

Final Posting: Monday, January 27, 2025 at 3:30pm

SPECIAL PUBLIC MEETING OF THE AMPHITHEATER GOVERNING BOARD

**Leadership and Professional Development Center
701 W Wetmore Road
Tucson, AZ 85705**

Tuesday, January 28, 2025

5:30 PM

(Doors open 30 minutes prior to the start of the meeting)

AMPHITHEATER PUBLIC SCHOOLS

MISSION

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Believe

- ❖ ***All students can learn and achieve.***
- ❖ ***Everyone has unique strengths, talents, and needs.***
- ❖ ***All students and staff should be responsible for and dedicated to educational excellence.***
- ❖ ***Education requires cooperation, honesty, and respect among the students, parents, staff, school, and community.***
- ❖ ***The school community deserves a safe and caring environment.***
- ❖ ***Our actions reflect our values and our dedication to meeting student needs fairly and equitably.***
- ❖ ***Ample resources are essential to accomplish the Mission.***

We Value

achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

AGENDA*

As permitted by the Arizona Open Meeting Laws, Board members may participate in this meeting by telephone, video or internet conference.

Persons present at the Board meeting may complete a form requesting to speak to the Board. Individuals who wish to address the Board in-person during Call to the Audience should fill out a public comment card and hand it to the Governing Board Secretary located in the main hallway of the Leadership and Professional Development Center. All comments are limited to 3 minutes to ensure an equitable opportunity to address the Board. In addition, to ensure adequate time is available for other Governing Board business, a maximum time limit for Public Comment will be observed. Those unable to speak within the specified time limits may also submit comments to the Board in writing.

* The Governing Board may meet in an executive session concerning any item on this agenda for purpose of consultation with legal counsel, pursuant to A.R.S. § 38-431.03(A)(3). Rules of Order that apply to Governing Board meetings may be suspended by a vote of the majority of the Board. One or more Governing Board members may attend by electronic means.

¹ Persons interested in addressing the Governing Board must complete and submit a form available in the lobby. Procedures for addressing the Board are outlined on the form.

² Information items are for discussion only; no action will be taken.

³ Details are available in the offices of the Associate Superintendents and Chief Financial Officer.

⁴ Study session items are for discussion only; no action will be taken.

1. **CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER**

Ms. Susan Zibrat

2. **EXECUTIVE SESSION***

1. Motion to Recess Open Meeting and Hold an Executive Session for

A. Consideration and Determination of Appeal of Long-term Suspension/Expulsion Hearing Officer's Decision Pursuant to A.R.S. § 15-843(A), Regarding, Student # 30046114

3. **RECONVENE PUBLIC MEETING**

4. **PLEDGE OF ALLEGIANCE**

5. **ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING**

Tuesday, February 4, 2025 at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.

6. **INFORMATION**

A. Review of Auditor General's School District Financial Risk Analysis Report-January 2025	4
B. Review of Enrollment Projections and Actual Enrollment for Current (2024-2025) School Year	15

7. **PUBLIC COMMENT** (30 Minutes Maximum)

8. **CONSENT AGENDA**

A. Approval of Appointment of Non-Administrative Personnel	78
B. Approval of Personnel Changes	81
C. Approval of Leave(s) of Absence	84
D. Approval of Separation(s) and Termination(s)	86
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F. Approval of Vouchers Totaling and Not Exceeding Approximately \$1,719,895.33	92
G. Acceptance of Gifts	93
H. Approval of Parent Support Organization(s) - 2024-2025	95
I. Approval of December 2024 Report on School Auxiliary and Club Balances	97
J. Approval of Minutes of Previous Meeting(s)	106
K. Approval of Arizona Department of Administration School Facilities Division Building Renewal Grants	122
L. Approval of Revisions to Governing Board Policies 4-102.A (Professional Staff Assignments and Transfers), 4-106 (Professional Staff Reduction in Force), Professional Staff Reduction in Force Profile Form and 4-106.A (Professional Staff Reduction in Force)	141
M. Approval of Removal of 6th Grade from Harelson Elementary Effective the 2025-2026 School Year	178
N. Approval of Out of State Travel	179

9. **PUBLIC COMMENT** (30 Minutes Maximum)

10. **BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS**

11. **ADJOURNMENT**

* The Governing Board may meet in an executive session concerning any item on this agenda for purpose of consultation with legal counsel, pursuant to A.R.S. § 38-431.03(A)(3). Rules of Order that apply to Governing Board meetings may be suspended by a vote of the majority of the Board. One or more Governing Board members may attend by electronic means.

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In addition to display at various locations, copies of each agenda are available 24 hours prior to the meeting at www.amphi.com, and at the Wetmore Center, 701 West Wetmore Road, Tucson, AZ 85705. The public and the press are also welcome to examine in the Records Department all non-confidential supporting materials for the agenda. Requests for copies, at cost, of any of these supporting materials will be honored as timely as possible. If you need special accommodations, please call the Superintendent's office: (520) 696-5205.

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**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: January 28, 2025

TITLE: Review of Auditor General’s School District Financial Risk Analysis—January 2025

BACKGROUND:

The Office of the Auditor General issued their annual risk analysis report on January 17th. This report identified the Amphitheater District as high risk based upon several factors. A review of the report and its implications will be presented.

RECOMMENDATION:

This item is presented solely for the Board’s information. No action is requested at this time.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: January 21, 2025

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

Navigate to a specific district's page:

Select a school district or search by school district name ▼

Amphitheater Unified School District

—Not among the highest-risk districts

[District demographic information](#) ▼

Analysis and data

Additional information about each measure, including how each measure was calculated and how districts were identified as high risk for each measure, is available on the [Measures page](#).

 **High risk**

Change in weighted student count



[Analysis](#) —

-4.5%
(1-year change)

-0.4%
(4-year change)

[Data](#) ▼

Fiscal year	Group A WSC
2025	13,003
2024	13,620
2023	13,564
2022	13,905
2021	13,058

what is this measure telling me:

This measure shows a district's change in group A weighted student count (WSC) over a 1- and 4-year period. A single-year substantial decrease in WSC, or smaller but repeated decreases over more years, may expose a district to higher financial risk due to the loss of student-count-generated revenue.



**Budget limit reserve—
Operating budget**

Analysis

24.7%
(1-year change)



100.0%
(4-year change)

Data

Fiscal year	Balance
2024	\$10,789,967
2023	\$8,651,964
2022	\$9,308,708
2021	▼ \$8,458,213
2020	\$4,077,844

What is this measure telling me?

This measure shows how a district's Maintenance and Operation (M&O) Fund budget limit reserve has changed over a 1- and 4-year period. Declining, negative, or unfunded M&O Fund budget limit reserves indicate higher financial risk.



High risk

**Budget limit reserve—
Capital budget**

Analysis

-40.5%
(1-year change)

100.0%
(4-year change)

Data

Fiscal year	Balance
2024	▼ \$4,456,751
2023	\$7,486,186
2022	\$5,085,681
2021	\$3,211,581
2020	\$2,149,421

What is this measure telling me?

This measure shows how a district's Unrestricted Capital Outlay (UCO) Fund budget limit reserve has changed over a 1- and 4-year period. Declining, negative, or unfunded UCO Fund budget limit reserves indicate higher financial risk.

Financial position— General Fund operating reserve ratio

Analysis



Data

Fiscal year	Balance	Expenditures
2024 unaudited	\$10,926,312	\$108,007,612
2023 audited	\$38,238,130	\$106,153,225

balance ÷ expenditures = operating reserve ratio

What is this measure telling me?

This measure shows the percent of General Fund monies held in reserve for future spending (i.e., fund balance), compared to total spending from the prior year. A negative operating reserve ratio indicates a negative fund balance, which means the district must use monies received in the following year to cover prior-year spending.

Financial position— General Fund operating margin ratio

Analysis

0.2%
2024 unaudited

4.4%
2023 audited

Data

Fiscal year	Revenue	Expenditures
2024 unaudited	\$108,266,968	\$108,007,612
2023 audited	\$111,029,789	\$106,153,225



(revenue - expenditures) ÷ revenues = operating margin ratio

What is this measure telling me?

This measure shows the percent of district General Fund revenues not spent in the year received for each of the most recent 2 years. A district with below-average operating reserves exposes itself to higher financial risk each time its spending exceeds its revenues (i.e., negative operating margin).

**Financial position—
General Fund change in fund balance**

Analysis

5.4%

2023 to 2024 unaudited

16.0%

2022 to 2023 audited

Data



Fiscal year

Change amount

Fiscal year	Change amount
2023 to 2024 unaudited	\$564,567
2022 to 2023 audited	\$5,263,178

What is this measure telling me?



This measure shows the 1-year percentage change in a district's General Fund balance for each of the most recent 2 years. Declining fund balances or a negative fund balance in the most recent year indicate higher financial risk as less resources remain available for current and future needs.

Capital monies
redirected to operations

Analysis

0.0%

(FY 2024)

3.1%

(5-year average)

Data

10

Fiscal year

Capital monies

Amount redirected

2025	\$6,821,854	\$0
2024	\$6,789,284	\$0
2023	\$6,548,538	\$0
2022	\$5,297,838	\$0
2021	\$5,152,621	\$800,000

What is this measure telling me?

This measure shows the percentage of intended capital funding the district has redirected to operational spending rather than capital spending in the current year and on average over the last 5 years. Districts that direct a substantial portion of their intended capital funding to operational spending may be at higher financial risk.

Small school budget limit adjustment

Analysis

N/A - District is too large to be eligible for adjustment.

Data

Fiscal year	Adjustment
2025	\$0
2024	\$0

2023	\$0
2022	\$0
2021	\$0

What is this measure telling me?

This measure shows a district's additional budget capacity from a small school adjustment in the current year and each of the prior 4 years. The loss of the ability to include a small school budget limit adjustment or an unfunded small school budget limit adjustment due to a frozen tax rate may indicate higher financial risk.

Frozen tax rate

Analysis

District's primary property tax rate is not frozen.

What is this measure telling me?

This measure shows whether a district has a frozen primary property tax rate, limiting the District's ability to increase its property tax revenue to fund its allowable budget limits.

Receivership

Analysis

District is not in receivership.

What is this measure telling me?

This measure identifies whether a district is operating under a State Board of Education-appointed receiver due to gross mismanagement or insolvency.

Less common revenues in FY 2024

Some districts have access to revenues and budget capacity that are not available to all districts. These revenues may help lessen financial risks for some districts, but desegregation and small school adjustment revenues can contribute risk for other districts, if they result in a district's property tax rate being frozen, which can cause the district to accumulate unfunded budget capacity. Select the information icon to learn more about the revenues presented.

	Desegregation	\$4,025,000
	Federal Impact Aid	\$0
	Small school adjustment	\$0
	Voter-approved budget overrides	\$8,683,233
	Total less common revenues per student	\$1,119

Source: Desegregation, small school adjustment, and voter-approved budget override amounts - FY 2024 Arizona Department of Education BUDG75 report. Federal Impact Aid amounts - FY 2024 district submitted, unaudited annual financial reports.

Additional school district resources

[School District Spending Analysis ▶](#)

[School District Performance Audit Reports ▶](#)

[District, charter, and ADE COVID-19 spending special report ▶](#)

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**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: January 28, 2025

TITLE: Review of Enrollment Projections and Actual Enrollment for Current (2024-2025) School Year

BACKGROUND:

The processes employed by school districts to project enrollment has varied throughout the years. In the past, Amphitheater Public Schools used growth studies to predict enrollment expectations, but that method became obsolete during the recession that began in 2009 when economic and demographic changes in the community made growth studies applicable to the Amphitheater District boundaries inconsistent with the actual trends.

Amphitheater currently projects student enrollment through studies of student cohort information, expected property development in neighborhoods served by individual schools, and anecdotal data from schools on population trends, etc. Until 2016, it was easier for school districts to plan in advance of the school year because the State of Arizona provided funding to school districts based on each school district's attendance on the 100th day of school for the prior year. Having the benefit of this information, school districts could easily anticipate the precise amount of funding that each would receive in advance of the school year.

Arizona changed to a "current year funding" model in 2016, which required school districts to develop a budget without knowing the precise amount of funding that each will receive from the state for that year. Under the current year funding model, school districts receive funding based on each district's Average Daily Membership ("ADM"), during the first 100 days of the current school year.

The District anticipated that the Average Daily Membership (ADM) for the 2024-2025 budget would be 11,212. Unfortunately, the current projection of the 100th day is 10,661. This enrollment drop will result in a revenue shortfall of approximately \$3.6 million dollars.

Two factors are contributing to this enrollment decrease. The first factor is the continuing decline in the birth rates. The second factor is the Empowerment Scholarship Accounts.

Arizona's birth rate declined by 33% between 2007 and 2021, according to data from the Arizona Department of Health Services. The general fertility rate in the United States decreased by 3% from 2022, reaching a historic low.

The Arizona Empowerment Scholarship Program has grown to over 79,000 students. Recent data on new participants indicates that the percentage of students who were enrolled in a public school immediately preceding their enrollment in the ESA program has increased from 47% to 57%.

Amphitheater is not unique with these enrollment declines. Mesa Unified School District predicted after an extensive demographic study that a worse case scenario would be a loss of less than 1,000 students for the current year. The actual numbers for Mesa are approximately 1,500 students. Chandler Unified is down approximately 1,000 students in their schools. An opinion article from the Arizona Republic indicates that these enrollment drops are being seen nationally.

RECOMMENDATION:

This item is presented solely for the Board's information. No action is requested at this time.

INITIATED BY:

Scott Little

Scott Little, Chief Financial Officer

Date: January 21, 2025

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

Average Daily Membership 2005-2025

Year	ADM	Change	%
2005	15,967		
2006	15,884	-83	-0.52%
2007	15,879	-6	-0.03%
2008	15,605	-274	-1.73%
2009	15,455	-150	-0.96%
2010	14,919	-536	-3.47%
2011	14,786	-133	-0.89%
2012	13,770	-1,016	-6.87%
2013	13,623	-147	-1.07%
2014	13,572	-51	-0.38%
2015	13,484	-88	-0.65%
2016	13,164	-320	-2.38%
2017	13,330	166	1.26%
2018	13,067	-263	-1.97%
2019	12,843	-224	-1.71%
2020	12,462	-381	-2.97%
2021	10,110	-2,352	-18.87%
2022	11,204	1,094	10.82%
2023	11,091	-114	-1.01%
2024	11,143	53	0.48%
2025	10,661	-482	-4.33%

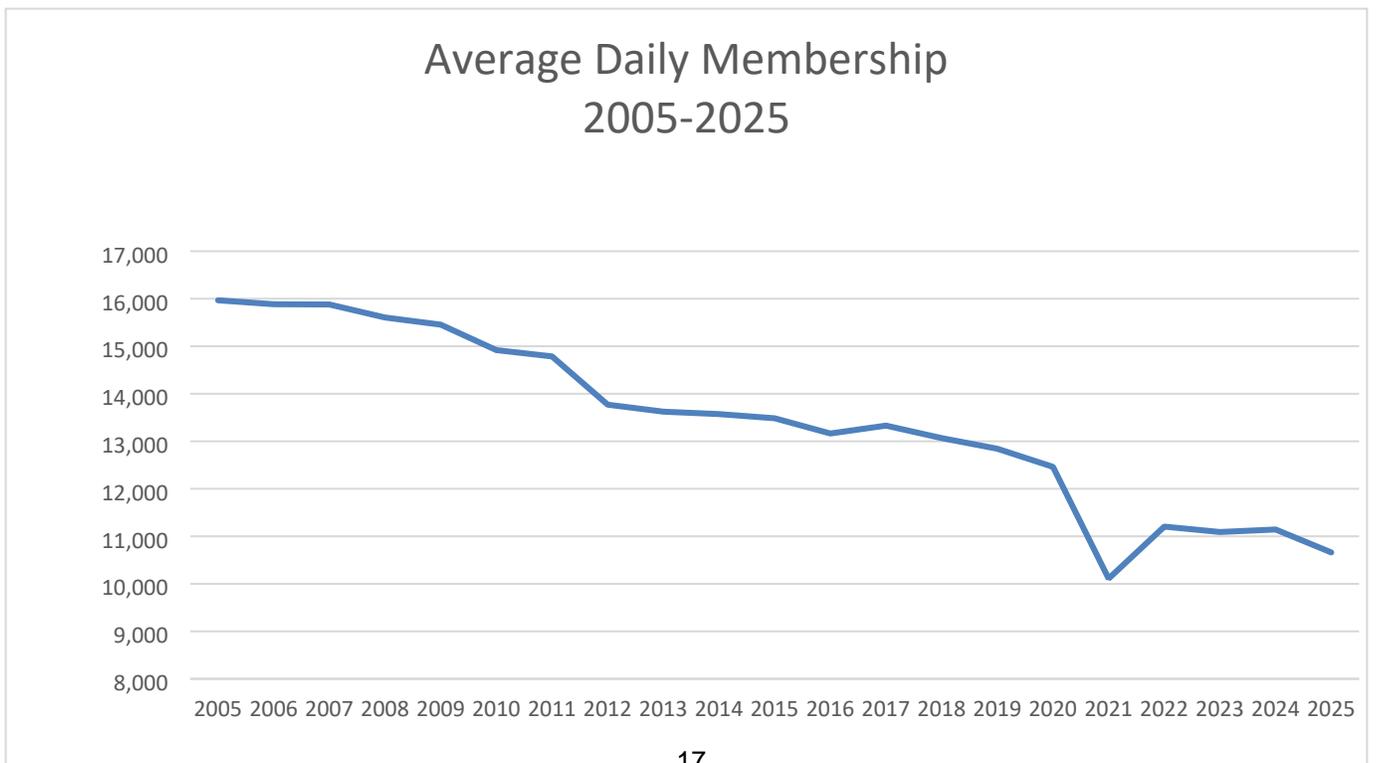
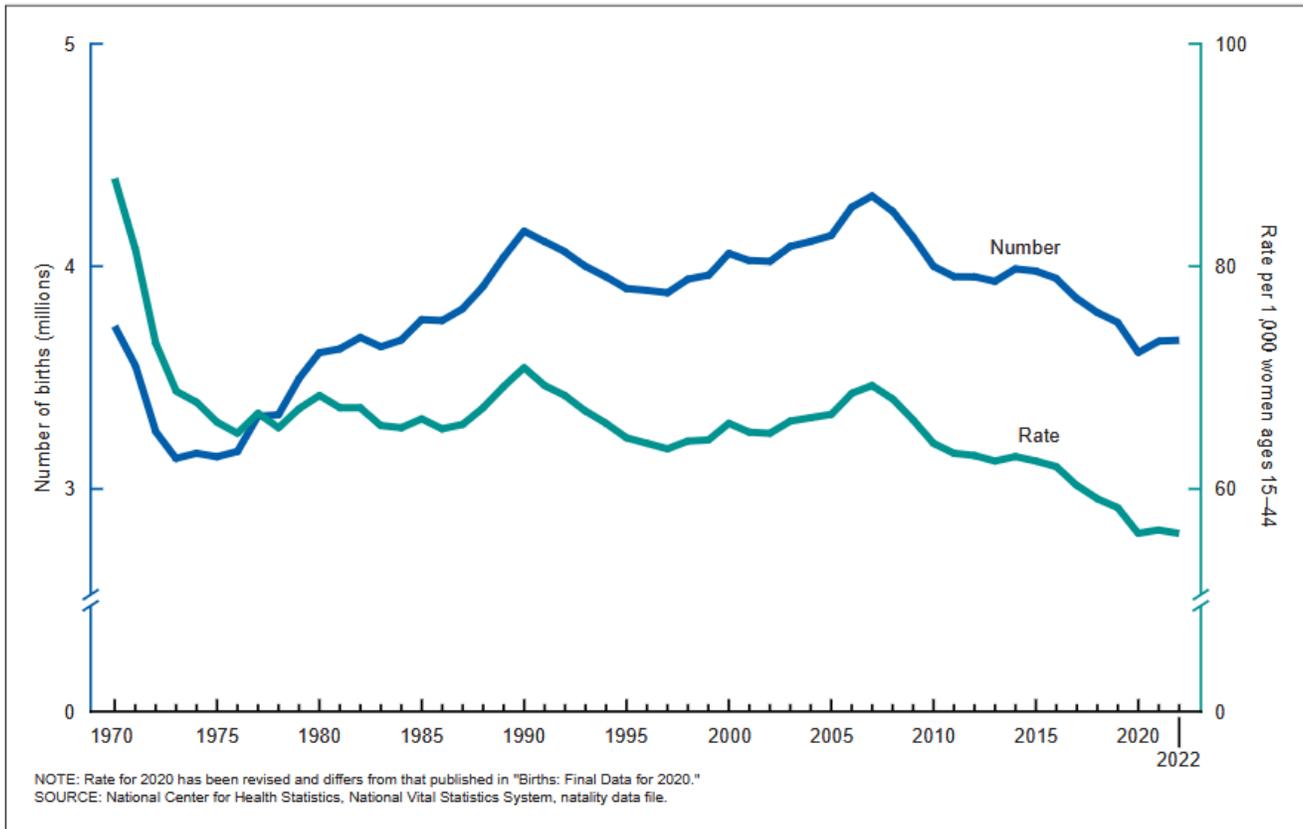


Figure 1. Live births and general fertility rate: United States, 1970–2022



<https://www.cdc.gov/nchs/data/nvsr/nvsr73/nvsr73-02.pdf>

Births: Final Data for 2022

by Michelle J.K. Osterman, M.H.S., Brady E. Hamilton, Ph.D., Joyce A. Martin, M.P.H., Anne K. Driscoll, Ph.D., and Claudia P. Valenzuela, M.P.H.

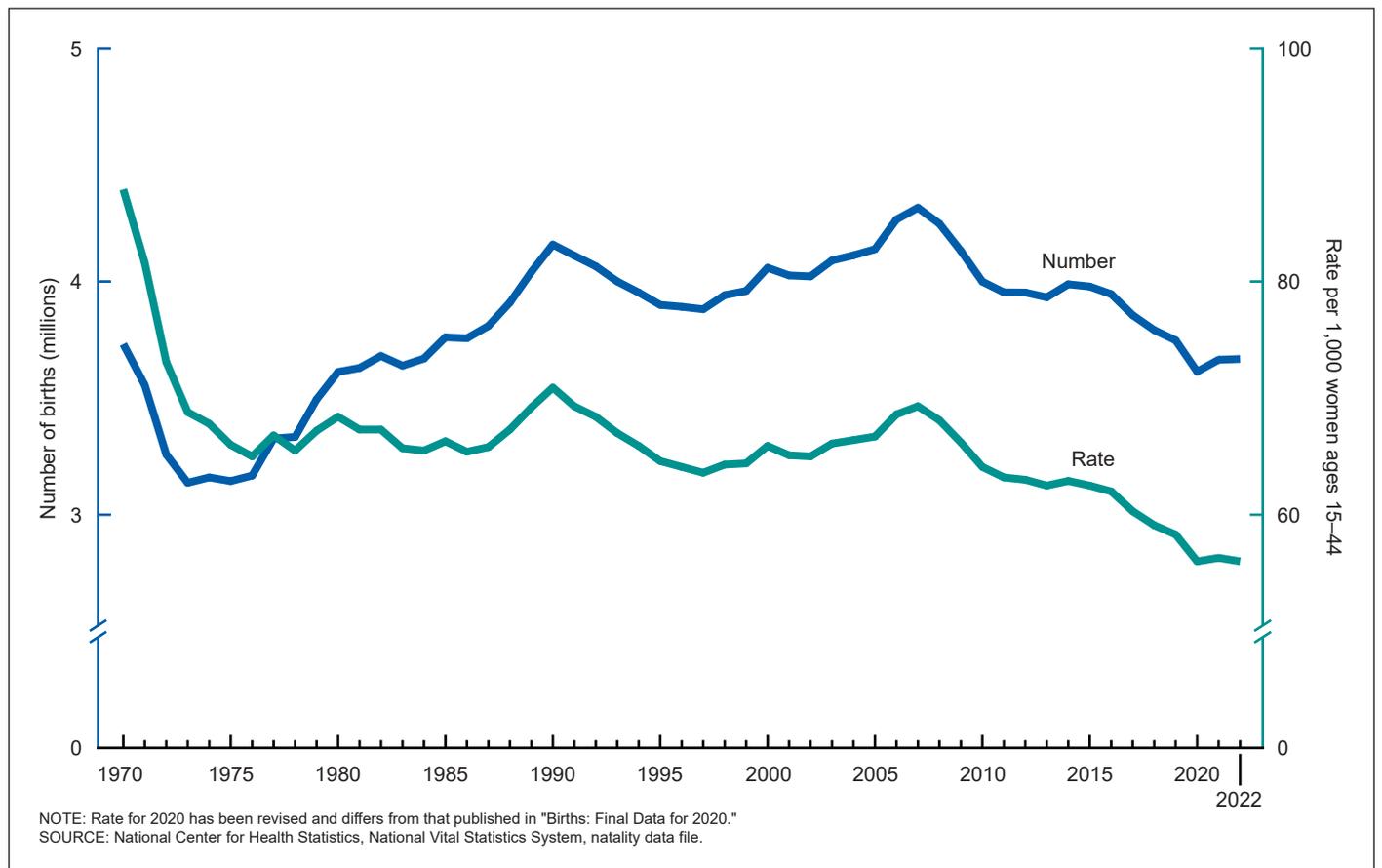
Abstract

Objectives—This report presents 2022 data on U.S. births by selected characteristics. Trends in fertility patterns and maternal and infant characteristics are described.

Methods—Descriptive tabulations based on birth certificates of the 3.67 million births registered in 2022 are shown by

maternal age, live-birth order, race and Hispanic origin, marital status, tobacco use, prenatal care, source of payment for the delivery, method of delivery, gestational age, birthweight, and plurality. Selected data by mother's state of residence and birth rates also are shown. Trends for 2010 to 2022 are presented for selected items, and by race and Hispanic origin for 2016–2022.

Figure 1. Live births and general fertility rate: United States, 1970–2022



Results—A total of 3,667,758 births occurred in the United States in 2022, essentially unchanged from 2021. The general fertility rate declined 1% from 2021 to 56.0 births per 1,000 females ages 15–44 in 2022. The birth rate for females ages 15–19 declined 2% from 2021 to 2022; birth rates fell 7% for women ages 20–24, rose 1% to 5% for women ages 25–29 and 35–44, and rose 12% for women ages 45–49 (the first increase since 2016). The total fertility rate declined less than 1% to 1,656.5 births per 1,000 women in 2022. Birth rates declined for unmarried women but increased for married women from 2021 to 2022. Prenatal care beginning in the first trimester declined to 77.0% in 2022; the percentage of women who smoked during pregnancy declined to 3.7%. The cesarean delivery rate was unchanged in 2022 (32.1%); Medicaid was the source of payment for 41.3% of births. The preterm birth rate declined 1% to 10.38%; the low birthweight rate rose 1% to 8.60%. The twin birth rate was unchanged in 2022 (31.2 per 1,000 births); the 2% decrease in the triplet and higher-order multiple birth rate was not significant.

Keywords: birth certificate • maternal and infant health • birth rates • maternal characteristics • National Vital Statistics System

Introduction

This report presents detailed data on numbers and characteristics of births in 2022, birth and fertility rates, maternal demographic and health characteristics, medical and health care utilization, source of payment for the delivery, and infant health characteristics. Reports of provisional birth statistics for 2022 that presented overall and monthly data on selected topics are based on a sample of nearly all 2022 births (99.91%) (1,2); a National Center for Health Statistics *Data Brief* presented selected characteristics based on final data for 2022 births (3).

In addition to the tabulations included in this report, more detailed analysis is possible by using the annual natality public-use file. The data file may be downloaded from: https://www.cdc.gov/nchs/data_access/Vitalstatsonline.htm (4). The public-use file does not include geographic detail; a file with this information may be available by request (5). Birth data may also be accessed through the Centers for Disease Control and Prevention's Wide-ranging Online Data for Epidemiologic Research (CDC WONDER). CDC WONDER is a user-friendly web-based data query system that makes several Centers for Disease Control and Prevention information resources available to public health professionals and the public (6).

2003 revision of U.S. Standard Certificate of Live Birth

Starting in 2016, all 50 states, the District of Columbia (D.C.), Puerto Rico, Guam, Commonwealth of the Northern Marianas (Northern Marianas), and U.S. Virgin Islands reported data based on the 2003 U.S. Certificate of Live Birth. American Samoa continued to report based on the 1989 birth certificate revision.

Detailed tables of many topics are included in this report. Internet-only tables on several additional topics, such as births by attendant and place and delivery, mean age of mother by live-birth order, maternal prepregnancy body mass index, infections during pregnancy, and maternal morbidity, are also available; see [List of Internet Tables](#). For information on data quality, see reports that assessed the quality of selected medical and health data from the 2003 revised birth certificate and the “User Guide to the 2022 Natality Public Use File” (7–9).

Methods

Data shown in this report are based on 100% of the birth certificates registered in all states and D.C. to U.S. residents. More than 99% of births occurring in the United States are registered (9). Tables showing data by state also provide separate information for Puerto Rico, Guam, U.S. Virgin Islands, and Northern Marianas. These areas, however, are not included in totals for the United States. Data for American Samoa were not available for 2022.

The 2003 revision of the U.S. Standard Certificate of Live Birth allows the reporting of more than one race (multiple races) for each parent (10), according to the revised standards issued by the Office of Management and Budget in 1997 (11). Starting in 2016, all 50 states, D.C., Puerto Rico, Guam, Northern Marianas, and U.S. Virgin Islands reported race data according to these standards that allow for the reporting of a minimum of five race categories, either by single race (reported alone) or in combination (more than one race or multiple races) (11). The race and Hispanic-origin groups shown in this report follow the 1997 standards and differ from the bridged-race categories shown in most previous reports that are based on data from 2015 and earlier (12). The categories are Hispanic; American Indian and Alaska Native, non-Hispanic single race (subsequently, American Indian and Alaska Native); Asian, non-Hispanic single race (subsequently, Asian); Black or African American, non-Hispanic single race (subsequently, Black); Native Hawaiian and Other Pacific Islander, non-Hispanic single race (subsequently, Native Hawaiian and Other Pacific Islander); and White, non-Hispanic single race (subsequently, White). Because single-race data are not available for the entire United States before 2016, only race data for 2016–2022 are shown in this report. For more information on differences between single- and bridged-race groups, see “Births: Final Data for 2016” (13).

Race and Hispanic origin are reported independently on the birth certificate, and reporting of Hispanic-origin ethnicity was not affected by the change to the 1997 Office of Management and Budget standards. Most tables in this report show data for the categories White, Black, and Hispanic. Selected tables also include data for the categories American Indian and Alaska Native, Asian, and Native Hawaiian and Other Pacific Islander. Data are also presented in some tables for specific Hispanic groups: Central and South American, Cuban, Dominican, Mexican, Puerto Rican, and other and unknown Hispanic (includes Hispanic origins not categorized, including Spaniards). Before 2018, data for the Dominican subgroup had been included in the category other and unknown Hispanic.

Trend tables included in the detailed tables for this report cover the 2010–2022 period; see [List of Detailed Tables](#). Longer-term trends previously shown in this report series can be found in earlier reports (for example, “Births: Final Data for 2015”) (12).

In this report, the total number of births includes births to women up to age 64. In tables that include age of mother, the oldest age groups shown (40–54, 45–49, 45–54, or 50–54) include births to mothers up to age 64 (births to mothers 55–64 are included in the 50–54 age group).

For information on levels of incomplete reporting by state, see the 2022 User Guide (9). For information on the measurement of data items shown in this report and in the Internet Tables, imputation techniques used, computation of derived statistics, and definitions of terms, see the 2022 User Guide (9).

Birth and fertility rates for 2020 shown in this report have been revised and may differ from those published in “Births: Final Data for 2020” and elsewhere (14). Previously published birth and fertility rates for 2020 were based on postcensal population estimates derived from the 2010 census. The revised rates shown here are based on the blended base population estimates produced by the U.S. Census Bureau instead of the April 1, 2020, decennial population counts (Technical Notes).

Demographic Characteristics (Tables 1–12)

Births and birth rates

Number of births

In 2022, 3,667,758 births were registered in the United States, essentially unchanged from 2021 (3,664,292). This follows an increase of 1% from 2020 to 2021, and a decline of 4% from 2019 to 2020 ([Table 1](#), [Figure 1](#)). From 2014 to 2019, the number of births had declined by an average of 1% per year. Previously, the number of births declined by an average 2% per year from 2007 to 2013 and increased 1% in 2014 (12).

Among race and Hispanic-origin groups, the number of births rose 2% for Asian and 6% for both Native Hawaiian and Other Pacific Islander and Hispanic women from 2021 to 2022, and declined 1% for Black and 2% for White women ([Tables 1](#), [3](#), and [6](#)). The change in the number of births for American Indian and Alaska Native women was not significant. Among specified Hispanic groups, births rose 17% for Central and South American, 8% for Cuban, and 5% for Mexican women, and declined 2% for Puerto Rican women ([Tables 4](#) and [7](#)). The change in the number of births for Dominican women was not significant.

Fertility rate

The **general fertility rate** (GFR) for the United States in 2022 was 56.0 births per 1,000 females ages 15–44, down 1% from 2021 (56.3) ([Table 1](#)). Before this, the GFR increased from 2020 to 2021 after declining steadily by an average 2% from 2014 through 2020, including a 4% decline from 2019 to 2020.

From 2007 to 2013, the GFR declined steadily by an average 2% per year and then increased 1% from 2013 to 2014 (12).

Among the race and Hispanic-origin groups, the GFR rose 5% for Native Hawaiian and Other Pacific Islander and 4% for Hispanic women from 2021 to 2022, and declined 2% for both Black and White women ([Table 1](#)). The rate for both American Indian and Alaska Native and Asian women was essentially unchanged.

Age of mother

Birth rates declined for females ages 15–24, rose for those ages 25–29 and 35–49, and were unchanged for ages 10–14 and 30–34 from 2021 to 2022.

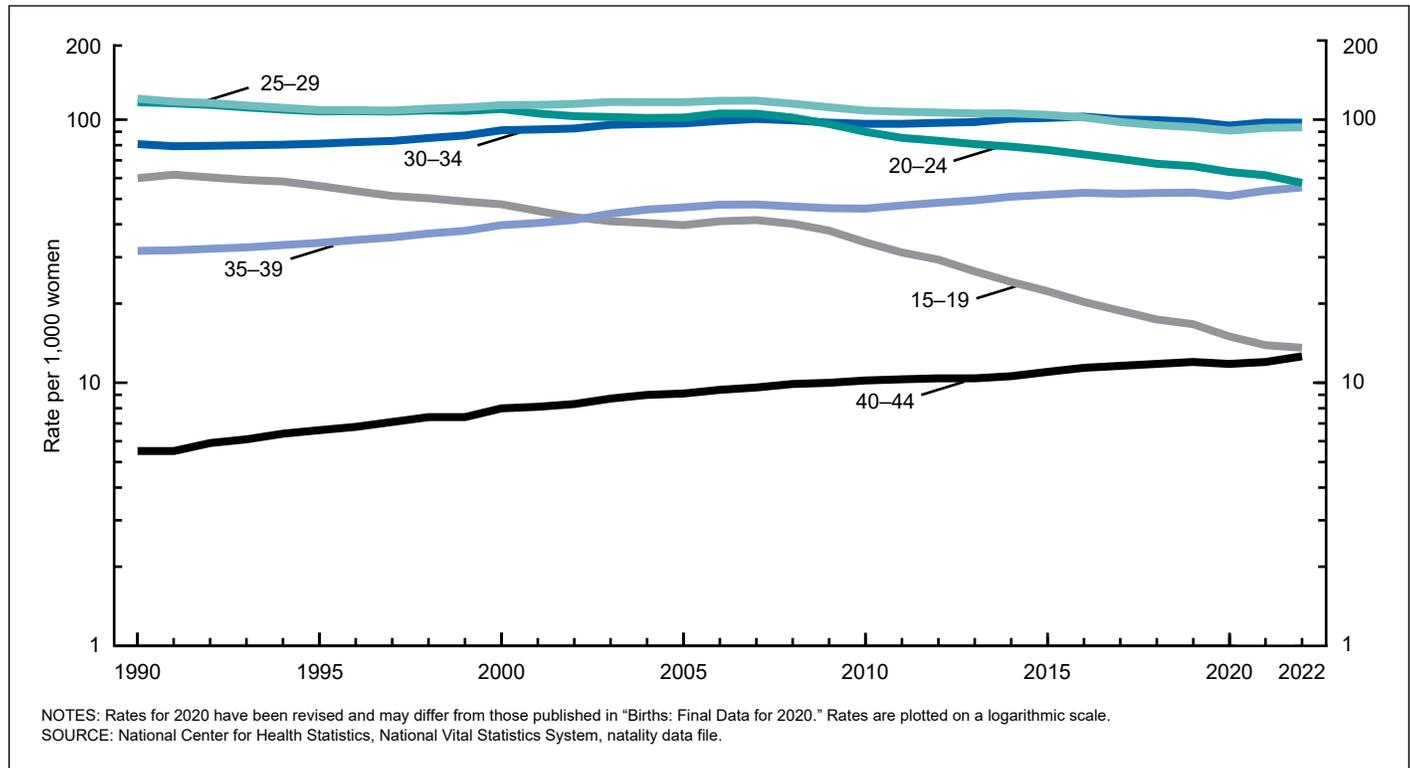
Teenagers—The birth rate for females ages 15–19 in the United States in 2022 was 13.6 births per 1,000, down 2% from 2021 (13.9) and another record low ([Table 2](#), [Figure 2](#)) (12,15,16). Since 2009, the teen birth rate has fallen to a new low each year. The rate for this group has declined 67% since 2007 (41.5), the most recent high, and 78% since the 1991 high (61.8). The number of births to teenagers ages 15–19 was 143,789 in 2022, also down 2% from 2021 (146,973) (15).

