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# Tracking Rhode Island's COVID-19 Recovery: A First Look at Districts' Strategic Staffing and Personnel Investments

Nate Schwartz  
Kate Donohue  
Alexander J. Bolves  
Gisselle Rodriguez Benitez

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## Executive Summary

Starting in May 2020, the Elementary and Secondary School Emergency Relief (ESSER) fund transferred billions of dollars through state departments and on to districts to support COVID-19 recovery efforts.<sup>i</sup> The funding, which lasts through 2024, represents the largest one-time infusion of federal dollars ever provided to K-12 school districts and has the potential to reshape key elements of the educational system.

While several studies have examined district ESSER spending plans, this is the first analysis that we are aware of that explores the choices that districts in a single state have made as they spend the funds.<sup>ii</sup> Using line-item data from Rhode Island's district accounting system alongside interviews with district leaders, we investigate overall spending patterns and expenditures in the largest budget categories – personnel, supplies and partners, technology, and operations and facilities.

As of June 2022, the latest date with complete spending information, Rhode Island districts had used \$216 million, or about one-third of the total ESSER allocation, a spending rate that placed Rhode Island among the slowest spenders nationwide.<sup>iii</sup> If spending continues at the same rate as 2021-22, districts will reach only 65% of the total by the end of the grant period. However, spend rates have increased each year and spending data do not reflect the full set of obligations that districts have contracted but not yet invoiced, making it hard to tell at this stage how district spending will look as we reach the required deadline.

Within spending category, patterns diverge. Halfway through the grant period, only about one-third of budgeted dollars had been spent in the largest categories – personnel and partners/supplies – with much of the money put toward obligations that predated the pandemic, such as existing staff. In contrast, districts had spent about half of the funds budgeted toward technology and facilities on long-term upgrades. Nearly every school in the state is now set up for one-to-one computing and most districts invested in building infrastructure, updating HVAC systems and other health-related facility needs.

In this brief, we focus on dollars spent by traditional (non-charter) districts on staffing and personnel, by far the largest category of ESSER spending. Subsequent briefs will examine other spending areas in greater detail.

We find that ESSER staffing dollars have not yet created large-scale transformation across the state; staffing levels have stayed flat, with districts instead using large percentages of ESSER funds to pay for existing staff. At the same time, the funds have allowed staff members in some districts to take on significant additional responsibilities and additional professional development opportunities, they have funded substitute teacher time and, in some places, they have paid for additional contract workers such as tutors and therapists.

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Key findings include:

- Overall school staffing numbers in Rhode Island have not shifted significantly.
- Most ESSER personnel funding has gone toward paying existing staff members, both to cover additional responsibilities and to pay for recurring salary costs.
- Investments in new full-time staff have been relatively minor, but districts have invested in new staff in several key areas that could bolster capacity over the long term.
- Districts have invested 20% of ESSER personnel spending in substitute teachers and contract personnel to address short term instructional and well-being needs.

With less than two years left to meet spending deadlines and more than two-thirds of budgeted personnel money still unspent, it seems unlikely that districts will choose to embark on a large hiring push in the last years of the grant. Options for spending the remaining \$175 million dollars currently budgeted toward personnel are likely to be increasingly limited, and we expect that future spending will skew even farther in the direction of covering existing salaries for ongoing personnel.

*This research was supported by the Rhode Island Foundation*

## Overall ESSER Spending in Rhode Island

The Rhode Island Department of Education allocated ESSER funding to districts largely using the federal Title I formula, with some additional funds going to districts hit hardest by COVID-19. This formula provides greater funding to districts with greater shares of high-needs populations, including low-income students, multilingual learners, special education students, and traditionally underserved racial/ethnic subgroups.

The allocation rules created a considerable range in the funding received by individual districts. On average, the funding provided by ESSER adds around \$3,000 per pupil over the course of the whole grant or \$750 per year (the average Rhode Island district spends around \$19,000 annually per pupil). Some districts, though, received significantly more where others came in far below the average. Central Falls, Woonsocket, Pawtucket, and Newport each received in the range of five to ten thousand additional dollars per pupil while PPSD received the largest allocation —more than \$11,000 total per-pupil dollars.

National reports rank Rhode Island in the bottom five states in terms of how quickly ESSER funds have been used and local coverage has recently emphasized that the vast majority of funds from the third wave remain unspent.<sup>iv</sup> This reporting draws on data from the federal Education Stabilization Fund (ESF) portal, based on reimbursement requests from districts. The ESF data are lagged and do not fully capture recent school years. As of April 2023, Rhode Island districts had requested reimbursement for 43% of the total ESSER allocation. Within this total, ESSER I has been completely spent down, and on average, districts have spent 80% of ESSER II and 20% of ESSER III. Importantly, these spending data only represent invoiced spending. These figures do not capture future contracted commitments because those dollars have not been spent. Several district leaders we spoke to said that their ESSER budget has been entirely committed and they have no additional flexible funds.

ESF data do not provide detailed information on how the funding has been used. For that, we rely on line-items in Rhode Island's Uniform Chart of Accounts (UCOA). More information on the data used in this report can be found in Appendix A. Available UCOA data run through June 2022, halfway through the grant period, when districts had spent 37% of total ESSER funds. Individual districts vary considerably in their spending patterns (Figure 1 lists districts in order of the total ESSER funds received).

