals' revenues.¹³ The American Hospital Association estimates that hospitals are losing \$50 billion a month.¹⁴ These dynamics are particularly troubling for rural hospitals. Since 2010, 129 have closed, and a quarter entered the pandemic at risk of closure.¹⁵ A record 19 rural hospitals closed in 2019, and 12 more have closed this year to date.¹⁶

More than 150,000 jobs have been cut at hospitals since February. This is much greater than the job losses that were

incurred in the Great Recession. Our members who work in hospitals still report being required to reuse protective equipment.

That our under-resourced and understaffed public health systems still rely on fax machines rather than digital technology to support contact tracing is indicative of how austerity is harming us.¹⁷ In Cleveland and Washington, D.C., school nurses were pressed into service to help with contact tracing and patient screening when schools shut down, a sign that the capacity in public health agencies to take on this challenge is lacking. Yet as late as February of this year, the Trump administration was still calling for reduced federal support for these programs.¹⁸

Higher Education. In 2020, state governments provided \$96 billion in direct supports to public institutions of higher education.¹⁹ States provided an additional \$13.6 billion in financial aid to students in 2018.²⁰ Each source of funding is under pressure as a result of the budget cuts.

Enrollment declines precipitated by the pandemic will increase the pressure. The American Council on Education estimates that there will be a 15 percent decline in enrollment next year.²¹ In a survey of college business officials by Inside Higher Ed, a quarter reported their institutions had already furloughed workers, cut administrator pay and promoted early retirement. A third said they expected to eliminate administrator and adjunct professor jobs and to cut academic programs in the coming year.²²

We can already see the damage. Since February, there are 257,000 fewer jobs in the Bureau of Labor Statistics category “State Government Education,” which includes most of public higher education. This is triple the job loss taken from peak to trough in the Great Recession.²³ In recent days, there are reports on faculty furloughs at colleges in New Jersey, program cuts at the University of Alaska and the University of Massachusetts, and layoffs at City University of New York, just to name a few examples.

The layoff of more than 2,000 part-time faculty at CUNY highlights the plight of contingent faculty. Currently, 47 percent of faculty are part-time workers, and 70 percent are nontenure-track workers. The rise of this contingent workforce is a symptom of disinvestment. Contingent status means it is more likely that cuts will fall on these workers. It also means they are less well equipped to weather them; only 15 percent of contingent faculty report that they can comfortably cover their basic monthly expenses, even when working.²⁴ And yet these workers have difficult accessing unemployment insurance.

Disinvestment has led many public universities to prioritize recruiting of out-of-state and international students to whom they can charge higher tuition rates.²⁵ This practice raises questions about the goals of our higher education system and whom it serves. Most immediately, it means those students who face the highest obstacles in getting to campus are the ones who generate the most revenue, increasing fiscal pressure. Although the Trump administration rescinded its plan to ban international students from coming to the United States if their college did not offer face-to-face instruction, it has already placed substantial administrative barriers in the path of these students, to which COVID-19 is now added.²⁶

PreK-12 Education. In 2017, state and local governments spent \$660 billion on K-12 education, which was 21.5 percent of direct general fund expenditures.²⁷ The bulk of this education funding comes from state (47 percent) and local government (45 percent) sources, with the rest coming from Congress.²⁸

State funding sources are typically seen as most immediately threatened by the COVID-19 downturn. But there is disturbing data in the housing market that speaks to coming instability for local property taxes as well. In July, 30 percent of homeowners and 36 percent of renters did not make their full, on-time housing payment.²⁹ The virus is also going to affect real estate values in other ways, lowering some property values, although the extent of this dynamic still has not become clear.³⁰

What is clear is that cuts are already happening. Since February, there have been 667,000 jobs lost in the BLS category “Local Government Education,” which contains every school district in the nation. This is almost double the job losses of the Great Recession.

In New York City, schools will be cut by an additional \$400 million, with many of those cuts focused on targets like after-school programs, supplies for teachers and community schools.³¹ New Mexico had created an ambitious K-12 budget at the start of the year that included new money for community schools, early education initiatives and interventions, and has been forced to roll back some of these investments.