The 2022 birth rate for teenagers ages 15–17 was unchanged at 5.6 births per 1,000 females; the rate for those ages 18–19 was 25.8 births, down 3% from 2021 and another record low. Rates for these age groups have fallen 74% and 64%, respectively, since 2007, and by 85% and 73% since 1991. The birth rate for females ages 10–14 was unchanged in 2022 at 0.2 births per 1,000 females.

Among race and Hispanic-origin groups, birth rates for teenagers ages 15–19 declined for most groups, down 7% for both Black and American Indian and Alaska Native females and 3% for White females from 2021 to 2022. The rate for Hispanic females rose 1% in 2022. The change in rates for Asian and Native Hawaiian and Other Pacific Islander females was not significant.

Women in their 20s—The birth rate for women ages 20–24 was 57.5 births per 1,000 women in 2022, down 7% from 2021 (61.5) and another record low ([Table 2](#)) (12,16). The rate for women in this age group has declined since 2006. The number of births to women in their early 20s declined 2% from 2021 (15). The rate for women ages 25–29 was 93.5 births per 1,000 women, up 1% from 2021 (93.0). The overall rate for women in this age group has declined for all but 3 years from 2007 to 2022 (12). The number of births to women ages 25–29 declined 1% from 2021 to 2022 (see “Births: Final Data for 2021” [Tables 3](#) and [4](#) for 2021 data) (15).

Women in their 30s—The birth rate for women ages 30–34 was 97.5 births per 1,000 women in 2022, essentially unchanged from 2021 (97.6); this follows an increase in 2021 after annual declines in the rate from 2017 to 2020 ([Table 2](#)). The 2022 rate for women ages 30–34 was higher than the rate for women ages 25–29 for the seventh consecutive year since reliable national records were available (1940) (12,16). The number of births to women ages 30–34 rose less than 1% from 2021 to 2022. The birth rate for women ages 35–39 was 55.3 births per 1,000 women in 2022, up 3% from 2021 (53.7) ([Table 2](#)). The number

Figure 2. Birth rate, by selected age of mother: United States, 1990–2022

of births to women ages 35–39 rose 2% in 2022 (see "Births: Final Data for 2021" [Tables 3](#) and [4](#) for 2021 data) (15).

Women in their 40s—The birth rate for women ages 40–44 was 12.6 births per 1,000 women in 2022, up 5% from 2021 (12.0) ([Table 2](#)); this is the second increase in the rate for this group following a decline in 2020 (12.16). The number of births to women in their early 40s rose 6% from 2021 to 2022. The birth rate for women ages 45–49 (includes births to women age 50 and older) was 1.1 in 2022, up from 0.9 births per 1,000 women in 2021 and the first change in the rate since 2016. The number of births to women age 45 and older rose 12% from 2021 to 2022.

Women age 50 and older—The birth rate for women ages 50–54 was 1.2 births per 10,000 women in 2022, up from 1.0 in 2021. Because of the small number of births to women in this age group, the birth rate for women ages 50–54 is expressed per 10,000 women. For rates shown elsewhere in this report, births to women age 50 and older are included with births to women ages 45–49 when computing birth rates by age of mother (the denominator for the rate is women ages 45–49). A total of 1,230 births were to women age 50 and older in 2022, up from 1,041 in 2021 ([Table 3](#)) (15). The number of births to women in this age group has generally increased since 1997, when 144 births were reported.

Live-birth order

The first-birth rate for the United States was 21.6 births per 1,000 females ages 15–44 in 2022, up less than 1% from 2021 (21.5) (see [Tables 3](#) and [4](#) for the number of births and [Table 5](#) for birth rates) (15). First-birth rates declined for females

in their teens (2% for females ages 15–19) and early 20s (4% for women ages 20–24) and rose for women in their late 20s (3% for ages 25–29), 30s (1% for ages 30–34 and 5% for ages 35–39), and early 40s (8% for ages 40–44). The first-birth rate was unchanged for females ages 10–14 (0.2) and 45–49 (0.3) in 2022 (15).

Mean age of mother

In 2022, the mean age of mothers at first birth was 27.4 years, an increase from 27.3 in 2021 and another record high for the nation ([Tables 11](#), [12](#), and [I-6](#)) (12,16). The mean age at first birth is the arithmetic average of the age of mothers at the time of birth and is computed directly from the frequency of first births by age of mother. The increase in the mean age in 2022 reflects, in part, the decline in the number of first births to females in their teens and early 20s and the concurrent rise in first births to women in their late 20s, 30s, and 40s (15).

Mean age at first birth increased for nearly all race and Hispanic-origin groups in 2022, rising to 24.2 for American Indian and Alaska Native, 25.7 for Hispanic, 25.8 for Black, 28.2 for White, and 31.4 for Asian women (15). The average age at first birth for Native Hawaiian and Other Pacific Islander women, 25.2, was unchanged from 2021. Among the specified Hispanic groups, average age increased to 25.1 for Mexican, 25.7 for Puerto Rican, 26.8 for Dominican, and 28.5 for Cuban women (15). The age at first birth for Central and South American women declined in 2022 to 26.2.

Total fertility rate

The **total fertility rate** (TFR) for the United States in 2022 was 1,656.5 births per 1,000 women, down less than 1% from 2021 (1,664.0) (Table 2). This decline follows a 2-year increase in the TFR in 2020 and 2021 and a 4% decline from 2019 to 2020. The rate had declined by an average 2% per year both from 2014 to 2019 and from 2007 to 2013. TFR estimates the number of births that a hypothetical group of 1,000 women would have over their lifetimes, based on age-specific birth rates in a given year. Because it is calculated from age-specific birth rates, TFR is age adjusted and can be compared for populations across time, population groups, and geographic areas.

Among race and Hispanic-origin groups, the TFR rose 4% for Hispanic and 5% for Native Hawaiian and Other Pacific Islander women from 2021 to 2022, and declined 2% for both Black and White women. The rate for both American Indian and Alaska Native and Asian women was essentially unchanged.

The TFR for the nation in 2022 remained below replacement, the level at which a given generation can exactly replace itself (generally considered to be 2,100 births per 1,000 women). The U.S. TFR has generally been below replacement since 1971 and has consistently been below replacement since 2008 (12,16). The TFR was below replacement for all race and Hispanic-origin groups in 2022 except for Native Hawaiian and Other Pacific Islander women (2,237.5 births) (Table 2).

Births and birth rates by state

GFR, the number of births per 1,000 females ages 15–44, declined in 28 states and D.C. from 2021 to 2022 and rose in 3 states. Decreases of 1%–2% were reported in 15 states (Alabama, Arizona, Arkansas, Colorado, Illinois, Iowa, Louisiana, Mississippi, Missouri, New York, North Carolina, Ohio, Oklahoma, Virginia, and Washington), of 3%–4% in 12 states (Connecticut, Idaho, Michigan, Montana, Nevada, New Hampshire, Oregon, Pennsylvania, South Dakota, Utah, Wisconsin, and Wyoming), and of 7%–8% in 1 state (North Dakota) and D.C. Increases of 1%–2% were reported for Florida, New Jersey, and Texas. GFRs were essentially unchanged in the remaining 19 states. Rates among the states ranged from 44.3 births per 1,000 females ages 15–44 in Vermont to 66.5 in South Dakota. (See Tables 6 and 7 for the number of births and Table 8 for birth rates). Among the U.S. territories, GFR declined in Northern Marianas; changes in the rate for Puerto Rico, U.S. Virgin Islands, and Guam were not significant. For the number of births by state in 2022, see Tables 6 and 7 (15).

Birth rates for teenagers by state

In 2022, the birth rate for teenagers ages 15–19 declined in 13 states (Alabama, Arkansas, Connecticut, Florida, Idaho, Michigan, Nevada, New York, North Carolina, Oklahoma, Pennsylvania, South Carolina, and Utah), with declines ranging from 3% for Florida to 12% for Oklahoma. Rates were essentially unchanged in the remaining 37 states and D.C. Rates among the states ranged from 4.6 births per 1,000 in New Hampshire to 26.4 in Mississippi (Table 8). The wide range in state-specific

teen birth rates is consistent with patterns observed in previous analyses (17,18). Teen birth rates were essentially unchanged for all of the territories. Rates among the territories ranged from 9.4 births per 1,000 teenagers in Northern Marianas to 19.8 in Guam.

Births to unmarried women

The birth rate for unmarried women was 37.2 births per 1,000 unmarried females ages 15–44 in 2022, down 2% from 2021 (37.8) (Table 10). The 2022 nonmarital birth rate was 28% lower than the peak of 51.8 in 2007 and 2008 (12). (See Technical Notes for a description of the adjustments to calculations of rates by marital status beginning with 2017 data.)

The birth rate for married women increased in 2022, up 1% to 84.2 per 1,000 married females ages 15–44 from 83.6 in 2021. The marital birth rate declined 4% over 2005–2010 but rose 6% from 2010 to 2016 before declining 6% through 2020 (12).

The percentage of all births to unmarried women was 39.8% in 2022, down 1% from 2021 (40.0%) (Table 9) (15). The percentage of all births to unmarried women peaked in 2009 at 41.0% (12,15).

The percentage of nonmarital births in 2022 decreased from 2021 for Asian (12.3% in 2022), Black (69.3%), and White (27.1%) women, and was unchanged for American Indian and Alaska Native (68.1%), Native Hawaiian and Other Pacific Islander (53.2%), and Hispanic (53.2%) women. The number of nonmarital births declined by less than 1% from 2021 (1,464,455) to 2022 (1,461,305), a nonsignificant change (15).

Nonmarital birth rates declined from 2021 to 2022 for females in age groups younger than 30, with the rate for teenagers ages 15–19 declining 2% (to 12.7 per 1,000 in 2022). The rate for females ages 15–17 remained at an all-time low (5.6), and the rate for teenagers 18–19 declined 3% to 23.6. Conversely, the nonmarital birth rate for women ages 35–39 increased 2% and reached a historic peak of 38.8; it also increased 2% for women ages 40–44 (11.6). The rate was unchanged for women ages 30–34 (58.6).

Compositional differences by race and Hispanic origin and maternal age among states are major contributing factors to the geographic variation in the percentage of births to unmarried mothers (Table 1–7). In 2022, the percentages of unmarried births ranged from about one in five births in Utah (20.3%) to more than one in two births in Louisiana (54.7%), Mississippi (54.3%), and New Mexico (52.6%).

Cigarette Smoking Before and During Pregnancy (Tables 13–15)

Of the women who gave birth in 2022, 3.7% reported smoking cigarettes (tobacco only) at any time while pregnant, a 20% decline from 2021 (4.6%) and down 49% from 2016 (7.2%) (Table 15) (13,15). A recent report describes trends in cigarette smoking for 2016 through 2021 (19). Cigarette smoking was most common earlier in pregnancy: 3.6% of women smoked in their first trimester, 3.1% in their second, and 2.9% in their

third. Of the 4.6% of women who reported smoking in the 3 months before becoming pregnant, 22.3% quit smoking before pregnancy.

By race and Hispanic origin, 5.4% of White women reported smoking any time during pregnancy, down 19% from 2021; 3.1% of Black women reported smoking any time during pregnancy, down 18%; and 1.0% of Hispanic women reported smoking during pregnancy, down 17% from 2021. See [Tables 13](#) and [14](#) for 2022 smoking levels among other race and Hispanic-origin groups. Rates of quitting smoking before pregnancy also varied by race and Hispanic origin: 20.6% of White, 22.1% of Black, and 35.9% of Hispanic women who smoked during the 3 months before pregnancy did not smoke while pregnant.

By maternal age, smoking rates during pregnancy were highest among women ages 20–24 (4.4%) and 25–29 (4.0%). Tobacco use during pregnancy was less common (less than 4%) among females younger than age 20 and women age 30 and older ([Table 15](#)).

Medical and Health Services Utilization and Source of Payment for the Delivery (Tables 13–19)

Use and timing of prenatal care

Among women who gave birth in 2022, 77.0% began prenatal care in the first trimester of pregnancy, down 2% from 78.3% in 2021 and the lowest percentage since comparable national data became available in 2016 (77.1%). Late (beginning in the third trimester) or no prenatal care increased 8% in 2022 to 6.8%, from 6.3% in 2021 and higher than any year since comparable national data became available ([Table A](#), [Table 16](#)) (15). A recent report describes changes in timing of prenatal care initiation and the number of prenatal care visits from 2019 through 2021 (20).

Prenatal care beginning in the first trimester decreased for the three largest race and Hispanic-origin groups: White (from 83.2% in 2021 to 82.6% in 2022), Hispanic (from 72.5% to 70.5%), and Black (from 69.7% to 67.6%) ([Table 16](#)) (15). Late or no prenatal care increased for White (4.6% to 4.7%), Hispanic (8.4% to 9.1%), and Black (9.1% to 10.0%) women. Timing of prenatal care continued to vary by race and Hispanic

Table A. Timing of prenatal care initiation: United States, 2016–2022

Year	First trimester	Late or no care ¹
2022.....	77.0	6.8
2021.....	78.3	6.3
2020.....	77.7	6.2
2019.....	77.6	6.4
2018.....	77.5	6.2
2017.....	77.3	6.3
2016.....	77.1	6.2

¹Care starting in the third trimester or no care.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

origin in 2022. First trimester care ranged from 49.7% for Native Hawaiian and Other Pacific Islander women to 82.6% for White women; late or no prenatal care ranged from 4.5% for Asian women to 22.4% for Native Hawaiian and Other Pacific Islander women ([Table 13](#)).

Initiation of prenatal care in the first trimester was lower in 2022 than in 2021 for women in all age groups, decreasing from 61.6% to 59.1% for females younger than age 20, from 72.3% to 70.6% for ages 20–24, and from 78.6% to 77.1% for ages 25–29. For women in age groups 30 and older, first trimester care decreased from 82.2% to 80.9% for women ages 30–34, from 81.7% to 80.4% for ages 35–39, and from 78.0% to 76.8% for age 40 and older ([Table 16](#)) (15).

Method of delivery

Cesarean delivery

In 2022, the cesarean delivery rate was 32.1%, unchanged from 2021; the rate had increased in 2020 and 2021 after declining in 2018 and 2019 ([Table 17](#)). The cesarean delivery rate peaked in 2009 at 32.9%, after increasing every year since 1996 (20.7%) (12).

The cesarean delivery rate increased less than 1% in 2022 for Hispanic (31.7%, up from 31.6% in 2021) and White (31.1%, up from 31.0%) women and remained unchanged for Black women (36.8%). Black women continued to have the highest cesarean delivery rate in 2022. [Tables 13](#) and [14](#) show cesarean delivery rates for more detailed race and Hispanic-origin groups.

Changes from 2021 to 2022 in cesarean delivery rates varied by maternal age group ([Table 18](#)). Females younger than age 20 and women ages 20–24 were less likely to have a cesarean delivery in 2022 than in 2021 (18.9% from 19.4% for females younger than age 20, and 24.9% from 25.4% for women ages 20–24). For women ages 30–34, the cesarean delivery rate increased less than 1% from 33.8% in 2021 to 33.9% in 2022. Rates for other age groups were essentially unchanged. Cesarean delivery continued to be higher among older women compared with younger mothers; women age 40 and older were more than twice as likely to deliver by cesarean section (47.7%) than females younger than age 20 (18.9%).

Low-risk cesarean delivery—The low-risk cesarean delivery rate did not change from 2021 to 2022, remaining at 26.3%. The low-risk cesarean delivery rate is cesarean delivery among nulliparous (first birth), term (37 completed weeks or more based on the obstetric estimate), singleton (one fetus), and cephalic (head-first) births. See [Tables 13](#), [14](#), [17](#), and [18](#) for details by age and race and Hispanic origin of the mother.

Primary cesarean delivery—In 2022, the primary cesarean delivery rate, which measures cesarean deliveries among women who have not had a previous cesarean delivery, was 22.5%, up 1% from 22.3% in 2021 ([Tables 17](#) and [18](#)). A recent report describes trends in primary and repeat cesarean delivery through 2021 (21).

Vaginal birth after previous cesarean delivery—The rate of vaginal birth after previous cesarean delivery measures vaginal births among women with a previous cesarean delivery. In 2022, 14.6% of women with a previous cesarean delivered vaginally,

up 3% from 14.2% in 2021. The rate has increased every year since 2016, when national data became available (Tables 17 and 18).

Source of payment for the delivery

The principal sources of payment for the delivery of most births in 2022 continued to be either private insurance or Medicaid; however, the percentage of births covered by private insurance declined from 2021 (from 51.7% to 51.2%), and the percentage of births covered by Medicaid increased (41.0% to 41.3%). The percentage of births in the category self-pay, generally considered to indicate uninsured deliveries, increased from 2021 (3.9% to 4.1%). The remainder of births were covered by other insurance (3.4% of births, unchanged from 2021), which includes Indian Health Service, CHAMPUS or TRICARE, other government (federal, state, or local), or charity (Table 19) (15). A recent report describes source of payment for the delivery by various maternal characteristics for 2021 (22).

By the three largest race and Hispanic-origin groups, the percentage of births covered by private insurance declined for Black (from 30.8% to 30.6%) and Hispanic (32.1% to 31.6%) women from 2021 to 2022 and increased for White women (65.0% to 65.1%) (15). The percentage of births covered by Medicaid did not change from 2021 to 2022 for Black women (64.1% in 2022) but increased for Hispanic women (58.1% to 58.6%) and declined for White women (28.1% to 27.8%). See Tables 13 and 14 for information for additional race and Hispanic-origin groups.

By age of mother, Medicaid as the source of payment increased for women ages 20–39 and was essentially unchanged for those younger than age 20 (from 78.8% to 78.9%) and women ages 40–54 (30.0% to 30.1%) from 2021 to 2022 (15). The largest increase was seen among women ages 30–34, from 29.4% to 30.3%. The percentages of births with Medicaid as the source of payment ranged from 27.4% for women ages 35–39 to 78.9% for those younger than age 20. Private insurance as the source of payment declined from 2021 to 2022 for women ages 20–39 and did not change for females younger than 20 or women ages 40–54. Percentages with private insurance ranged from 14.7% for females younger than 20 to 65.6% for women ages 35–39.

Infant Health Characteristics (Tables 20–25)

Period of gestation

The U.S. **preterm birth rate** declined 1% in 2022 to 10.38%. This 2022 decline follows a 4% rise in the rate from 2020 to 2021 (10.49%). The preterm birth rate (percentage of all births delivered at less than 37 completed weeks of gestation) declined steadily from 2007 (10.44%) to 2014 (9.57%) (12), rose 7% through 2019 (10.23%), and declined 1% from 2019 to 2020 (10.09%) (Table 20). (National data based on the obstetric estimate of gestation are available only from 2007 [23]; see Technical Notes.)

Declines from 2021 to 2022 were seen among infants born **early preterm** (less than 34 weeks), down from 2.81% to 2.76%, and **late preterm** (34–36 weeks), from 7.67% to 7.62%. Both early and late preterm rates rose 4% from 2020 to 2021. The late preterm birth rates for 2021 and 2022 are the highest since comparable data have been available (2007) (12,23).

Changes in the distribution of births delivered at **term and later** (37 weeks and higher) were also observed from 2021 to 2022. Following trends generally observed since 2014 (Figure 3) (24), the percentage of infants born early term (37–38 weeks) rose by 2% in 2022, from 28.76% to 29.31%, while full-term births (39–40 weeks) declined by 1% (55.90% to 55.32%). Late-term births (41 weeks) increased (4.61% to 4.73%), as did post-term births (42 weeks and higher) (0.25% to 0.26%). From 2007 to 2014, the early-term birth rate had generally declined, and the full-term rate had increased (12). The percentage of post-term births generally declined from 2007 to 2019 but was unchanged at 0.25% for 2019–2021 (Table 20) (12). Increases in early-term and declines in full- and late-term births were seen for the three largest race and Hispanic-origin groups from 2021 to 2022.

Preterm birth rates declined by 1% for births to Black mothers (from 14.75% to 14.59%) and White mothers (9.50% to 9.44%) and by 2% for Hispanic mothers (10.23% to 10.06%) from 2021 to 2022 (Table 20). For 2022, preterm birth rates for race and Hispanic-origin groups ranged from a high of 14.59% for births to Black mothers to a low of 9.19% among Asian mothers (Table 13). Preterm rates for Hispanic subgroups ranged from 9.44% (Cuban) and 9.47% (Central and South American) to 11.46% (Puerto Rican) (Table 14).

Analyzing births in singleton deliveries separately from all births can also be important because of the shorter average gestations of multiple births and their corresponding potential influence on preterm birth rates (see also “Multiple births” in this report). The 2022 **preterm birth rate for singleton births only** was 8.67%, down 1% from the 2021 level of 8.76% (12). From 2007 to 2014, the singleton preterm rate declined from 8.59% to 7.74%, but it has risen 12% from 2014 to 2022 (see Table B for 2022 data) (12,15).

Declines in preterm birth rates were observed in six states from 2021 to 2022 (Florida, Maryland, New York, Oklahoma, South Carolina, and Utah), while the rate increased in two states (Kansas and Ohio); see Table I–19 for 2022 data.

Birthweight

The percentage of infants born low birthweight (LBW; less than 2,500 grams or 5 pounds, 8 ounces) rose 1% in 2022 to 8.60% from 8.52% in 2021; the rate rose 3% from 2020 to 2021. While fluctuating somewhat over the last 4 decades, the rate has risen more than 20% since the 1980s (Tables 22 and 23, Figure 4) (25).

The **very low birthweight** (less than 1,500 grams) rate declined to 1.36% in 2022 from 1.38% in 2021. The very low birthweight rate is down from the high of 1.49% for 2005–2007 (12). The percentage of **moderately low birthweight** infants (1,500–2,499 grams) increased 1% in 2022 to 7.24% from 7.14% in 2021; moderately low birthweight levels for 2016–2022

Figure 3. Percentage of early- and full-term births: United States, 2014–2022

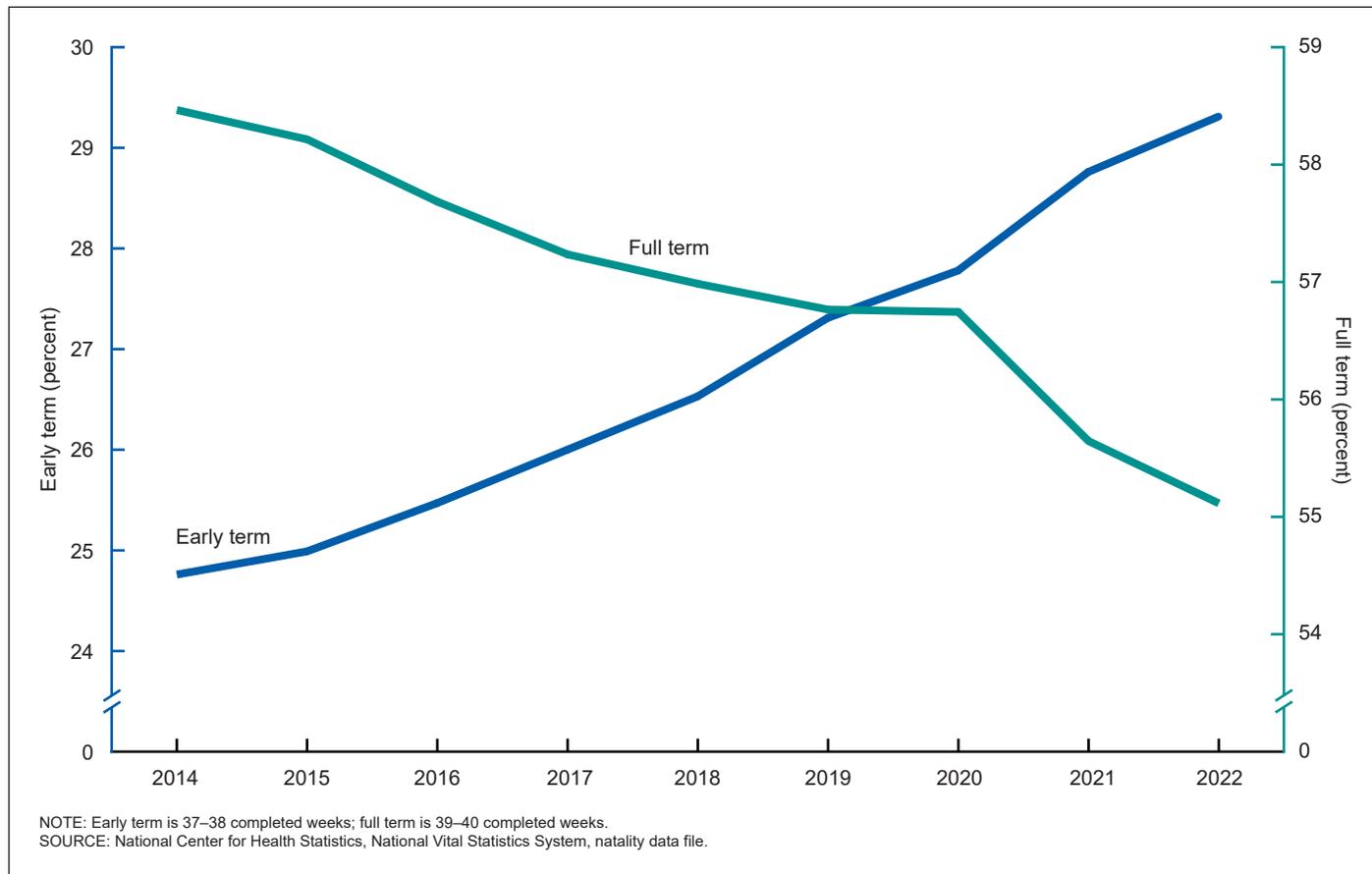


Table B. Gestational age and birthweight characteristics, by plurality: United States, 2022

Plurality	Number of births	Early preterm ¹	Preterm ²	Percent	
				Very low birthweight ³	Low birthweight ⁴
All births	3,667,758	2.76	10.38	1.36	8.60
Singleton	3,550,380	2.16	8.67	1.08	7.01
Twin	114,483	19.64	61.27	9.11	55.82
Triplet	2,774	67.85	98.99	37.10	96.84
Quadruplet	108	83.33	98.15	55.56	98.15
Quintuplet and higher-order multiples	13	76.92	76.92	76.92	76.92

¹Less than 34 completed weeks of gestation.

²Less than 37 completed weeks of gestation.

³Less than 1,500 grams (3 lb 4 oz).

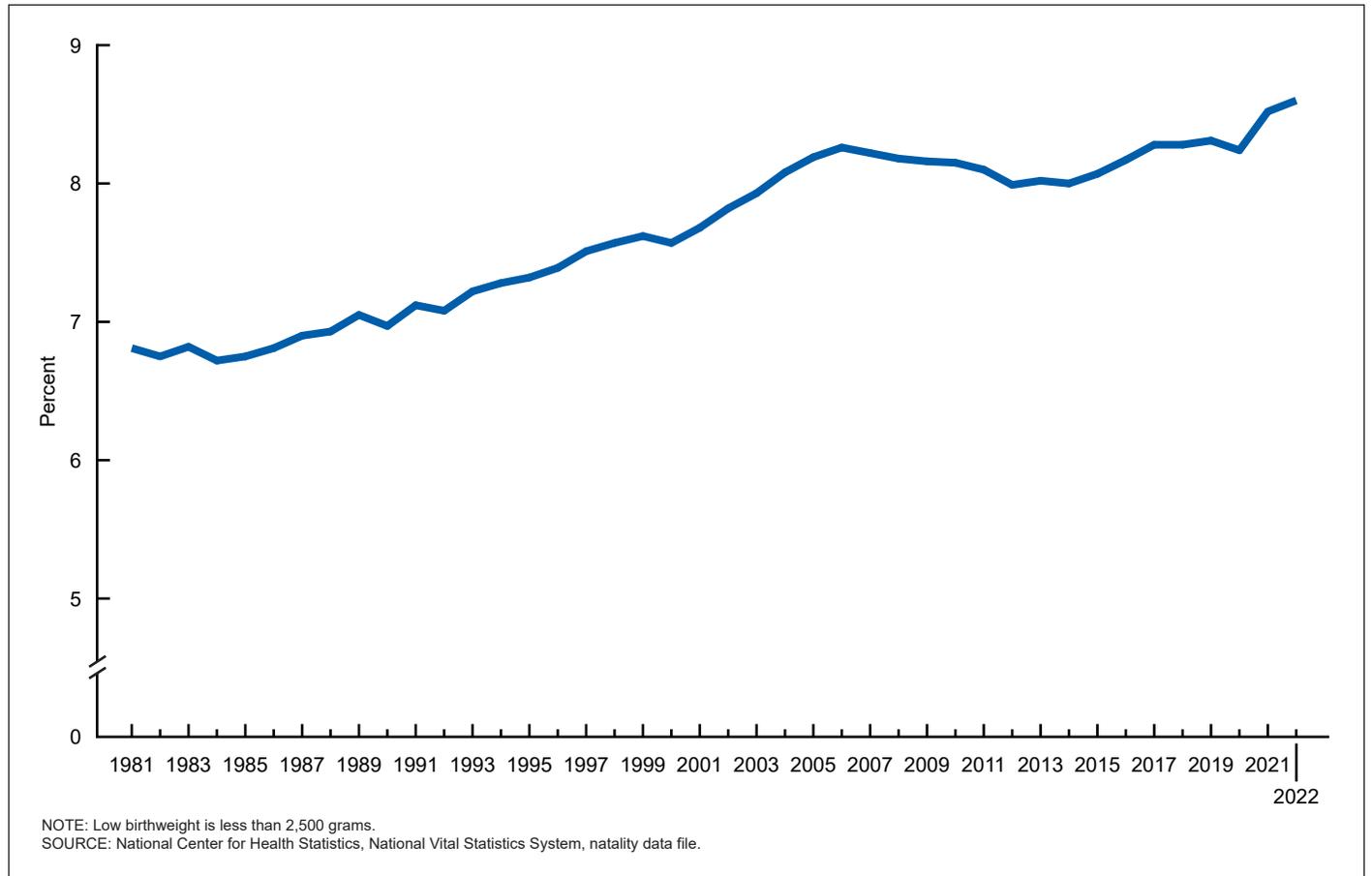
⁴Less than 2,500 grams (5 lb 8 oz).

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

have matched or surpassed the peak reported for 2006 (6.77%) (Table 22) (12).

From 2021 to 2022, the LBW rate rose among births to White women (from 7.03% to 7.12%); increases for Black (14.66% to 14.75%) and Hispanic (7.82% to 7.87%) women were not significant. Since 2016, LBW rates have fluctuated for all groups but have increased a total of 2% for White women (from 6.97%) and 8% for both Black (13.68%) and Hispanic (7.32%) women (Table 22). See Tables 13, 14, I–21, and I–22 for 2022 very low birthweight and LBW rates by state and race and Hispanic origin.

The LBW rate among **singleton births only** increased 1%, from 6.93% in 2021 to 7.01% in 2022 (15); see Table B for 2022 data. Examining births in singleton deliveries separately can be informative because multiple births tend to be born smaller than singleton births, and changes in multiple-birth incidence can influence overall LBW levels.

Figure 4. Percentage of low birthweight: United States, 1981–2022

Multiple births

The 2022 twin birth rate was 31.2 twins per 1,000 births, unchanged from 2021 (Tables 24 and 25). The twinning rate (births in twin deliveries per 1,000 total births) rose 76% from 1980 to 2009 (from 18.9 to 33.2 per 1,000), was generally stable from 2009 to 2012, and then rose for 2013 and 2014 before declining 8% from 2014 to 2020. The rates for 2020 through 2022 are the lowest in 2 decades (12).

The triplet and higher-order multiple birth rate (triplet+) was 78.9 per 100,000 births for 2022, a nonsignificant decline from 2021 (80.0) (Tables 24 and 25). The 2022 rate of triplet+ births is down 59% from the 1998 peak (193.5) (12). The triplet+ birth rate (number of triplets, quadruplets, and quintuplets and other higher-order multiples per 100,000 births) rose more than 400% from 1980 to 1998 (12).

A total of 114,483 infants were born in twin deliveries in 2022 compared with 114,161 twins in 2021 (Table 24). The number of triplet+ infants born in 2022 was 2,895 compared with 2,933 in 2021. The number of triplet+ births is down 62% since the 2003 high when 7,663 triplet+ births were reported (12). The 2022 number included 2,774 triplets, 108 quadruplets, and 13 quintuplet and higher-order multiple births. See Table B for the number of births and percentages of preterm and LBW births by plurality.

Twin birth rates rose from 2021 to 2022 for Black women (40.6 to 41.4) and were essentially unchanged for White (32.5

to 32.6) and Hispanic (24.2 to 24.5) women. Triplet+ birth rates rose for Black women (81.9 to 108.7), declined for White women (93.3 to 84.2), and remained essentially unchanged for Hispanic women (62.5 to 61.3) (Table 24; also see Tables 13 and 14 for 2022 twin and triplet+ rates for additional race and Hispanic-origin groups). For state-specific twin and triplet+ rates, see Table I–23.

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Table 1. Births and birth rates: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022

[Birth rates are births per 1,000 population in specified group. Fertility rates are births per 1,000 females ages 15–44 in specified group. Populations based on counts enumerated as of April 1 for census year and estimated as of July 1 for all other years]

Race and Hispanic origin and year	Number of births	Birth rate	Fertility rate
All races and origins ¹			
2022.....	3,667,758	11.0	56.0
2021.....	3,664,292	11.0	56.3
2020.....	3,613,647	10.9	55.7
2019.....	3,747,540	11.4	58.3
2018.....	3,791,712	11.6	59.1
2017.....	3,855,500	11.8	60.3
2016.....	3,945,875	12.2	62.0
2015.....	3,978,497	12.4	62.5
2014.....	3,988,076	12.5	62.9
2013.....	3,932,181	12.4	62.5
2012.....	3,952,841	12.6	63.0
2011.....	3,953,590	12.7	63.2
2010.....	3,999,386	13.0	64.1
Non-Hispanic, single race ²			
American Indian and Alaska Native:			
2022.....	25,721	10.8	50.6
2021.....	26,124	10.8	50.8
2020.....	26,813	11.1	52.6
2019.....	28,450	11.9	56.2
2018.....	29,092	12.2	57.7
2017.....	29,957	12.6	59.5
2016.....	31,452	13.3	62.7
Asian:			
2022.....	218,994	11.1	49.4
2021.....	213,813	11.2	49.6
2020.....	219,068	11.6	50.4
2019.....	238,769	13.0	55.3
2018.....	240,798	13.2	55.6
2017.....	249,250	13.8	58.0
2016.....	254,471	14.6	61.1
Black:			
2022.....	511,439	12.3	56.1
2021.....	517,889	12.5	57.4
2020.....	529,811	12.8	58.9
2019.....	548,075	13.4	61.4
2018.....	552,029	13.6	62.0
2017.....	560,715	13.9	63.1
2016.....	558,622	14.0	63.3
Native Hawaiian and Pacific Islander:			
2022.....	10,122	16.5	74.8
2021.....	9,531	15.8	71.5
2020.....	9,626	16.1	72.5
2019.....	9,770	17.0	74.9
2018.....	9,476	16.6	73.0
2017.....	9,426	16.7	72.8
2016.....	9,342	16.8	72.9
White:			
2022.....	1,840,739	9.5	53.1
2021.....	1,887,656	9.7	54.4
2020.....	1,843,432	9.4	53.0
2019.....	1,915,912	9.8	55.3
2018.....	1,956,413	10.0	56.3
2017.....	1,992,461	10.2	57.2
2016.....	2,056,332	10.5	58.8

Table 1. Births and birth rates: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022—Con.