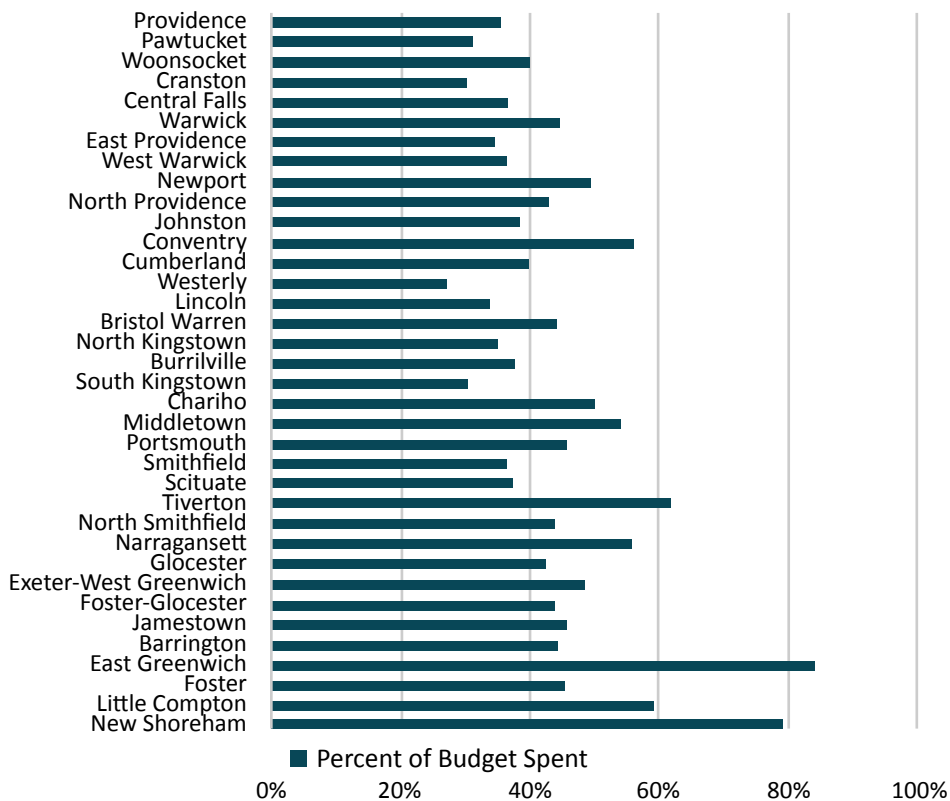
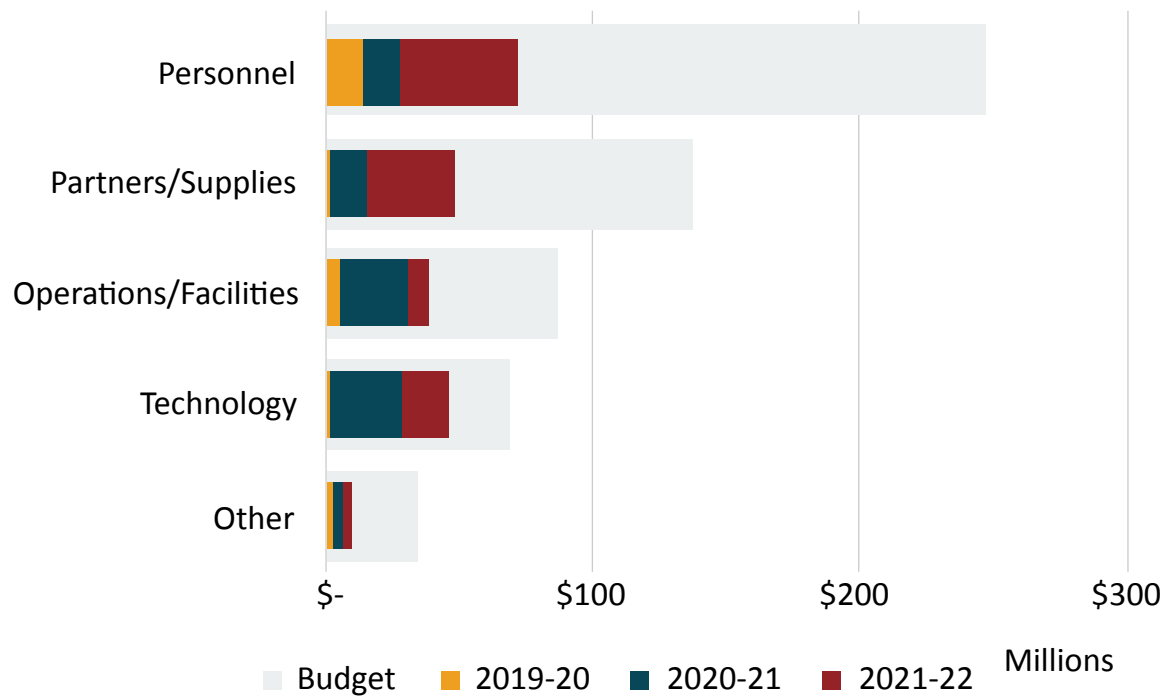


Figure 1: Percent of Budget Spent through June 2022

While ESSER funds were supposed to target pandemic recovery, districts had significant latitude in how they could budget and spend their ESSER dollars with very few restrictions. ESSER I was broadly meant to focus on the immediate health needs in response to the pandemic, while ESSER II and ESSER III were more focused on academic recovery. ESSER II guidelines called for additional investments focused on evidence-based strategies and projects improving air quality and school facilities, and ESSER III required that LEAs reserve 20% of grant funding toward learning loss mitigation.

In the plans they submitted for Rhode Island Department of Education approval, districts budgeted across several areas that we categorized into four primary categories. Figure 2 shows the total amount of budgeted spending by category (gray bar) and the amount actually spent in each school year. The personnel category includes both student-facing personnel as well as operational and administrative personnel. Partners and supplies capture spending in areas such as professional development vendors, curriculum, and general and pandemic related supplies. Operations and facilities include spending on things like building updates such as HVACs, transportation and capital project. Lastly, technology spending includes student technology, such as Chromebooks and different software and data processing systems.