We already see the signs that more is needed, not less. When schools were closed, 15 percent of U. S. households and 35 percent of low-income households with school-age children did not have a high-speed internet connection at home.³² Students from poor urban and rural communities are among those least likely to be able to access online learning effectively.

Additional K-12 Job Losses on Tap

CBPP estimates that the state budget gap for next year alone is \$290 billion. The additional local budget gap brings the total to \$435 billion. Public K-12 education accounts for approximately 21.5 percent of state and local direct expenditures.³³ If that ratio applied to the \$435 billion, it would be taking a budget cut of just over \$93.5 billion.

Using this data, we can estimate potential job losses in K-12 education, given certain additional assumptions. The first is that cuts to staff will come in proportion to how the budget is allocated now. The second is that every state is equally affected. These assumptions will not hold perfectly, but they allow us to take a bearing on the size of the storm.

Approximately 53 percent of spending in K-12 education goes to instructional staff. That means just over \$41.5 billion can be estimated to be in instructional staff cuts, if they were proportional to current spending. Approximately 81 percent of such staff are teachers, and 19 percent are instructional aides.³⁴ We can estimate the average cost of a teacher and instructional aide, including benefits.

Additional Higher Education Job Losses on Tap

Calculating cuts to higher education is somewhat more difficult because enrollment losses are part of the equation. We know that higher education was approximately 9.7 percent of state and local public spending in 2017. If evenly apportioned, we could expect approximately \$45 billion of our net budget gap for next year to apply to higher education. Using 2017 spending as a baseline, adjusted for inflation, we estimate that this is equal to a 14.2 percent budget cut. That is in keeping with a 15 percent reduction in enrollment and the types of budget gaps that state are reporting for next year.

There were 2,608,000 persons employed in public colleges and universities in 2019.³⁵ It seems likely colleges will make faster cuts to their contingent workforce in the near term. If an average 14.2 percent budget cut led to a 12.78 percent reduction in full-time staff and a 20.8 percent reduction in part-time staff, that would be 394,000 total jobs lost in public higher

Money Can Help Schools (and Everything Else) Reopen More Safely and Effectively

Taken together, we estimate that next year's budget gap could mean a total of 1,357,000 jobs lost in public education, which is 432,000 more than have already been lost. At the same time, we know more resources are needed to secure a safe reopening of schools and colleges. For K-12 education alone, the combined cost of restoring these jobs and securing most of the elements of a safe reopening is just over \$204 billion.

Under a \$93.5 billion cut, school districts could lose 484,000 teaching jobs and 116,000 teacher aide jobs. We can use the ratio of instructional and noninstructional jobs to estimate that an additional 362,000 noninstructional jobs would be lost as well, for a total of 962,000 jobs. Given that we have already lost 667,000 jobs, we face a net loss of 295,000 additional jobs. All told, that's nearly triple the job loss of the Great Recession.

Jobs at Risk for 2020-21	
Teachers	484,000
Teacher's Aides	116,000
Noninstructional Jobs	362,000
Total	962,000
Jobs Already Lost	(667,000)
Net Additional Jobs Threatened	295,000

education. Given that the BLS category for "State Government Education" has already recorded 257,000 jobs lost, that would mean 137,000 additional jobs. Those additional jobs would be more than another Great Recession's worth of unemployment.

This estimate—given the system's dependence on tuition and the potential impact of continued community spread on enrollment—has the potential to be optimistic if enrollment declines are more severe. The \$45 billion gap also does not take into account the cost of safely reopening. Given the broader scope and the often 24/7 nature of campus life, the cost modeling is much different and harder to estimate than for K-12. Accounts of what colleges are doing indicate spending in some instances of approximately \$1,000 per student, but it is unclear if that is enough.³⁶

More money is needed for other state and local services and for healthcare as well. States, school districts and public colleges should use reserves and raise revenues. Thirty-three states raised taxes during the Great Recession, and 29 states raised taxes in the recession prior to that.³⁷ Even without a pandemic this was the responsible action, and it's even more important now.