[Birth rates are births per 1,000 population in specified group. Fertility rates are births per 1,000 females ages 15–44 in specified group. Populations based on counts enumerated as of April 1 for census year and estimated as of July 1 for all other years]

Race and Hispanic origin and year	Number of births	Birth rate	Fertility rate
Hispanic ³			
2022.....	937,421	14.7	65.7
2021.....	885,916	14.1	63.4
2020.....	866,713	14.0	62.9
2019.....	886,467	14.6	65.3
2018.....	886,210	14.8	65.9
2017.....	898,764	15.2	67.6
2016.....	918,447	16.0	70.6

¹Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

²Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.

³Includes all people of Hispanic origin of any race; see Technical Notes.

NOTE: Rates for 2020 have been revised and may differ from those published in "Births: Final Data for 2020"; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 2. Birth rates, by age of mother: United States, 2010–2022, and by age and race and Hispanic origin of mother: United States, 2016–2022

[Total fertility rates are sums of birth rates for 5-year age groups multiplied by 5. Birth rates are births per 1,000 women in specified group. Populations based on counts enumerated as of April 1 for census years and estimated as of July 1 for all other years]

Race and Hispanic origin of mother and year	Total fertility rate	Age of mother									
		10–14	15–19			20–24	25–29	30–34	35–39	40–44	45–49 ¹
			Total	15–17	18–19						
All races and origins²											
2022.....	1,656.5	0.2	13.6	5.6	25.8	57.5	93.5	97.5	55.3	12.6	1.1
2021.....	1,664.0	0.2	13.9	5.6	26.6	61.5	93.0	97.6	53.7	12.0	0.9
2020.....	1,641.5	0.2	15.0	6.1	28.2	63.3	90.9	94.9	51.3	11.8	0.9
2019.....	1,706.0	0.2	16.7	6.7	31.1	66.6	93.7	98.3	52.8	12.0	0.9
2018.....	1,729.5	0.2	17.4	7.2	32.3	68.0	95.3	99.7	52.6	11.8	0.9
2017.....	1,765.5	0.2	18.8	7.9	35.1	71.0	98.0	100.3	52.3	11.6	0.9
2016.....	1,820.5	0.2	20.3	8.8	37.5	73.8	102.1	102.7	52.7	11.4	0.9
2015.....	1,843.5	0.2	22.3	9.9	40.7	76.8	104.3	101.5	51.8	11.0	0.8
2014.....	1,862.5	0.3	24.2	10.9	43.8	79.0	105.8	100.8	51.0	10.6	0.8
2013.....	1,857.5	0.3	26.5	12.3	47.1	80.7	105.5	98.0	49.3	10.4	0.8
2012.....	1,880.5	0.4	29.4	14.1	51.4	83.1	106.5	97.3	48.3	10.4	0.7
2011.....	1,894.5	0.4	31.3	15.4	54.1	85.3	107.2	96.5	47.2	10.3	0.7
2010.....	1,931.0	0.4	34.2	17.3	58.2	90.0	108.3	96.5	45.9	10.2	0.7
Non-Hispanic, single race³											
American Indian and Alaska Native:											
2022.....	1,470.0	0.4	22.5	9.5	42.5	74.3	82.8	68.1	36.3	9.1	0.5
2021.....	1,477.0	0.3	24.2	11.3	44.1	78.7	81.9	66.1	36.2	7.5	0.5
2020.....	1,520.5	0.4	25.2	11.0	46.3	82.2	83.2	68.8	35.9	8.1	0.3
2019.....	1,611.5	0.3	29.2	13.5	51.8	86.7	89.1	72.0	36.6	8.0	0.4
2018.....	1,650.5	0.2	29.7	13.5	52.9	87.7	94.4	73.2	36.1	8.3	0.5
2017.....	1,702.0	0.5	32.9	15.7	58.1	93.6	96.4	72.1	36.3	8.2	0.4
2016.....	1,794.5	0.5	35.1	16.8	62.6	97.2	103.4	77.1	37.1	8.2	0.3
Asian:											
2022.....	1,353.0	*	1.9	0.7	3.7	16.4	58.6	104.0	70.9	17.0	1.8
2021.....	1,351.5	*	2.0	0.7	3.8	17.7	60.4	105.0	67.9	15.8	1.5
2020.....	1,379.0	*	2.2	0.8	4.3	20.4	63.9	105.5	66.6	15.5	1.7
2019.....	1,511.0	*	2.7	0.9	5.2	23.1	71.4	115.6	71.0	16.5	1.9
2018.....	1,525.0	*	2.8	1.0	5.4	24.1	73.0	116.5	70.7	16.1	1.8
2017.....	1,597.0	*	3.3	1.1	6.5	26.6	79.6	120.1	71.5	16.5	1.8
2016.....	1,690.5	*	3.9	1.4	7.5	28.9	87.0	127.4	72.8	16.4	1.7
Black:											
2022.....	1,639.0	0.3	20.3	9.0	37.7	71.1	90.7	79.8	50.4	13.8	1.4
2021.....	1,675.0	0.3	21.8	9.3	40.6	79.1	91.9	79.7	48.2	12.8	1.2
2020.....	1,713.5	0.3	23.7	10.5	42.7	84.0	93.4	80.4	47.1	12.7	1.1
2019.....	1,775.5	0.4	25.8	11.1	46.4	88.3	96.4	82.9	47.6	12.6	1.1
2018.....	1,792.0	0.4	26.3	11.9	46.9	90.0	97.1	84.1	47.1	12.3	1.1
2017.....	1,824.5	0.4	27.5	12.5	49.8	94.2	99.5	84.5	46.1	11.7	1.0
2016.....	1,832.5	0.5	29.3	13.7	52.5	95.8	100.8	83.0	45.0	11.1	1.0
Native Hawaiian and Pacific Islander:											
2022.....	2,237.5	*	20.5	7.3	40.7	123.0	132.4	98.0	56.6	15.5	1.3
2021.....	2,131.0	*	21.9	7.3	44.6	116.1	124.7	95.8	51.2	15.0	1.3
2020.....	2,134.5	*	22.2	7.7	44.5	120.5	125.3	91.6	51.5	14.6	*
2019.....	2,178.0	*	26.2	7.7	53.8	121.4	123.5	95.3	54.1	14.2	*
2018.....	2,106.5	*	26.5	8.2	53.7	118.5	118.9	91.9	49.2	15.4	*
2017.....	2,085.5	*	25.5	8.7	50.6	113.3	115.7	94.0	54.6	13.1	*
2016.....	2,076.5	*	28.6	11.0	55.3	109.5	115.5	96.0	49.9	14.7	*
White:											
2022.....	1,568.0	0.1	9.1	3.1	17.9	48.3	91.1	100.4	53.0	10.7	0.9
2021.....	1,598.5	0.1	9.4	3.2	18.7	52.0	91.8	102.3	52.8	10.5	0.8
2020.....	1,551.0	0.1	10.1	3.4	19.9	53.1	88.2	98.2	49.7	10.1	0.7
2019.....	1,610.5	0.1	11.4	3.8	22.3	56.1	90.8	101.5	51.1	10.3	0.8
2018.....	1,640.0	0.1	12.1	4.1	23.6	57.8	92.9	103.1	51.1	10.2	0.7
2017.....	1,666.5	0.1	13.2	4.6	26.0	59.8	95.3	103.7	50.6	9.9	0.7
2016.....	1,719.0	0.1	14.3	5.2	27.7	62.4	99.3	106.2	51.1	9.7	0.7

Table 2. Birth rates, by age of mother: United States, 2010–2022, and by age and race and Hispanic origin of mother: United States, 2016–2022—Con.

[Total fertility rates are sums of birth rates for 5-year age groups multiplied by 5. Birth rates are births per 1,000 women in specified group. Populations based on counts enumerated as of April 1 for census years and estimated as of July 1 for all other years]

Race and Hispanic origin of mother and year	Total fertility rate	Age of mother									
		10–14	15–19			20–24	25–29	30–34	35–39	40–44	45–49 ¹
			Total	15–17	18–19						
Hispanic ⁴											
2022.....	1,969.5	0.3	21.3	9.3	40.1	79.2	113.8	103.1	59.5	15.5	1.2
2021.....	1,899.0	0.3	21.1	9.3	39.8	82.3	108.3	97.5	54.9	14.4	1.0
2020.....	1,879.5	0.3	23.0	10.3	42.5	83.8	105.8	94.4	53.4	14.2	1.0
2019.....	1,940.0	0.3	25.3	11.5	46.2	88.0	108.0	96.3	54.6	14.5	1.0
2018.....	1,959.0	0.3	26.7	12.4	48.5	89.3	108.9	96.6	54.5	14.5	1.0
2017.....	2,006.5	0.3	28.9	13.6	52.7	93.8	111.8	96.4	54.6	14.5	1.0
2016.....	2,092.5	0.4	31.9	15.6	57.3	98.4	117.4	99.2	55.8	14.5	0.9

* Estimate does not meet National Center for Health Statistics standards of reliability.

¹Birth rates computed by relating births to women ages 45 and older to women ages 45–49; see Technical Notes in this report.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes. Single race is defined as only one race reported on the birth certificate.

⁴Includes all people of Hispanic origin of any race; see Technical Notes.

NOTE: Rates for 2020 have been revised and may differ from those published in "Births: Final Data for 2020"; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 3. Births, by age of mother, live-birth order, and race and Hispanic origin of mother: United States, 2022

[Live-birth order is number of children born alive to mother]

Race and Hispanic origin of mother and live-birth order	All ages	Younger than 15	15-19						20-24	25-29	30-34	35-39	40-44	45-49	50-54
			Total	15	16	17	18	19							
All races and origins¹															
Total	3,667,758	1,825	143,789	4,510	10,213	20,699	39,325	69,042	638,685	1,013,417	1,118,787	606,598	134,115	9,312	1,230
1st child	1,407,964	1,764	122,822	4,364	9,704	18,855	33,897	56,002	358,196	400,002	351,849	142,004	28,378	2,583	366
2nd child	1,162,319	51	18,463	135	467	1,705	4,893	11,263	195,904	331,000	376,462	200,329	37,257	2,492	361
3rd child	611,893	2	1,980	2	18	98	414	1,448	62,414	174,443	214,411	129,928	27,083	1,454	178
4th child	271,598	-	191	1	4	3	35	148	15,723	69,500	100,285	67,530	17,250	996	123
5th child	109,794	-	30	-	2	-	5	23	3,506	23,620	40,962	31,244	9,736	611	85
6th child	46,936	-	3	-	-	1	-	2	704	7,833	17,501	15,204	5,271	375	45
7th child	21,715	-	1	-	-	-	-	1	171	2,534	7,679	8,100	2,999	214	17
8th child and over	23,714	-	6	-	-	-	2	4	185	1,486	6,022	9,911	5,531	537	36
Not stated	11,825	8	293	8	18	37	79	151	1,882	2,999	3,616	2,348	610	50	19
Non-Hispanic, single race²															
American Indian and Alaska Native															
Alaska Native	25,721	32	1,924	69	133	292	519	911	6,736	7,275	6,202	2,873	649	27	3
1st child	8,045	27	1,590	63	128	263	430	706	3,174	1,907	934	342	64	7	-
2nd child	6,895	4	291	6	5	24	76	180	2,324	2,112	1,473	560	122	9	-
3rd child	4,635	-	30	-	-	3	7	20	880	1,695	1,392	541	95	1	1
4th child	2,843	-	4	-	-	-	1	3	263	911	1,028	534	97	6	-
5th child	1,551	-	-	-	-	-	-	-	58	385	666	340	101	1	-
6th child	812	-	-	-	-	-	-	-	9	162	367	216	55	2	1
7th child	406	-	-	-	-	-	-	-	1	49	165	151	38	1	1
8th child and over	419	-	-	-	-	-	-	-	2	16	155	172	74	-	-
Not stated	115	1	9	-	-	2	5	2	25	38	22	17	3	-	-
Asian															
Asian	218,994	4	982	26	62	122	264	508	10,016	42,087	89,679	61,259	13,702	1,100	165
1st child	97,801	3	858	26	61	111	239	421	6,600	24,527	42,411	19,147	3,807	383	65
2nd child	80,765	-	106	-	1	11	21	73	2,494	12,042	33,504	26,975	5,228	373	43
3rd child	26,478	1	12	-	-	-	3	9	694	3,672	9,186	10,015	2,715	159	24
4th child	8,389	-	2	-	-	-	-	2	158	1,181	2,730	3,113	1,099	90	16
5th child	2,902	-	-	-	-	-	-	-	25	366	946	1,068	444	48	5
6th child	1,041	-	-	-	-	-	-	-	11	103	354	372	179	14	8
7th child	442	-	-	-	-	-	-	-	-	38	137	167	87	13	-
8th child and over	396	-	-	-	-	-	-	-	-	20	114	164	87	11	-
Not stated	780	-	4	-	-	-	1	3	34	138	297	238	56	9	4
Black															
Black	511,439	482	29,194	1,079	2,266	4,473	7,913	13,463	110,822	142,234	133,896	73,610	19,456	1,492	253
1st child	177,958	466	24,552	1,040	2,127	4,003	6,737	10,645	60,836	45,351	29,471	13,342	3,460	391	89
2nd child	145,524	13	4,032	38	134	438	1,057	2,365	32,812	44,835	39,273	19,517	4,613	345	84
3rd child	92,748	-	498	-	3	26	94	375	11,911	27,923	30,322	17,596	4,221	253	24
4th child	49,238	-	60	-	-	1	9	50	3,696	13,952	17,638	10,696	2,995	178	23
5th child	23,120	-	8	-	-	-	2	6	998	6,015	8,754	5,553	1,667	112	13
6th child	10,735	-	-	-	-	-	-	-	225	2,354	4,217	2,924	943	67	5
7th child	5,201	-	-	-	-	-	-	-	62	898	2,014	1,628	556	39	4
8th child and over	5,353	-	3	-	-	-	1	2	42	495	1,741	2,046	916	100	10
Not stated	1,562	3	41	1	2	5	13	20	240	411	466	308	85	7	1

See footnotes at end of table.

Table 3. Births, by age of mother, live-birth order, and race and Hispanic origin of mother: United States, 2022—Con.

[Live-birth order refers to number of children born alive to mother]

Race and Hispanic origin of mother and live-birth order	All ages	Younger than 15	15–19						20–24	25–29	30–34	35–39	40–44	45–49	50–54
			Total	15	16	17	18	19							
Non-Hispanic, single race²—Con.															
Native Hawaiian and															
Pacific Islander	10,122	4	431	8	27	58	106	232	2,609	2,915	2,435	1,375	333	19	1
1st child	2,954	4	356	7	27	56	90	176	1,226	746	401	183	35	3	—
2nd child	2,490	—	59	1	—	2	14	42	844	807	472	242	62	3	1
3rd child	1,820	—	7	—	—	—	1	6	349	631	522	265	44	2	—
4th child	1,174	—	2	—	—	—	—	2	117	375	416	214	50	—	—
5th child	751	—	—	—	—	—	—	—	26	211	291	178	42	3	—
6th child	391	—	—	—	—	—	—	—	7	72	160	118	31	3	—
7th child	231	—	—	—	—	—	—	—	1	33	94	79	21	3	—
8th child and over	207	—	—	—	—	—	—	—	—	14	62	86	43	2	—
Not stated	104	—	7	—	—	—	1	6	39	26	17	10	5	—	—
White	1,840,739	407	48,060	1,171	2,744	5,969	12,987	25,189	276,137	515,204	615,589	318,572	62,180	4,103	487
1st child	733,281	396	41,628	1,140	2,632	5,502	11,397	20,957	159,110	225,015	210,181	80,640	14,940	1,230	141
2nd child	609,339	9	5,698	29	97	432	1,445	3,695	83,603	168,566	218,541	112,751	18,803	1,211	157
3rd child	292,502	—	581	—	5	27	109	440	25,292	78,382	109,730	66,088	11,768	590	71
4th child	116,310	—	40	—	2	—	9	29	5,828	28,878	45,136	29,658	6,407	320	43
5th child	43,547	—	11	—	1	—	1	9	1,142	9,039	16,929	12,752	3,448	197	29
6th child	18,928	—	2	—	—	—	—	2	221	2,733	7,402	6,442	1,990	127	11
7th child	9,227	—	1	—	—	—	—	1	55	775	3,316	3,762	1,233	78	7
8th child and over	12,174	—	2	—	—	—	—	2	73	510	2,597	5,330	3,311	331	20
Not stated	5,431	2	97	2	7	8	26	54	813	1,306	1,757	1,149	280	19	8
Hispanic³															
Total	937,421	796	56,566	1,904	4,482	8,798	15,747	25,635	206,948	270,357	237,703	129,675	33,104	2,088	184
1st child	338,553	773	48,137	1,842	4,253	8,030	13,465	20,547	113,271	89,880	57,756	23,281	4,953	450	52
2nd child	281,175	20	7,471	55	209	712	2,054	4,441	66,161	92,277	73,062	34,529	7,171	441	43
3rd child	174,331	1	766	2	10	36	187	531	20,699	56,238	57,212	31,621	7,386	373	35
4th child	84,477	—	77	1	2	2	13	59	4,992	21,658	30,097	21,256	6,059	320	18
5th child	33,937	—	9	—	1	—	2	6	1,102	6,645	11,914	10,339	3,703	209	16
6th child	13,183	—	1	—	—	1	—	—	203	2,060	4,305	4,581	1,885	139	9
7th child	5,331	—	—	—	—	—	—	—	44	610	1,641	2,022	940	71	3
8th child and over	4,303	—	1	—	—	—	1	—	63	379	1,130	1,725	924	77	4
Not stated	2,131	2	104	4	7	17	25	51	413	610	586	321	83	8	4

— Quantity zero.

¹Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

²Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.

³Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 4. Births, by age of mother, live-birth order, and Hispanic origin of mother: United States, 2022

[Live-birth order is number of children born alive to mother. Includes births with stated origin of mother only]

Origin of mother and live-birth order	All ages	Younger than 15	15–19						20–24	25–29	30–34	35–39	40–44	45–49	50–54
			Total	15	16	17	18	19							
Hispanic															
Total	937,421	796	56,566	1,904	4,482	8,798	15,747	25,635	206,948	270,357	237,703	129,675	33,104	2,088	184
1st child	338,553	773	48,137	1,842	4,253	8,030	13,465	20,547	113,271	89,880	57,756	23,281	4,953	450	52
2nd child	281,175	20	7,471	55	209	712	2,054	4,441	66,161	92,277	73,062	34,529	7,171	441	43
3rd child	174,331	1	766	2	10	36	187	531	20,699	56,238	57,212	31,621	7,386	373	35
4th child	84,477	–	77	1	2	2	13	59	4,992	21,658	30,097	21,256	6,059	320	18
5th child	33,937	–	9	–	1	–	2	6	1,102	6,645	11,914	10,339	3,703	209	16
6th child	13,183	–	1	–	–	–	1	–	203	2,060	4,305	4,581	1,885	139	9
7th child	5,331	–	–	–	–	–	–	–	44	610	1,641	2,022	940	71	3
8th child and over	4,303	–	1	–	–	–	1	–	63	379	1,130	1,725	924	77	4
Not stated	2,131	2	104	4	7	17	25	51	413	610	586	321	83	8	4
Central and South															
American	207,843	284	12,659	541	1,091	2,132	3,590	5,305	41,251	55,454	54,524	33,630	9,387	601	53
1st child	72,713	278	10,568	519	1,026	1,916	3,013	4,094	21,400	18,175	14,132	6,522	1,457	164	17
2nd child	66,126	5	1,899	18	60	203	538	1,080	14,262	19,980	17,795	9,749	2,276	140	20
3rd child	40,236	1	158	2	3	8	35	110	4,435	11,788	13,051	8,415	2,266	114	8
4th child	17,614	–	14	1	1	1	1	10	856	3,962	6,134	4,965	1,611	70	2
5th child	6,694	–	2	–	–	–	–	2	182	1,070	2,197	2,287	901	52	3
6th child	2,437	–	–	–	–	–	–	–	29	282	737	923	438	27	1
7th child	952	–	–	–	–	–	–	–	9	55	250	408	217	11	2
8th child and over	714	–	–	–	–	–	–	–	13	47	137	294	200	23	–
Not stated	357	–	18	1	1	4	3	9	65	95	91	67	21	–	–
Cuban	26,390	2	582	10	36	85	150	301	3,863	7,136	9,086	4,805	841	67	8
1st child	12,345	2	518	10	35	81	135	257	2,677	3,749	3,628	1,500	238	29	4
2nd child	9,333	–	52	–	1	3	12	36	953	2,395	3,639	1,962	316	14	2
3rd child	3,214	–	10	–	–	–	3	7	180	692	1,252	899	173	7	1
4th child	955	–	–	–	–	–	–	–	32	204	361	285	63	10	–
5th child	269	–	1	–	–	–	–	1	10	49	105	73	28	2	1
6th child	115	–	–	–	–	–	–	–	2	16	52	33	12	–	–
7th child	47	–	–	–	–	–	–	–	1	5	16	19	6	–	–
8th child and over	48	–	–	–	–	–	–	–	1	11	13	16	5	2	–
Not stated	64	–	1	–	–	1	–	–	7	15	20	18	–	3	–
Dominican	33,531	14	1,235	29	78	165	355	608	6,243	9,607	9,666	5,275	1,388	85	18
1st child	13,053	14	1,082	28	76	152	311	515	3,996	3,921	2,664	1,096	256	19	5
2nd child	11,417	–	143	1	2	13	40	87	1,755	3,616	3,661	1,800	412	27	3
3rd child	6,114	–	8	–	–	–	3	5	391	1,529	2,278	1,496	395	11	6
4th child	2,041	–	–	–	–	–	–	–	72	395	752	599	204	17	2
5th child	546	–	–	–	–	–	–	–	13	82	199	171	74	7	–
6th child	170	–	–	–	–	–	–	–	4	30	49	64	22	1	–
7th child	58	–	–	–	–	–	–	–	1	6	18	20	11	2	–
8th child and over	44	–	–	–	–	–	–	–	2	2	14	16	9	1	–
Not stated	88	–	2	–	–	–	1	1	9	26	31	13	5	–	2

See footnotes at end of table.

Table 4. Births, by age of mother, live-birth order, and Hispanic origin of mother: United States, 2022—Con.

[Live-birth order refers to number of children born alive to mother. Includes births with stated origin of mother only]

Origin of mother and live-birth order	All ages	Younger than 15	15–19						20–24	25–29	30–34	35–39	40–44	45–49	50–54
			Total	15	16	17	18	19							
Hispanic—Con.															
Mexican	510,194	360	32,116	1,002	2,538	4,920	8,979	14,677	118,647	151,390	124,391	65,649	16,533	1,039	69
1st child	180,282	349	27,494	979	2,415	4,521	7,717	11,862	65,095	48,339	26,925	9,835	2,047	182	16
2nd child	145,606	11	4,049	20	110	372	1,121	2,426	37,508	50,487	35,473	15,024	2,856	186	12
3rd child	97,088	—	457	—	7	18	115	317	11,936	32,900	31,801	16,273	3,528	179	14
4th child	50,702	—	48	—	1	—	10	37	3,024	13,200	18,150	12,641	3,448	183	8
5th child	21,075	—	4	—	1	—	1	2	676	4,139	7,368	6,470	2,286	123	9
6th child	8,332	—	—	—	—	—	—	—	126	1,340	2,659	2,926	1,183	93	5
7th child	3,368	—	—	—	—	—	—	—	24	417	1,034	1,260	585	48	—
8th child and over	2,662	—	—	—	—	—	—	—	32	246	700	1,080	559	42	3
Not stated	1,079	—	64	3	4	9	15	33	226	322	281	140	41	3	2
Puerto Rican	69,266	42	4,093	123	259	605	1,042	2,064	16,429	20,792	17,488	8,330	1,968	109	15
1st child	26,491	41	3,521	120	246	544	913	1,698	9,116	7,017	4,598	1,795	380	21	2
2nd child	21,360	—	504	3	11	56	114	320	5,041	7,051	5,596	2,559	574	31	4
3rd child	11,815	—	50	—	—	3	9	38	1,649	4,083	3,772	1,845	390	25	1
4th child	5,437	—	7	—	—	1	1	5	433	1,692	1,960	1,059	268	13	5
5th child	2,182	—	1	—	—	—	1	—	93	579	835	517	146	9	2
6th child	884	—	—	—	—	—	—	—	18	167	360	242	90	6	1
7th child	390	—	—	—	—	—	—	—	2	62	155	121	47	3	—
8th child and over	352	—	—	—	—	—	—	—	6	36	112	135	63	—	—
Not stated	355	1	10	—	2	1	4	3	71	105	100	57	10	1	—
Other and unknown Hispanic	90,197	94	5,881	199	480	891	1,631	2,680	20,515	25,978	22,548	11,986	2,987	187	21
1st child	33,669	89	4,954	186	455	816	1,376	2,121	10,987	8,679	5,809	2,533	575	35	8
2nd child	27,333	4	824	13	25	65	229	492	6,642	8,748	6,898	3,435	737	43	2
3rd child	15,864	—	83	—	—	7	22	54	2,108	5,246	5,058	2,693	634	37	5
4th child	7,728	—	8	—	—	—	1	7	575	2,205	2,740	1,707	465	27	1
5th child	3,171	—	1	—	—	—	—	1	128	726	1,210	821	268	16	1
6th child	1,245	—	1	—	—	1	—	—	24	225	448	393	140	12	2
7th child	516	—	—	—	—	—	—	—	7	65	168	194	74	7	1
8th child and over	483	—	1	—	—	—	1	—	9	37	154	184	88	9	1
Not stated	188	1	9	—	—	2	2	5	35	47	63	26	6	1	—

— Quantity zero.

NOTES: In this table, Hispanic women are classified only by place of origin; non-Hispanic women are not shown. Other and unknown Hispanic includes origins not otherwise classified, including Spaniards. See Technical Notes in this report.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 5. Birth rates, by age of mother, live-birth order, and race and Hispanic origin of mother: United States, 2022

[Rates are births per 1,000 women in specified age and race and Hispanic-origin group. Fertility rate computed by relating total births, regardless of age of mother, to females ages 15–44. Populations estimated as of July 1. Live-birth order is number of children born alive to mother. Data for live-birth order not stated are distributed]

Race and Hispanic origin of mother and live-birth order	Fertility rate	Age of mother									
		10–14	15–19			20–24	25–29	30–34	35–39	40–44	45–49 ¹
			Total	15–17	18–19						
All races and origins²											
Total	56.0	0.2	13.6	5.6	25.8	57.5	93.5	97.5	55.3	12.6	1.1
1st child	21.6	0.2	11.7	5.2	21.4	32.4	37.0	30.8	13.0	2.7	0.3
2nd child	17.8	0.0	1.8	0.4	3.8	17.7	30.6	32.9	18.3	3.5	0.3
3rd child	9.4	*	0.2	0.0	0.4	5.6	16.1	18.8	11.9	2.6	0.2
4th child	4.2	*	0.0	*	0.0	1.4	6.4	8.8	6.2	1.6	0.1
5th child	1.7	*	0.0	*	0.0	0.3	2.2	3.6	2.9	0.9	0.1
6th and 7th child	1.1	*	*	*	*	0.1	1.0	2.2	2.1	0.8	0.1
8th child and over	0.4	*	*	*	*	0.0	0.1	0.5	0.9	0.5	0.1
Non-Hispanic, single race³											
American Indian and Alaska Native											
Alaska Native	50.6	0.4	22.5	9.5	42.5	74.3	82.8	68.1	36.3	9.1	0.5
1st child	15.9	0.3	18.7	8.8	34.0	35.1	21.9	10.4	4.5	1.0	*
2nd child	13.6	*	3.4	0.7	7.6	25.7	24.2	16.3	7.2	1.7	*
3rd child	9.2	*	0.4	*	0.8	9.8	19.4	15.3	6.9	1.4	*
4th child	5.6	*	*	*	*	2.9	10.4	11.3	6.7	1.3	*
5th child	3.1	*	*	*	*	0.6	4.4	7.3	4.3	1.4	*
6th and 7th child	2.4	*	*	*	*	*	2.4	5.8	4.6	1.3	*
8th child and over	0.8	*	*	*	*	*	*	1.7	2.2	1.0	*
Asian											
Asian	49.4	*	1.9	0.7	3.7	16.4	58.6	104.0	70.9	17.0	1.8
1st child	22.1	*	1.7	0.7	3.2	10.8	34.1	49.2	22.3	4.7	0.6
2nd child	18.2	*	0.2	*	0.4	4.1	16.9	38.9	31.2	6.5	0.6
3rd child	6.0	*	*	*	*	1.2	5.2	10.8	11.7	3.4	0.3
4th child	1.9	*	*	*	*	0.3	1.7	3.3	3.7	1.4	0.2
5th child	0.7	*	*	*	*	0.0	0.5	1.2	1.3	0.6	0.1
6th and 7th child	0.4	*	*	*	*	*	0.2	0.6	0.7	0.4	0.1
8th child and over	0.1	*	*	*	*	*	0.0	0.1	0.2	0.1	*
Black											
Black	56.1	0.3	20.3	9.0	37.7	71.1	90.7	79.8	50.4	13.8	1.4
1st child	19.6	0.3	17.1	8.3	30.7	39.1	29.1	17.7	9.2	2.5	0.4
2nd child	16.0	*	2.8	0.7	6.1	21.1	28.7	23.5	13.4	3.3	0.3
3rd child	10.2	*	0.3	0.0	0.8	7.7	17.8	18.1	12.1	3.0	0.2
4th child	5.4	*	0.0	*	0.1	2.4	8.9	10.5	7.3	2.1	0.2
5th child	2.5	*	*	*	*	0.6	3.8	5.2	3.8	1.2	0.1
6th and 7th child	1.8	*	*	*	*	0.2	2.1	3.7	3.1	1.1	0.1
8th child and over	0.6	*	*	*	*	0.0	0.3	1.0	1.4	0.7	0.1
Native Hawaiian and Pacific Islander											
Pacific Islander	74.8	*	20.5	7.3	40.7	123.0	132.4	98.0	56.6	15.5	1.3
1st child	22.0	*	17.3	7.1	32.8	58.8	33.9	16.6	7.6	1.6	*
2nd child	18.7	*	2.8	*	6.8	40.0	37.8	19.3	10.4	3.0	*
3rd child	13.6	*	*	*	*	16.9	28.6	21.4	11.0	2.1	*
4th child	8.7	*	*	*	*	5.6	17.2	16.6	8.7	2.4	*
5th child	5.6	*	*	*	*	1.2	9.6	11.7	7.4	2.0	*
6th and 7th child	4.6	*	*	*	*	*	4.7	10.1	7.9	2.5	*
8th child and over	1.5	*	*	*	*	*	*	2.5	3.6	2.0	*
White											
White	53.1	0.1	9.1	3.1	17.9	48.3	91.1	100.4	53.0	10.7	0.9
1st child	21.2	0.1	7.9	3.0	15.2	27.9	39.9	34.4	13.5	2.6	0.3
2nd child	17.6	*	1.1	0.2	2.4	14.6	29.9	35.7	18.8	3.2	0.3
3rd child	8.5	*	0.1	0.0	0.3	4.4	13.9	17.9	11.0	2.0	0.1
4th child	3.4	*	0.0	*	0.0	1.0	5.1	7.4	5.0	1.1	0.1
5th child	1.3	*	*	*	*	0.2	1.6	2.8	2.1	0.6	0.0
6th and 7th child	0.8	*	*	*	*	0.0	0.6	1.8	1.7	0.6	0.0
8th child and over	0.4	*	*	*	*	0.0	0.1	0.4	0.9	0.6	0.1

Table 5. Birth rates, by age of mother, live-birth order, and race and Hispanic origin of mother: United States, 2022—Con.

[Rates are births per 1,000 women in specified age and race and Hispanic-origin group. Fertility rate computed by relating total births, regardless of age of mother, to females ages 15–44. Populations estimated as of July 1. Live-birth order is number of children born alive to mother. Data for live-birth order not stated are distributed]

Race and Hispanic origin of mother and live-birth order	Fertility rate	Age of mother									
		10–14	15–19			20–24	25–29	30–34	35–39	40–44	45–49 ¹
			Total	15–17	18–19						
Hispanic ⁴											
Total	65.7	0.3	21.3	9.3	40.1	79.2	113.8	103.1	59.5	15.5	1.2
1st child	23.8	0.3	18.1	8.7	33.0	43.4	37.9	25.1	10.7	2.3	0.3
2nd child	19.8	0.0	2.8	0.6	6.3	25.4	38.9	31.8	15.9	3.4	0.2
3rd child	12.2	*	0.3	0.0	0.7	7.9	23.7	24.9	14.5	3.5	0.2
4th child	5.9	*	0.0	*	0.1	1.9	9.1	13.1	9.8	2.8	0.2
5th child	2.4	*	*	*	*	0.4	2.8	5.2	4.8	1.7	0.1
6th and 7th child	1.3	*	*	*	*	0.1	1.1	2.6	3.0	1.3	0.1
8th child and over	0.3	*	*	*	*	0.0	0.2	0.5	0.8	0.4	0.0

0.0 Quantity more than zero but less than 0.05.

* Estimate does not meet National Center for Health Statistics standards of reliability.

¹Birth rates computed by relating births to women ages 45 and older to women ages 45–49; see Technical Notes in this report.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes. Single race is defined as only one race reported on the birth certificate.