*Figure 2: ESSER Spending as a Portion of the Budget by Category*

Districts budgeted fewer funds to operations/facilities and technology, but have spent proportionally more to date. Nearly two thirds (66%) of the budget for technology had been spent by June 2022, while 43% of the budget for operations and facilities had been spent. These broad spending patterns indicate that districts are on track to spend down their budgets in these categories.

By contrast, spending rates on personnel and partners/supplies have not kept up with budgets, with only one-third of the budgeted totals spent as of June 2022. That said, the budget for personnel is nearly twice as large as for partners and supplies, leaving by far the lion’s share of outstanding ESSER funding targeted to personnel. Here, we focus on this category, highlighting how these personnel dollars have been spent through June 2022.

## Finding 1: Overall school staffing numbers in Rhode Island have not shifted significantly.

Despite the substantial investment in personnel described above, the total number of student-facing staff members working in Rhode Island schools has not changed over the past several years (Table 1). The number of teachers and paraprofessionals has actually dropped slightly over time, while the number of administrators has increased marginally. The number of family engagement and health staff increased substantially – by more than one third – while districts also increased the number of nurses and social workers by about 5%. Drops in student enrollment over the same time period do mean there has been a slight decrease in student-staff ratios over time, but the overall average change is negligible.

Position Type	Average Count 2018-19 – 2019-20	Average Count 2020-21 – 2021-22	Percent Change
Teachers	10462	10385	-1%
Paraprofessionals	3084.5	3075	0%
Admin	854	874	+2%
Instr. Coach/ Specialists	638.5	656	+3%
Counselors	350	349	0%
Other Cert. SEL/Health Staff	306.5	307	0%
Nurses	278.5	292.5	+5%
Social Workers	273.5	287	+5%
Psychologists	187	183	-2%
Other SEL/Family/Health Staff	58	87.5	+33%
Other Instr/Ops Staff	24	22	-9%

*Table 1: Counts by Personal Type Pre & Post Pandemic*

According to district leaders, these patterns were driven both by contextual features of the RI educational landscape across the last several years and by strategic considerations. Leaders unanimously characterized the labor markets for teachers and psychologists/counselors as exceptionally thin. Despite a clear understanding of the importance of additional administrative staff in schools, several districts noted hiring challenges in these areas coupled with high rates of turnover as well. For example, one superintendent explained that hiring for administrative and support roles was a multi-year process, saying “We had trouble hiring three people in that area...[it] took us probably close to a year or two to fill. We would find somebody and then they would change their mind...or we would be really dissatisfied with the pool and we would repost.” District leaders also worried about hiring permanent staff given the time-limited nature of ESSER funding. As one superintendent noted, “we definitely realized that adding personnel wasn't going to be able to be sustainable in our operating budget.”

## Finding 2: Most ESSER personnel funding has gone toward paying existing staff members, both to cover additional responsibilities and to pay for recurring salary costs.

Most districts in the state have invested the majority of their ESSER funds in payments to existing staff members. Payments to teachers, in particular, accounted for 49% of ESSER personnel spending. However, the structure of these investments has differed across districts. In PPSD and a handful of smaller districts, most of the ESSER personnel investments have provided additional compensation for teachers to take on additional duties. In contrast, across much of the rest of the state, funding tended to offset ongoing costs of fixed salaries and benefits.

Because PPSD’s ESSER allocation – both in absolute terms and in terms of per-pupil expenditures – was so much larger than all other districts, we use PPSD as an example case to illustrate the group of districts invested ESSER personnel dollars in additional compensation for additional job duties. The full list of district-level spending details is provided in Appendix B, Table A.

### *Additional compensation in PPSD*

Overall, PPSD spent \$17 million in ESSER funds on existing staff members. Of this, nearly \$10 million went toward additional compensation for teachers. This money funded stipends for teachers to take on additional duties such as tutoring and leading afterschool, time in professional development training, reimbursements for teachers pursuing additional certifications in ESL or special education, covering classes when other teachers were absent, and teaching in summer programs (Figure 3). The use of funds in this way is seen in other districts across the country.<sup>v</sup>