But state and local governments lack the fiscal capacity of the federal government. Only the federal government can provide the kind of support that lifts the entire system of services. The HEROES Act has passed the House of Representatives and contains more than a trillion dollars for state and local government and \$175 billion for hospitals as well. Another bill, in the Senate, sponsored by Sens. Debbie Stabenow and Bill Cassidy, would provide for dedicated funding just for school reopening costs.

Sen. Murray's bill provides the most direct support for public education. As noted, the stabilization funds that are dedicated to funding K-12 would cover almost 86 percent of the costs of reopening and restoring cuts that are estimated here, with other components of the bill or broader federal aid supporting the rest. If that was passed as part of a larger package of state and local aid, it would allow schools to have the best chance to reopen safely and effectively.

Our calculation is based on language in the Murray and HEROES bills that send funds directly to states and school districts via their share of Title I-A grants under ESSA. This

A Decade of Neglect

One of the reasons the situation we face is dire is because we did a poor job of supporting state and local services during the Great Recession, leaving them weaker than they should be. During just the period of 2009-2011, budget cuts led to:

- 34 states reducing K-12 education expenditures
- 43 states cutting college and university funding
- 31 states cutting healthcare
- 29 states cutting elderly and disabled persons services³⁹

Additional cuts came in subsequent years even as the economy recovered. Research indicates that these cuts harmed our public health system.⁴⁰ Kaiser found that, between 2008 and

State and Local Government Services Are Essential

The federal government should be providing support not just for schools but for all services. Research shows that investments in healthcare, education, nutrition, recreation, transportation and other services that state and local government workers provide would help to address each of our crises. There is a simple relationship between life expectancy and investment in state and local services, with people living longer where investment is higher.⁴⁴ States that prioritize social spending and public health spending have better health outcomes.⁴⁵ A wave of research underscores how investments in K-12 education lead to better outcomes for children.⁴⁶ Similarly, cuts in higher education lead to lower quality on the one hand, but investments in student supports help foster college completion on the other.⁴⁷

Beyond that, investment in state and local services is an economic stimulus. Each dollar invested is spread throughout the

allows us to estimate the impact of the stabilization fund in every state. All told, the K-12 stabilization fund in the Murray bill would save or restore 821,000 K-12 jobs, and provide \$100 billion to help with safe reopening.³⁸ The reopening components that it could support include:

- hiring nurses and health staff to ensure every school is staffed to properly attend to an ill child or staff member
- hiring cleaning personnel and purchasing supplies to ensure that surfaces are cleaned more regularly
- providing masks and appropriate PPE for students and staff
- increasing instructional and transportation capacity to provide greater access to in-person learning
- attending to children's social and emotional needs
- providing for better distance learning capabilities

The table on pages 8-9 has an estimate that breaks down both the jobs that would be saved, by state, as well as the funds available to support reopening.

2017, local health departments shed 55,000 positions.⁴¹

There are 20 states that, as of 2018, still spent less on K-12 education on a real per-pupil basis.⁴² There were 41 states that spent less per student on public higher education.⁴³ This disinvestment undermines our ability to respond effectively to new crises.

The AFT had been engaged in a nationwide campaign, Fund Our Future, to start to undo these wrongs. We have worked with allies to start to turn back the tide of this austerity. Now those efforts have come crashing down. Our goal now is to keep us from forfeiting our future.

country and is likely to turn over rapidly. The economic impact of aid to state and local government is "the best studied and best understood empirically of any form of fiscal relief" that the federal government might create.⁴⁸ The multipliers in these studies range from 1.53 to 2.29, meaning that a dollar invested in state and local services could generate up to \$2.29 in economic activity.

Given the possibility of devastating losses, and the clear benefits of supporting state and local services, we strongly support the inclusion of provisions from the HEROES Act providing \$875 billion in funding to assist state and local governments with the fiscal impacts of the coronavirus. When combined with the MOE and dedicated funds in the Murray bill presented earlier, these monies can and should be used to allow for the continuation of state and local support for public colleges and universities in each state and to stave off personnel cuts.