⁴Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 6. Births, by race and Hispanic origin of mother: United States, each state and territory, 2022

[By place of residence]

Area	All races and origins ²	Non-Hispanic, single race ¹					Hispanic ³
		American Indian and Alaska Native	Asian	Black	Native Hawaiian and Pacific Islander	White	
United States ⁴	3,667,758	25,721	218,994	511,439	10,122	1,840,739	937,421
Alabama	58,149	131	782	16,067	56	33,725	6,231
Alaska	9,359	1,727	563	249	311	4,639	794
Arizona	78,547	3,436	2,748	4,425	205	30,499	34,839
Arkansas	35,471	194	777	6,301	545	22,539	4,227
California	419,104	1,297	56,915	20,050	1,601	110,370	203,312
Colorado	62,383	336	2,450	2,981	203	35,076	18,982
Connecticut	35,332	30	1,878	4,298	3	18,681	9,597
Delaware	10,816	13	553	2,853	6	5,035	1,996
District of Columbia	8,075	11	393	3,495	3	2,602	1,348
Florida	224,433	231	6,592	47,635	155	91,763	74,864
Georgia	126,130	104	5,640	42,042	110	53,638	21,202
Hawaii	15,535	30	3,854	326	1,486	2,896	2,701
Idaho	22,391	194	378	258	66	16,894	4,002
Illinois	128,350	87	8,277	19,296	39	68,107	29,710
Indiana	79,649	50	2,458	10,119	76	55,178	9,939
Iowa	36,506	136	1,032	2,562	323	27,527	4,172
Kansas	34,401	163	1,055	2,208	78	23,669	6,309
Kentucky	52,315	59	1,151	5,043	92	40,484	4,291
Louisiana	56,479	302	1,045	20,229	29	28,105	5,936
Maine	12,093	76	163	679	6	10,640	338
Maryland	68,782	77	4,480	20,438	36	27,333	14,398
Massachusetts	68,584	57	5,630	7,125	21	37,682	15,383
Michigan	102,321	394	3,989	17,235	40	70,340	7,127
Minnesota	64,015	774	4,931	7,923	95	42,246	6,040
Mississippi	34,675	231	396	14,035	15	17,703	1,930
Missouri	68,985	160	1,684	9,188	265	49,846	5,224
Montana	11,175	946	134	63	15	8,995	678
Nebraska	24,345	261	816	1,597	37	16,120	4,815
Nevada	33,193	218	2,548	4,334	358	10,961	13,019
New Hampshire	12,077	8	441	267	8	10,318	812
New Jersey	102,893	34	10,561	12,911	51	47,356	29,931
New Mexico	21,614	2,221	412	403	19	5,531	12,617
New York	207,774	327	20,652	27,935	70	104,103	50,131
North Carolina	121,562	1,401	4,824	26,375	144	62,762	22,568
North Dakota	9,567	613	183	585	30	6,965	671
Ohio	128,231	89	3,923	20,380	115	90,671	9,062
Oklahoma	48,332	4,355	1,310	3,689	232	26,224	8,462
Oregon	39,493	370	2,151	1,007	374	23,034	8,510
Pennsylvania	130,252	162	6,212	16,616	40	85,031	18,118
Rhode Island	10,269	38	418	842	3	5,673	2,965
South Carolina	57,820	124	1,176	15,333	74	32,323	7,073
South Dakota	11,201	1,463	191	362	20	8,008	726
Tennessee	82,265	87	1,877	14,514	72	52,818	11,048
Texas	389,741	685	20,794	47,804	579	121,868	190,889
Utah	45,768	303	1,210	606	575	32,461	8,920
Vermont	5,316	13	145	116	—	4,754	163
Virginia	95,630	151	7,140	18,543	114	51,085	15,943
Washington	83,333	861	9,159	3,797	1,284	44,084	17,190
West Virginia	16,929	14	178	566	2	15,300	412
Wisconsin	60,049	499	2,661	5,688	34	42,455	6,971
Wyoming	6,049	178	64	46	7	4,622	835

Table 6. Births, by race and Hispanic origin of mother: United States, each state and territory, 2022—Con.

[By place of residence]

Area	All races and origins ²	Non-Hispanic, single race ¹					Hispanic ³
		American Indian and Alaska Native	Asian	Black	Native Hawaiian and Pacific Islander	White	
Puerto Rico	19,112	4	24	45	—	311	18,707
U.S. Virgin Islands	868	3	4	503	—	88	181
Guam	2,518	3	594	31	1,595	166	26
American Samoa	---	---	---	---	---	---	---
Northern Marianas	467	—	152	—	271	5	1

— Quantity zero.

--- Data not available.

¹Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Includes all people of Hispanic origin of any race; see Technical Notes.

⁴Excludes data for the territories.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 7. Births, by Hispanic origin of mother: United States, each state and territory, 2022

[By place of residence]

Area	Total	Central and South American	Cuban	Dominican	Mexican	Puerto Rican	Other and unknown Hispanic
United States ¹	937,421	207,843	26,390	33,531	510,194	69,266	90,197
Alabama	6,231	2,598	61	49	3,123	307	93
Alaska	794	92	18	50	413	108	113
Arizona	34,839	1,579	260	94	29,871	583	2,452
Arkansas	4,227	759	26	11	2,899	134	398
California	203,312	31,522	754	219	147,602	2,022	21,193
Colorado	18,982	2,184	225	49	12,899	552	3,073
Connecticut	9,597	2,966	122	979	796	4,160	574
Delaware	1,996	654	17	78	683	368	196
District of Columbia	1,348	883	26	45	155	50	189
Florida	74,864	26,849	16,390	3,679	11,524	13,456	2,966
Georgia	21,202	6,195	442	372	11,765	1,480	948
Hawaii	2,701	166	34	26	865	896	714
Idaho	4,002	322	21	8	2,972	60	619
Illinois	29,710	3,473	240	122	23,215	1,978	682
Indiana	9,939	2,364	100	96	5,747	540	1,092
Iowa	4,172	904	58	18	2,861	159	172
Kansas	6,309	1,119	47	21	4,604	165	353
Kentucky	4,291	1,368	502	43	1,782	247	349
Louisiana	5,936	3,542	122	105	1,264	202	701
Maine	338	109	12	16	84	83	34
Maryland	14,398	10,392	132	431	1,610	736	1,097
Massachusetts	15,383	4,658	136	3,321	508	4,099	2,661
Michigan	7,127	767	174	79	5,066	436	605
Minnesota	6,040	1,727	68	45	3,642	258	300
Mississippi	1,930	723	23	18	794	119	253
Missouri	5,224	1,335	116	41	2,857	314	561
Montana	678	74	14	2	455	35	98
Nebraska	4,815	1,352	149	15	2,984	107	208
Nevada	13,019	1,691	486	53	9,505	427	857
New Hampshire	812	215	13	124	95	192	173
New Jersey	29,931	12,268	729	5,604	4,158	5,463	1,709
New Mexico	12,617	260	69	10	6,699	108	5,471
New York	50,131	18,266	624	11,325	6,443	9,318	4,155
North Carolina	22,568	7,739	443	690	10,582	2,043	1,071
North Dakota	671	56	15	7	463	58	72
Ohio	9,062	2,730	132	253	3,431	1,937	579
Oklahoma	8,462	1,342	78	22	5,841	284	895
Oregon	8,510	1,041	88	14	6,257	180	930
Pennsylvania	18,118	3,355	348	3,467	2,338	7,365	1,245
Rhode Island	2,965	988	11	937	161	714	154
South Carolina	7,073	2,726	147	131	2,795	700	574
South Dakota	726	234	18	4	341	50	79
Tennessee	11,048	5,003	198	75	4,541	541	690
Texas	190,889	22,985	2,200	472	136,720	2,992	25,520
Utah	8,920	2,076	40	57	5,757	196	794
Vermont	163	45	8	6	51	39	14
Virginia	15,943	10,878	239	124	3,298	1,233	171
Washington	17,190	2,102	141	60	12,561	569	1,757
West Virginia	412	138	12	9	149	61	43
Wisconsin	6,971	967	56	53	4,436	1,120	339
Wyoming	835	62	6	2	532	22	211

Table 7. Births, by Hispanic origin of mother: United States, each state and territory, 2022—Con.

[By place of residence]

Area	Total	Central and South American	Cuban	Dominican	Mexican	Puerto Rican	Other and unknown Hispanic
Puerto Rico	18,707	130	15	379	34	18,140	9
U.S. Virgin Islands	181	16	—	76	2	10	77
Guam	26	4	2	—	10	3	7
American Samoa	---	---	---	---	---	---	---
Northern Marianas	1	1	—	—	—	—	—

— Quantity zero.

--- Data not available.

!Excludes data for the territories.

NOTES: In this table, Hispanic women are classified by place of origin; non-Hispanic women are not shown. Other and unknown Hispanic includes origins not otherwise classified, including Spaniards. See Technical Notes in this report.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 8. Birth rates, by age of mother: United States, each state and territory, 2022

[By place of residence. Fertility rates are births per 1,000 females ages 15–44; total fertility rates are sums of birth rates for 5-year age groups multiplied by 5; birth rates by age are births per 1,000 women in specified age group estimated in each area. Populations estimated as of July 1]

Area	Birth rate	Fertility rate	Total fertility rate	Age of mother									
				10–14	15–19			20–24	25–29	30–34	35–39	40–44	45–49 ¹
					Total	15–17	18–19						
United States ²	11.0	56.0	1,656.5	0.2	13.6	5.6	25.8	57.5	93.5	97.5	55.3	12.6	1.1
Alabama	11.5	58.7	1,742.5	0.3	20.9	9.4	37.4	79.5	114.3	85.8	39.6	7.6	0.5
Alaska	12.8	64.9	1,885.0	*	16.9	4.9	39.8	85.9	109.5	96.0	54.3	13.6	*
Arizona	10.7	54.9	1,618.0	0.2	15.1	6.0	28.8	60.3	97.1	91.2	47.9	11.0	0.8
Arkansas	11.6	60.2	1,789.0	0.4	24.6	9.5	48.9	90.8	115.0	81.9	36.9	7.9	0.3
California	10.7	52.8	1,544.0	0.1	9.8	3.8	18.9	44.2	76.5	93.7	65.6	17.1	1.8
Colorado	10.7	51.5	1,488.5	*	11.1	4.4	21.1	49.5	77.0	91.8	55.0	12.2	1.0
Connecticut	9.7	50.7	1,545.0	*	6.4	2.9	10.9	30.5	73.5	115.2	67.4	14.8	1.1
Delaware	10.6	57.3	1,708.5	*	14.7	6.6	26.1	60.9	98.0	96.6	57.2	13.1	1.2
District of Columbia	12.0	44.9	1,243.0	*	12.5	7.7	16.1	34.2	37.6	67.3	69.2	24.5	2.9
Florida	10.1	55.6	1,644.5	0.2	13.1	5.2	25.5	55.9	93.5	95.8	55.9	13.5	1.0
Georgia	11.6	56.0	1,668.5	0.2	16.6	6.6	32.5	66.4	97.4	91.3	49.5	11.3	1.0
Hawaii	10.8	59.3	1,736.5	*	11.7	3.9	24.7	63.7	93.7	96.1	63.3	17.0	1.7
Idaho	11.5	58.4	1,805.5	*	10.9	4.0	19.5	74.5	121.0	96.1	47.6	10.3	0.7
Illinois	10.2	51.8	1,541.0	0.1	11.3	4.4	22.2	46.3	81.0	99.0	57.0	12.4	1.1
Indiana	11.7	59.7	1,779.5	0.2	16.7	6.4	32.8	71.9	114.7	98.0	44.6	9.2	0.6
Iowa	11.4	59.9	1,836.5	*	12.4	5.6	22.1	56.2	126.2	115.5	46.8	9.5	0.6
Kansas	11.7	60.3	1,827.0	*	16.2	6.5	31.0	65.5	117.3	107.8	48.2	9.5	0.7
Kentucky	11.6	61.1	1,816.0	0.3	21.8	8.0	44.5	85.8	115.7	89.2	41.7	8.2	0.5
Louisiana	12.3	61.8	1,849.5	0.4	23.7	9.8	45.8	87.1	117.0	89.3	43.0	8.9	0.5
Maine	8.7	49.7	1,469.5	*	8.4	2.8	16.6	48.1	87.3	89.2	50.3	9.9	0.6
Maryland	11.2	56.9	1,687.5	0.2	10.9	4.8	20.4	47.9	87.4	108.4	65.1	16.0	1.6
Massachusetts	9.8	48.7	1,435.0	*	5.8	2.4	9.9	26.1	60.2	106.9	70.1	16.4	1.4
Michigan	10.2	54.0	1,597.5	0.2	11.6	4.4	22.6	50.6	97.6	99.8	49.3	9.6	0.8
Minnesota	11.2	58.2	1,752.0	0.1	8.2	3.2	16.2	43.0	100.8	122.7	61.9	12.5	1.2
Mississippi	11.8	59.7	1,787.0	0.6	26.4	11.6	49.1	90.6	116.0	81.0	35.5	6.9	0.4
Missouri	11.2	57.7	1,714.5	0.2	16.9	6.7	32.9	68.5	107.7	95.6	44.9	8.6	0.5
Montana	10.0	53.2	1,578.0	*	12.2	4.5	24.7	55.6	97.2	94.5	45.7	9.6	0.7
Nebraska	12.4	63.6	1,938.5	*	14.1	5.9	26.7	59.1	125.5	123.5	53.2	11.2	0.9
Nevada	10.4	53.2	1,556.0	*	14.0	4.8	31.0	63.4	90.6	82.5	48.3	11.4	0.9
New Hampshire	8.7	47.9	1,408.0	*	4.6	1.5	9.0	30.2	76.8	105.0	53.8	10.3	0.8
New Jersey	11.1	58.7	1,745.5	0.1	8.2	3.4	16.1	41.4	80.3	122.7	77.4	17.4	1.6
New Mexico	10.2	53.1	1,586.5	*	19.7	9.1	36.0	70.9	96.6	79.7	40.2	9.1	0.8
New York	10.6	53.6	1,555.0	0.1	8.6	3.4	15.7	44.4	72.3	96.6	68.2	18.9	1.9
North Carolina	11.4	57.6	1,707.5	0.2	15.0	6.5	27.1	64.7	99.5	98.0	51.8	11.4	0.9
North Dakota	12.3	62.0	1,838.0	*	11.7	4.4	20.9	52.6	122.8	119.1	50.3	10.6	*
Ohio	10.9	57.3	1,695.5	0.2	15.4	6.0	30.5	66.3	103.1	96.8	47.6	9.1	0.6
Oklahoma	12.0	60.4	1,798.5	0.2	21.2	8.7	40.7	85.1	115.2	88.9	40.5	8.0	0.6
Oregon	9.3	47.3	1,389.5	*	10.1	3.8	19.9	47.4	77.7	80.9	49.3	11.4	1.0
Pennsylvania	10.0	53.3	1,584.0	0.1	10.6	4.7	18.2	47.8	90.4	101.3	54.5	11.2	0.9
Rhode Island	9.4	47.5	1,404.5	*	8.3	3.8	13.0	34.4	74.1	93.4	55.9	13.7	1.0

See footnotes at end of table.

Table 8. Birth rates, by age of mother: United States, each state and territory, 2022—Con.

[By place of residence. Fertility rates are births per 1,000 females ages 15–44; total fertility rates are sums of birth rates for 5-year age groups multiplied by 5; birth rates by age are births per 1,000 women in specified age group estimated in each area. Populations estimated as of July 1]

Area	Birth rate	Fertility rate	Total fertility rate	Age of mother									
				10–14	15–19			20–24	25–29	30–34	35–39	40–44	45–49 ¹
					Total	15–17	18–19						
South Carolina	10.9	57.0	1,695.5	0.3	17.3	8.3	30.3	68.0	104.6	91.3	46.8	10.1	0.7
South Dakota	12.3	66.5	2,012.0	*	17.4	7.7	32.7	68.5	136.2	118.5	51.7	9.3	*
Tennessee	11.7	59.3	1,733.0	0.3	21.0	8.4	41.6	76.9	103.4	89.6	45.4	9.3	0.7
Texas	13.0	61.9	1,843.5	0.3	20.4	9.0	38.6	74.8	108.1	99.7	52.7	11.8	0.9
Utah	13.5	61.3	1,852.5	*	9.0	3.1	18.1	60.0	130.1	108.4	51.1	11.0	0.8
Vermont	8.2	44.3	1,351.5	*	5.8	2.4	9.5	31.3	70.0	93.9	57.3	11.0	*
Virginia	11.0	55.6	1,653.5	0.2	11.2	4.3	21.0	51.0	90.7	102.8	59.9	13.6	1.3
Washington	10.7	53.3	1,533.0	0.1	9.6	3.2	20.0	50.9	82.3	91.6	57.4	13.4	1.3
West Virginia	9.5	54.0	1,623.5	*	19.8	6.7	39.3	81.1	107.6	75.1	34.2	6.1	0.6
Wisconsin	10.2	54.2	1,648.5	*	9.8	4.1	18.3	44.4	100.0	114.9	50.2	9.7	0.6
Wyoming	10.4	55.4	1,693.5	*	16.0	5.4	33.5	72.2	111.8	90.2	40.7	7.3	*
Puerto Rico	5.9	31.1	914.0	*	12.6	4.4	24.7	53.3	53.2	38.3	20.8	4.3	0.2
U.S. Virgin Islands	8.2	46.8	1,427.0	*	15.0	*	29.9	74.3	80.6	69.9	33.8	11.2	*
Guam	14.9	76.9	2,256.5	*	19.8	9.0	37.1	95.5	128.0	114.6	71.6	20.1	*
American Samoa	---	---	---	---	---	---	---	---	---	---	---	---	---
Northern Marianas	9.1	51.5	1,734.5	*	9.4	*	*	59.8	73.6	109.8	73.9	19.2	*

* Estimate does not meet National Center for Health Statistics standards of reliability.

--- Data not available.

¹Birth rates computed by relating births to women ages 45 and older to women ages 45–49; see Technical Notes in this report.

²Excludes data for the territories.

NOTES: Population data for computing birth rates were provided by the U.S. Census Bureau. Rates by state may differ from rates computed on the basis of other population estimates.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 9. Births to unmarried women, by age and race and Hispanic origin of mother: United States, 2022

Age of mother	Non-Hispanic, single race ¹						
	All races and origins ²	American Indian and Alaska Native	Asian	Black	Native Hawaiian and Pacific Islander	White	Hispanic ³
	Number						
All ages	1,461,305	17,511	26,942	354,351	5,295	498,291	498,971
Younger than 15	1,816	32	4	481	4	404	791
15–19	131,713	1,863	740	28,682	384	41,984	51,867
15–17	34,730	489	196	7,787	92	9,585	14,864
18–19	96,983	1,374	544	20,895	292	32,399	37,003
20–24	433,087	5,453	3,845	99,618	1,849	152,945	150,477
25–29	413,703	4,674	7,224	104,305	1,530	139,390	139,886
30–34	296,005	3,607	7,917	77,822	939	99,909	94,827
35–39	145,178	1,518	5,368	34,498	464	50,212	47,710
40 and older	39,803	364	1,844	8,945	125	13,447	13,413
	Percent						
All ages	39.8	68.1	12.3	69.3	52.3	27.1	53.2
Younger than 15	99.5	100.0	*	99.8	*	99.3	99.4
15–19	91.6	96.8	75.4	98.2	89.1	87.4	91.7
15–17	98.0	99.0	93.3	99.6	98.9	97.0	97.9
18–19	89.5	96.1	70.5	97.7	86.4	84.9	89.4
20–24	67.8	81.0	38.4	89.9	70.9	55.4	72.7
25–29	40.8	64.2	17.2	73.3	52.5	27.1	51.7
30–34	26.5	58.2	8.8	58.1	38.6	16.2	39.9
35–39	23.9	52.8	8.8	46.9	33.7	15.8	36.8
40 and older	27.5	53.6	12.3	42.2	35.4	20.1	37.9

* Estimate does not meet National Center for Health Statistics standards of reliability.

¹Race groups are non-Hispanic, single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Includes all people of Hispanic origin of any race; see Technical Notes.

NOTE: For New York, mother's marital status is inferred; see reference 9 in this report.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 10. Birth rates for unmarried women: United States, 2010–2022, and by age and race and Hispanic origin of mother: United States, 2016–2022

[Rates are births to unmarried women per 1,000 unmarried women. Populations estimated as of July 1 for all years]

Race and Hispanic origin and year	Fertility rate ¹	Age of mother							
		15–19			20–24	25–29	30–34	35–39	40–44 ²
		Total	15–17	18–19					
All races and origins³									
2022.....	37.2	12.7	5.6	23.6	44.0	58.4	58.6	38.8	11.6
2021.....	37.8	13.0	5.6	24.4	47.4	58.7	58.5	38.2	11.4
2020.....	38.4	14.0	6.1	26.0	49.2	59.9	58.3	36.9	11.3
2019.....	39.9	15.4	6.6	28.3	51.6	61.5	60.6	36.0	11.1
2018.....	40.1	16.0	7.1	29.2	52.2	62.8	59.5	35.2	10.6
2017.....	41.0	17.1	7.7	31.4	54.2	64.4	57.9	36.0	10.1
2016.....	42.4	18.5	8.6	33.5	56.6	65.8	59.2	35.6	10.0
2015.....	43.4	20.2	9.6	36.5	59.7	66.9	60.3	34.1	9.0
2014.....	43.9	22.0	10.6	39.4	61.6	67.6	58.1	33.4	8.5
2013.....	44.3	24.0	11.9	42.1	63.1	66.7	56.6	31.8	8.3
2012.....	45.3	26.7	13.7	45.8	64.7	67.2	56.3	30.9	8.5
2011.....	46.0	28.4	14.9	48.2	66.7	67.8	56.2	29.9	8.2
2010.....	47.5	31.1	16.8	52.0	70.0	69.2	56.3	29.6	8.0
Non-Hispanic, single race⁴									
Black:									
2022.....	50.2	20.3	9.1	37.6	67.6	78.9	64.8	38.5	11.8
2021.....	52.1	21.8	9.4	40.8	76.8	82.9	63.9	36.7	10.7
2020.....	54.6	23.7	10.6	43.2	80.8	88.3	65.1	37.0	10.4
2019.....	56.7	25.7	11.3	46.2	83.5	87.4	68.4	37.5	10.5
2018.....	56.4	26.1	12.0	46.1	85.0	85.9	68.2	35.6	9.7
2017.....	57.5	27.3	12.6	48.7	88.8	89.3	66.2	35.1	8.9
2016.....	57.9	29.0	13.9	51.2	90.0	89.6	64.4	33.8	8.9
White:									
2022.....	25.8	8.1	3.1	15.5	30.7	40.7	42.8	28.6	7.9
2021.....	27.0	8.4	3.1	16.3	33.8	42.1	45.2	29.3	8.1
2020.....	27.5	9.0	3.3	17.5	35.1	42.8	45.1	27.8	8.2
2019.....	28.6	10.0	3.7	19.3	36.7	44.8	45.7	27.0	7.9
2018.....	28.8	10.6	4.0	20.3	37.6	45.7	43.9	25.9	7.5
2017.....	29.2	11.5	4.4	22.1	38.9	46.2	41.9	25.3	7.2
2016.....	30.3	12.4	5.0	23.5	40.9	47.3	43.0	25.2	6.8
Hispanic⁵									
2022.....	57.4	20.0	9.3	36.8	66.6	92.0	93.0	65.2	21.4
2021.....	55.7	19.7	9.2	36.4	68.0	87.0	88.7	61.9	21.4
2020.....	55.5	21.2	10.1	38.7	69.3	87.9	84.8	59.4	20.2
2019.....	57.9	23.2	11.3	41.5	73.8	90.6	91.5	55.8	20.0
2018.....	59.5	24.4	12.2	43.4	74.6	95.7	96.1	57.4	20.0
2017.....	62.5	26.3	13.3	47.0	78.6	102.3	98.7	64.2	18.7
2016.....	66.0	29.2	15.1	51.2	83.1	106.4	103.6	65.0	19.3

¹Computed by relating total births to unmarried mothers, regardless of age, to unmarried women ages 15–44.²Rates computed by relating births to unmarried women ages 40 and older to unmarried women ages 40–44; see Technical Notes in this report.³Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.⁴Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes. Single race is defined as only one race reported on the birth certificate.⁵Includes all people of Hispanic origin of any race; see Technical Notes.

NOTES: Rates for 2020 have been revised and may differ from those published in "Births: Final Data for 2020": see Technical Notes. For New York, mother's marital status is inferred; see reference 9 in this report.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 11. Selected demographic characteristics of births, by race and Hispanic origin of mother: United States, 2022

[Birth rates are births per 1,000 population. Fertility rates are computed by relating total births, regardless of age of mother, to females ages 15–44. Total fertility rates are sums of birth rates for 5-year age groups multiplied by 5. Unmarried rates are births to unmarried women per 1,000 unmarried women. Populations estimated as of July 1. Mean age at first birth is the arithmetic average of the age of mothers at the time of birth, computed directly from the frequency of first births by age of mother]

Characteristic	Non-Hispanic, single race ¹						
	All races and origins ²	American Indian and Alaska Native	Asian	Black	Native Hawaiian and Pacific Islander	White	Hispanic ³
				Number			
Births	3,667,758	25,721	218,994	511,439	10,122	1,840,739	937,421
				Rate			
Birth rate	11.0	10.8	11.1	12.3	16.5	9.5	14.7
Fertility rate	56.0	50.6	49.4	56.1	74.8	53.1	65.7
Total fertility rate	1,656.5	1,470.0	1,353.0	1,639.0	2,237.5	1,568.0	1,969.5
Unmarried rate	37.2	51.8	12.9	50.2	64.3	25.8	57.4
				Ratio			
Sex ratio ⁴	1,045	1,032	1,061	1,034	1,075	1,050	1,038
				Percent			
Births to mothers younger than age 20	4.0	7.6	0.5	5.8	4.3	2.6	6.1
Quadruplet and higher-order births ⁵	13.0	23.6	6.0	18.4	27.5	10.9	15.1
Births to unmarried mothers	39.8	68.1	12.3	69.3	52.3	27.1	53.2
Mothers born in the 50 states or District of Columbia	77.2	98.5	23.8	81.7	37.1	93.3	54.5
Educational attainment of mother:							
High school diploma or higher	88.8	81.7	94.9	88.8	79.0	93.8	77.8
Bachelor's degree or higher	35.7	11.5	68.4	20.1	10.1	46.3	17.4
				Mean			
Age of mother at first birth	27.4	24.2	31.4	25.8	25.2	28.2	25.7

¹Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Includes all people of Hispanic origin of any race; see Technical Notes.

⁴Male births per 1,000 female births.

⁵Based on live-birth order.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 12. Selected demographic characteristics of births, by Hispanic origin of mother: United States, 2022

[Mean age at first birth is the arithmetic average of the age of mothers at the time of birth, computed directly from the frequency of first births by age of mother]

Characteristic	Total ¹	Central and South American	Cuban	Dominican	Mexican	Puerto Rican	Other and unknown Hispanic
				Number			
Births	937,421	207,843	26,390	33,531	510,194	69,266	90,197
				Ratio			
Sex ratio ²	1,038	1,041	1,043	1,027	1,038	1,042	1,030
				Percent			
Births to mothers younger than age 20	6.1	6.2	2.2	3.7	6.4	6.0	6.6
Quadruplet and higher-order births ³	15.1	13.7	5.4	8.5	16.9	13.4	14.6
Mothers born in the 50 states or District of Columbia	54.5	19.6	41.5	31.6	64.7	72.4	76.3
Educational attainment of mother:							
High school diploma or higher	77.8	62.8	92.7	87.1	80.1	87.9	83.6
Bachelor's degree or higher	17.4	18.4	34.0	24.7	14.8	20.2	19.6
				Mean			
Age of mother at first birth	25.7	26.2	28.5	26.8	25.1	25.7	25.8

¹Includes origin not stated.²Male births per 1,000 female births.³Based on live-birth order.

NOTES: In this table, Hispanic women are classified by place of origin; non-Hispanic women are not shown. Other and unknown Hispanic includes origins not otherwise classified, including Spaniards. See Technical Notes in this report.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 13. Selected medical and health characteristics of births, by race and Hispanic origin of mother: United States, 2022

Characteristic	Non-Hispanic, single race ¹						
	All races and origins ²	American Indian and Alaska Native	Asian	Black	Native Hawaiian and Pacific Islander	White	Hispanic ³
Percent							
Mother							
Prenatal care initiation:							
First trimester	77.0	64.8	82.1	67.6	49.7	82.6	70.5
Late or no care	6.8	12.6	4.5	10.0	22.4	4.7	9.1
Smoked during pregnancy	3.7	11.0	0.3	3.1	2.1	5.4	1.0
Pregnancy resulted from infertility treatment	2.4	0.5	5.0	1.0	0.7	3.3	1.0
Mother received WIC ⁴ food for herself during this pregnancy	30.2	43.9	16.3	44.8	32.7	18.8	47.5
Diabetes:							
Prepregnancy (diagnosis before this pregnancy)	1.2	2.9	1.4	1.6	2.3	0.9	1.3
Gestational (diagnosis during this pregnancy)	8.1	12.7	15.8	6.5	11.2	7.3	8.6
Overweight or obese (BMI ⁵ of 25.0 or over)	59.1	70.4	39.4	68.4	77.2	55.0	66.4
Induction of labor	31.9	33.1	28.0	30.0	25.5	35.3	27.4
Certified nurse midwife delivery	10.9	19.5	9.2	9.7	10.5	11.5	10.3
Home births	1.5	1.0	0.4	0.8	0.8	2.2	0.6
Cesarean delivery (total)	32.1	29.4	33.5	36.8	32.4	31.1	31.7
Low-risk ⁶	26.3	23.0	29.2	30.8	30.1	25.3	25.6
Source of payment for the delivery:							
Medicaid	41.3	65.2	22.1	64.1	59.4	27.8	58.6
Private	51.2	23.5	72.8	30.6	28.7	65.1	31.6
Self-pay	4.1	1.8	2.1	2.2	6.1	3.7	6.6
Other ⁷	3.4	9.5	3.0	3.1	5.8	3.4	3.2
Infant was being breastfed at discharge ⁸	85.2	77.9	90.1	76.8	78.4	86.4	87.2
Infant							
Gestational age:							
Preterm ⁹	10.38	12.61	9.19	14.59	11.96	9.44	10.06
Early preterm ¹⁰	2.76	3.28	2.25	4.89	3.06	2.28	2.60
Late preterm ¹¹	7.62	9.33	6.95	9.70	8.90	7.16	7.46
Birthweight ¹² :							
Very low birthweight ¹³	1.36	1.50	1.14	2.89	1.46	1.01	1.24
Low birthweight ¹⁴	8.60	8.80	9.39	14.75	8.51	7.12	7.87
Twin births ¹⁵	31.2	26.5	23.6	41.4	22.9	32.6	24.5
Triplet and higher-order births ¹⁶	78.9	58.3	50.2	108.7	—	84.2	61.3

— Quantity zero.

¹Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.³Includes all people of Hispanic origin of any race; see Technical Notes.⁴Special Supplemental Nutrition Program for Women, Infants, and Children.⁵Body mass index.⁶Rate is number of singleton, term (37 weeks of gestation or more based on the obstetric estimate), cephalic (head first), cesarean deliveries to women having a first birth per 100 women delivering singleton, term, cephalic births.⁷Includes Indian Health Service, CHAMPUS or TRICARE, other government (federal, state, or local), or charity.⁸Excludes data for California, which did not report if infant was being breastfed at discharge.⁹Born before 37 completed weeks of gestation, based on the obstetric estimate; see Technical Notes.¹⁰Born before 34 completed weeks of gestation, based on the obstetric estimate; see Technical Notes.¹¹Born between 34 and 36 completed weeks of gestation, based on the obstetric estimate; see Technical Notes.¹²Equivalents of gram weights in pounds are shown in the User Guide; see reference 9 in this report.¹³Less than 1,500 grams (3 lb 4 oz).¹⁴Less than 2,500 grams (5 lb 8 oz).¹⁵Live births in twin deliveries per 1,000 live births.¹⁶Live births in triplet and other higher-order multiple deliveries per 100,000 live births.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 14. Selected medical and health characteristics of births, by Hispanic origin of mother: United States, 2022

Characteristic	Total	Central and South American	Cuban	Dominican	Mexican	Puerto Rican	Other and unknown Hispanic
Mother							
Percent							
Prenatal care initiation:							
First trimester	70.5	61.8	78.0	72.8	72.3	75.9	73.0
Late or no care	9.1	12.8	6.8	8.0	8.3	6.4	8.2
Smoked during pregnancy	1.0	0.3	1.1	0.5	0.9	3.1	1.5
Pregnancy resulted from infertility treatment	1.0	0.9	1.7	1.5	0.8	1.6	1.2
Mother received WIC ¹ food for herself during this pregnancy	47.5	49.0	41.8	49.9	47.5	44.7	46.9
Diabetes:							
Prepregnancy (diagnosis before this pregnancy)	1.3	1.0	0.8	1.1	1.5	1.5	1.3
Gestational (diagnosis during this pregnancy)	8.6	7.4	7.1	8.4	9.2	8.3	8.4
Overweight or obese (BMI ² of 25.0 or over)	66.4	61.8	58.2	64.8	69.0	65.3	66.0
Induction of labor	27.4	25.1	23.9	29.5	27.5	31.5	29.7
Certified nurse midwife delivery	10.3	11.5	7.3	9.6	9.7	13.6	9.3
Home births	0.6	0.5	0.8	0.5	0.5	0.9	0.7
Cesarean delivery (total)	31.7	30.3	44.0	41.0	30.6	33.5	32.3
Low-risk ³	25.6	24.7	36.1	30.5	24.5	27.6	25.8
Source of payment for the delivery:							
Medicaid	58.6	58.7	50.8	62.4	58.9	57.0	59.0
Private	31.6	26.2	44.8	31.6	32.0	37.2	34.2
Self-pay	6.6	12.0	2.3	2.7	6.1	1.4	3.3
Other ⁴	3.2	3.1	2.1	3.2	3.0	4.5	3.6
Infant was being breastfed at discharge ⁵	87.2	88.6	90.6	89.2	86.9	84.7	85.6
Infant							
Gestational age:							
Preterm ⁶	10.06	9.47	9.44	10.01	10.02	11.46	10.84
Early preterm ⁷	2.60	2.34	2.70	2.91	2.56	3.24	2.88
Late preterm ⁸	7.46	7.13	6.74	7.10	7.46	8.23	7.96
Birthweight ⁹ :							
Very low birthweight ¹⁰	1.24	1.08	1.38	1.60	1.20	1.67	1.37
Low birthweight ¹¹	7.87	7.26	7.55	8.90	7.65	9.91	8.70
Twin births ¹²	24.5	20.6	26.9	29.5	24.6	30.4	26.1
Triplet and higher-order births ¹³	61.3	47.2	49.3	62.6	62.3	88.1	71.0

¹Special Supplemental Nutrition Program for Women, Infants, and Children.

²Body mass index.

³Rate is number of singleton, term (37 weeks of gestation or more based on the obstetric estimate), cephalic (head first), cesarean deliveries to women having a first birth per 100 women delivering singleton, term, cephalic births.

⁴Includes Indian Health Service, CHAMPUS or TRICARE, other government (federal, state, or local), or charity.

⁵Excludes data for California, which did not report if infant was being breastfed at discharge.

⁶Born before 37 completed weeks of gestation, based on the obstetric estimate; see Technical Notes in this report.

⁷Born before 34 completed weeks of gestation, based on the obstetric estimate; see Technical Notes.

⁸Born between 34 and 36 completed weeks of gestation, based on the obstetric estimate; see Technical Notes.

⁹Equivalents of gram weights in pounds are shown in the User Guide; see reference 9 in this report.

¹⁰Less than 1,500 grams (3 lb 4 oz).

¹¹Less than 2,500 grams (5 lb 8 oz).

¹²Live births in twin deliveries per 1,000 live births.

¹³Live births in triplet and other higher-order multiple deliveries per 100,000 live births.