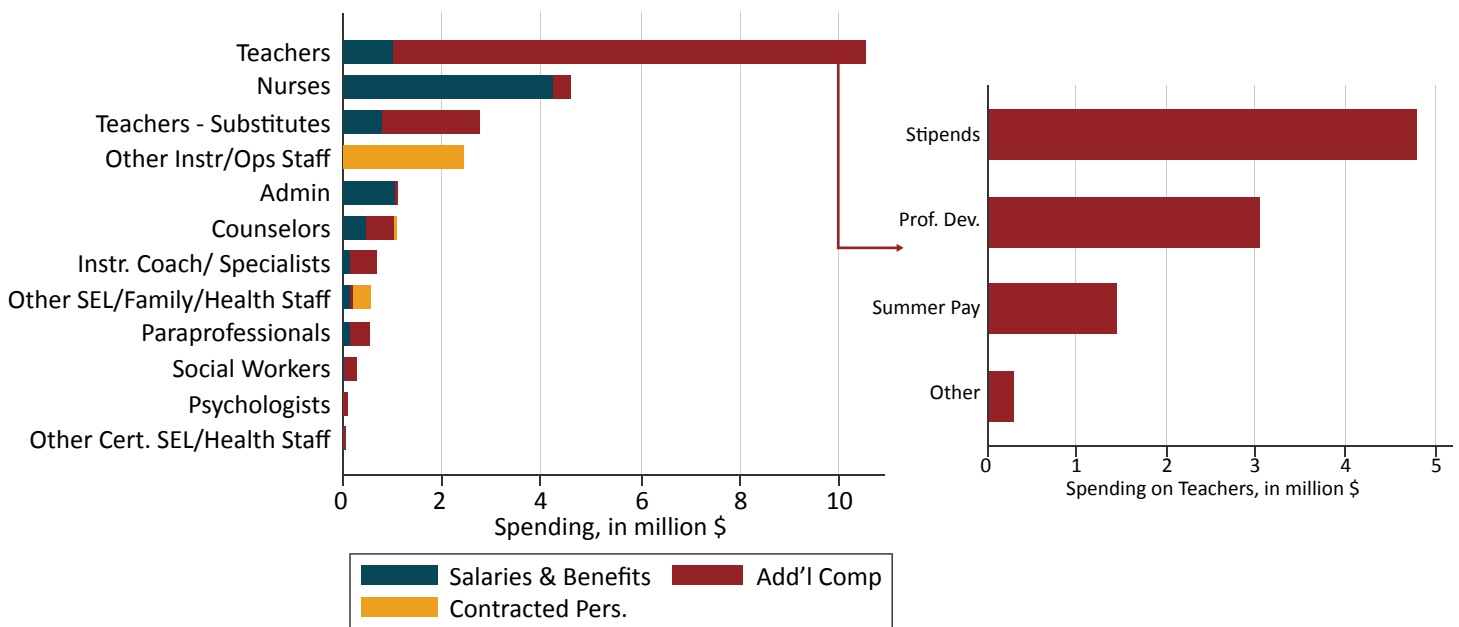


Figure 3: PPSD ESSER Spend by Job Type and Funding Type



The result was a significant increase in average teacher take-home pay. In 2022, the average teacher received nearly \$14,000 more in salary, benefits, and additional compensation than they had before the pandemic. We expect to see continued increases in teacher take-home pay because our spending data do not reflect the significant hiring incentives PPSD implemented for the 2022-23 and 2023-24 school years.

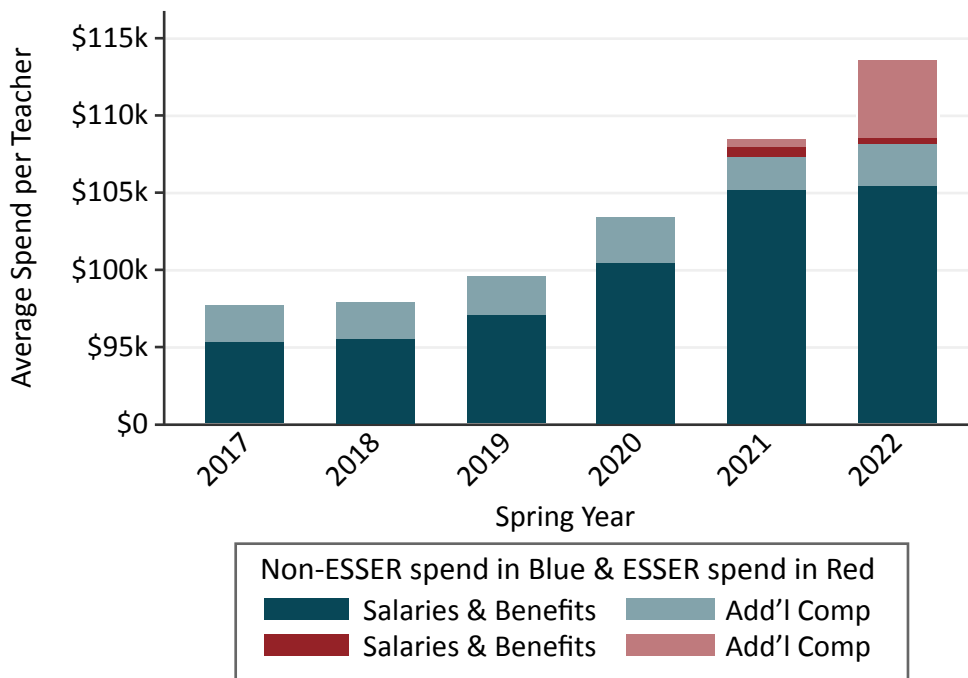


Figure 4: Change in PPSD Take Home Pay over Time

### Funding teacher salaries across the state

Unlike PPSD and the eight other districts (Appendix B, Table A) that spent most of their personnel funding on additional compensation, the rest of the state followed a very different pattern. In these districts, most ESSER funding spent on existing teachers – nearly \$22 million in total – went toward salaries and benefits rather than additional compensation.

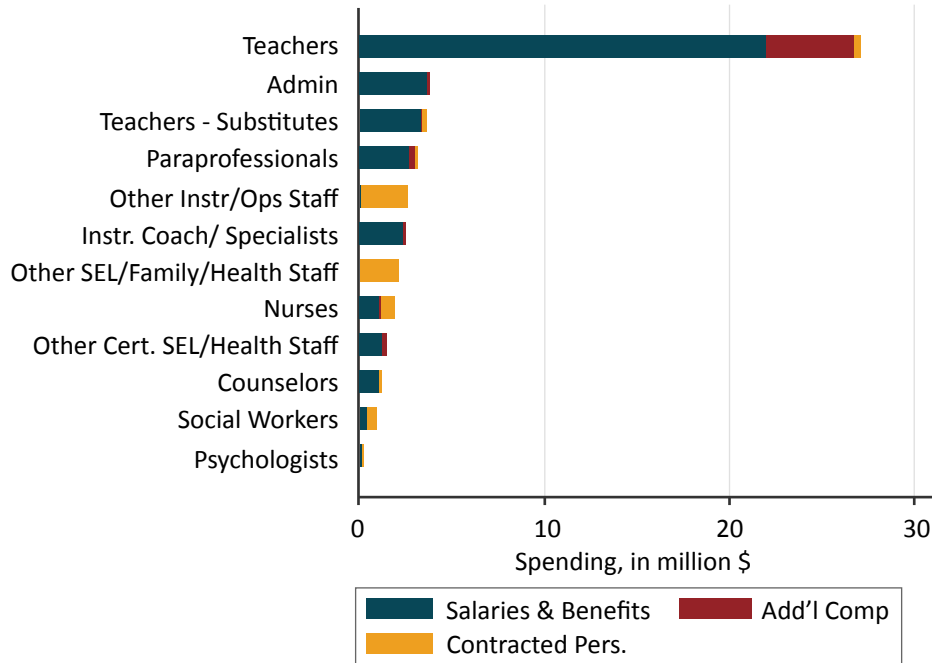


Figure 5: Traditional LEA (Excluding PPSD) ESSER Spend by Job Type and Funding Type

In these districts, teacher compensation did not rise with the injection of ESSER funds (Figure 6). Instead, many districts appear to have used the additional funding to spend less of their operating budgets on teacher salaries while keeping teacher take-home pay relatively flat.