\$175 billion K-12 Education Stabilization Fund

State	Potential Teacher Positions	Potential TA Positions	Potential Non Classroom Positions	Total Jobs	Additional Reopening Support
Alabama	7,993	1,288	7,067	16,347	1,648,651,294
Alaska	694	231	604	1,529	220,506,515
Arizona	10,633	3,417	8,632	22,682	2,338,920,925
Arkansas	4,852	1,192	3,676	9,720	1,035,118,758
California	34,669	9,492	25,805	69,966	12,023,917,830
Colorado	6,254	1,933	4,436	12,623	1,494,805,966
Connecticut	2,828	990	1,923	5,741	946,432,813
Delaware	1,003	247	552	1,802	268,067,150
District of Columbia	597	157	421	1,174	196,220,417
Florida	29,048	5,132	20,425	54,605	5,870,021,871
Georgia	15,329	3,228	11,014	29,571	3,572,452,391
Hawaii	1,380	285	852	2,517	339,656,677
Idaho	2,583	492	1,337	4,413	531,773,884
Illinois	13,408	2,856	10,411	26,675	3,676,284,135
Indiana	9,531	2,551	9,332	21,415	2,085,372,957
Iowa	3,533	1,206	2,350	7,089	890,115,097
Kansas	4,170	1,005	2,557	7,732	890,814,213
Kentucky	6,301	1,872	5,939	14,111	1,479,059,446
Louisiana	7,872	2,149	5,353	15,374	1,694,646,253
Maine	1,212	476	1,146	2,834	314,617,950
Maryland	5,344	967	3,897	10,208	1,550,873,381
Massachusetts	4,824	1,728	2,103	8,655	1,727,913,840
Michigan	11,519	2,726	10,385	24,630	3,026,067,836
Minnesota	5,587	1,876	3,878	11,341	1,475,560,412
Mississippi	6,095	1,526	5,002	12,623	1,167,634,992
Missouri	8,864	1,735	5,336	15,935	1,849,206,233
Montana	1,304	326	949	2,579	297,000,215
Nebraska	2,322	666	1,574	4,561	555,467,891
Nevada	3,790	909	2,820	7,520	895,763,267
New Hampshire	1,081	502	691	2,274	302,807,197
New Jersey	7,670	2,427	5,137	15,234	2,337,028,995
New Mexico	3,717	970	1,564	6,252	750,913,238
New York	15,934	3,380	9,892	29,206	5,559,869,636
North Carolina	14,914	3,296	10,178	28,388	3,234,373,474
North Dakota	842	243	548	1,633	201,897,933
Ohio	14,533	3,049	27,401	44,983	3,549,117,437
Oklahoma	6,854	1,647	5,422	13,922	1,348,823,541
Oregon	3,816	1,409	3,355	8,580	1,102,183,880
Pennsylvania	12,407	3,172	9,120	24,700	3,536,768,105

State	Potential Teacher Positions	Potential TA Positions	Potential Non Classroom Positions	Total Jobs	Additional Reopening Support
Puerto Rico	13,832	3,319	10,290	27,441	1,600,287,970
Rhode Island	1,027	242	639	1,908	294,904,591
South Carolina	7,717	1,681	3,493	12,890	1,636,951,018
South Dakota	1,287	351	915	2,552	269,149,486
Tennessee	9,789	2,557	6,955	19,300	2,148,355,583
Texas	47,015	8,992	37,215	93,222	10,370,956,181
Utah	4,424	1,417	2,622	8,463	993,620,585
Vermont	516	247	340	1,104	152,630,073
Virginia	10,272	2,044	7,461	19,777	2,266,987,881
Washington	8,152	1,390	2,864	12,406	1,927,828,354
West Virginia	2,875	523	1,967	5,365	552,117,311
Wisconsin	7,333	1,199	5,247	13,779	1,579,920,376
Wyoming	611	187	519	1,317	159,562,547
Total	410,159	96,897	313,612	820,668	99,940,000,000

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