NOTES: In this table, Hispanic women are classified only by place of origin; non-Hispanic women are not shown. Other and unknown Hispanic includes origins not otherwise classified, including Spaniards. See Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 15. Mothers who smoked for the 3 months before pregnancy and anytime during pregnancy, and those who quit before and during pregnancy, by age and race and Hispanic origin of mother: United States, 2022

Race and Hispanic origin and tobacco use	All ages	Younger than 20	20–24	25–29	30–34	35–39	40–54
All races and origins ¹				Percent			
3 months before pregnancy	4.6	3.8	5.7	5.1	4.3	3.8	3.5
Anytime during pregnancy	3.7	3.0	4.4	4.0	3.4	3.1	2.9
First trimester	3.6	2.9	4.3	3.9	3.4	3.0	2.8
Second trimester	3.1	2.3	3.6	3.4	2.9	2.7	2.5
Third trimester	2.9	2.1	3.4	3.2	2.8	2.6	2.4
Quit before pregnancy ²	22.3	24.9	24.7	22.7	21.1	20.1	19.4
Quit during pregnancy ³	19.7	28.1	23.2	19.6	18.0	16.4	17.8
Non-Hispanic, single race ⁴							
Black:							
3 months before pregnancy	3.9	1.4	2.8	4.1	5.0	4.2	3.6
Anytime during pregnancy	3.1	1.1	2.1	3.3	4.1	3.5	3.0
First trimester	3.1	1.1	2.1	3.2	3.9	3.4	2.9
Second trimester	2.6	0.8	1.6	2.7	3.4	3.0	2.5
Third trimester	2.4	0.7	1.5	2.5	3.1	2.9	2.4
Quit before pregnancy ²	22.1	24.8	27.1	22.8	20.7	19.0	19.6
Quit during pregnancy ³	23.5	34.0	29.3	24.8	22.1	18.4	19.8
White:							
3 months before pregnancy	6.7	8.4	9.9	7.3	5.5	5.1	5.2
Anytime during pregnancy	5.4	6.7	7.8	5.9	4.5	4.2	4.3
First trimester	5.3	6.5	7.6	5.8	4.4	4.2	4.3
Second trimester	4.6	5.3	6.5	5.1	3.9	3.7	3.8
Third trimester	4.4	5.0	6.2	4.8	3.8	3.6	3.6
Quit before pregnancy ²	20.6	22.2	22.4	21.1	19.7	18.9	17.5
Quit during pregnancy ³	17.9	25.7	21.2	17.7	16.2	14.7	15.9
Hispanic ⁵							
3 months before pregnancy	1.4	1.0	1.5	1.5	1.5	1.4	1.2
Anytime during pregnancy	1.0	0.6	0.9	1.0	1.1	1.0	0.8
First trimester	0.9	0.6	0.9	0.9	1.0	1.0	0.8
Second trimester	0.7	0.4	0.6	0.7	0.8	0.8	0.7
Third trimester	0.7	0.4	0.6	0.7	0.8	0.7	0.6
Quit before pregnancy ²	35.9	40.8	40.4	37.3	33.1	30.7	29.4
Quit during pregnancy ³	29.4	38.6	33.2	29.7	26.7	26.5	27.9
All races and origins ¹				Number			
Total	3,667,758	145,614	638,685	1,013,417	1,118,787	606,598	144,657
Not stated 3 months before pregnancy	15,327	781	3,169	4,152	4,244	2,358	623
Not stated during pregnancy	15,175	766	3,100	4,114	4,224	2,353	618
Quit before pregnancy ² :							
Smoked before pregnancy	168,693	5,541	36,166	51,439	47,614	22,902	5,031
Unknown if quit	310	12	57	95	104	35	7
Quit during pregnancy ³ :							
Smoked before pregnancy	134,141	4,309	28,011	40,624	38,374	18,676	4,147
Unknown if quit	208	7	42	59	48	44	8
Non-Hispanic, single race ⁴							
Black:							
Total	511,439	29,676	110,822	142,234	133,896	73,610	21,201
Not stated 3 months before pregnancy	2,113	99	465	583	602	290	74
Not stated during pregnancy	2,102	100	457	576	604	292	73
Quit before pregnancy ² :							
Smoked before pregnancy	19,841	406	3,092	5,866	6,608	3,110	759
Unknown if quit	35	2	1	10	19	3	–
Quit during pregnancy ³ :							
Smoked before pregnancy	16,017	326	2,361	4,690	5,418	2,590	632
Unknown if quit	36	–	4	11	11	8	2

Table 15. Mothers who smoked for the 3 months before pregnancy and anytime during pregnancy, and those who quit before and during pregnancy, by age and race and Hispanic origin of mother: United States, 2022—Con.

Race and Hispanic origin and tobacco use	All ages	Younger than 20	20–24	25–29	30–34	35–39	40–54
Non-Hispanic, single race ⁴				Number			
White:							
Total	1,840,739	48,467	276,137	515,204	615,589	318,572	66,770
Not stated 3 months before pregnancy	6,648	331	1,388	1,781	1,839	1,049	260
Not stated during pregnancy	6,553	320	1,348	1,754	1,827	1,047	257
Quit before pregnancy²:							
Smoked before pregnancy	122,574	4,042	27,089	37,708	34,004	16,297	3,434
Unknown if quit	160	2	35	46	49	24	4
Quit during pregnancy³:							
Smoked before pregnancy	99,101	3,231	21,528	30,264	27,762	13,429	2,887
Unknown if quit	107	5	25	31	21	20	5
Hispanic⁵							
Total	937,421	57,362	206,948	270,357	237,703	129,675	35,376
Not stated 3 months before pregnancy	3,028	214	727	831	768	379	109
Not stated during pregnancy	2,996	210	725	824	754	377	106
Quit before pregnancy²:							
Smoked before pregnancy	13,450	551	3,038	4,027	3,641	1,787	406
Unknown if quit	51	4	13	17	14	2	1
Quit during pregnancy³:							
Smoked before pregnancy	9,001	343	1,884	2,649	2,536	1,290	299
Unknown if quit	25	1	6	5	4	8	1

– Quantity zero.

¹Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

²Births to women not reporting smoking during pregnancy per 100 women who smoked in the 3 months before pregnancy; see Technical Notes in this report.

³Births to women not reporting smoking in the third trimester of pregnancy per 100 women who smoked in either the first or second trimester; see Technical Notes.

⁴Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes. Single race is defined as only one race reported on the birth certificate.

⁵Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 16. Trimester prenatal care began, by age and race and Hispanic origin of mother: United States, 2022

Race and Hispanic origin of mother and trimester care began	All ages	Younger than 20	20–24	25–29	30–34	35–39	40–54
All races and origins¹				Percent			
First trimester	77.0	59.1	70.6	77.1	80.9	80.4	76.8
Second trimester	16.3	26.8	20.3	16.2	13.7	14.2	16.9
Late or no care	6.8	14.1	9.1	6.6	5.4	5.4	6.3
Third trimester	4.6	9.6	6.2	4.5	3.6	3.7	4.3
No care	2.2	4.6	2.8	2.1	1.7	1.7	2.0
				Number			
Total	3,667,758	145,614	638,685	1,013,417	1,118,787	606,598	144,657
Not stated	79,212	3,900	15,176	21,439	22,684	12,774	3,239
Non-Hispanic, single race²				Percent			
Black:							
First trimester	67.6	55.0	64.9	68.0	70.2	70.7	69.1
Second trimester	22.4	29.6	24.1	22.0	20.7	20.6	22.0
Late or no care	10.0	15.3	11.0	9.9	9.1	8.7	8.9
Third trimester	6.3	9.7	6.8	6.2	5.7	5.7	5.8
No care	3.7	5.6	4.2	3.7	3.3	3.0	3.1
				Number			
Total	511,439	29,676	110,822	142,234	133,896	73,610	21,201
Not stated	13,972	862	3,163	3,880	3,614	1,897	556
White:							
				Percent			
First trimester	82.6	68.1	76.8	82.6	85.4	84.6	81.3
Second trimester	12.7	22.4	16.8	12.7	10.7	11.2	13.6
Late or no care	4.7	9.5	6.5	4.6	3.9	4.1	5.2
Third trimester	3.3	6.7	4.7	3.2	2.7	2.8	3.5
No care	1.4	2.8	1.8	1.4	1.2	1.3	1.7
				Number			
Total	1,840,739	48,467	276,137	515,204	615,589	318,572	66,770
Not stated	30,294	885	4,818	7,992	9,819	5,543	1,237
Hispanic³				Percent			
First trimester	70.5	53.5	66.1	72.0	74.9	73.8	70.6
Second trimester	20.4	29.0	22.8	19.6	17.8	19.0	21.7
Late or no care	9.1	17.5	11.1	8.4	7.3	7.2	7.6
Third trimester	6.3	11.8	7.7	5.9	5.0	5.1	5.4
No care	2.8	5.6	3.5	2.5	2.2	2.1	2.3
				Number			
Total	937,421	57,362	206,948	270,357	237,703	129,675	35,376
Not stated	24,046	1,835	5,659	6,828	5,795	3,092	837

¹Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

²Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.

³Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 17. Births, by method of delivery: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022

Race and Hispanic origin and year	All births	Vaginal			Cesarean			Cesarean			Vaginal birth after previous cesarean delivery ⁷
		Total ¹	After previous cesarean	Total ²	Primary	Low-risk ³	Not stated	Total ⁴	Primary ⁵	Low-risk ⁶	
All races and origins ⁸		Number						Percent			
2022.....	3,667,758	2,486,963	82,284	1,178,066	696,495	320,490	2,729	32.1	22.5	26.3	14.6
2021.....	3,664,292	2,486,856	79,555	1,174,545	691,550	316,349	2,891	32.1	22.3	26.3	14.2
2020.....	3,613,647	2,462,904	77,776	1,148,692	666,599	310,303	2,051	31.8	21.9	25.9	13.9
2019.....	3,747,540	2,558,882	80,140	1,186,397	683,900	314,016	2,261	31.7	21.6	25.6	13.8
2018.....	3,791,712	2,581,992	78,842	1,208,176	693,276	319,022	1,544	31.9	21.7	25.9	13.3
2017.....	3,855,500	2,621,010	76,301	1,232,339	710,963	325,086	2,151	32.0	21.9	26.0	12.8
2016.....	3,945,875	2,684,803	75,244	1,258,581	728,500	329,614	2,491	31.9	21.8	25.7	12.4
2015.....	3,978,497	2,703,504	---	1,272,503	---	331,982	2,490	32.0	---	25.8	---
2014.....	3,988,076	2,699,951	---	1,284,551	---	337,086	3,574	32.2	---	26.0	---
2013.....	3,932,181	2,642,892	---	1,284,339	---	344,405	4,950	32.7	---	26.8	---
2012.....	3,952,841	2,650,744	---	1,296,070	---	355,942	6,027	32.8	---	27.2	---
2011.....	3,953,590	2,651,428	---	1,293,267	---	359,669	8,895	32.8	---	27.2	---
2010.....	3,999,386	2,680,947	---	1,309,182	---	368,523	9,257	32.8	---	27.5	---
Non-Hispanic, single race ⁹											
Black:											
2022.....	511,439	323,076	13,430	188,132	109,189	46,477	231	36.8	26.1	30.8	14.6
2021.....	517,889	327,049	12,687	190,500	111,166	47,977	340	36.8	26.2	31.2	13.8
2020.....	529,811	337,264	12,911	192,338	110,612	48,448	209	36.3	25.5	30.6	13.7
2019.....	548,075	351,191	13,159	196,672	113,001	48,481	212	35.9	25.1	30.0	13.6
2018.....	552,029	352,750	12,702	199,117	114,150	49,481	162	36.1	25.2	30.3	13.0
2017.....	560,715	358,467	12,457	201,991	117,054	50,217	257	36.0	25.3	30.4	12.8
2016.....	558,622	357,859	11,763	200,460	117,410	50,287	303	35.9	25.4	30.3	12.4
White:											
2022.....	1,840,739	1,268,223	38,353	571,371	347,632	160,403	1,145	31.1	22.1	25.3	14.7
2021.....	1,887,656	1,301,124	38,908	585,346	353,971	161,487	1,186	31.0	21.9	25.2	14.4
2020.....	1,843,432	1,275,917	36,967	566,811	339,770	157,635	704	30.8	21.5	24.9	14.0
2019.....	1,915,912	1,327,934	38,442	587,111	348,616	160,622	867	30.7	21.3	24.7	13.9
2018.....	1,956,413	1,353,424	38,345	602,361	356,796	164,087	628	30.8	21.4	24.9	13.5
2017.....	1,992,461	1,375,702	37,295	615,830	366,505	167,434	929	30.9	21.5	24.9	13.0
2016.....	2,056,332	1,419,788	37,442	635,588	379,240	172,006	956	30.9	21.5	24.7	12.8

Table 17. Births, by method of delivery: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022—Con.

Race and Hispanic origin and year	All births	Vaginal		Cesarean				Cesarean			Vaginal birth after previous cesarean delivery ⁷
		Total ¹	After previous cesarean	Total ²	Primary	Low-risk ³	Not stated	Total ⁴	Primary ⁵	Low-risk ⁶	
Hispanic ¹⁰	Number							Percent			
2022.....	937,421	640,248	21,880	296,706	165,122	75,640	467	31.7	21.1	25.6	14.3
2021.....	885,916	605,819	19,485	279,607	154,162	70,443	490	31.6	20.8	25.5	13.5
2020.....	866,713	594,463	19,469	271,865	145,786	67,517	385	31.4	20.2	25.1	13.4
2019.....	886,467	608,445	19,612	277,578	147,597	66,705	444	31.3	20.1	24.8	13.1
2018.....	886,210	605,674	19,371	280,386	147,149	67,040	150	31.6	20.1	25.4	12.7
2017.....	898,764	613,101	18,423	285,379	150,592	67,860	284	31.8	20.2	25.6	12.0
2016.....	918,447	627,095	17,847	290,832	153,462	67,278	520	31.7	20.1	25.1	11.5

--- Comparable data not available for the 50 states and District of Columbia for 2010–2015 because not all reporting areas had adopted the 2003 U.S. Certificate of Live Birth.

¹Includes unknown type of vaginal delivery; see Technical Notes in this report.

²Includes unknown type of cesarean delivery; see Technical Notes.

³Singleton, term (37 completed weeks of gestation or more based on the obstetric estimate), cephalic (head first), cesarean deliveries to women having a first birth.

⁴Percentage of all live births delivered by cesarean.

⁵Rate is number of births to women having a cesarean delivery per 100 births to women without a previous cesarean.

⁶Rate is number of singleton, term (37 completed weeks of gestation or more based on the obstetric estimate), cephalic, cesarean deliveries to women having a first birth per 100 women delivering singleton, term, cephalic, first births.

⁷Rate is number of births to women having a vaginal delivery per 100 births to women with a previous cesarean delivery.

⁸Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

⁹Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes. Single race is defined as only one race reported on the birth certificate.

¹⁰Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 18. Births, by method of delivery and by age and race and Hispanic origin of mother: United States, 2022

Race and Hispanic origin and age of mother	All births	Vaginal		Cesarean			Not stated	Cesarean			Vaginal birth after previous cesarean delivery ⁷
		Total ¹	After previous cesarean	Total ²	Primary	Low-risk ³		Total ⁴	Primary ⁵	Low-risk ⁶	
All races and origins ⁸		Number						Percent			
All ages	3,667,758	2,486,963	82,284	1,178,066	696,495	320,490	2,729	32.1	22.5	26.3	14.6
Younger than 20	145,614	117,993	420	27,541	25,083	16,574	80	18.9	17.6	15.1	14.9
20–24	638,685	479,145	7,818	158,987	114,602	65,931	553	24.9	19.6	20.9	15.0
25–29	1,013,417	711,850	21,434	300,841	184,525	89,726	726	29.7	21.1	25.7	15.6
30–34	1,118,787	738,485	29,749	379,540	211,875	89,720	762	33.9	23.0	29.9	15.1
35–39	606,598	363,893	18,639	242,230	123,655	45,616	475	40.0	26.4	38.9	13.6
40–54	144,657	75,597	4,224	68,927	36,755	12,923	133	47.7	34.0	52.8	11.6
Non-Hispanic, single race ⁹											
Black:											
All ages	511,439	323,076	13,430	188,132	109,189	46,477	231	36.8	26.1	30.8	14.6
Younger than 20	29,676	23,151	92	6,517	5,938	3,913	8	22.0	20.5	18.1	14.0
20–24	110,822	78,910	1,616	31,870	23,165	13,333	42	28.8	23.1	25.2	15.7
25–29	142,234	92,333	3,806	49,824	28,834	12,845	77	35.0	24.6	33.2	15.4
30–34	133,896	79,706	4,611	54,132	27,896	9,584	58	40.4	27.1	39.5	15.0
35–39	73,610	39,372	2,670	34,207	17,066	5,056	31	46.5	31.8	48.8	13.5
40–54	21,201	9,604	635	11,582	6,290	1,746	15	54.7	41.3	61.5	10.7
White:											
All ages	1,840,739	1,268,223	38,353	571,371	347,632	160,403	1,145	31.1	22.1	25.3	14.7
Younger than 20	48,467	39,076	94	9,368	8,604	5,518	23	19.3	18.1	14.9	11.2
20–24	276,137	209,303	2,704	66,614	48,758	27,089	220	24.1	19.1	19.3	13.2
25–29	515,204	369,026	9,200	145,894	94,753	46,476	284	28.3	20.9	23.7	15.3
30–34	615,589	417,019	14,938	198,217	115,765	50,236	353	32.2	22.4	28.0	15.4
35–39	318,572	197,383	9,369	120,976	63,337	24,554	213	38.0	25.2	36.6	14.0
40–54	66,770	36,416	2,048	30,302	16,415	6,530	52	45.4	32.4	50.2	12.9
Hispanic ¹⁰											
All ages	937,421	640,248	21,880	296,706	165,122	75,640	467	31.7	21.1	25.6	14.3
Younger than 20	57,362	47,507	204	9,815	8,847	5,998	40	17.1	15.8	13.8	17.7
20–24	206,948	156,981	2,907	49,861	34,938	20,981	106	24.1	18.5	20.8	16.4
25–29	270,357	189,042	6,657	81,187	45,061	21,660	128	30.0	19.8	27.4	15.6
30–34	237,703	152,671	6,951	84,919	42,259	16,519	113	35.7	22.5	33.5	14.0
35–39	129,675	75,556	4,155	54,053	25,557	8,181	66	41.7	26.4	42.8	12.7
40–54	35,376	18,491	1,006	16,871	8,460	2,301	14	47.7	32.6	54.7	10.7

¹Includes unknown type of vaginal delivery; see Technical Notes in this report.

²Includes unknown type of cesarean delivery; see Technical Notes.

³Singleton, term (37 completed weeks of gestation or more based on the obstetric estimate), cephalic (head first), cesarean deliveries to women having a first birth.

⁴Percentage of all live births delivered by cesarean.

⁵Rate is the number of births to women having a cesarean delivery per 100 births to women without a previous cesarean.

⁶Rate is the number of singleton, term (37 completed weeks of gestation or more based on the obstetric estimate), cephalic, cesarean deliveries to women having a first birth per 100 women delivering singleton, term, cephalic, first births.

⁷Rate is the number of births to women having a vaginal delivery per 100 births to women with a previous cesarean delivery.

⁸Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

⁹Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes. Single race is defined as only one race reported on the birth certificate.

¹⁰Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 19. Principal source of payment for the delivery, by age and race and Hispanic origin of mother: United States, 2022

[Percentages are number of live births with specified source of payment per 100 live births in specified group]

Race and Hispanic origin of mother and source of payment	All ages	Younger than 20	20–24	25–29	30–34	35–39	40–54
All races and origins¹				Percent			
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Medicaid	41.3	78.9	63.3	44.2	30.3	27.4	30.1
Private insurance	51.2	14.7	28.4	47.8	62.8	65.6	62.0
Self-pay	4.1	3.9	4.1	4.2	3.8	4.2	5.1
Other ²	3.4	2.5	4.2	3.8	3.1	2.8	2.7
				Number			
Total	3,667,758	145,614	638,685	1,013,417	1,118,787	606,598	144,657
Not stated	32,707	1,196	6,545	9,649	9,251	4,841	1,225
Non-Hispanic, single race³							
Black:				Percent			
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Medicaid	64.1	85.2	76.1	67.7	57.4	48.6	43.7
Private insurance	30.6	11.8	19.2	26.7	37.0	45.6	50.2
Self-pay	2.2	1.4	1.6	2.2	2.4	2.8	3.2
Other ²	3.1	1.7	3.1	3.4	3.1	3.0	2.9
				Number			
Total	511,439	29,676	110,822	142,234	133,896	73,610	21,201
Not stated	3,885	174	848	1,131	1,020	564	148
White:				Percent			
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Medicaid	27.8	73.2	52.0	30.2	18.3	16.3	18.2
Private insurance	65.1	22.0	39.6	62.0	75.3	77.3	74.4
Self-pay	3.7	2.0	3.8	3.9	3.4	3.7	4.7
Other ²	3.4	2.8	4.6	3.9	3.0	2.7	2.7
				Number			
Total	1,840,739	48,467	276,137	515,204	615,589	318,572	66,770
Not stated	16,672	431	2,990	5,018	5,122	2,545	566
Hispanic⁴				Percent			
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Medicaid	58.6	80.5	71.2	58.9	49.4	47.6	50.1
Private insurance	31.6	9.8	18.8	31.5	41.2	42.5	39.0
Self-pay	6.6	7.2	6.3	6.3	6.5	7.2	8.4
Other ²	3.2	2.5	3.8	3.4	2.9	2.7	2.5
				Number			
Total	937,421	57,362	206,948	270,357	237,703	129,675	35,376
Not stated	7,639	464	1,945	2,303	1,739	925	263

¹Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.²Includes Indian Health Service, CHAMPUS or TRICARE, other government (federal, state, or local), or charity.³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.⁴Includes all people of Hispanic origin of any race.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 20. Births, by gestational age in weeks: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022

Race and Hispanic origin of mother and year	All births	Preterm ¹						Term ¹				Post term ¹		Not stated
		Total under 37	Total under 34	Early			Late	Total 37–41	Early	Full	Late	42 and over		
				Under 28	28–31	32–33	34–36		37–38	39–40	41			
All races and origins ²	Number	Percent										Number		
2022.....	3,667,758	10.38	2.76	0.64	0.92	1.20	7.62	89.36	29.31	55.32	4.73	0.26	2,671	
2021.....	3,664,292	10.49	2.81	0.64	0.95	1.22	7.67	89.27	28.76	55.90	4.61	0.25	2,992	
2020.....	3,613,647	10.09	2.70	0.64	0.90	1.15	7.40	89.66	27.78	57.00	4.88	0.25	2,478	
2019.....	3,747,540	10.23	2.77	0.66	0.93	1.18	7.46	89.52	27.31	57.02	5.19	0.25	2,406	
2018.....	3,791,712	10.02	2.75	0.66	0.91	1.18	7.28	89.68	26.53	57.24	5.90	0.30	2,507	
2017.....	3,855,500	9.93	2.76	0.67	0.92	1.17	7.17	89.74	26.00	57.49	6.25	0.33	2,759	
2016.....	3,945,875	9.85	2.76	0.68	0.92	1.17	7.09	89.80	25.47	57.94	6.38	0.35	3,454	
2015.....	3,978,497	9.63	2.76	0.68	0.91	1.17	6.87	89.98	24.99	58.47	6.51	0.40	2,926	
2014.....	3,988,076	9.57	2.75	0.69	0.91	1.15	6.82	90.43	24.76	58.72	6.53	0.42	3,246	
2013.....	3,932,181	9.62	2.79	0.70	0.92	1.17	6.83	90.38	24.81	58.85	6.31	0.41	7,467	
2012.....	3,952,841	9.76	2.80	0.71	0.92	1.17	6.96	90.24	25.47	58.30	6.06	0.40	8,380	
2011.....	3,953,590	9.81	2.81	0.70	0.93	1.18	6.99	90.19	26.09	57.51	6.16	0.43	9,290	
2010.....	3,999,386	9.98	2.84	0.71	0.94	1.18	7.15	90.01	27.29	56.08	6.19	0.46	10,538	
Non-Hispanic, single race ³														
Black:														
2022.....	511,439	14.59	4.89	1.47	1.56	1.86	9.70	85.18	32.73	48.81	3.65	0.23	326	
2021.....	517,889	14.75	4.95	1.44	1.67	1.85	9.80	85.04	32.27	49.28	3.49	0.21	391	
2020.....	529,811	14.36	4.82	1.47	1.58	1.77	9.54	85.43	31.22	50.47	3.74	0.21	300	
2019.....	548,075	14.39	4.94	1.52	1.63	1.79	9.45	85.39	30.40	50.93	4.06	0.21	326	
2018.....	552,029	14.13	4.90	1.51	1.60	1.79	9.23	85.62	29.64	51.34	4.64	0.25	384	
2017.....	560,715	13.93	4.87	1.53	1.62	1.72	9.06	85.79	28.93	51.90	4.96	0.28	445	
2016.....	558,622	13.77	4.93	1.56	1.61	1.75	8.84	85.94	28.48	52.42	5.04	0.30	506	
White:														
2022.....	1,840,739	9.44	2.28	0.43	0.76	1.08	7.16	90.24	27.68	57.25	5.31	0.32	1,011	
2021.....	1,887,656	9.50	2.31	0.44	0.77	1.10	7.18	90.19	27.04	57.93	5.23	0.31	1,215	
2020.....	1,843,432	9.10	2.21	0.44	0.74	1.03	6.90	90.58	25.98	59.08	5.53	0.32	1,001	
2019.....	1,915,912	9.26	2.27	0.44	0.77	1.06	6.99	90.42	25.56	59.01	5.84	0.32	924	
2018.....	1,956,413	9.09	2.26	0.44	0.76	1.07	6.83	90.53	24.68	59.16	6.70	0.37	924	
2017.....	1,992,461	9.05	2.30	0.46	0.77	1.06	6.76	90.54	24.16	59.27	7.11	0.40	1,051	
2016.....	2,056,332	9.04	2.33	0.48	0.78	1.07	6.72	90.53	23.64	59.61	7.28	0.43	1,409	
Hispanic ⁴														
2022.....	937,421	10.06	2.60	0.60	0.88	1.12	7.46	89.77	30.10	55.24	4.42	0.17	421	
2021.....	885,916	10.23	2.67	0.63	0.91	1.14	7.57	89.62	29.83	55.62	4.17	0.15	496	
2020.....	866,713	9.84	2.52	0.60	0.84	1.07	7.32	90.01	29.00	56.61	4.41	0.15	348	
2019.....	886,467	9.97	2.61	0.63	0.87	1.11	7.36	89.87	28.66	56.52	4.68	0.16	344	
2018.....	886,210	9.73	2.56	0.62	0.84	1.09	7.17	90.07	28.05	56.83	5.19	0.20	382	
2017.....	898,764	9.62	2.56	0.62	0.85	1.09	7.05	90.16	27.58	57.15	5.43	0.23	455	
2016.....	918,447	9.45	2.98	0.62	0.84	1.08	6.92	90.30	27.02	57.85	5.43	0.25	676	

See footnotes at end of table.

Table 20. Births, by gestational age in weeks: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022—Con.

Race and Hispanic origin of mother and year	All births	Preterm ¹						Term ¹			Post term ¹		Not stated	
		Total under 37	Total under 34	Early			Late	Total 37–41	Early 37–38	Full 39–40	Late 41	42 and over		
				Under 28	28–31	32–33	34–36							
All races and origins²														
														Number
2022.....	3,667,758	380,548	101,167	23,369	33,663	44,135	279,381	3,275,078	1,074,082	2,027,670	173,326	9,461	2,671	
2021.....	3,664,292	383,979	103,004	23,527	34,731	44,746	280,975	3,268,342	1,052,935	2,046,786	168,621	8,979	2,992	
2020.....	3,613,647	364,487	97,420	23,286	32,463	41,671	267,067	3,237,819	1,003,260	2,058,396	176,163	8,863	2,478	
2019.....	3,747,540	383,061	103,759	24,758	34,748	44,253	279,302	3,352,638	1,022,874	2,135,518	194,246	9,435	2,406	
2018.....	3,791,712	379,777	104,031	24,945	34,386	44,700	275,746	3,398,110	1,005,405	2,169,016	223,689	11,318	2,507	
2017.....	3,855,500	382,726	106,417	25,913	35,476	45,028	276,309	3,457,455	1,001,601	2,214,983	240,871	12,560	2,759	
2016.....	3,945,875	388,218	108,836	26,618	36,239	45,979	279,382	3,540,290	1,004,224	2,284,399	251,667	13,913	3,454	
2015.....	3,978,497	382,786	109,660	26,996	36,149	46,515	273,126	3,577,072	993,599	2,324,474	258,999	15,713	2,926	
2014.....	3,988,076	381,321	109,474	27,320	36,245	45,909	271,847	3,586,933	986,745	2,339,796	260,392	19,822	3,246	
2013.....	3,932,181	377,655	109,435	27,550	36,096	45,789	268,220	3,283,457	973,569	2,309,888	247,476	16,126	7,467	
2012.....	3,952,841	385,082	110,444	28,004	36,366	46,074	274,638	3,304,365	1,004,750	2,299,615	239,148	15,866	8,380	
2011.....	3,953,590	386,855	111,002	27,737	36,755	46,507	275,853	3,297,649	1,029,157	2,268,492	242,999	16,797	9,290	
2010.....	3,999,386	398,402	113,131	28,437	37,435	47,259	285,271	3,325,476	1,088,564	2,236,912	246,768	18,413	10,538	
Non-Hispanic, single race³														
Black:														
2022.....	511,439	74,553	24,986	7,496	7,984	9,506	49,567	435,385	167,263	249,451	18,671	1,175	326	
2021.....	517,889	76,334	25,641	7,445	8,640	9,556	50,693	440,079	167,006	255,016	18,057	1,085	391	
2020.....	529,811	76,059	25,537	7,802	8,381	9,354	50,522	452,357	165,321	267,237	19,799	1,095	300	
2019.....	548,075	78,829	27,063	8,332	8,927	9,804	51,766	467,745	166,528	278,956	22,261	1,175	326	
2018.....	552,029	77,939	27,008	8,348	8,804	9,856	50,931	472,316	163,530	283,202	25,584	1,390	384	
2017.....	560,715	78,024	27,274	8,548	9,070	9,656	50,750	480,661	162,072	290,803	27,786	1,585	445	
2016.....	558,622	76,834	27,501	8,729	8,987	9,785	49,333	479,630	158,937	292,539	28,154	1,652	506	
White:														
2022.....	1,840,739	173,638	41,902	7,968	14,062	19,872	131,736	1,660,116	509,163	1,053,269	97,684	5,974	1,011	
2021.....	1,887,656	179,123	43,671	8,223	14,603	20,845	135,452	1,701,379	510,021	1,092,775	98,583	5,939	1,215	
2020.....	1,843,432	167,679	40,638	8,043	13,681	18,914	127,041	1,668,915	478,611	1,088,456	101,848	5,837	1,001	
2019.....	1,915,912	177,339	43,532	8,487	14,735	20,310	133,807	1,731,535	489,542	1,130,124	111,869	6,114	924	
2018.....	1,956,413	177,842	44,287	8,665	14,764	20,858	133,555	1,770,366	482,550	1,156,775	131,041	7,281	924	
2017.....	1,992,461	180,322	45,761	9,200	15,429	21,132	134,561	1,803,063	481,048	1,180,394	141,621	8,025	1,051	
2016.....	2,056,332	185,854	47,823	9,766	16,101	21,956	138,031	1,860,243	485,846	1,224,872	149,525	8,826	1,409	
Hispanic⁴														
2022.....	937,421	94,306	24,408	5,653	8,289	10,466	69,898	841,129	282,083	517,597	41,449	1,565	421	
2021.....	885,916	90,613	23,620	5,534	8,021	10,065	66,993	793,509	264,132	492,466	36,911	1,298	496	
2020.....	866,713	85,224	21,790	5,241	7,273	9,276	63,434	779,828	251,210	490,413	38,205	1,313	348	
2019.....	886,467	88,354	23,116	5,620	7,699	9,797	65,238	796,333	253,964	500,856	41,513	1,436	344	
2018.....	886,210	86,186	22,637	5,490	7,467	9,680	63,549	797,905	248,463	503,429	46,013	1,737	382	
2017.....	898,764	86,393	23,025	5,605	7,635	9,785	63,368	809,882	247,788	513,342	48,752	2,034	455	
2016.....	918,447	86,691	23,195	5,649	7,665	9,881	63,496	828,783	247,999	530,951	49,833	2,297	676	

¹Completed weeks based on the obstetric estimate of gestation; see Technical Notes in this report.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes. Single race is defined as only one race reported on the birth certificate.

⁴Includes all people of Hispanic origin of any race; see Technical Notes.

Table 21. Births, by gestational age in weeks, and age and race and Hispanic origin of mother: United States, 2022

Race and Hispanic origin and age of mother	All births	Preterm ¹					Term ¹				Post term ¹	
		Total under 37	Early			Late	Total 37–41	Early	Full	Late	42 and over	Not stated
			Under 28	28–31	32–33	34–36		37–38	39–40	41		
All races and origins ²	Number	Percent										Number
All ages	3,667,758	10.38	0.64	0.92	1.20	7.62	89.36	29.31	55.32	4.73	0.26	2,671
Younger than 15	1,825	16.46	1.54	1.93	2.42	10.57	83.31	32.27	47.14	3.91	0.22	9
15–19	143,789	10.68	0.88	1.07	1.24	7.50	89.13	29.14	55.05	4.94	0.19	169
20–24	638,685	9.90	0.69	0.88	1.14	7.19	89.86	29.01	55.95	4.90	0.24	552
25–29	1,013,417	9.72	0.59	0.84	1.11	7.17	90.02	28.71	56.29	5.02	0.26	749
30–34	1,118,787	10.02	0.58	0.87	1.16	7.42	89.70	28.75	55.86	5.09	0.28	703
35–39	606,598	11.57	0.66	1.03	1.36	8.52	88.16	30.60	53.55	4.00	0.27	388
40–44	134,115	14.14	0.80	1.28	1.72	10.33	85.64	33.49	50.11	2.04	0.22	97
45–54	10,542	20.67	1.18	1.93	3.31	14.25	79.12	36.60	41.09	1.43	0.21	4
Non-Hispanic, single race ³												
Black:												
All ages	511,439	14.59	1.47	1.56	1.86	9.70	85.18	32.73	48.81	3.65	0.23	326
Younger than 15	482	21.41	2.70	2.70	3.74	12.27	78.17	30.98	44.70	2.49	0.42	1
15–19	29,194	13.14	1.42	1.54	1.60	8.58	86.70	31.88	50.79	4.03	0.15	38
20–24	110,822	12.94	1.34	1.39	1.67	8.54	86.90	32.09	51.03	3.78	0.16	81
25–29	142,234	13.81	1.40	1.44	1.76	9.22	85.94	31.88	50.10	3.96	0.24	78
30–34	133,896	14.91	1.47	1.61	1.90	9.94	84.82	32.37	48.60	3.85	0.27	77
35–39	73,610	16.91	1.72	1.81	2.10	11.27	82.82	34.81	45.02	2.99	0.27	44
40–44	19,456	19.38	1.72	2.09	2.58	13.00	80.43	37.78	41.12	1.52	0.19	7
45–54	1,745	28.02	1.89	3.04	4.81	18.28	71.69	39.94	30.49	1.26	0.29	–
White:												
All ages	1,840,739	9.44	0.43	0.76	1.08	7.16	90.24	27.68	57.25	5.31	0.32	1,011
Younger than 15	407	14.60	1.49	2.97	2.48	7.67	85.15	31.68	49.26	4.21	0.25	3
15–19	48,060	10.38	0.79	1.05	1.23	7.31	89.45	27.98	56.89	4.57	0.17	50
20–24	276,137	9.48	0.52	0.80	1.09	7.07	90.22	28.06	57.07	5.09	0.31	184
25–29	515,204	8.97	0.41	0.71	1.03	6.82	90.71	27.35	57.86	5.51	0.32	293
30–34	615,589	9.03	0.38	0.72	1.02	6.91	90.63	27.01	57.80	5.82	0.34	277
35–39	318,572	10.15	0.40	0.81	1.17	7.77	89.50	28.37	56.26	4.87	0.35	167
40–44	62,180	12.22	0.57	1.03	1.41	9.21	87.46	30.96	53.80	2.69	0.32	35
45–54	4,590	17.22	0.94	1.37	2.55	12.36	82.50	34.59	45.88	2.03	0.28	2

See footnotes at end of table.

Table 21. Births, by gestational age in weeks, and age and race and Hispanic origin of mother: United States, 2022—Con.

Race and Hispanic origin and age of mother	All births	Preterm ¹					Term ¹				Post term ¹	
		Total under 37	Early			Late	Total	Early	Full	Late	42 and over	Not stated
Hispanic ⁴	Number	Percent										Number
All ages	937,421	10.06	0.60	0.88	1.12	7.46	89.77	30.10	55.24	4.42	0.17	421
Younger than 15	796	14.41	0.88	1.01	1.26	11.25	85.46	33.50	47.53	4.42	0.13	5
15–19	56,566	9.67	0.68	0.84	1.06	7.09	90.12	28.61	55.80	5.71	0.21	61
20–24	206,948	8.82	0.57	0.73	0.91	6.60	91.00	28.46	57.30	5.23	0.18	93
25–29	270,357	9.13	0.52	0.80	0.96	6.85	90.70	29.40	56.58	4.72	0.16	121
30–34	237,703	10.27	0.60	0.90	1.16	7.61	89.56	30.42	54.86	4.28	0.17	97
35–39	129,675	12.32	0.74	1.15	1.46	8.98	87.53	32.78	51.69	3.06	0.15	32
40–44	33,104	14.85	0.78	1.34	1.94	10.80	85.06	35.24	48.41	1.41	0.09	12
45–54	2,272	22.62	1.36	2.55	3.83	14.88	77.29	38.16	38.51	0.62	0.09	–

– Quantity zero.

¹Completed weeks based on the obstetric estimate of gestation; see Technical Notes in this report.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes. Single race is defined as only one race reported on the birth certificate.