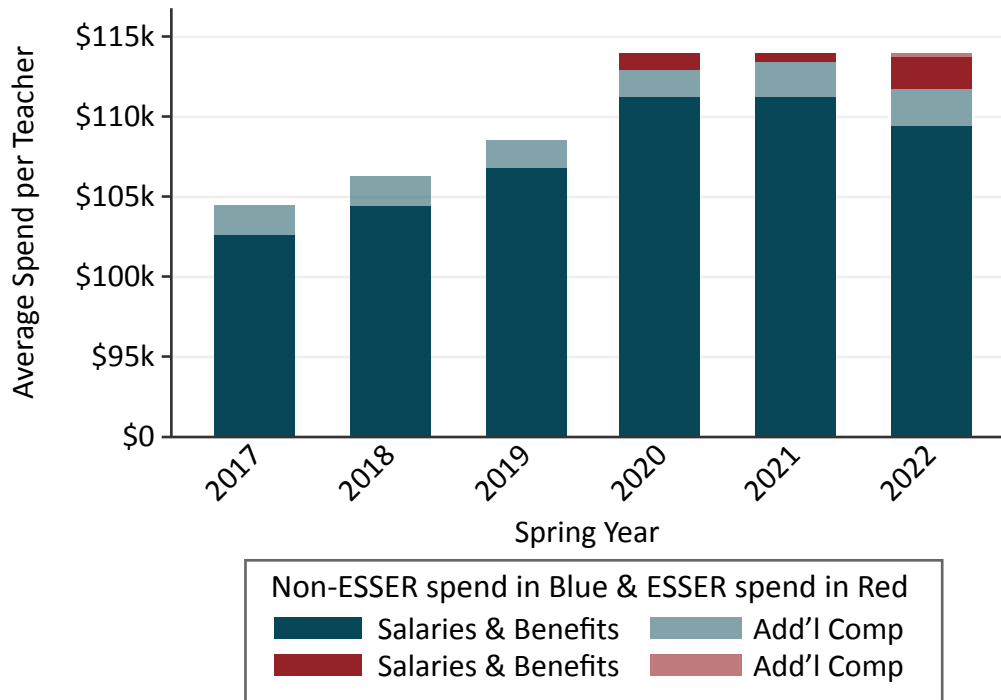


Figure 6: Change in Teacher Take Home Pay in Traditional LEAs (Excluding PPSD)

### Finding 3: Investments in new full-time staff have been relatively minor, but districts have invested in new staff in several key areas that could bolster capacity over the long term.

While overall increases in staffing were not large across the state, individual districts have added personnel in a handful of areas that have the potential to create long-lasting change. Generally, the total cost of these new positions was not funded solely by ESSER funds. Some of these positions were partially funded by local budgets given concerns about sustainability, contributing to lower than expected ESSER spending on new personnel.

PPSD, for example, focused on adding school administrative personnel, instructional coaches, and staff to support student well-being and community engagement. The district hired several new assistant principals concentrated in elementary schools. District leaders report that this modest 11-person increase in staffing has had substantial benefits for schools. PPSD has also focused heavily on supporting student well-being and engaging with community stakeholders. PPSD has added 10 counselors – a 15% increase – despite the shallow and competitive labor market for these professionals. They have also hired new SEL support staff like behavioral interventionists and school-community liaisons, increasing the number of these positions by 55%. PPSD relied heavily on local budgets with an eye on sustainability for many of these positions and used ESSER funds to either partially cover the positions or to pay for additional professional development for new staff.

Across the rest of the state, we see a similar pattern – a series of small increases in key staffing categories that, leaders report, have had outsized effects. For example, Middletown added one social worker and East Greenwich added an instructional coach. One superintendent identified that they needed to shore up their multi-tiered system of support (MTSS), and “so we hired a MTSS coordinator, who has been working with the teams on capacity building and understanding the purpose function and processes of the MTSS system.” Another added a dean of students to “basically handle the day to day...[because there was] no one to build capacity.”

These investments likely added important additional capacity in districts that had very few of these roles before ESSER. Nevertheless, the overall shifts across the state as a result of these hires are relatively minor, adding only a total of 67 staff members statewide. District leaders know that they need to absorb these positions into operating budgets once ESSER funds run out. This is a real concern and superintendents are actively planning how to sustain these roles. One superintendent explained, “The place where I’m trying to think about how we can maintain support is really with the additional social workers... There would be no way for me to add that number of staff to our general fund for next year. However, I would like to try to start to add at least two of them one year, and then hopefully continue to build them into the general fund over time. That’s my biggest worry.”

## Finding 4: Districts have invested 20% of ESSER personnel spending in substitute teachers and contract personnel to address short term instructional and well-being needs.

Over \$6 million dollars of ESSER funds have been spent on substitute teachers across the state. Both PPSD and other districts spent approximately 10% of their budgeted ESSER personnel funding in this area. Districts had budgeted just over \$4 million on substitutes, making this one of the only areas where overspending has occurred and speaking to the increased need in this area.