⁴Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 22. Births, by birthweight: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022

Race and Hispanic origin of mother and year		Birthweight (grams) ¹													
		Low birthweight													
		All births	Very low birthweight										5,000 or more	Not stated	
			Total under 2,500	Total under 1,500	Less than 500	500–999	1,000–1,499	1,500–1,999	2,000–2,499	2,500–2,999	3,000–3,499	3,500–3,999			4,000–4,499
All races and origins ²	Number	Percent												Number	
2022.....	3,667,758	8.60	1.36	0.13	0.49	0.73	1.67	5.57	19.68	39.00	25.58	6.23	0.82	0.09	2,990
2021.....	3,664,292	8.52	1.38	0.13	0.51	0.75	1.68	5.46	19.25	38.85	25.93	6.47	0.87	0.10	3,331
2020.....	3,613,647	8.24	1.34	0.13	0.49	0.71	1.61	5.29	19.15	38.94	26.18	6.51	0.87	0.10	2,977
2019.....	3,747,540	8.31	1.38	0.14	0.50	0.74	1.63	5.30	19.07	39.07	26.09	6.49	0.87	0.10	3,668
2018.....	3,791,712	8.28	1.38	0.14	0.50	0.74	1.62	5.28	18.75	38.76	26.44	6.72	0.94	0.11	2,932
2017.....	3,855,500	8.28	1.41	0.14	0.52	0.74	1.63	5.25	18.72	38.76	26.44	6.75	0.95	0.11	3,002
2016.....	3,945,875	8.17	1.40	0.14	0.52	0.74	1.59	5.17	18.54	38.76	26.60	6.85	0.97	0.11	4,518
2015.....	3,978,497	8.07	1.40	0.15	0.52	0.73	1.58	5.09	18.36	38.84	26.73	6.90	0.98	0.12	3,621
2014.....	3,988,076	8.00	1.40	0.15	0.52	0.74	1.56	5.04	18.27	38.80	26.88	6.94	0.99	0.12	3,270
2013.....	3,932,181	8.02	1.41	0.15	0.53	0.73	1.56	5.05	18.22	38.93	26.85	6.86	0.99	0.11	4,452
2012.....	3,952,841	7.99	1.42	0.15	0.54	0.73	1.56	5.01	18.28	39.00	26.81	6.83	0.97	0.12	4,008
2011.....	3,953,590	8.10	1.44	0.15	0.54	0.75	1.58	5.08	18.44	39.13	26.56	6.71	0.95	0.11	4,570
2010.....	3,999,386	8.15	1.45	0.15	0.55	0.75	1.59	5.11	18.63	39.21	26.41	6.58	0.92	0.11	3,964
Non-Hispanic, single race ³															
Black:															
2022.....	511,439	14.75	2.89	0.34	1.15	1.40	2.85	9.01	26.40	37.23	17.57	3.52	0.47	0.06	528
2021.....	517,889	14.66	2.91	0.32	1.15	1.44	2.91	8.84	26.08	37.38	17.74	3.58	0.49	0.06	580
2020.....	529,811	14.19	2.86	0.34	1.13	1.39	2.79	8.53	25.90	37.60	18.14	3.61	0.49	0.07	569
2019.....	548,075	14.15	2.94	0.36	1.15	1.43	2.79	8.43	25.75	37.96	18.01	3.59	0.47	0.06	688
2018.....	552,029	14.07	2.92	0.35	1.16	1.41	2.79	8.35	25.44	37.90	18.33	3.68	0.51	0.07	571
2017.....	560,715	13.89	2.95	0.36	1.18	1.41	2.72	8.22	25.44	37.96	18.37	3.76	0.51	0.07	642
2016.....	558,622	13.68	2.95	0.37	1.20	1.38	2.67	8.06	25.38	38.24	18.42	3.69	0.52	0.07	936
White:															
2022.....	1,840,739	7.12	1.01	0.08	0.34	0.59	1.41	4.70	16.84	38.38	28.91	7.65	0.99	0.10	1,125
2021.....	1,887,656	7.03	1.02	0.08	0.35	0.59	1.41	4.60	16.52	38.18	29.21	7.89	1.07	0.11	1,313
2020.....	1,843,432	6.84	0.99	0.08	0.34	0.56	1.35	4.50	16.37	38.18	29.46	7.96	1.07	0.12	1,144
2019.....	1,915,912	6.89	1.02	0.08	0.35	0.59	1.39	4.49	16.35	38.24	29.37	7.96	1.08	0.11	1,550
2018.....	1,956,413	6.91	1.02	0.09	0.34	0.58	1.38	4.52	16.01	37.80	29.74	8.25	1.16	0.12	1,259
2017.....	1,992,461	7.00	1.05	0.09	0.36	0.60	1.40	4.54	16.05	37.68	29.70	8.28	1.17	0.12	1,211
2016.....	2,056,332	6.97	1.07	0.09	0.37	0.61	1.39	4.51	15.88	37.59	29.82	8.39	1.21	0.12	2,212

See footnotes at end of table.

Table 22. Births, by birthweight: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022—Con.

Race and Hispanic origin of mother and year		Birthweight (grams) ¹													
		Low birthweight													
		All births	Very low birthweight				1,000–1,499	1,500–1,999	2,000–2,499	2,500–2,999	3,000–3,499	3,500–3,999	4,000–4,499	4,500–4,999	5,000 or more
Total under 2,500	Total under 1,500		Less than 500	500–999											
Hispanic ⁴	Number	Percent												Number	
2022.....	937,421	7.87	1.24	0.12	0.45	0.67	1.51	5.12	20.15	40.66	24.93	5.54	0.75	0.10	479
2021.....	885,916	7.82	1.28	0.12	0.47	0.69	1.52	5.02	19.55	40.58	25.35	5.82	0.78	0.10	594
2020.....	866,713	7.40	1.19	0.12	0.45	0.63	1.43	4.77	19.41	40.63	25.74	5.92	0.79	0.11	436
2019.....	886,467	7.55	1.27	0.12	0.47	0.68	1.45	4.83	19.23	40.83	25.62	5.89	0.78	0.10	575
2018.....	886,210	7.49	1.24	0.12	0.46	0.66	1.43	4.81	19.01	40.64	25.90	6.02	0.83	0.11	381
2017.....	898,764	7.43	1.26	0.13	0.47	0.66	1.42	4.76	18.86	40.76	25.95	6.02	0.85	0.11	428
2016.....	918,447	7.32	1.24	0.13	0.46	0.65	1.41	4.68	18.76	40.79	26.06	6.10	0.85	0.12	556
All races and origins ²		Number													
2022.....	3,667,758	315,288	49,871	4,879	18,087	26,905	61,182	204,235	721,299	1,429,131	937,571	228,179	29,923	3,377	2,990
2021.....	3,664,292	311,932	50,551	4,629	18,512	27,410	61,585	199,796	704,766	1,422,368	949,323	236,987	31,964	3,621	3,331
2020.....	3,613,647	297,604	48,326	4,790	17,805	25,731	58,162	191,116	691,557	1,405,907	945,295	235,023	31,500	3,784	2,977
2019.....	3,747,540	311,245	51,733	5,189	18,839	27,705	61,205	198,307	713,859	1,462,658	976,609	243,153	32,694	3,654	3,668
2018.....	3,791,712	313,752	52,171	5,303	18,970	27,898	61,509	200,072	710,444	1,468,639	1,001,803	254,704	35,435	4,003	2,932
2017.....	3,855,500	318,873	54,135	5,470	19,979	28,686	62,605	202,133	721,165	1,493,081	1,018,613	260,042	36,493	4,231	3,002
2016.....	3,945,875	321,839	55,110	5,710	20,323	29,077	62,863	203,866	730,710	1,527,707	1,048,476	269,865	38,264	4,496	4,518
2015.....	3,978,497	320,869	55,592	5,863	20,689	29,040	62,862	202,415	729,673	1,544,024	1,062,456	274,404	38,796	4,654	3,621
2014.....	3,988,076	318,847	55,947	5,936	20,721	29,290	61,992	200,908	727,987	1,546,274	1,071,007	276,592	39,353	4,746	3,270
2013.....	3,932,181	315,099	55,458	5,945	20,866	28,647	61,238	198,403	715,764	1,529,258	1,054,767	269,594	38,834	4,413	4,452
2012.....	3,952,841	315,709	56,252	5,947	21,432	28,873	61,499	197,958	721,840	1,540,161	1,058,604	269,581	38,288	4,650	4,008
2011.....	3,953,590	319,711	56,754	5,942	21,289	29,523	62,504	200,453	728,201	1,545,355	1,048,902	265,040	37,475	4,336	4,570
2010.....	3,999,386	325,563	57,841	5,980	22,015	29,846	63,427	204,295	744,181	1,566,755	1,055,004	262,997	36,706	4,216	3,964
Non-Hispanic, single race ³															
Black:															
2022.....	511,439	75,359	14,774	1,723	5,892	7,159	14,557	46,028	134,893	190,192	89,775	17,984	2,387	321	528
2021.....	517,889	75,837	15,036	1,639	5,958	7,439	15,068	45,733	134,892	193,393	91,772	18,543	2,540	332	580
2020.....	529,811	75,085	15,146	1,806	5,985	7,355	14,785	45,154	137,053	198,979	96,025	19,101	2,618	381	569
2019.....	548,075	77,475	16,089	1,954	6,315	7,820	15,261	46,125	140,963	207,795	98,585	19,641	2,593	335	688
2018.....	552,029	77,584	16,127	1,941	6,406	7,780	15,411	46,046	140,295	209,028	101,089	20,285	2,806	371	571
2017.....	560,715	77,815	16,544	2,024	6,597	7,923	15,228	46,043	142,459	212,599	102,878	21,065	2,854	403	642
2016.....	558,622	76,299	16,465	2,083	6,675	7,707	14,885	44,949	141,557	213,260	102,702	20,571	2,880	417	936

Table 22. Births, by birthweight: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022—Con.

Race and Hispanic origin of mother and year		Birthweight (grams) ¹													
		Low birthweight													
		All births	Very low birthweight												
Total under 2,500	Total under 1,500		Less than 500	500–999	1,000–1,499	1,500–1,999	2,000–2,499	2,500–2,999	3,000–3,499	3,500–3,999	4,000–4,499	4,500–4,999	5,000 or more	Not stated	
Non-Hispanic, single race ³		Number													
White:															
2022	1,840,739	130,976	18,565	1,521	6,266	10,778	25,879	86,532	309,819	706,130	531,886	140,719	18,242	1,842	1,125
2021	1,887,656	132,551	19,157	1,471	6,589	11,097	26,587	86,807	311,569	720,236	550,917	148,810	20,181	2,079	1,313
2020	1,843,432	126,034	18,182	1,521	6,263	10,398	24,881	82,971	301,674	703,331	542,775	146,626	19,719	2,129	1,144
2019	1,915,912	131,959	19,443	1,587	6,643	11,213	26,572	85,944	312,909	732,022	562,273	152,340	20,720	2,139	1,550
2018	1,956,413	135,185	19,872	1,721	6,719	11,432	26,964	88,349	313,105	739,031	581,499	161,395	22,645	2,294	1,259
2017	1,992,461	139,358	20,981	1,752	7,233	11,996	27,968	90,409	319,523	750,331	591,376	164,898	23,299	2,465	1,211
2016	2,056,332	143,254	21,979	1,888	7,565	12,526	28,578	92,697	326,279	772,165	612,641	172,434	24,781	2,566	2,212
Hispanic ⁴															
2022	937,421	73,767	11,622	1,121	4,262	6,239	14,180	47,965	188,801	380,957	233,558	51,942	7,016	901	479
2021	885,916	69,238	11,336	1,024	4,179	6,133	13,471	44,431	173,097	359,282	224,461	51,483	6,866	895	594
2020	866,713	64,092	10,344	998	3,890	5,456	12,394	41,354	168,111	351,994	223,005	51,290	6,857	928	436
2019	886,467	66,912	11,223	1,105	4,135	5,983	12,869	42,820	170,366	361,725	226,969	52,185	6,880	855	575
2018	886,210	66,310	11,006	1,084	4,040	5,882	12,706	42,598	168,418	359,966	229,450	53,359	7,358	968	381
2017	898,764	66,766	11,275	1,137	4,229	5,909	12,772	42,719	169,467	366,198	233,157	54,096	7,631	1,021	428
2016	918,447	67,210	11,378	1,175	4,237	5,966	12,910	42,922	172,171	374,434	239,210	55,983	7,770	1,113	556

¹Equivalents of gram weights in pounds and ounces are shown in the User Guide; see reference 9 in this report.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.

⁴Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 23. Births, by birthweight and age and race and Hispanic origin of mother: United States, 2022

Race and Hispanic origin and age of mother	All births	Birthweight (grams) ¹													
		Low birthweight													
		Very low birthweight													
		Total under 2,500	Total under 1,500	Less than 500	500–999	1,000–1,499	1,500–1,999	2,000–2,499	2,500–2,999	3,000–3,499	3,500–3,999	4,000–4,499	4,500–4,999	5,000 or more	Not stated
All races and origins ²	Number	Percent													Number
All ages	3,667,758	8.60	1.36	0.13	0.49	0.73	1.67	5.57	19.68	39.00	25.58	6.23	0.82	0.09	2,990
Younger than 15	1,825	14.69	2.63	0.16	1.37	1.10	3.51	8.55	28.89	38.98	15.30	1.92	0.22	*	1
15–19	143,789	10.88	1.73	0.18	0.64	0.90	1.94	7.20	25.90	40.93	18.88	3.09	0.30	0.02	94
20–24	638,685	9.06	1.40	0.15	0.53	0.72	1.66	6.00	22.00	40.57	23.04	4.72	0.55	0.05	584
25–29	1,013,417	8.02	1.25	0.12	0.45	0.67	1.52	5.25	19.17	39.45	26.18	6.29	0.80	0.09	823
30–34	1,118,787	8.02	1.25	0.12	0.45	0.68	1.57	5.19	18.36	38.37	27.17	7.04	0.94	0.11	865
35–39	606,598	8.98	1.47	0.13	0.52	0.82	1.85	5.66	18.81	37.70	26.39	7.01	0.99	0.12	504
40–44	134,115	10.88	1.87	0.17	0.66	1.04	2.33	6.69	20.43	37.43	24.08	6.10	0.93	0.14	110
45–54	10,542	16.44	3.10	0.20	1.10	1.80	3.75	9.59	23.43	34.44	19.60	5.23	0.72	0.13	9
Non-Hispanic, single race ³															
Black:															
All ages	511,439	14.75	2.89	0.34	1.15	1.40	2.85	9.01	26.40	37.23	17.57	3.52	0.47	0.06	528
Younger than 15	482	21.99	4.77	0.62	2.90	1.24	6.43	10.79	33.40	32.78	11.00	0.62	0.21	*	–
15–19	29,194	16.19	2.85	0.33	1.13	1.39	2.91	10.43	31.92	37.84	12.36	1.56	0.12	0.01	18
20–24	110,822	15.03	2.62	0.32	1.06	1.25	2.74	9.68	29.28	38.15	15.05	2.22	0.24	0.03	112
25–29	142,234	14.01	2.72	0.33	1.06	1.33	2.61	8.67	26.19	38.00	17.89	3.46	0.41	0.06	154
30–34	133,896	14.35	2.88	0.32	1.18	1.38	2.87	8.60	24.56	36.74	19.32	4.35	0.60	0.08	143
35–39	73,610	15.11	3.39	0.39	1.35	1.65	3.12	8.60	23.83	35.85	19.61	4.72	0.78	0.10	81
40–44	19,456	16.82	3.68	0.40	1.40	1.88	3.60	9.53	25.42	34.72	18.16	4.17	0.60	0.12	19
45–54	1,745	23.34	5.16	0.40	2.06	2.69	5.79	12.39	28.04	30.10	13.76	3.50	1.09	0.17	1
White:															
All ages	1,840,739	7.12	1.01	0.08	0.34	0.59	1.41	4.70	16.84	38.38	28.91	7.65	0.99	0.10	1,125
Younger than 15	407	13.05	2.46	*	0.74	1.72	4.19	6.40	23.15	39.41	19.70	4.43	0.25	*	1
15–19	48,060	9.71	1.57	0.13	0.57	0.87	1.82	6.31	22.16	40.85	22.54	4.27	0.43	0.04	38
20–24	276,137	7.75	1.13	0.11	0.41	0.62	1.47	5.15	19.06	40.14	26.31	5.98	0.69	0.06	181
25–29	515,204	6.71	0.94	0.08	0.32	0.54	1.31	4.45	16.49	38.79	29.33	7.62	0.97	0.10	323
30–34	615,589	6.63	0.92	0.07	0.30	0.54	1.30	4.41	15.84	37.76	30.21	8.36	1.10	0.11	347
35–39	318,572	7.34	1.01	0.07	0.32	0.62	1.54	4.80	16.38	37.27	29.37	8.36	1.15	0.12	194
40–44	62,180	9.01	1.40	0.13	0.47	0.80	1.90	5.71	17.71	37.42	27.18	7.39	1.13	0.16	37
45–54	4,590	13.15	2.09	0.20	0.74	1.16	2.64	8.42	20.80	34.93	23.62	6.50	0.87	0.13	4

See footnotes at end of table.

Table 23. Births, by birthweight and age and race and Hispanic origin of mother: United States, 2022—Con.

Race and Hispanic origin and age of mother		Birthweight (grams) ¹													
		Low birthweight													
		All births	Very low birthweight												
			Total under 2,500	Total under 1,500	Less than 500	500–999	1,000–1,499	1,500–1,999	2,000–2,499	2,500–2,999	3,000–3,499	3,500–3,999	4,000–4,499	4,500–4,999	5,000 or more
Hispanic ⁴	Number	Percent													Number
All ages	937,421	7.87	1.24	0.12	0.45	0.67	1.51	5.12	20.15	40.66	24.93	5.54	0.75	0.10	479
Younger than 15	796	11.06	1.51	*	0.75	0.75	1.38	8.17	30.28	42.34	14.82	1.26	0.25	*	–
15–19	56,566	9.14	1.31	0.15	0.47	0.70	1.54	6.30	26.07	42.69	19.02	2.78	0.28	0.01	29
20–24	206,948	7.57	1.11	0.12	0.42	0.57	1.33	5.12	21.83	42.47	23.16	4.41	0.52	0.05	116
25–29	270,357	7.17	1.08	0.10	0.39	0.59	1.33	4.76	19.44	41.16	25.69	5.70	0.75	0.09	123
30–34	237,703	7.57	1.24	0.12	0.47	0.66	1.54	4.79	18.60	39.62	26.68	6.48	0.91	0.13	125
35–39	129,675	8.93	1.56	0.16	0.55	0.85	1.85	5.52	18.96	38.47	26.01	6.49	0.99	0.15	71
40–44	33,104	10.59	1.79	0.11	0.64	1.03	2.38	6.42	20.65	38.10	23.84	5.74	0.92	0.15	15
45–54	2,272	18.22	4.01	0.09	1.36	2.55	4.75	9.46	23.11	35.78	17.21	5.19	0.40	0.09	–

* Estimate does not meet NCHS standards of reliability.

– Quantity zero.

¹Equivalents of gram weights in pounds and ounces are shown in the User Guide; see reference 9 in this report.

²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.

³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.

⁴Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 24. Twin, triplet, and higher-order multiple births: United States, 2010–2022, and by race and Hispanic origin of mother: United States, 2016–2022

Race and Hispanic origin of mother and year	Total	Twin	Triplet and higher-order births ¹	Multiple birth rate	Twin birth rate	Triplet and higher-order birth rate ¹
All races and origins ²		Number		Rate per 1,000		Rate per 100,000
2022.....	3,667,758	114,483	2,895	32.0	31.2	78.9
2021.....	3,664,292	114,161	2,933	32.0	31.2	80.0
2020.....	3,613,647	112,437	2,875	31.9	31.1	79.6
2019.....	3,747,540	120,291	3,286	33.0	32.1	87.7
2018.....	3,791,712	123,536	3,525	33.5	32.6	93.0
2017.....	3,855,500	128,310	3,917	34.3	33.3	101.6
2016.....	3,945,875	131,723	4,003	34.4	33.4	101.4
2015.....	3,978,497	133,155	4,123	34.5	33.5	103.6
2014.....	3,988,076	135,336	4,526	35.1	33.9	113.5
2013.....	3,932,181	132,324	4,700	34.8	33.7	119.5
2012.....	3,952,841	131,024	4,919	34.4	33.1	124.4
2011.....	3,953,590	131,269	5,417	34.6	33.2	137.0
2010.....	3,999,386	132,562	5,503	34.5	33.1	137.6
Non-Hispanic, single race ³						
Black:						
2022.....	511,439	21,163	556	42.5	41.4	108.7
2021.....	517,889	21,047	424	41.5	40.6	81.9
2020.....	529,811	21,554	521	41.7	40.7	98.3
2019.....	548,075	22,397	589	41.9	40.9	107.5
2018.....	552,029	22,502	658	42.0	40.8	119.2
2017.....	560,715	22,982	671	42.2	41.0	119.7
2016.....	558,622	22,267	628	41.0	39.9	112.4
White:						
2022.....	1,840,739	59,969	1,549	33.4	32.6	84.2
2021.....	1,887,656	61,438	1,762	33.5	32.5	93.3
2020.....	1,843,432	60,082	1,664	33.5	32.6	90.3
2019.....	1,915,912	64,011	1,865	34.4	33.4	97.3
2018.....	1,956,413	67,203	1,996	35.4	34.4	102.0
2017.....	1,992,461	70,704	2,324	36.7	35.5	116.6
2016.....	2,056,332	73,425	2,502	36.9	35.7	121.7
Hispanic ⁴						
2022.....	937,421	22,992	575	25.1	24.5	61.3
2021.....	885,916	21,401	554	24.8	24.2	62.5
2020.....	866,713	20,709	488	24.5	23.9	56.3
2019.....	886,467	21,811	590	25.3	24.6	66.6
2018.....	886,210	21,654	573	25.1	24.4	64.7
2017.....	898,764	22,041	614	25.2	24.5	68.3
2016.....	918,447	22,625	538	25.2	24.6	58.6

¹Triplet, quadruplet, quintuplet, and higher-order multiple deliveries.²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.⁴Includes all people of Hispanic origin of any race; see Technical Notes.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Table 25. Births, by plurality and age and race and Hispanic origin of mother: United States, 2022

Race and Hispanic origin and age of mother	Total	Singleton	Twins	Triplet and higher-order ¹	Multiple birth rate	Twin birth rate	Triplet and higher-order birth rate ¹
All races and origins ²	Number			Rate per 1,000		Rate per 100,000	
All ages	3,667,758	3,550,380	114,483	2,895	32.0	31.2	78.9
Younger than 15	1,825	1,787	38	–	20.8	20.8	0.0
15–19	143,789	141,347	2,402	40	17.0	16.7	27.8
15–17	35,422	34,918	494	10	14.2	13.9	28.2
18–19	108,367	106,429	1,908	30	17.9	17.6	27.7
20–24	638,685	623,670	14,737	278	23.5	23.1	43.5
25–29	1,013,417	982,603	30,067	747	30.4	29.7	73.7
30–34	1,118,787	1,079,117	38,705	965	35.5	34.6	86.3
35–39	606,598	583,007	22,985	606	38.9	37.9	99.9
40–44	134,115	129,280	4,657	178	36.1	34.7	132.7
45–54	10,542	9,569	892	81	92.3	84.6	768.4
Non-Hispanic, single race ³							
Black:							
All ages	511,439	489,720	21,163	556	42.5	41.4	108.7
Younger than 15	482	470	12	–	24.9	24.9	0.0
15–19	29,194	28,505	677	12	23.6	23.2	41.1
15–17	7,818	7,639	173	6	22.9	22.1	76.7
18–19	21,376	20,866	504	6	23.9	23.6	28.1
20–24	110,822	107,068	3,678	76	33.9	33.2	68.6
25–29	142,234	135,960	6,152	122	44.1	43.3	85.8
30–34	133,896	127,453	6,300	143	48.1	47.1	106.8
35–39	73,610	70,164	3,339	107	46.8	45.4	145.4
40–44	19,456	18,610	787	59	43.5	40.5	303.2
45–54	1,745	1,490	218	37	146.1	124.9	2,120.3
White:							
All ages	1,840,739	1,779,221	59,969	1,549	33.4	32.6	84.2
Younger than 15	407	399	8	–	19.7	19.7	0.0
15–19	48,060	47,260	778	22	16.6	16.2	45.8
15–17	9,884	9,764	116	4	12.1	11.7	40.5
18–19	38,176	37,496	662	18	17.8	17.3	47.2
20–24	276,137	269,787	6,239	111	23.0	22.6	40.2
25–29	515,204	499,325	15,449	430	30.8	30.0	83.5
30–34	615,589	592,962	22,026	601	36.8	35.8	97.6
35–39	318,572	305,358	12,916	298	41.5	40.5	93.5
40–44	62,180	59,861	2,249	70	37.3	36.2	112.6
45–54	4,590	4,269	304	17	69.9	66.2	370.4
Hispanic ⁴							
All ages	937,421	913,854	22,992	575	25.1	24.5	61.3
Younger than 15	796	784	12	–	15.1	15.1	0.0
15–19	56,566	55,766	800	–	14.1	14.1	0.0
15–17	15,184	15,007	177	–	11.7	11.7	0.0
18–19	41,382	40,759	623	–	15.1	15.1	0.0
20–24	206,948	203,106	3,765	77	18.6	18.2	37.2
25–29	270,357	263,867	6,345	145	24.0	23.5	53.6
30–34	237,703	230,725	6,815	163	29.4	28.7	68.6
35–39	129,675	125,483	4,061	131	32.3	31.3	101.0
40–44	33,104	32,076	990	38	31.1	29.9	114.8
45–54	2,272	2,047	204	21	99.0	89.8	924.3

– Quantity zero.

0.0 equals zero events in the numerator or percentage of less than 0.05.

¹Triplet, quadruplet, quintuplet, and higher-order deliveries.²Includes births to race and origin groups not shown separately, such as Hispanic single-race Black, Hispanic single-race White, and non-Hispanic multiple-race women, as well as births with origin not stated.³Race groups are single race. Race and Hispanic origin are reported separately on birth certificates. In this table, non-Hispanic women are classified by race. Race categories are consistent with 1997 Office of Management and Budget standards; see Technical Notes in this report. Single race is defined as only one race reported on the birth certificate.⁴Includes all people of Hispanic origin of any race.

SOURCE: National Center for Health Statistics, National Vital Statistics System, natality data file.

Technical Notes

Data source

Data shown in this report for 2022 are based on 100% of the birth certificates filed in all states and the District of Columbia. The data are provided to the National Center for Health Statistics (NCHS) through the Vital Statistics Cooperative Program. Information on the percentage of records with missing information for maternal and infant characteristics included in this report is shown by state in the “User Guide to the 2022 Natality Public Use File” (9); methodological and measurement information for these characteristics is also available in the 2022 User Guide.

2003 revision of U.S. Standard Certificate of Live Birth

Data for 2016–2022 presented in this report are based on the 2003 revision of the U.S. Standard Certificate of Live Birth; data for 2010–2015 are based on both the 1989 and 2003 birth certificate revisions. The 2003 revision is described in detail elsewhere (26).

Age of mother

Age of mother is computed in most cases from the mother's and infant's dates of birth as reported on the birth certificate. Since 2007, age of mother has been imputed for age 8 and younger and age 65 and older. Mothers age 9 are recoded as age 10. A review and verification of unedited data for several years including 2007 showed that most births reported as occurring to women age 50 and older were to women ages 50–54. In this report, the final age group shown in the tables (45–49, 45–54, or 50–54) includes births to mothers up to age 64. For historical information on mother's age, see the 2022 User Guide (9).

Marital status

Due to state statutory restrictions, beginning in 2017, California no longer provides record-level data on the marital status of the mother for births occurring in, or to residents of, the state. Instead of record-level data, California provides to NCHS counts of births by marital status category (married, unmarried, and unknown) by age and race and Hispanic origin of the mother according to the age and race and Hispanic-origin categories shown in this report. For consistency with procedures for handling missing information for other jurisdictions, California's counts of birth by marital status were redistributed (proportionately) to the same maternal age, race, and marital status subgroups in the data set to obtain the national estimates by marital status. This approach is consistent with hot-deck procedures used for non-California records to impute data for missing age, race, and marital status based on records for which these characteristics are known.

Hispanic origin and race

Hispanic origin

Hispanic origin and race are reported separately on the birth certificate. Data are shown in most cases for five specified Hispanic groups: Central and South American, Cuban, Dominican, Mexican, Puerto Rican, and other and unknown Hispanic. Before 2018, data for the Dominican subgroup had been included in the category of other and unknown Hispanic. In tabulations of birth data by race and Hispanic origin, data for people of Hispanic origin are not further classified by race because most births to Hispanic women are reported as White.

Items asking for the Hispanic origin of the mother (and the father) have been included on the birth certificates of all states, District of Columbia, U.S. Virgin Islands, and Guam since 1993, and on the birth certificates of Puerto Rico starting in 2005 and Commonwealth of the Northern Marianas starting in 2010 (9,12). American Samoa does not collect information on Hispanic origin.

The Hispanic-origin question on the 2003 revision of the birth certificate asks respondents to select only one response. Occasionally, however, more than one Hispanic-origin response is given (that is, a specified Hispanic group [Central and South American, Cuban, Dominican, Mexican, or Puerto Rican] in combination with one or more other specified Hispanic group). From 2003 to 2012, respondents who selected more than one Hispanic origin on the birth certificate were classified as “Other Hispanic.” Beginning with the 2013 data year, respondents who select more than one Hispanic origin are randomly assigned to a single Hispanic origin. This change was implemented to be consistent with the coding methods of the American Community Survey (27), on which the rates for the specified Hispanic groups from 2020 are based (see “Population estimates for specific Hispanic groups”).

Race

This report presents data on race and Hispanic origin based on the 1997 Office of Management and Budget standards (11). The 2003 revision of the U.S. Standard Certificate of Live Birth allows the reporting of five race categories either alone (single race) or in combination (more than one race or multiple races) for each parent (10), according to the revised standards issued by the Office of Management and Budget in 1997 (11). The five categories for race specified in the revised standards are: American Indian and Alaska Native, Asian, Black or African American, Native Hawaiian and Other Pacific Islander, and White; see the 2022 User Guide (9).

Beginning in 2016, all states and the District of Columbia, in addition to Puerto Rico, U.S. Virgin Islands, Guam, and Commonwealth of the Northern Marianas, were reporting race according to the 1997 revised Office of Management and Budget standards, with 2.9% of mothers in the United States reporting more than one race in 2022 (9). Before 2016, the multiple-race reporting states varied widely, increasing from 6 states in 2003 to all 50 states, District of Columbia, and all territories except American Samoa in 2016.

Gestational age

Beginning with the 2014 data year, NCHS transitioned to a new standard for estimating the gestational age of the newborn. The new measure—the obstetric estimate of gestation at delivery—replaces the measure based on the date of the last normal menses (23). National data based on the obstetric estimate are available only from data year 2007 forward. Gestational age estimates differ somewhat between the obstetric estimate- and last normal menses-based measures. Accordingly, gestational age data in this report are based on the obstetric estimate. Information and discussion of the reasons for the change, and a detailed comparison of the two measures, are presented elsewhere (23).

Computations of percentages, percent distributions, and means

For information and discussion on computations of percentages, percent distributions, and means, see the 2022 User Guide (9).

Population denominators

The birth and fertility rates for 2022 shown in [Tables 1, 2, 5, 8, 10, 11, and I-2](#) are estimated as of July 1, 2022, based on the blended base population estimates produced by the U.S. Census Bureau instead of the April 1, 2020, decennial population count. The blended base consists of the blend of 2020 census data, 2020 demographic analysis estimates, and vintage 2020 estimates (28,29). These populations are shown in the 2022 User Guide (9). The population estimates provided by the U.S. Census Bureau (30) are presented by age, sex, and race. The race categories are consistent with the revised 1997 Office of Management and Budget standards (10).

The birth and fertility rates by state shown in [Table 8](#) are based on state population counts, which are based on the blended base population estimates provided by the U.S. Census Bureau (30). Birth and fertility rates for the territories except Puerto Rico shown in [Table 8](#) are based on population estimates provided by the U.S. Census Bureau's International Data Base (31). Rates for Puerto Rico are based on estimates developed from a base that integrates the 2020 census data and vintage 2020 estimates, as of July 1, 2022, and are provided by the U.S. Census Bureau (32).

Rates by state and territory shown in this report may differ from rates computed based on other population estimates; rates for smaller population subgroups, such as those for teen mothers, may be particularly affected by differences in population estimates. Birth and fertility rates by month shown in [Table I-2](#) are based on monthly population estimates for 2022, which are also based on blended base population estimates. For 2022, rates for unmarried women shown in [Tables 10 and 11](#) are based on distributions of the population by marital status averaged over a 2-year period for 2021–2022. These distributions were reported by the U.S. Census Bureau in the March Current Population Survey for each year (33,34) and have been adjusted to July 1,

2022, (blended base) population levels (30) by NCHS' Division of Vital Statistics (35).

The population distributions by marital status are based on a 2-year average (of the current and previous year) from 2021 to 2022 (12). For earlier years, rates for unmarried females are based on distributions of the population by marital status averaged over a 3-year period (35).

Birth and fertility rates for 2020 have been revised and may differ from those published in “Births: Final Data for 2020” and elsewhere (14). Previously published birth and fertility rates for 2020 were based on postcensal population estimates derived from the 2010 census. The revised rates shown in this report are based on population estimates consistent with the blended base as of April 1. When the intercensal population estimates for 2011–2019 based on the blended base population estimates become available, revised birth and fertility rates for 2011–2019 will be presented in a separate report.

Population estimates for specific Hispanic groups

The 2022 population estimates for the specific Hispanic population groups were not available when this report was being prepared (36). Accordingly, birth and fertility rates for these groups for 2022 are not shown in this report. Once available, birth and fertility rates for the specific Hispanic population groups will be published.

Computation of rates and percentages

An asterisk (*) in the tables indicates that a rate or percentage does not meet NCHS standards of reliability. For population-based rates, an asterisk is shown in place of a rate based on fewer than 20 births in the numerator. For percentages, NCHS has adopted new standards and implemented them for natality data beginning with the 2017 data year. The new standard is based on denominator size and on the absolute or relative widths of the confidence interval of the proportion or percentage calculated using the Clopper–Pearson method. This compares with the previous standard for which an asterisk was used for percentages based on fewer than 20 births in the numerator, similar to the standard for population-based rates. For detailed information on the 2017 standard, see the 2022 User Guide and “National Center for Health Statistics Data Presentation Standards for Proportions” (9,37).

Random variation and significance testing for natality data

For information and discussion on random variation and significance testing for natality data, see the 2010 User Guide (38).

For information and discussion on random variation and significance testing for birth and fertility rates for Central and South American, Cuban, Dominican, Mexican, Puerto Rican, and other Hispanic populations based on American Community Survey population estimates, see the 2022 User Guide (9).

Definitions of medical terms

For definitions and discussion of medical and health items presented in this report, see “Guide to Completing the Facility Worksheets for the Certificate of Live Birth and Report of Fetal Death” (39).

**U.S. DEPARTMENT OF
HEALTH & HUMAN SERVICES**

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National Center for Health Statistics
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National Vital Statistics Reports, Vol. 73, No. 2, April 4, 2024

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Acknowledgments

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OP ED | Opinion *This piece expresses the views of its author(s), separate from those of this publication.*

Opinion: Arizona is closing schools. Where did all the students go?

Declining birth rates and increased educational choices are creating a fiscal problem that Arizona schools are struggling to solve.

Rhonda Cagle opinion contributor

Published 5:02 a.m. MT Oct. 22, 2024 | Updated 6:50 a.m. MT Oct. 22, 2024

What happened to overcrowded classrooms? We went from that to empty schools and financial shortfalls, triggering a crisis.

From Los Angeles to Philadelphia, districts have lost as much as 20% of their enrollment since the pandemic.

A school board in Jackson, Miss., having lost 30% of its enrollment, voted last December to close 11 schools and merge two more. Clark County, Nev., saw a 20% enrollment decrease between 2019-2021.

And the school board in Cupertino, Calif., voted to close three schools last year due to enrollment decline.

Difficult choices are also being made in Arizona.

Arizona schools are losing enrollment

Last spring, Osborn School District eliminated more than 30 full-time jobs, citing declining enrollment.

Tempe Union High School District's governing board referenced a 14% drop in enrollment as the reason to cut \$5 million in jobs for the 2025-26 school year.

And Paradise Valley Unified School District's governing board voted to close three schools last spring due to lack of enrollment.

Arizona has a plethora of school choice, including charter schools, micro schools, online learning, 38,000 students being homeschooled and an explosion of ESA voucher usage — from 11,000 in 2022 to 77,450 as of May 2024.

Educational choice, however, isn't the only reason public schools are facing an enrollment decline.

Arizonans aren't having as many babies, a trend mirrored nationally. According to the Centers for Disease Control and Prevention, the number of births nationally decreased 17% since 2007.

In Arizona during the same time period, birth rates plummeted 36.1% — the second-highest drop in the nation.

The combination of declining birth rates and increased educational choices means Arizona's public schools are fighting for a share of a pie that's getting smaller.

Roosevelt may close 1 or more schools

School districts focused on the future must meet this challenge head-on.

Roosevelt School District, one of my clients with a 100-plus-year history in south Phoenix, is having difficult conversations about the future of its schools now, before its reserve funds run out.

The district is grappling with a \$4.7 million deficit. It has seen an 18-year decline in enrollment — from a 2007 high of 12,600 students to a current enrollment of approximately 7,400 students.

The district also cites a number of aging buildings, collectively filled at only 45% capacity.

In our conversations, however, officials do more than point to the proverbial rain. They look to the rainbow.

As the governing board considers closing one or more campuses, its vision remains on resolving the district's deficit while also expanding learning opportunities that create brighter futures for students.

More schools will have to repurpose buildings

Closing schools is painful, a choice no one wants to make.

But when all other cost-savings efforts come up short, it can be a way to ensure fairness in how programming and resources are distributed across all schools within a district.

This fairness of resource distribution improves education and outcomes for students. Fully enrolled schools can usually afford full-time art and music classes. They can expand

gifted and accelerated learning, sports and clubs.

Half-filled schools lack funding for these things, leaving districts with a choice of either short-changing students at underfilled schools or spreading those losses among all campuses.

Redesigning school districts requires innovative thinking for both programmatic improvements and repurposing closed campuses.

For example, districts can make their surrounding communities stronger by leasing closed schools to community-based agencies providing services such as health care, workforce development, adult learning or maker spaces.

In the coming months and years, more districts will have to take steps to consolidate and/or close schools.

A focus on building lives rather than maintaining buildings is what will make the conversations productive, resulting in better outcomes for students and communities.

Rhonda Cagle is founder of Leverage Consulting Agency, serving schools and school systems. She is a member of the Board of Contributors for The Arizona Republic. Follow her on X (formerly Twitter): @RhondaCagle1.



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of Appointment of Non-Administrative Personnel**

BACKGROUND:

Candidate(s) will be presented herein to fill vacancies created by leaves of absence, retirements, resignations, and new positions. Appointments are current as of January 21, 2025.

78

RECOMMENDATION:

It is the recommendation of the Administration that the appointment(s) be approved as presented.

INITIATED BY:


John Hastings, Director of Human Resources

Date: January 21, 2025


Todd A. Jaeger, J.D., Superintendent

1/28/2025

**GOVERNING BOARD MEETING
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXPERIENCE CREDIT	ADD'L INFO	RECOMMENDED BY	COMMENT
Henbest de Calvill	Jennifer	Teacher - Art	CT	Amphi Middle School	CTT-MA	10 years	Replacement	Ms. Wichers	
Villarreal	Amanda	Counselor	CT	Ironwood Ridge High	COUN-MA	10 years	Replacement	Dr. Jenkins	
Wakefield	David	Teacher - Grade 4-5	CT	Holaway Elementary	CTT-BA	0 years	Replacement	Ms. Valentin	
Torres	Cynthia	School Nurse	CL-PR	Amphi High School	NURS-BA	10 years	Replacement	Ms. Roscoe Perkovac	
Ahuero	Joe	Classroom Aide/Caregiver	CL	La Cima Middle School	2	0 years	Replacement	Mr. Humphreys	
Altamirano	David	Auto Mechanic II	CL	Transportation	11	5+ years	Rehire	Ms. Frye-George	
Celada	David	Custodian II	CL	Painted Sky Elementary	5	1 year	Rehire	Ms. Papajohn	
De la Torre	Diego	Behavioral Intervention Monitor	CL	La Cima Middle School	2	2 years	Replacement	Mr. Humphreys	
Ebeler	Teresa	Registrar - Middle School	CL	Wilson K-8 School	2	5 years	Rehire	Mr. Trimble	
Gonzalez	Evelyn	Registrar - Middle School	CL	La Cima Middle School	2	5+ years	Replacement	Mr. Humphreys	

*	2023-2024 School Year	HSP High School Principal	ADCT	Addendum Certified
Addendum	Former employee or new hire receiving extra-curricular position	MSP Middle School Principal	ADCL	Addendum Classified
New	New hire filling a newly created position	ESP Elementary School Principal	ADACS	Addendum Amphi Community Schools
Rehire	Former employee returning to a position in the district	HSA High School Assistant Principal	ADDM	Addendum Only
Replacement	New hire filling a vacated position	MSA Assistant Middle School Principal	CT-AD	Certified Administrative
Rescind	Declined position after appointment	ESA Elementary Assistant Principal	CT	Certified
		SAS Support Administrator	CL-AD	Classified Administrative
			CL	Classified
			PR	Professional
			ASW	Student Worker

01/28/2025
 GOVERNING BOARD MEETING
 APPOINTMENTS

SUBSTITUTES

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	COMMENT
Armendariz	Gustavo		CT		01/15/2025	
Bear	Sophia		CT		01/09/2025	
Edmondson	Aleyda		CT		01/15/2025	
Igarashi-Hayes	Suzu		CT		01/13/2025	
Ironwood	Sheri		CT		01/07/2025	
Luis	Cristina		CT		01/16/2025	
Navarro	Lange		CT		01/14/2025	
Perez Pineda	Claudia		CT		01/16/2025	
Robertson	Marla		CT		12/20/2024	
Villarreal	Amanda		CT		01/16/2025	
Wade	Jeffrey		CT		01/06/2025	
West	Sara		CT		01/15/2025	

AD Administrative
 PR Professional
 CT Certified
 CL Classified



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of Personnel Changes**

BACKGROUND:

Changes in the employment status of employee(s) and/or job description(s) will be presented herein. Changes are current as of January 21, 2025.

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RECOMMENDATION:

It is the recommendation of the Administration that the personnel changes be approved as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: January 21, 2025



Todd A. Jaeger, J.D., Superintendent

1/28/2025

**GOVERNING BOARD MEETING
PERSONNEL CHANGES**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Wernert	Sarah	Teacher - Special Education Resourc	CT	Nash Elementary	Promotion	CTT-BA	0 years	
Fisher	Angela	Bus Driver	CL	Transportation	Promotion	13	+\$3.78	
Quihuis Fleming	Anthony	Custodian II	CL	Ironwood Ridge High	Promotion	5	+\$0.63	
Sandman	Heidi	Special Education Teaching Assistan	CL	Rio Vista Elementary	Increase FTE			+0.4375 FTE
Silva-Catbagan	Mia	Classroom Aide/Caregiver	CL	Mesa Verde Elementary	Decrease FTE			<0.375 FTE>
Snyder	Arieelelizabeth	Special Education Teaching Assistan	CL	Rillito Center	Promotion	3	+\$1.62	
Utley	Lourdes	Bus Driver Trainee	CL	Transportation	Reassignment	1	<\$2.35>	
Basye	Jody	Coach - Track Assistant HS	ADCT	CDO High School	Addendum			\$2,591.11
Bobb-Matzdorff	Keri	ADDN - Certified Tutor	ADCT	Holaway Elementary	Addendum			\$30.00 per hour
Carter	Beth	ADDN - Section 504	ADCT	Cross Middle School	Correction			Amount: \$2,850.00
Conyer	Brooklyn	ADDN - Certified Tutor	ADCT	Holaway Elementary	Addendum			\$30.00 per hour
Cox	Lu	ADDN - Certified Tutor	ADCT	Holaway Elementary	Addendum			\$30.00 per hour
Gipson	Lori	ADDN - Interscholastic Activities Mgr	ADCT	Ironwood Ridge High	Addendum			\$2,850.00
Glavin	Kelsey	ADDN - Certified Tutor	ADCT	Holaway Elementary	Addendum			\$30.00 per hour
Gritis	Abigail	ADDN - Certified Tutor	ADCT	Cross Middle School	Addendum			\$30.00 per hour
Gritis	Abigail	Coach - Track Assistant MS	ADCT	Cross Middle School	Addendum			\$1,511.48
Higgins	Ashley	ADDN - Certified Tutor	ADCT	Cross Middle School	Addendum			\$30.00 per hour
Higgins	Ashley	Coach - 4th Q. Interscholastic Supen	ADCT	Cross Middle School	Addendum			\$500.00
Higgins	Ashley	Coach - 3rd Q. Interscholastic Supen	ADCT	Cross Middle School	Addendum			\$500.00
Holt	Nicolas	ADDN - Extra Hours	ADCT	CDO High School	Added Duty			\$28.40 per hour
Huynh	Hoc	Coach - Wrestling Assistant MS	ADCT	Amphi Middle School	Addendum			\$1,511.48
Lackow	Seth	ADDN - Certified Tutor	ADCT	Cross Middle School	Addendum			\$30.00 per hour

*	2023-2024 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		

GOVERNING BOARD MEETING PERSONNEL CHANGES

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	REASON	LEVEL	FINANCIAL CHANGE	COMMENT
Larriva	Amanda	ADDN - Certified Tutor	ADCT	Holaway Elementary	Addendum		\$30.00 per hour	
Le	Thanhliem	Coach - Wrestling Head MS	ADCT	Amphi Middle School	Addendum		\$1,835.37	
Lee	Auvie	Coach - Soccer Assistant MS	ADCT	Cross Middle School	Addendum		\$1,511.48	
Meisner	Kasey	Coach - Basketball Assistant MS	ADCT	Cross Middle School	Addendum		\$1,511.48	
Morales	Maggie	Coach - Softball Assistant HS	ADCT	CDO High School	Addendum		\$2,591.11	
Nixon	Taylor	ADDN - Certified Tutor	ADCT	Holaway Elementary	Added Duty		\$30.00 per hour	
Perkins	Mason	Coach - 3rd Q. Interscholastic Supen	ADCT	Amphi Middle School	Rescind			
Perkins	Mason	Coach - Soccer Assistant MS	ADCT	Amphi Middle School	Addendum		\$1,511.48	
Pickard	Emma	Teacher - Academic Intervention	ADCT	Wilson K-8 School	Decrease FTE		<0.5 FTE>	
Queiruga	Jennifer	Coach - 3rd Q. Interscholastic Supen	ADCT	Amphi Middle School	Addendum		\$500.00	
Shiba	Robert	Coach - Volleyball Head MS	ADCT	Cross Middle School	Addendum		\$1,835.37	
Smith	Kimberly	ADDN - Section 504	ADCT	Holaway Elementary	Addendum		\$250.00	
Smith	Kimberly	ADDN - Certified Tutor	ADCT	Holaway Elementary	Addendum		\$30.00 per hour	
Sova	Ashley	ADDN - Certified Tutor	ADCT	Cross Middle School	Addendum		\$30.00 per hour	
Taylor	Ethnee	ADDN - Certified Tutor	ADCT	Cross Middle School	Addendum		\$30.00 per hour	
Taylor	Ethnee	Coach - Track Head MS	ADCT	Cross Middle School	Addendum		\$1,835.37	
Todd	Cary	Coach - Soccer Head MS	ADCT	La Cima Middle School	Resign Addendum Only			
Vaughn	Alexandria	ADDN - Certified Tutor	ADCT	Cross Middle School	Addendum		\$30.00 per hour	
Veytia	Andrea	ADDN - Student Council MS	ADCT	La Cima Middle School	Addendum		\$786.04	
Weiss	Allison	ADDN - Certified Tutor	ADCT	Cross Middle School	Addendum		\$30.00 per hour	
West	Tailor	ADDN - Certified Tutor	ADCT	Holaway Elementary	Addendum		\$30.00 per hour	
Willis	John	ADDN - Section 504	ADCT	Amphi High School	Correction		Amount: \$1,850.00	
Wojdyla	Cheryl	Coach - Volleyball Assistant MS	ADCT	Cross Middle School	Addendum		\$1,511.48	
Youngling	Roland	ADDN - Weight Training Coach	ADCT	Amphi High School	Addendum		\$2,807.03	

*	2023-2024 School Year	ADCT	Addendum Certified
Addendum	Employee receiving extra-curricular position or stipend	ADCL	Addendum Classified
Added Duty	Employee working additional hours or days	ADACS	Addendum Amphi Community Schools
Additional Position	Employee working an additional position	CT-AD	Certified Administrative
Correction	Correction to contract	CT	Certified
Decrease FTE	Decrease in hours	CL-AD	Classified Administrative
Extension	End date being extended	CL	Classified
Increase FTE	Increase in hours/contract	PR	Professional
Promotion	Employee receiving a promotion to another position	EL	Elementary
Reassignment	Employee moving to another position at the direction of the administration	MS	Middle School
Status Change	Employee changing status (i.e. short term to career)	HS	High School
Temporary	Employee working for a limited period of time		
Transfer	Employee moving from one position to another		



GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: January 28, 2025

TITLE: Approval of Leave(s) of Absence

BACKGROUND:

Leave(s) of absence will be presented herein and are current as of January 21, 2025.

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RECOMMENDATION:

It is the recommendation of the Administration that the leave request(s) be approved as presented.

INITIATED BY:

John Hastings, Director of Human Resources

Date: January 21, 2025

Todd A. Jaeger, J.D., Superintendent

1/28/2025

**GOVERNING BOARD MEETING
LEAVES OF ABSENCE**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	DATES	COMMENT
Amedeo	Keri Ann	Teacher - ELL/SEI	CT	La Cima Middle School	01/21/2025	End
Amedeo	Keri Ann	Teacher - ELL/SEI	CT	La Cima Middle School	01/06/2025	Extension
Daglio	Brett	Teacher - Academic Intervention	CT	Keeling Elementary	12/20/2024	End
Pechuzal	Caroline	Teacher - Biology	CT	CDO High School	12/20/2024	Start
Pickard Vazquez	Emma	Teacher - Academic Intervention	CT	Wilson K-8 School	01/03/2025	End
Rouille	Doreen	Teacher - English	CT	Ironwood Ridge High	01/20/2025	Extension
Tuo	Alexis Marie	Teacher - Literacy Intervention	CT	Walker Elementary	12/20/2024	End
Bouck	Monica	Food Service Attendant	CL	La Cima Middle School	01/16/2025	Start
Davis	Hailey	Library Clerk	CL	Amphi High School	12/20/2024	Start
Kennington	Richard	Automotive Parts Coordinator	CL	Transportation	01/03/2025	End
Ochoa	Christine	Transportation Attendant	CL	Transportation	01/06/2025	Extension
Padilla Reyes	Gladys	Food Service Attendant	CL	Amphi Middle School	12/13/2024	End
Quihuis-Fleming	Piper	Special Education Teaching Assist	CL	Copper Creek Elementary	01/06/2025	Start
Rodriguez	Maria	Special Education Teaching Assist	CL	Amphi High School	01/13/2025	Start
Sanchez	Ramon	Maintenance Technician II	CL	Facilities Support	12/30/2024	Start
Trimble	Richard	Bus Driver	CL	Transportation	01/03/2025	End

* 2023-2024 School Year
 CT-AD Certified Administrative
 CT Certified
 CL-AD Classified Administrative
 CL Classified
 PR Professional



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of Separation(s) and Termination(s)**

BACKGROUND:

Separation(s) and termination(s) will be presented herein. Separations are current as of January 21, 2025.

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RECOMMENDATION:

It is the recommendation of the Administration that the resignation(s) or termination(s) be approved as presented.

INITIATED BY:



John Hastings, Director of Human Resources

Date: January 21, 2025



Todd A. Jaeger, J.D., Superintendent

1/28/2025

**GOVERNING BOARD MEETING
SEPARATIONS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	EFFECTIVE DATE	REASON	COMMENT
Bakken	Carrie	Counselor	CT-PR	CDO High School	05/22/2025	Resignation	
Lisowski	Christina	Speech/Language Pathologist	CT-PR	Wetmore Center	05/22/2025	Retirement	
Beets	Adriana	Teacher - Special Education	CT	Mesa Verde Elementary	05/22/2025	Retirement	
Finch	Richard	Teacher - ED (SPED) Classr	CT	Wilson K-8 School	05/22/2025	Retirement	
Garcia	Carla	Teacher - ELL/SEI	CT	Amphi High School	05/22/2025	Resignation	
Leikem	Tammy	School Nurse	CL-PR	Amphi High School	12/19/2024	Breach of Contract	
Hurd-Klett	Pamela	Special Education Teaching	CL	Cross Middle School	01/10/2025	Deceased	
Kraft	Guadalupe	Classroom Aide/Caregiver	CL	Amphi Middle School	12/19/2024	Resignation	
Marquez	Jesus	Bus Driver Trainee	CL	Transportation	01/09/2025	Resignation	
Mejia	Angelica	Custodian I	CL	Painted Sky Elementary	01/03/2025	Abandonment	
Moody	Dora	Bus Driver	CL	Transportation	05/21/2025	Retirement	
Ontiveros	Josye	Classroom Aide/Caregiver	CL	Holaway Elementary	01/31/2025	Resignation	
Persinger	Priscilla	Classroom Aide/Caregiver	CL	Amphi Middle School	12/19/2024	Resignation	
Protteau	Elsa	Parent Educator	CL	Federal/State Programs	12/31/2024	Retirement	
Reyes	Maria	Preschool Instructional Spec	CL	Ironwood Ridge High	01/21/2025	Retirement	
Santos De Wulff	Herlinda	Custodian I	CL	Holaway Elementary	01/31/2025	Retirement	
Wade	Jeffrey	Special Education Teaching	CL	Donaldson Elementary	12/18/2024	Resignation	
Woods	John	Classroom Aide/Caregiver	CL	CDO High School	11/08/2024	Abandonment	

*	2023-2024 School Year	ADCT	Addendum Certified
Budget RIF	Reduction in force due to budget	ADCL	Addendum Classified
Abandonment	Employee abandoned position	ADDM	Addendum Only
Breach of Contract	Employee did not fulfill contract	CT-AD	Certified Administrative
Dismissal	Employee terminated by the District	CT	Certified
Resignation	Employee resigning from the District	CL-AD	Classified Administrative
Retirement	Employee retiring from the District	CL	Classified
		PR	Professional

LAST NAME	FIRST NAME	TITLE	CT / CL	LOCATION	EFFECTIVE DATE	REASON
Aly	Marwa		CT		01/10/2025	
Schneider	Mia		CT		01/08/2025	



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of Stipend for Coaching Volunteers**

BACKGROUND:

Coaching volunteer(s) and corresponding stipend(s) will be presented herein and are current as of January 21, 2025.

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RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve payment of the listed stipend(s) for the identified coaching volunteers.

INITIATED BY:



John Hastings, Director of Human Resources

Date: January 21, 2025



Todd A. Jaeger, J.D., Superintendent

1/28/2025

**GOVERNING BOARD MEETING
COACHING VOLUNTEERS**

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Azares	Jerry	Coach - Volleyball Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Baez	Rodolfo	Coach - Softball Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Britt	Darin	Coach - Football Assistant HS	Ironwood Ridge High	Stipend	\$2,699.07
Chavez Franco	Martin	Coach - Volleyball Assistant MS	Cross Middle School	Stipend	\$1,511.48
Dalton-Aragon	Jaron	Coach - Soccer Assistant MS	La Cima Middle School	Resign Addendum Onl	
Godoy	Albino	Coach - Basketball Assistant MS	Amphi Middle School	Stipend	\$1,511.48
Hernandez	Julius	Coach - Basketball Head MS	Amphi Middle School	Stipend	\$1,835.37
Jones	Robert	Coach - Track Head HS	Ironwood Ridge High	Stipend	\$3,238.88
Kang	Katherine	Coach - Tennis Head HS	CDO High School	Stipend	\$2,807.03
Landers	Courtney	Coach - Volleyball Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Lopez	Luis	Coach - Baseball Assistant MS	Cross Middle School	Stipend	\$1,511.48
Marek	Seth	Coach - Track Assistant HS	CDO High School	Stipend	\$2,591.11
Murphy	Chelsey	Coach - Track Assistant HS	CDO High School	Stipend	\$2,591.11
Murray	Jeremy	Coach - Baseball Assistant HS	CDO High School	Stipend	\$2,591.11
Palmer	Latisha	Coach - Track Head HS	CDO High School	Stipend	\$3,238.88
Palmer	Marcus	Coach - Track Assistant MS	Cross Middle School	Stipend	\$1,511.48
Payne	John	Coach - Spiritleading Assistant W	Amphi High School	Resign Addendum Onl	
Rhonehouse	Kevin	Coach - Track Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Taylor	Thomas	Coach - Track Assistant HS	Ironwood Ridge High	Stipend	\$2,591.11
Trippe	John	Coach - Soccer Head MS	Amphi Middle School	Stipend	\$1,835.37

* 2023-2024 School Year

GOVERNING BOARD MEETING COACHING VOLUNTEERS

LAST NAME	FIRST NAME	POSITION	LOCATION	REASON	AMOUNT/COMMENTS
Williams	Susan	Coach - 4th Q. Interscholastic Su	Cross Middle School	Stipend	\$500.00
Williams	Susan	Coach - 3rd Q. Interscholastic Su	Cross Middle School	Stipend	\$500.00

* 2023-2024 School Year



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of Vouchers Totaling and Not Exceeding \$1,719,895.33 (Final Total)**

BACKGROUND:

A copy of the vouchers for goods and services received by Amphitheater Public Schools and recommended for payment has been provided to the Governing Board.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve payment of the vouchers as presented.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: January 27, 2025

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Acceptance of Gifts**

BACKGROUND:

Donations detailed on the attached listing have been received by the District.

RECOMMENDATION:

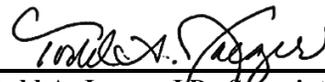
It is the recommendation of the Administration that the above gifts be accepted by the Governing Board.

INITIATED BY:



Scott Little, Chief Financial Officer

Date: January 15, 2025



Todd A. Jaeger, J.D., Superintendent

Gifts and Donations	Donor	Site
Ck in the amount \$3,500.00	Innovation PTO	Innovation Academy
2 Refurbished iPads	Copper Creek PTO	Copper Creek Elementary
Delrin Samples	Mr. Gus Gonzalez	Ironwood Ridge High School
Ck in the amount \$500.00	Bank of America Charitable Foundation	Cross Middle School
Ck in the amount \$2,000.00	Carol Ann Noyes	Walker Elementary
Ck in the amount \$736.00	American Online Giving Foundation	Painted Sky Elementary
Ck in the amount \$647.12	American Online Giving Foundation	Canyon del Oro High School
Ck in the amount \$90.07	Kroger	Amphitheater Middle School
Ck in the amount \$79.36	Kroger	Nash Elementary
Ck in the amount \$50.00	Blackbaud Giving Fund	Harelson Elementary



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of Parent Support Organization(s) – 2024-2025**

BACKGROUND:

Approval of the following Parent Support Organization(s) pursuant to District Policy KBE-R:

CDO OM Boosters

The IRHS Boys Basketball Booster dissolved on January 15, 2025.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board approve these changes to the list of approved parent support organizations.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: January 22, 2025

Todd A. Jaeger, J.D., Superintendent

AMPHITHEATER PUBLIC SCHOOLS PARENT SUPPORT ORGANIZATIONS
ANNUAL APPLICATION FOR GOVERNING BOARD APPROVAL

School Year 2024-2025

Name of Organization CDO OM Boosters

School Canyon del Oro High Sch

Related Student Organization or Club _____

Taxpayer I.D. 83-2447586

OFFICERS:

Name: Atty Smith

Name: Amanda Campion

Office Held: President

Office Held: Treasurer

Address: _____

Address: _____

E-mail: _____

E-mail: _____

Phone(s): _____

Phone(s): _____

Date taking office: 01/12/25

Date taking office: 03/26/22

Name: Scott Lassiter

Name: _____

Office Held: Secretary

Office Held: _____

Address: _____

Address: _____

Phone(s): _____

Phone(s): _____

Date taking office: 03/26/22

Date taking office: _____

FOR ADDITIONAL OFFICERS, PLEASE ADD A SEPARATE, ATTACHED SHEET.

- Formal Non-Profit Please Attach:
 - 1) Articles of Incorporation (first year only)
 - 2) I.R.S. Determination Letter (first year only)
 - 3) Annual budget, goals and objectives
 - 4) Current operating by-laws
 - 5) Last fiscal year AZ Corporation Commission Annual Report
 - 6) Last fiscal year I.R.S. Form 990 Annual Report
 - 7) Most recent treasurers financial report
 - 8) Most recent bank statement

- Informal Non-Profit Please Attach:
 - 1) Annual budget, goals and objectives
 - 2) Current operating by-laws
 - 3) Most recent treasurers financial report
 - 4) Most recent bank statement

Are two signatures required on disbursements? Yes No By-laws reviewed annually? Yes No

Member meetings held how often? Biannually Executive meetings held how often? Biannually

As officers, we hereby agree to abide the By-Laws of our organization, attend annual district-provided Parent Support Group training, and follow the district's Guidelines For Operation And Financial Responsibility while we strive to improve our children's educational opportunities where support is needed.

Signature [Signature] Date 1/12/25

Signature [Signature] Date 1/12/25

Signature [Signature] Date 1-12-25

Signature _____ Date _____

Site Administrator's Approval: [Signature]
Signature _____

Date _____

For district use: Finance Department recommendation: approval
Governing Board Agenda date: 96128/05



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Receipt of December 2024 Report on School Auxiliary and Club Balances**

BACKGROUND:

Arizona Revised Statutes §§15-1121 and 15-1125 provide for the operation of Student Activity and Auxiliary Operations funds respectively. The Uniform System of Financial Records for Arizona School Districts (USFR) outlines procedures to be followed by school districts in the disbursements of monies from either of these funds. One requirement for the operational compliance is to provide a report to the Governing Board summarizing the transactions for the month.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board receive the report of School Auxiliary and Club Balances.

INITIATED BY:

Scott Little, Chief Financial Officer

Date: January 15, 2025

Todd A. Jaeger, J.D., Superintendent

**Amphitheater Public Schools
Summary of Activity for All Schools
Auxiliary Account
For the Month Ending December 31, 2024**

Beginning Balance	\$ 3,345,547.96
Plus Deposits	234,808.45
Less Disbursements	<u>(144,706.08)</u>
Ending Book Balance For All Schools	<u>\$ 3,435,650.33</u>
Outstanding Deposits	(1,207,056.14)
Outstanding Checks	<u>10,488.38</u>
Ending Bank Balance For All Schools	<u>\$ 2,239,082.57</u>

**Amphitheater Public Schools
Summary of Activity for All Schools
Student Activity Accounts
For Month Ending December 31, 2024**

Beginning Balance	\$ 821,048.86
Plus Deposits	61,574.00
Less Disbursements	<u>(145,205.27)</u>
Ending Book Balance For All Schools	<u><u>\$ 737,417.59</u></u>
Outstanding Deposits	(121,157.19)
Outstanding Checks	<u>22,978.71</u>
Ending Bank Balance For All Schools	<u><u>\$ 639,239.11</u></u>

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending December 31, 2024**

<u>Amphi Middle School</u>	
Student Gov't	4,579.24
AVID	-
Culture Exchange	-
MESA Club	148.06
NJHS	178.52
Odyssey of the Mind	625.80
Science Club	1,684.15
Sports Academy	-
Yearbook	-
Amphi Middle School Total	\$ 7,215.77
<u>Copper Creek Elementary</u>	
Student Council	4,644.90
Accelerated Reader Club	-
Turquoise Times	32.28
Copper Creek Total	\$ 4,677.18
<u>Coronado K-8 Schools</u>	
Elementary Student Council	4,858.12
Middle School Student Council	3,798.04
Astronomy/Space & Science	221.76
Band	3,951.05
C.H.O.I.C.E.S.	925.74
Chorus	1,319.41
Coronado FCA	42.00
Coronado Musicians Club	1,120.05
Indoor Percussion Club	755.00
Kids Helping Kids	339.13
NEHS	41.00
National Junior Honor Society	4,932.84
Odyssey of the Mind	1,577.35
Orchestra	930.57
Running Club	3,152.56
Wrestlers Club	871.70
Coronado Total	\$ 28,836.32
<u>Cross Middle School</u>	
Student Council	4,386.73
6th Grade Club	282.15
Band Club	1,558.20
Choir Club	2,116.40
Future Problem Solvers	145.00
Guitar Club	2,088.46
Life Skills Exploratory Club	142.96
Math Counts	242.87
Musical Theater Club	1,315.32
NJHS	2,137.06
Orchestra Club	2,624.19
PE Club	3,162.13
Star Club	2,178.57
Tri-M Club	335.31
Web Club	2,855.07
Cross Middle School Total	\$ 25,570.42

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending December 31, 2024**

<u>Donaldson Elementary</u>	
Student Council	5,392.13
Donaldson Total	\$ 5,392.13
<u>Harelson Elementary</u>	
Student Council	1,136.53
5th Grade Activities	125.36
Track	307.65
Harelson Total	\$ 1,569.54
<u>Holaway Elementary</u>	
Student Council	856.28
Holaway Total	\$ 856.28
<u>Innovation Academy</u>	
Student Council	200.69
Algebra Club	116.52
Entrepreneur Club	280.44
Odyssey of the Mind	7,133.67
Innovation Academy Total	\$ 7,731.32
<u>Keeling Elementary</u>	
Student Council	1,006.71
Keeling Total	\$ 1,006.71
<u>La Cima Middle School</u>	
Student Council	1,274.89
NJHS	1,095.90
La Cima Total	\$ 2,370.79
<u>Mesa Verde Elementary</u>	
Student Council	5,346.31
Mesa Verde Total	\$ 5,346.31
<u>Nash Elementary</u>	
Student Council	1,634.36
Nash Total	\$ 1,634.36
<u>Painted Sky Elementary</u>	
Student Council	3,199.14
Nature Shop	929.20
Orchestra	269.55
Band	704.45
Chorus	653.42
Milers	2,334.75
OM	584.95
Bagel & Books	-
Sign Language	177.00
Algebra	-
Yoga	-
NEHS	388.43
Garden Club	-
Math Club	23.00
Sewing Club	-
Art Club	209.84
Sports Club	120.01
Painted Sky Total	\$ 9,593.74

Amphitheater Public School District #10

**Elementary/Middle Schools
Student Activity Account Club Balances
For Month Ending December 31, 2024**

<u>Prince Elementary</u>	
Student Council	1,174.63
Prince Total	\$ 1,174.63

<u>Rio Vista Elementary</u>	
Student Council	981.94
Rio Vista Total	\$ 981.94

<u>Walker</u>	
Student Council	1,849.85
Fitness Fanatics	1,257.90
Odyssey of the Mind	2,848.80
Walker Total	\$ 5,956.55

<u>Wilson</u>	
Student Council	7,949.31
Algebra Club	473.77
Archery Club	942.67
Art Club	2,906.76
Elementary Student Council	3,824.06
Elementary Choir	715.44
GameMakers	210.00
MS Choir	2,920.92
MS Theater Club	394.64
National Junior Honor Society	1,344.67
Odyssey of the Mind	566.83
Robotics Club	1,078.53
Science Club	60.00
Science Club K-2	-
STEM Club	-
Yearbook Club	1,921.71
Wilson Total	\$ 25,309.31

Total K-8 Club Balances	\$ 135,223.30
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Plus: Outstanding Checks	1,660.44
Less: Outstanding Deposits (Inc CC's)	(2,760.76)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-

Bank Balance	\$ 134,122.98
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Sweep Account	\$ 134,122.98
	0.00

**Amphi High School
Student Activity Account
Schedule of Club Balances
For the Month Ending December 31, 2024**

1001 Student Council	\$ 13,260.44	1510 Knitting Club	\$ -
1035 Art Club	1,136.01	1520 Media Club	1,223.37
1050 AHS Unified Panthers Club	-	1560 National Honor Society	372.73
1070 Band Club	161.51	1600 Orchestra Club	1,006.17
1080 Baseball	2,559.14	1606 Archery Club	2,100.00
1085 Golf -Boys	-	1620 Mariachi Club	106.00
1110 Basketball -Girls	2,743.79	1631 Panther Popcorn	5,576.92
1111 Book Club	250.00	1740 ASL Club	2,390.55
1113 Drama Club	1,524.31	1742 PEP Club	-
1115 Choir Club	5,868.43	1744 Auto Skills USA Amphi Chapter	3,141.47
1120 AVID Club	1,730.44	1745 Soccer -Boys	112.82
1135 Reading Club	-	1770 Softball Club	866.37
1145 AHS Chess Club-GOT	-	1780 Spanish Club	1,596.05
1172 Dance Club	82.46	1785 AHS Spiritlines	1,538.73
1180 Basketball -Boys	9,488.53	1790 Cross Country Club -Girls	819.87
1200 Panther Partners Club	2,724.13	1803 HOSA Club	3,152.13
1223 Creative Writing Club	-	1830 Swim Club	912.89
1226 Early Childhood Club	1,056.66	1835 Tennis -Girls	11.72
1227 Yearbook Club	1,441.34	1840 Tennis -Boys	12.47
1230 Fashion Sewing Club	\$ -	1850 Tech Theater Club	380.68
1234 FFA Club	2,475.30	1860 Trackers - Track & Field Club	13.38
1235 FFA - Loan Funds	15,260.17	1900 Volleyball -Girls	5,071.23
1245 French Club	2,024.66	1905 Beach Volleyball	3,521.86
1250 FBLA Club	4,135.36	1923 Panther POD	-
1255 A/V Panthers Club	4,108.41	1950 Bookstore Over/Short	0.52
1261 The Game Club	51.00	1965 Astronomy Club	
1265 Equality Club	564.00	1981 Girls Powerlifting	
1275 Girls Golf Club	-	1982 Ukulele Club	
1280 Greenhouse Club	62.70	1983 Amphi Welding Club	
1290 Wrestling	484.45	1984 Scholarship Club	
1300 Football Club	\$660.28	1985 National Technical Honor Society Club	
1310 Inter Act Club	1,403.56	1990 Blood Drive Club	
1350 Volleyball -Boys	109.35		
1450 Debate Club	586.14		
1470 Soccer -Girls	116.76		
1480 Link Crew	-		

Amphi HS Total Clubs	\$ 109,997.26
Plus: Outstanding Checks	3,667.39
Less: Outstanding Deposits (Inc CC's)	(8,193.18)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	\$ 105,471.47

**Canyon Del Oro High School
Student Activity Account
Schedule of Club Balances
For the Month Ending December 31, 2024**

1001 Student Government	\$ 42,354.90	1420 IB Club	259.47
1020 Academic Decathlon	3,141.50	1425 Anime Club	-
1031 Black Excellence Student Union	231.50	1470 Soccer -Girls	-
1033 Awareness	15.00	1480 Link Crew	8,780.78
1034 AM Art Club	203.00	1530 Model United Nations	208.84
1050 Special Olympics	472.84	1560 National Honor Society	-
1070 Band Club	2,620.66	1580 Youth and Government	-
1081 Be Kind /Ben's Bell Club	465.64	1590 Odyssey of the Mind	3,511.72
1083 Biology Club	531.09	1600 Orchestra Club	9.55
1084 Bowling Club	29.44	1650 Psychology Club	28.00
1085 Golf -Boys	12,751.01	1740 Sign Language Club	186.02
1110 Basketball -Girls	4,936.88	1742 Senior Spirit Squad	632.82
1111 Book Club	20.62	1743 Skills USA Construction	8,668.91
1113 Drama Club	9,825.08	1744 Skills USA Autos	21,734.40
1115 Choir	1,835.88	1745 Soccer -Boys	27.60
1118 Engineering Club	741.66	1770 Softball Club	2,245.35
1128 Mountain Bike	-	1780 Spanish Club	616.92
1140 Chemistry Club	372.57	1785 Spiritline/ Pomline	1,019.19
1145 Chess	1,751.70	1786 Stunt & Cheer	12,988.57
1150 Culinary Arts/FCCLA	3,666.55	1790 Cross Country	7,935.56
1155 Catering	13,367.93	1800 HOSA-Future Health Professionals	2,277.31
1172 Dance	7,241.78	1801 Athletic Training After Teaching (ATAT)	-
1180 Basketball -Boys	-	1830 Swim Club	-
1200 DoradoTeam	549.46	1835 Tennis -Girls	4,585.11
1220 Girls Who Code Club	-	1840 Tennis -Boys	1,986.76
1224 Entrepreneurship Club	820.43	1860 Track & Field Club	12,915.66
1225 Environmentalist Club	211.22	1865 TRI-M Club	216.70
1226 Early Childhood	4832.65	1900 Volleyball -Girls Club	-
1227 Yearbook	7999.55	1905 Beach Volleyball	1,706.13
1230 FCA Club	81.61	1911 Poetry Club	-
1245 French Club	126.76	1915 CDO Pickleball Club	211.22
1250 FBLA	1333.52	1916 Podcast Club	-
1254 Fashion Photography	33.00	1917 Clay Club	572.65
1255 Photography Club	1586.72	1918 CDO Newspaper Club	-
1267 LGBTQ+	266.62	1919 Literature Club	-
1270 German Club	394.98	1921 CDO Aeronautics	-
1275 Golf -Girls	6327.35	1922 Mud Club	405.00
1290 Wrestling	9567.21	1923 Skate Club	-
1300 Football Club	2164.11	1940 Decision Point Club	-
1310 Interact	-	1950 Bookstore Over/Short	-
1345 Take-A-Hike Club	-	1989 Taylor Nation (Dorado version)	-
1350 Volleyball -Boys	277.87		

CDO HS Total Clubs **\$ 236,880.53**

Plus: Outstanding Checks	12,668.14
Less: Outstanding Deposits (Inc CC's)	(30,935.00)
NSF Checks/Void/Stale/Account Adj	-
Deposit Error/Adjustments	-
Bank Balance	\$ 218,613.67

Sweep Account \$ 218,613.67
0.00

**Ironwood Ridge High School
Student Activity Account
Schedule of Club Balances
For the Month Ending December 31, 2024**

1001 Student Government	\$ 27,542.01	1430 Key Club	\$ 687.87
1035 Art Club	1,706.53	1450 Speech & Debate	-
1040 Photography/Skills USA	22,640.77	1470 Soccer -Girls	13,264.21
1050 REP-Relationship, Excellence, Pride	4,035.30	1530 Model United Nations	2,966.37
1055 Fashion Design	-	1560 National Honor Society	1,681.30
1070 Band Club	240.51	1575 PHP-People Helping People	-
1080 Baseball	1,284.47	1595 Japanese	53.74
1085 Golf -Boys	2,898.93	1600 Orchestra Club	3.75
1095 Ridge Audio	2,067.85	1630 Journalism	7,468.88
1110 Basketball -Girls	336.66	1700 Club Green	1,223.36
1113 Drama	663.14	1740 Sign Language	399.00
1115 Choir	126.80	1745 Soccer -Boys	7,523.43
1125 Silver Singers	-	1750 Robotics Club	2,029.68
1128 Cycling Club	-	1755 Sports Medicine-HOSA	125.00
1150 Culinary Arts	1,702.89	1760 Rock & Metal	-
1173 Pomline	2,455.29	1770 Softball Club	831.31
1180 Basketball -Boys	1,448.86	1785 Spiritline/Cheer Club	13,084.26
1203 Pop till you Drop	1,656.59	1790 Cross Country	906.13
1226 Early Childhood	761.98	1800 Sports Medicine Trainers	628.33
1227 Yearbook	48,335.70	1803 Healthcare - HOSA	180.00
1230 FCA-Future Christian Athletes	-	1830 Swim Club	5,795.65
1250 FBLA-Future Business Leaders	-	1835 Tennis -Girls	2,521.83
1256 Film/On the Ridge Design	979.85	1840 Tennis -Boys	6,945.63
1260 Gaming	114.95	1850 Technical Theater Club	78.53
1266 Q Club	399.57	1860 Track & Field Club	-
1275 Golf -Girls	828.32	1900 Volleyball -Girls	16,355.40
1290 Wrestling	2,153.12	1905 Beach Volleyball	6,363.64
1300 Football	28,374.25	1910 S. AZ Veterans Heritage Club	1,409.35
1345 Climbing Club	-		
1350 Volleyball -Boys	10,035.51	1950 Bookstore Over/Short	-

Ironwood Ridge HS Total Clubs	<u>\$ 255,316.50</u>
Plus: Outstanding Checks	4,982.74
Less: Outstanding Deposits (Inc CC's)	(86,150.00)
NSF Checks/Void/Stale/Account Adj	6,881.75
Deposit Error/Adjustments	-
Bank Balance	<u>\$ 181,030.99</u>

Sweep Account \$ 181,030.99
0.00



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: January 28, 2025

TITLE: Approval of Minutes of Previous Meeting(s)

BACKGROUND:

The attached minutes of previous Governing Board Meeting(s) are submitted for approval by the Board.