While our data do not allow us to examine substitute teacher staffing patterns in detail, district interviews suggest that three factors contributed to these increased expenditures on substitute teachers. First, higher teacher absenteeism and vacancies led to additional demand for substitute teachers. As one district leader noted, “finding quality substitute teachers during the COVID-19 pandemic [was] difficult and more teachers [were] out due to quarantine related absences. We [are] often short staffed in the building and are unable to cover all classes.” Second, and in response to the first, many districts have tried to staff more consistently by hiring permanent district or building-based substitutes. Fifteen districts budgeted for these roles. Third, some districts have responded to a more competitive substitute labor market across the state by increasing their daily rate.

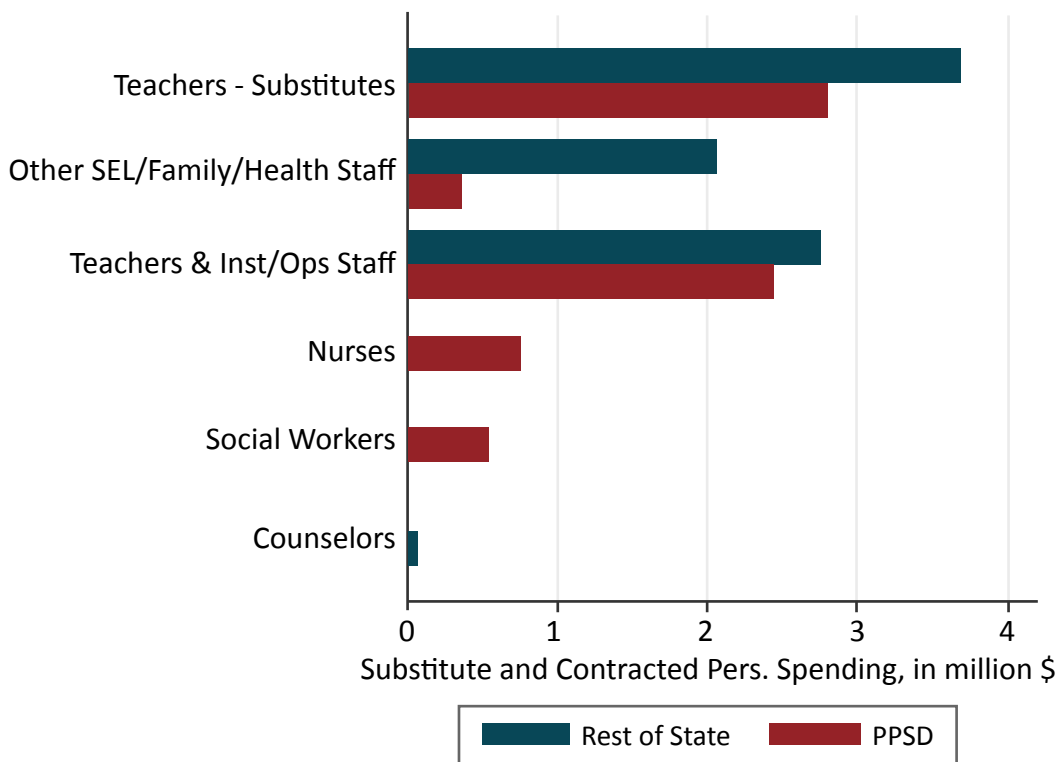


Figure 7: ESSER Spending on Substitute and Contracted Personnel by District Type

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Districts have also addressed short term needs by spending nearly \$9 million on contractors. Using contracted personnel has allowed districts to bring additional people into schools to directly support student learning and well-being needs without having to be responsible for holding on to an FTE when funding runs out. It has also partially been a response to the tight labor market. One district explained that they used a vendor to “to set up hiring school psychologists, because we couldn't find them.”

Districts leveraged these additional contract personnel in different ways. PPSD heavily favored instructional contract positions such as tutors, while the rest of the state tended to leverage contract positions for both instructional and well-being focused positions. In addition to the nearly \$2.5 million that districts outside of PPSD put towards instructional staff contracts, they also spent close to \$3 million on non-instructional contract staff ranging from broad based health services and therapists to nurses and social workers.

## Looking to the Future

ESSER funds have provided both an opportunity and a challenge for district leaders. Districts were offered much-needed funds with wide latitude to tailor spending to local needs, but they also had to create plans and launch new programs in a short timeframe during a period of tremendous uncertainty. The last several years have provided more clarity both about the constraints that districts face and the supports their students need.

In the area of staffing, fears about the potential fiscal cliff following the close of ESSER have combined with a tight job market to make it exceedingly difficult for districts to carry out their original budget plans. As we showed in our previous report, these budgets were often built around the promise of expanded individualized and small-group supports such as tutoring, mentoring, and early intervention for social-emotional needs. Recent Rhode Island data demonstrates the continuing need for such supports. Student absenteeism continues to be a stubborn problem with chronic absenteeism rates substantially higher than pre-pandemic. Test scores, while not as low as mid-pandemic, continue to lag previous marks and school and district leaders have highlighted ongoing challenges with student behavior and mental health.

Our interviews show that some districts have taken innovative approaches to this work and we also see some districts, including Providence, using staffing funds to pay for and incentivize new training for teachers and to recruit and retain staff in key positions. At the same time, when we look statewide, it is striking what a large proportion of ESSER funds have gone toward funding staff salaries that are traditionally funded through other sources.

With a considerable amount of ESSER funds left and not a lot of time, it would be a missed opportunity if more and more of this money funds ongoing operations in schools rather than the additional and ongoing demands of COVID-19 recovery. Given district leaders' reports that some of the small-scale hiring that has taken place over the past years has had outsized impact, this might mean continuing to explore options for additional hiring of small numbers of staff in key areas of need that could later be transitioned to local budgets. And it might mean that districts will need to think more creatively about how to expand personalized academic and social-emotional support for students in ways that take advantage of continued funds without colliding with ongoing staffing constraints.

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<sup>i</sup> ESSER funds were divided into three installments. ESSER I released funds in May 2020 to be committed by September 2022. ESSER II released funds in January 2021 to be committed by September 2023. ESSER III released funds in March 2022 to be committed by September 2024. In this analysis, we combine across all three ESSER allocations.

<sup>ii</sup> Silberstein, Katherin and Roza, Marguerite. "The Massive ESSER Experiment: Here's what we're learning." Education Next, April 4, 2023. Retrieved from: <https://www.educationnext.org/the-massive-esser-experiment-heres-what-were-learning/>

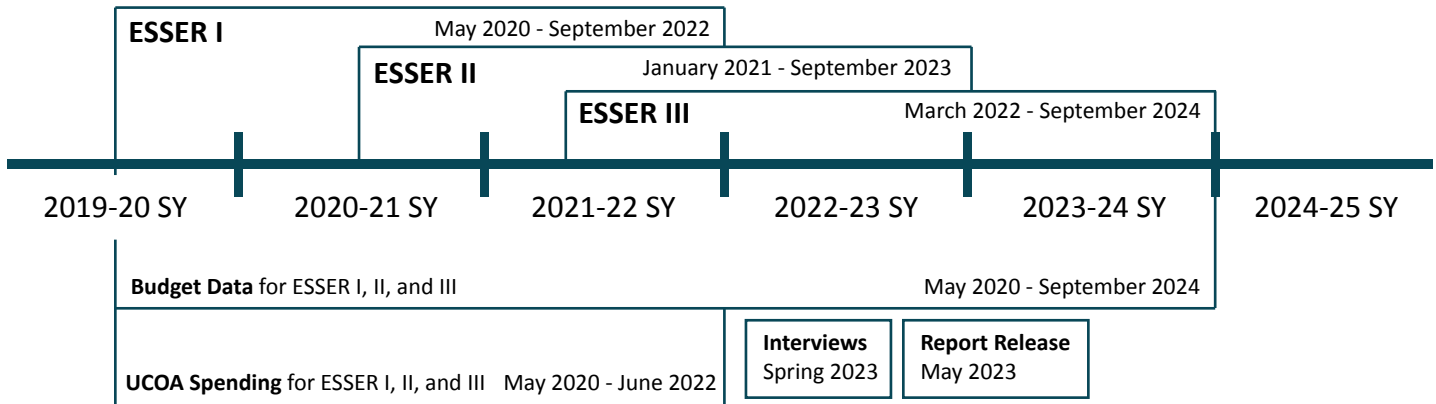
<sup>iii</sup> Progress in Spending Federal K-12 Covid Aid: State by State. FutureEd, May 7, 2023. Retrieved from: <https://www.future-ed.org/progress-in-spending-federal-k-12-covid-aid-state-by-state/>

<sup>iv</sup> Taylor, Tolly. "RI K-12 districts have spent just 7% of ARPA funds so far". WPRI, September 1, 2022. Retrieved from: <https://www.wpri.com/target-12/ri-k-12-districts-have-spent-7-of-arpa-funds-so-far/>

<sup>v</sup> Jordan, Phyllis and DiMarco, Bella. "Educators and ESSER: How Pandemic Spending Is Reshaping the Teacher Profession." FutureEd, October 2022. Retrieved from: <https://www.future-ed.org/educators-and-esser-how-pandemic-spending-in-reshaping-the-teaching-profession/>

## Appendix A – About the Data

This report relies on three sources of data: (1) ESSER budget data, (2) Uniform Charts of Accounts (UCOA) spending data, and (3) interview data. We outline details about each source of data below and show the coverage of each data source relative to when we are releasing the report in the following timeline.



**Budget Data:** This report draws on both narrative and budget data from districts’ ESSER I, II and III spending plans, as well as ESSER Set Aside and Supplemental Impact Education Aid. Rhode Island districts responded in narrative form to a series of questions dictated by the Rhode Island Department of Education (RIDE). Districts also completed budget templates detailing proposed spending at the line-item level. Each item (a total of about 8,700 items across all districts) includes detailed information on exactly how the district plans to allot the funds. We rely on item descriptions and justifications to separate out individual types of personnel spending, supplies, contracts, and other costs. We read and coded districts’ narratives to identify key strategies, grades and subjects served, and the target groups of students for specific interventions. For both waves, we coded budget items into a series of mutually exclusive categories including: (1) Personnel, (2) Partners and Supplies; (3) Technology; (4) Operations and facilities. While we analyze contract personnel with other personnel in this report, they are coded in the Partner and Supplies budget category because they are vendors with the district.

**Spending Data:** We leverage UCOA data rather than the federal Education Stabilization Fund (ESF) data to understand spending patterns in Rhode Island. While data in ESF are updated more frequently as more reimbursements are submitted, there are two main drawbacks. The first is there can be a lag between when districts spend the funds and when they request reimbursements. Districts can submit reimbursements from the current school year, but they can also still submit reimbursements from prior school years. The second drawback is that the reimbursement data only tell us how much was reimbursed, not details of how the money was spent. Similar to ESF, RIDE also shares reimbursement data and does so at the district level through this public dashboard. The ESF data, RIDE dashboard, and UCOA data all slightly differ in which specific sub-grants, like the ESSER Set-Aside and Supplemental Impact Education Aid, are included which can lead to small differences in reported spend.



Ultimately, we use UCOA data which allow us to see complete years of spending through June 2022 because districts can record ESSER expenditures before requesting for reimbursement and most importantly, it allows us to see at a granular level how ESSER funds were spent. We use UCOA function and object codes to categorize personnel spending into one of three categories: (1) salary and benefits, (2) additional compensation, and (3) contracted personnel. We restrict our analysis of personnel spending to student facing or adjacent personnel. We do not include custodial and clerk spending in our analysis which accounts for a small fraction of ESSER personnel spending (8% to be exact).

*Interview Data:* Annenberg conducted ten semi-structured interviews with superintendents through the state to better understand how districts were pursuing ESSER spending strategies and what barriers they were facing in executing those strategies. Our sample spanned urbanicity, size and geography. Districts that received more funding were over-sampled, as they were thought to be information-rich cases given the large influx of capital they received. Interviews were recorded and transcribed to identify themes and trends highlighted in this report.



## Appendix B – ESSER Personnel Spending, by District

Table A: ESSER Spending on Teachers as of June 2022

Districts	Salaries	Additional Compensation	Contracted Personnel	Total Spend
Barrington	4%	91%	5%	\$ 42,260.46
Burrillville	31%	69%	0%	\$ 184,063.26
Central Falls	94%	6%	0%	\$ 2,343,817.60
Coventry	82%	18%	0%	\$ 900,763.54
Cranston	88%	11%	2%	\$ 2,718,925.90
Cumberland	93%	7%	0%	\$ 1,148,025.30
East Greenwich	80%	14%	6%	\$ 154,575.37
E Providence	64%	36%	1%	\$ 789,957.16
Foster	100%	0%	0%	\$ 89,060.24
Glocester	90%	10%	0%	\$ 278,877.84
Jamestown	70%	30%	0%	\$ 132,660.90
Johnston	70%	30%	0%	\$ 224,739.93
Lincoln	38%	62%	0%	\$ 120,790.25
Little Compton	100%	0%	0%	\$ 17,348.17
Middletown	59%	41%	0%	\$ 284,106.18
Narragansett	7%	93%	0%	\$ 116,337.21
Newport	70%	7%	23%	\$ 1,076,427.90
New Shoreham	7%	93%	0%	\$ 5,102.62
North Kingstown	95%	4%	0%	\$ 1,225,382.70
N Providence	86%	14%	0%	\$ 520,489.77
North Smithfield	52%	48%	0%	\$ 133,070.06
Pawtucket	97%	3%	0%	\$ 3,223,060.80
Portsmouth	2%	98%	0%	\$ 41,207.62
Providence	10%	90%	0%	\$ 10,534,413.00
Scituate	72%	28%	0%	\$ 86,114.02
Smithfield	41%	59%	0%	\$ 352,585.38
South Kingstown	52%	48%	0%	\$ 261,005.59
Tiverton	88%	12%	0%	\$ 598,220.77
Warwick	7%	93%	0%	\$ 74,786.44
Westerly	90%	8%	1%	\$ 828,949.27
W Warwick	78%	22%	0%	\$ 816,717.67
Woonsocket	80%	20%	0%	\$ 6,081,168.10
Bristol-Warren Regional	55%	45%	0%	\$ 1,421,646.50
Exeter-W. Greenwich Regional	77%	23%	0%	\$ 164,245.01
Chariho Regional	69%	31%	0%	\$ 83,148.71
Foster-Glocester Regional	100%	0%	0%	\$ 459,395.30

Table B: ESSER Spending on Other Student Support Personnel and Administration as of June 2022

Districts	Salaries	Additional Compensation	Contracted Personnel	Total Spend
Barrington	48%	1%	50%	\$ 142,732.35
Burrillville	76%	6%	18%	\$ 373,478.19
Central Falls	91%	3%	7%	\$ 3,375,681.20
Coventry	67%	6%	27%	\$ 757,660.47
Cranston	21%	1%	78%	\$ 483,510.87
Cumberland	90%	1%	9%	\$ 389,121.49
East Greenwich	92%	2%	6%	\$ 360,839.46
E Providence	54%	12%	34%	\$ 869,506.61
Foster	100%	0%	0%	\$ 113,449.69
Glocester	81%	0%	19%	\$ 450,266.38
Jamestown	94%	4%	2%	\$ 218,963.24
Johnston	79%	1%	21%	\$ 968,455.04
Lincoln	100%	0%	0%	\$ 133,784.61
Little Compton	100%	0%	0%	\$ 5,231.00
Middletown	69%	0%	31%	\$ 792,798.40
Narragansett	93%	7%	0%	\$ 774,174.11
Newport	97%	1%	1%	\$ 991,542.93
New Shoreham	74%	26%	0%	\$ 15,319.87
North Kingstown	2%	8%	90%	\$ 399,708.71
N Providence	62%	0%	38%	\$ 856,204.58
North Smithfield	63%	12%	25%	\$ 434,372.01
Pawtucket	94%	2%	4%	\$ 2,006,614.60
Portsmouth	65%	0%	34%	\$ 111,287.90
Providence	51%	29%	20%	\$ 14,379,947.00
Scituate	100%	0%	0%	\$ 1,725.26
Smithfield	97%	3%	0%	\$ 245,168.71
South Kingstown	18%	17%	65%	\$ 405,681.39
Tiverton	97%	0%	3%	\$ 508,524.89
Warwick	93%	0%	7%	\$ 1,142,434.50
Westerly	89%	11%	0%	\$ 98,539.14
W Warwick	74%	2%	25%	\$ 2,017,493.60
Woonsocket	27%	11%	62%	\$ 3,759,894.80
Bristol-Warren Regional	97%	1%	2%	\$ 273,614.70
Exeter-W. Greenwich Regional	93%	7%	0%	\$ 350,194.83
Chariho Regional	24%	49%	27%	\$ 160,230.84
Foster-Glocester Regional	90%	10%	0%	\$ 87,796.85