December 10, 2024

January 14, 2025

RECOMMENDATION:

The Administration recommends that the minutes of the previous meeting(s) be approved.

INITIATED BY:

Jen Anderson

Jen Anderson
Executive Assistant to the Superintendent & Governing Board

Date: January 21, 2025

Todd A. Jaeger
Todd A. Jaeger, J.D., Superintendent

Minutes of the Regular Governing Board Meeting
Amphitheater Public Schools
Tuesday, December 10, 2024

A Regular public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, December 10, 2024, beginning at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members

Dr. Scott K. Baker, President
Ms. Susan Zibrat, Vice President
Ms. Vicki Cox Golder, Member
Ms. Deanna M. Day, M. Ed., Member
Mr. Matthew A. Kopec, Member

Superintendent's Cabinet Members

Mr. Todd A. Jaeger, J.D., Superintendent
Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Mr. Scott Little, Chief Financial Officer
Mr. John Hastings, Director of Human Resources
Ms. Elizabeth Jacome, Director of Curriculum and Assessment
Ms. Kristin McGraw, Director of Student Services
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Ms. Julie Valenzuela, Director of 21st Century Education
Ms. Michelle Valenzuela, Director of Communications

1. CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER

President Baker called the meeting to order at 6:00 p.m. and invited members of the audience to sign the guest register.

2. PLEDGE OF ALLEGIANCE

Superintendent Jaeger introduced Trechel Valentin, Principal of Holaway Elementary School. Ms. Valentin introduced her students who represent Holaway's Student Council and Coyote Community. She spoke about the students' leadership on campus by demonstrating the 4 R's of the Coyote Code: Responsibility, Respect, Resilience, and Readiness. Ms. Valentin introduced the Student Council sponsor, Ms. Christine Horetski, and the student council officers: Heidi, Ares, Mia, Arantza, and Arianna. The students led the Pledge of Allegiance.

Mr. Kopec thanked the students for coming and presented them with certificates of recognition. A picture was taken with the students, Ms. Valentin, the Governing Board, and Superintendent Jaeger.

3. RECOGNITION OF STUDENT ART

Superintendent Jaeger introduced Holaway Art Teacher, Ms. Amy Rudd. Ms. Rudd shared that she has taught at Holaway for fourteen years and that this year students are exploring lines and shapes. She noted that the art display in the boardroom is part of a glow art show that will be displayed at Holaway's STEAM night in January. Students used neon pastels and fluorescent paint to create the space themed art display. Ms. Rudd turned black lights onto the artwork to display the glow effect. She went on to speak about the 3D art on display in the hallway which includes rainbow-colored birds to help kindergarten students learn rainbow color order and "Larry Loudmouths" inspired by muralist Greg Mike.

Mr. Kopec thanked Ms. Rudd for her work with students and for sharing this evening. He presented her with a certificate of recognition and a picture was taken with Ms. Rudd, Ms. Valentin, the Governing Board and Superintendent Jaeger.

4. ANNOUNCEMENT OF DATE AND TIME OF THE ORGANIZATIONAL GOVERNING BOARD MEETING

President Baker announced that the Organizational Governing Board Meeting would be held on Tuesday, January 14, 2025 at 6:00 p.m., at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ 85705 in the Leadership and Professional Development Center.

5. RECOGNITIONS

A. Recognition of the CDO 200-Meter Freestyle Relay Team State Runner-Up

Superintendent Jaeger noted that this has been a strong athletic season for the district and asked Armando Soto, Director of Interscholastics, to come forward to provide background on this item. Mr. Soto shared that on November 8th and 9th, the CDO Swim Team participated in the state swim meet. He introduced Coaches JB Yewell and Jen Inboden. Coach Yewell spoke about how well the four students on the freestyle relay team represented their school and program. Coach Yewell went on to talk about the long-held traditions of the team which includes placing at the state meet. Coach Yewell noted that three of the swimmers, Luke, Jake, and Cooper were unable to attend the meeting because they are multi-sport athletes representing CDO at a basketball game, but team captain Gavin Yewell was present to accept the recognition.

President Baker presented certificates to the student and coaches. A picture was taken with the Governing Board, Superintendent Jaeger, Gavin, Coach Yewell, Coach Inboden, Ms. Bulleigh, and Mr. Dominguez to mark the occasion.

B. Presentation of the Distinguished Service Awards

President Baker asked Superintendent Jaeger to introduce the awards. Superintendent Jaeger explained that each month during the school year, a certificated and a support staff member are recognized with a Distinguished Service Award.

Superintendent Jaeger asked David Humphreys, Principal of La Cima Middle School to introduce the Support Staff Distinguished Service Award recipient, Patty Coronado, Attendance Clerk. Mr. Humphreys spoke about Ms. Coronado's unwavering dedication, determination, adaptability, and willingness to help others. He went on to describe her as a team player who goes above and beyond and someone who has developed strong relationships within the school community.

A video presentation was shown honoring Ms. Coronado for the work she has done for the District.

On behalf of the Governing Board Vice President Zibrat asked Ms. Coronado if she would like to share anything. Ms. Coronado thanked Mr. Humphreys, her coworkers, Ms. Julie Valenzuela, and her family for their support of her.

Vice President Zibrat presented Ms. Coronado with a certificate of recognition from the Governing Board, a Distinguished Service Award and a gift card donated by the Amphi Foundation.

Superintendent Jaeger then invited Ms. Annette Orelup, Principal of Keeling Elementary, to present the certificated recipient. Ms. Orelup introduced Ms. Laurel Young, second grade teacher at Keeling. Ms. Orelup spoke about Ms. Young's unwavering commitment to student success, her elevated standard of teaching, and use of collaboration to bring people together. She went on to describe Ms. Young's kindness, loyalty, passion for teaching, integrity, and demonstration of leadership in the district.

A video presentation was shown honoring Ms. Young for the work she has done in the District.

Vice President Zibrat asked Ms. Young if she would like to share anything. She thanked the

Governing Board for the recognition along with her coworkers and administration for their support.

Vice President Zibrat presented Ms. Young with a certificate of recognition from the Governing Board, a Distinguished Service Award, and a gift card donated by the Amphi Foundation.

A picture was taken with the Governing Board, Superintendent Jaeger, Ms. Coronado, Ms. Young, Ms. Orelup, and Mr. Humphreys to mark the occasion.

C. Recognition of 2024 District Legendary Teacher Award Recipient

Superintendent Jaeger explained that the District and Governing Board were delighted to recognize one of our teachers for her long-standing commitment to the students of Amphitheater and noted that the Legendary Teacher is determined each year by a third party. He introduced Ms. Mamie Spillane, Principal of Rio Vista Elementary and Ms. Dori Bowman-Plank who wrote the Legendary Teacher nomination.

Ms. Spillane introduced Ms. Margaret Hervert, who has been named the 2024 Legendary Teacher for Amphitheater and stated it was her honor to celebrate such a remarkable individual. She went on to describe Ms. Hervert as the heart and soul of Rio Vista and a cornerstone of the school community. Ms. Spillane shared that students thrive in Ms. Hervert's classroom and how her enthusiasm is inspiring. Ms. Spillane concluded by sharing that the Rio Vista community is lucky to have her and offered her congratulations to Ms. Hervert.

Ms. Bowman-Plank read her nomination. Ms. Spillane introduced Ms. Janet Sandler, who has been a substitute teacher at Rio Vista and has known Ms. Hervert 28 years. She shared that she has learned so much from Ms. Hervert and presented her with a plaque.

Ms. Day noted that what everyone shared about Ms. Hervert is true and wished her the best in retirement at the end of the school year. She presented Ms. Hervert with a certificate of recognition.

Ms. Hervert stated she was truly honored and delighted. She thanked her husband, dear friends, and amazing colleagues. Ms. Hervert also thanked the Governing Board and said that she was proud to be an Amphi teacher.

A picture was taken with the Governing Board, Superintendent Jaeger, Ms. Hervert, Ms. Spillane, Ms. Bowman-Plank, Ms. Sandler, and Ms. Hervert's guests.

D. Recognition of Finalist for 2024 Arizona Athletics Amazing High School Teacher of the Year Award

Superintendent Jaeger stated he was proud of the fact that many Amphitheater teachers are considered and chosen for prestigious awards each year. He asked Ms. Tara Bulleigh, Principal of Canyon del Oro High School, to introduce the recognition. Ms. Bulleigh introduced Mr. Josh Ronstadt, Architecture and Construction teacher from CDO. She noted that she has had the pleasure of watching Mr. Ronstadt blossom over the last nine years into the teacher and mentor he is today, teaching 8 courses to 150 students each day. Ms. Bulleigh went on to speak about Mr. Ronstadt's use of cross-curricular projects with students, his professionalism, caring attitude, and his status as a highly effective teacher. She also shared about his use of community engagement, student choice, competitions, community service and career exploration in his programs.

Mr. Ronstadt stated he was grateful and honored by this award. He thanked Ms. Valenzuela, Ms. Bulleigh and the Governing Board for their continued support.

Vice President Zibrat presented Mr. Ronstadt with a certificate of recognition. A picture was taken with the Governing Board, Superintendent Jaeger, Mr. Ronstadt, Ms. Bulleigh, and

Ms. Valenzuela to mark the occasion.

E. Recognition of Raytheon Leaders in Education Winner

Superintendent Jaeger noted that this was also a particularly prestigious award in our community, and he asked Mr. Chris Gutierrez, Principal of Cross Middle School to introduce the recipient.

Mr. Gutierrez introduced 8th grade Science Teacher, Ms. Ethnee Taylor. He spoke about her commitment to students and putting their best interests at the forefront of all she does. Mr. Gutierrez also talked about Ms. Taylor's role as the leader of the W.E.B. (Where Everyone Belongs) program which trains 8th grade students to mentor 6th graders through events and community service. He spoke about her compassion for students and her ability to connect with them. He stated he was proud of her accomplishments and fortunate to have her as a teacher at Cross Middle School.

Ms. Taylor thanked her colleagues for inspiring her and her husband for his support.

President Baker presented Ms. Taylor with a certificate of recognition. A picture was taken with the Governing Board, Superintendent Jaeger, Ms. Taylor, Mr. Gutierrez, and Ms. Call.

F. Recognition of National Association for Gifted Children Gifted Coordinator of the Year Recipient

Superintendent Jaeger noted that awards at the national level are obviously very prestigious and that he was privileged to nominate Ms. Vanessa Hill, the District's REACH (Gifted Services) Coordinator for this award. He asked Ms. Call, who oversees Gifted Education, to introduce this item.

Ms. Call introduced Ms. Hill and spoke about her being a fierce advocate for students, her collaboration with the Special Education department to serve twice-exceptional students, training the schools' dyslexia designees, and work with other gifted programs in Southern Arizona. She also spoke about Ms. Hill's work in the community, presenting at various gifted conferences.

Ms. Day congratulated Ms. Hill on receiving this award as she, Mr. Kopec, and Superintendent Jaeger were able to attend the National Conference where she received it. She also went on to note that Ms. Hill is an excellent Odyssey of the Mind Coach and supporter. Ms. Day presented Ms. Hill with a certificate of recognition. A picture was taken with the Governing Board, Superintendent Jaeger, Ms. Hill, and Ms. Call.

G. Acknowledgement of Contributions Made by Governing Board President- Dr. Scott K. Baker

Superintendent Jaeger stated that this was an opportunity to honor a dedicated leader and champion of public education in Dr. Scott Baker as he is retiring from his role on the Governing Board, at the conclusion of his term of office in December. He noted Dr. Baker's departure is bittersweet and he acknowledged the presence of former Governing Board member, Mr. Scott Leska and incoming Governing Board Member, Ms. Patricia Harris. Superintendent Jaeger spoke about President Baker's deep connections in the district as Dr. Baker is a former district student whose children also attended Amphitheater schools. He remarked on Dr. Baker's desire to channel his passion for education into serving the community as a Governing Board member. As well as being a lifelong educator in the Catalina Foothills School District, President Baker assumed multiple roles as he shared his vision of excellence and advocated for students and teachers alike. Superintendent Jaeger

shared his deepest gratitude and noted that President Baker would always be a part of the Amphi family.

Ms. Day spoke about meeting President Baker and working together on past campaigns. Ms. Cox Golder stated she enjoyed her years of serving on the Board with President Baker and thanked him for his service. Mr. Kopec spoke about President Baker's steadfastness, calmness under pressure, dedication, and willingness to share his time with the District.

Vice President Zibrat presented President Baker with a plaque on behalf of the Governing Board, Superintendent Jaeger, and the Administrative Cabinet to commemorate his years of service. A picture was taken with the Governing Board and Superintendent Jaeger to mark the occasion.

The meeting broke at 7:14p.m. for a reception honoring President Baker. The meeting reconvened at 7:37p.m.

6. INFORMATION

A. Superintendent's Report

For the Superintendent's Report PowerPoint see Exhibit 1.

Superintendent Jaeger shared photo highlights of events around the District:

- Painted Sky celebrated their outstanding academic performance with field games
- Canyon del Oro hosted "This is High School" event for feeder pattern 5th graders
- Amphi the Elf is back taking S'Elfies at all Amphitheater schools this holiday season
- Mark Your Calendar with dates for the holiday season and January important dates

President Baker thanked him for his report.

B. Status of Construction Projects

For the Status of Construction Projects report see Exhibit 2.

Superintendent Jaeger invited Mr. La Nasa to give an update on the construction projects in the District.

Mr. La Nasa showed photos which highlighted completed projects and some currently in process:

- La Cima Middle School roof repairs using BRG Funds
- Nash Elementary School well site improvements using Bond Funds
- Wilson K-8 School hot water heater replacement using BRG funds
- Wilson K-8 School State HVAC replacement using BRG funds.

Mr. La Nasa reported that the District received \$65,257 in grant funding in November 2024 bringing the 2024-2025 school year total to \$6,156,748. He also noted the 2024-2025 Grant Project Funding Requests pending award is just over \$13 million.

Mr. La Nasa then offered to answer any questions. There were none.

President Baker thanked him for his report.

7. PUBLIC COMMENT

President Baker read the Call to the Audience procedures.

Bill Ford shared that he is a family member of Type I diabetics and the need for constant vigilance for their care. He spoke about the number of diabetic students increasing and the role technology plays in ensuring diabetic students can function the same as non-diabetics. Mr. Ford went on to speak about subsidies that support technology, particularly Wi-Fi and cellular services, which he described as a "pair of crutches" needed by diabetic students while attending school. He also talked about the possibility of fundraising to support technology upgrades if they are cost

prohibitive. Mr. Ford stated that those with diabetes and their loved ones never rest and will continue to advocate for improvements. He urged the incoming Governing Board to familiarize themselves with this issue and work with the parents of diabetic students to find resolution to the cellular and Wi-Fi issues.

Jen Houser is the parent of diabetic students at Painted Sky and Coronado K-8 Schools. She stated she wanted to give an update on the pursuit of gaining Wi-Fi access for her students to support their medical needs. She spoke about a recent incident at school where she was unable to send Omni Pod insulin pump controller logs because it required wi-fi access which was also needed to reset the insulin pump controller. Ms. Houser stated her son had to leave school because his blood sugar was so high during this incident. She spoke about the communication received from the district after the last meeting and the removal of Wi-Fi access from the student's 504 accommodation plan with the added accommodation option the district has previously offered. Ms. Houser claims the District mishandled communication with parents and did not do the necessary legwork to see how Wi-Fi is possible, which she believes is a systemic problem. She concluded that the District should have used communication and caring to deal with this issue and she would continue to fight for change.

Yogi Patel is a community member who wanted to share information about his weekly podcast, "Yogg Nation and the Spirit of Gratitude" with the theme of overcoming adversity. He gave an overview of special guests who have appeared on the podcast including athletes, authors, and other public figures. Mr. Patel went on to speak about his daughter who has published books on the topic of bullying and overcoming adversity. He shared that the goal of the podcast is to spread inspiration, reflection, education and entertainment from the storytelling of his guests. Mr. Patel concluded with stating the podcast is available on multiple platforms and he would be open to partnering with the school district.

8. CONSENT AGENDA

Details of agenda items, supporting documents, and presentations are available in the electronic Board Book by clicking on the hyperlink below.

[*Amphitheater Public Schools Public View - BoardBook Premier*](#)

President Baker asked for a motion. Vice President Cox Golder moved for Consent Agenda Items 8. A.-S be approved as presented. Mr. Kopec seconded the motion. Voice vote in favor – 5. President Baker, Vice President Zibrat, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed – 0.

A. Approval of Appointment of Non-Administrative Personnel

Non-administrative personnel appointments were approved as listed in Exhibit 3.

B. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 4.

C. Approval of Leave(s) of Absence

Leave(s) of absence were approved as listed in Exhibit 5.

D. Approval of Separation(s) and Termination(s)

Separations and terminations were approved as listed in Exhibit 6.

E. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 7.

F. Approval of Minutes of Previous Meeting(s)

The Governing Board approved minutes from the November 12, 2024 meeting as submitted in Exhibit 8.

G. Approval of Vouchers Totaling and Not Exceeding Approximately \$3,693,233.53

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were

approved as presented and payment authorized as submitted in Exhibit 9.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1126	\$150,310.89	1127	\$56,884.09	1128	\$159,407.05
1129	\$116,425.16	1130	\$5,864.51	1131	\$49,879.11
1132	\$124,276.05	1134	\$446,631.46	1135	\$77,049.43
1136	\$3,583.89	1137	\$209,666.97	1138	\$174,022.16
1139	\$35,337.98	1140	\$254,216.21	1141	\$89,480.09
1142	\$24,425.13	1143	\$130,770.10	1144	\$414,954.11
1145	\$84,314.15	1146	\$2,774.05	1148	\$8,565.95
1149	\$78,847.89	1150	\$36,950.19	1151	\$20,617.54
1152	\$232,968.45	1153	\$173,977.21	1154	\$137,756.93
1155	\$91,201.23	1156	\$181,983.89	1157	\$67,178.00
1158	\$2,240.39	1159	\$50,673.27		

H. Acceptance of Gifts

Gifts were accepted by the Governing Board as submitted in Exhibit 10.

I. Receipt of October 2024 Report on School Auxiliary and Club Balances

The Governing Board approved Receipt of October 2024 Report on School Auxiliary and Club Balances as submitted in Exhibit 11.

J. Approval of Parent Support Organization(s) - 2024-2025

The Governing Board approved Amphitheater Middle School PTO, JOM Indian Education Committee, and CDO Swimming Booster for the 2024-2025 school year as submitted in Exhibit 12.

K. Approval of Disposal of Surplus Property via PublicSurplus.com

The Governing Board approved the Disposal of Surplus Property via PublicSuplus.com.

L. Award of Contract for Recycle/Disposal of Surplus Electronic Equipment-Based Upon Responses to Request for Quote (RFQ) 242500

The Governing Board approved the Award of Contract for Recycle/Disposal of Surplus Electronic Equipment-Based Upon Responses to Request for Quote (RFQ) 242500.

M. Award of Contract for Recycle/Disposal of Surplus Phone System Equipment-Based Upon Responses to Request for Quote (RFQ) 2524001

The Governing Board approved the Award of Contract for Recycle/Disposal of Surplus Phone System Equipment-Based Upon Responses to Request for Quote (RFQ) 2524001

N. Approval of the 2024-2025 District 301 Plan

The Governing Board approved the 2024-2025 District 301 Plan as submitted in Exhibit 13.

O. Approval of Arizona Department of Administration School Facilities Division Building Renewal Grants

The Governing Board approved the Arizona Department of Administration School Facilities Division Building Renewal Grants as submitted in Exhibit 14.

P. Approval of Intergovernmental Agreement with Pima County for Coronado K-8 Sports Field Lighting Utility Assistance

The Governing Board approved the Intergovernmental Agreement with Pima County for Coronado

K-8 Sports Field Lighting Utility Assistance as presented in Exhibit 15.

Q. Approval of Revised District Calendar for School Year 2025-2026

The Governing Board approved the Revised District Calendar for School Year 2025-2026 as presented in Exhibit 16.

R. Approval of 2025-2026 Governing Board Meeting Schedule

The Governing Board approved the Governing Board Meeting Schedule for the 2025-2026 School Year as presented in Exhibit 17.

S. Approval of Out of State Travel

The Governing Board approved requests for Out of State travel as presented in Exhibit 18.

9. STUDY

A. Study of Proposed Recommendations Developed through the Meet and Confer Process for:

1. Revisions to Governing Board Policy GCK-R (Professional Staff Assignments and Transfers)

2. Revisions to Governing Board Policy GCQA (Professional Staff Reduction in Force)

3. Revisions to Governing Board Policy GCQA-E (Professional Staff Reduction in Force Profile Form)

4. Revisions to Governing Board Policy GCQA-R (Professional Staff Reduction in Force)

For the Proposed Policy Recommendations Developed through the Meet and Confer Process see Exhibit 19. For the Accompanying PowerPoint presentation see Exhibit 20.

Superintendent Jaeger asked the lead facilitator for the Meet and Confer process, Ms. Tassi Call to present this item. Ms. Call began with talking about the strong, collaborative team assembled that worked on the Meet and Confer committees and complimented the team leads, Matt Munger, Rebecca Green, Vanessa Harding, and Rich La Nasa for making the process so streamlined.

Ms. Call gave a timeline of the Meet and Confer process beginning with an employee survey in October, development of committee work, review of the IBB process, and policy work concluding on November 18th, 2024.

Ms. Call went on to explain the revisions that are being proposed which focus on the GCK series particularly the policy of involuntary transfers. She stated this policy was written a long time ago when there was an overabundance of teachers, and the team felt the policy should include all teachers in the event of involuntary transfers and not exclude new teachers. Ms. Call stated the revision to Policy GCK-R is to remove the first ineligibility for involuntary transfer if a teacher has been employed by the District less than two years.

Ms. Call explained the revision to Policy GCQA which modifies the Reduction in Force (RIF) criteria in evaluating teachers to remove professional development and leadership. She went on to explain the revisions to the RIF form were made to align with the Danielson Model on which teachers are now evaluated, changes to the Student Achievement portion of the form, as well as the addition of consideration of advanced and specialty degrees, and the exclusion of sick leave buyback in the sick leave portion of the form.

Lastly, Ms. Call stated the committee recommends the omission of professional growth activities and employee's acceptance of leadership roles in policy GCQA-R.

Ms. Call shared survey results from employees regarding the committee's recommendations. There were 242 responses and 90% of those respondents agreed with the recommendations. She shared an overview of the 31 comments received on the survey and offered to answer any

questions.

Superintendent Jaeger expressed his gratitude to the Meet and Confer teams for the time they invested in the process and how quickly they accomplished their goals. He noted the changes would not be adopted this evening but will return for approval at a later meeting.

B. Study of Proposed Recommendations Harelson Elementary 6th Grade

For the Proposed Recommendations Harelson Elementary 6th Grade PowerPoint see Exhibit 21.

Superintendent Jaeger asked Ms. Call to review this item. He shared when he came to the District in 1997, there were two elementary schools that offered 6th grade, which were Rio Vista and Harelson. He stated Rio Vista's program became no longer viable with more students seeking 6th grade at the middle school and the same is becoming apparent at Harelson. Superintendent Jaeger noted his own children attended 6th grade at Harelson and he appreciated the esteem in which parents held that opportunity for many years, but things have changed.

Ms. Call spoke about the history of Harelson Elementary and noted this is the last school in the District that offers 6th grade. She gave an overview of 6th grade enrollment, and it's decline since 2014 noting that there are currently only two 6th grade students who are in a 5th grade/6th grade combo class at Harelson.

Ms. Call spoke about the trend of seeing more students wanting to transition with their peer group to Cross Middle School for 6th grade as opposed to doing so in 7th grade. She spoke about how Cross supports 6th graders through Spring Orientation, the W.E.B. program, and RAMS 101 class for all incoming 6th graders. Ms. Call went on to detail the other advantages of 6th grade at Cross including after-school sports, extra-curricular activities, as well as Fine Arts, PE, and REACH classes daily.

She concluded that the administration's recommendation is that 2024-2025 be the last year 6th grade be offered at Harelson. She offered to answer any questions.

Ms. Day asked about the sports offered to 6th graders. Ms. Call stated tennis, soccer, basketball, wrestling, track, and cross-country are all available to 6th graders at Cross Middle School.

Superintendent Jaeger noted that this item was just presented for the Board's study and would be brought back for approval at a later meeting.

10. STUDY/ACTION

A. Study and Approval of REACH Scope and Sequence

For the proposed REACH Scope and Sequence see Exhibit 22 and for the PowerPoint presentation see Exhibit 23.

Superintendent Jaeger stated Ms. Call would be presenting the item and recommendations for this item. It will then be up to Board members to decide to approve the recommendations or if more information is needed before doing so.

Ms. Call shared the REACH Gifted Services Vision, Mission, and Values and noted that every five years the state requires the District to re-evaluate the Scope and Sequence components of:

- Program Design
- Identification
- Curriculum and Instruction, Social and Emotional Development
- Professional Development
- Parent and Community Involvement

- Program Assessment

She stated that students and parents are surveyed to ensure gifted students are receiving the services they need. Ms. Call invited Ms. Vanessa Hill to outline the changes being recommended.

Ms. Hill spoke about the addition of REACH Honors English for grades 9, 10, and 11 as well as the continuing shift in Humanities in middle school, universal identification in second grade, online testing, and the use of local norms at five marginalized schools which helps to identify more students. She went on to speak about the implementation of Think Law, Thrively, Honors English curriculum for nonverbally gifted and twice-exceptional learners, and Depth and Complexity prompts for K-12. Ms. Hill shared pictures of students in the classroom and gave an overview of the extensive gifted professional development offered for educators and families and the ways the District promotes parent and community involvement. She offered to answer any questions.

Ms. Day moved to approve the REACH Scope and Sequence. Ms. Cox Golder seconded the motion. There was no discussion. Voice vote in favor-5. President Baker, Vice-President Zibrat, Ms. Cox Golder, Ms. Day and Mr. Kopec. Opposed- 0.

11. ACTION

A. Adoption of New Policy System:

Chapter 4-Employment and Human Resources

For the proposed Policy System, Ch. 4-Employment and Human Resources see Exhibit 23.

Superintendent Jaeger explained that the District has shifted the policy platform from the ASBA platform to one from the Trust who is the District insurer. He reminded the Governing Board that chapters 1 through 3 have already been adopted, however Chapter 4 is one of the largest sequences of policy as it has to do with employment and human resources. Superintendent Jaeger explained the urgency in approving this series as it is important for employees to have online access to these policies. He went on to explain that many of these policies were crafted through the Meet and Confer process and recommended the approval of Chapter 4.

Ms. Day moved to approve Chapter 4-Employment and Human Resources of the policy manual. Ms. Cox Golder seconded the motion. Voice vote in favor- 5. President Baker, Vice-President Zibrat, Ms. Cox Golder, Ms. Day, and Mr. Kopec. Opposed-0.

12. PUBLIC COMMENT

There was no public comment.

13. BOARD MEMBER REQUESTS FOR FUTURE ITEMS

There were none.

Dr. Baker shared remarks expressing his pride in being voted into his position on the Governing Board twice. He spoke about the amazing work done by the people who work in the District and expressed his gratitude for the support of his fellow Governing Board members.

14. ADJOURNMENT

President Day moved to adjourn. Vice President Cox Golder seconded the motion. There was no discussion. Voice vote in favor – 5. President Baker, Vice President Zibrat, Ms. Cox Golder, Ms. Day and Mr. Kopec. Opposed – 0. The meeting adjourned at 8:31 p.m.

Jen Anderson

Minutes respectfully submitted for Governing Board Approval
Jen Anderson, Executive Assistant to the Superintendent & Governing Board

January 6, 2025

Date

Susan Zibrat, Governing Board Vice-President

January 28, 2025

Date

**Minutes of the Organizational Governing Board Meeting
Amphitheater Public Schools
Tuesday, January 14, 2025**

An Organizational public meeting of the Governing Board of Amphitheater Public Schools was held on Tuesday, January 14, 2025, beginning at 6:00 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson, AZ 85705 in the Leadership and Professional Development Center.

Governing Board Members Present

Ms. Susan Zibrat, Vice President
Ms. Vicki Cox Golder, Member
Ms. Deanna M. Day, M. Ed., Member
Ms. Patricia Harris, Member
Mr. Matthew A. Kopec, Member

Superintendent's Cabinet Members Present

Ms. Tassi Call, Associate Superintendent for Elementary Education
Mr. Matthew Munger, Associate Superintendent for Secondary Education
Mr. Scott Little, Chief Financial Officer
Mr. John Hastings, Director of Human Resources
Ms. Elizabeth Jacome, Director of Curriculum and Assessment
Ms. Kristin McGraw, Director of Student Services
Mr. Richard C. La Nasa, Executive Manager of Operational Support
Ms. Julie Valenzuela, Director of 21st Century Education
Ms. Michelle Valenzuela, Director of Communications

1. CALL TO ORDER AND SIGNING OF THE VISITOR'S REGISTER

Vice President Zibrat called the meeting to order at 6:00 p.m. and invited members of the audience to sign the guest register.

2. PLEDGE OF ALLEGIANCE

Mr. Rob Wolf, Assistant Director of Students Services, introduced Joey and Benjamin, two students from the Rillito Center. The students led the Pledge of Allegiance.

Vice President Zibrat presented the students with certificates of recognition.

3. RECOGNITION OF STUDENT ART

Mr. Wolf expressed his gratitude in being able to share art from the students at Rillito Center. He noted that their project worked to integrate the attributes of the Promise of a Graduate including caring, communication, and collaboration. Mr. Wolf stated that Ms. Liliba Fox and Ms. Mariana Munoz lead the project and worked to include all of the classrooms to express the notion of "Lifting Others Up".

Vice President Zibrat presented Ms. Fox and Ms. Munoz with certificates of recognition. A picture was taken with the Governing Board members, Mr. Wolf, Ms. Fox, and the students from Rillito Center to mark the occasion.

4. ANNOUNCEMENT OF DATE AND TIME OF THE NEXT SPECIAL GOVERNING BOARD MEETING

Vice President Zibrat announced that the next Special Governing Board meeting would be held on Tuesday, January 28, 2025 at 5:30 p.m. at the Wetmore Center, 701 W. Wetmore Road, Tucson AZ, 85705, in the Leadership and Professional Development Center, SE Entrance and Parking.

5. ORGANIZATIONAL MEETING

A. Administration of Oath of Office to Re-Elected Governing Board Members

Ms. Anderson stated that Arizona law requires Governing Board members take a loyalty oath of office. She noted that our re-elected and elected Governing Board members, Ms. Cox Golder, Ms. Day, and Ms. Harris took the loyalty oath officially in December as their term officially began on January 1, 2025. They signed the Oath of Office document in front of a notary public which was turned into the Pima County Superintendent's Office, as required by law. Ms. Anderson explained that this evening was an opportunity for Board members' friends, families, and colleagues to witness the oath and celebrate.

Ms. Cox Golder took the oath of office which was administered by her grandchildren.

Ms. Day took the oath of office which was administered by her son and granddaughter.

Ms. Harris took the oath of office which was administered by her sister.

A picture was taken with the Governing Board members and their family members to mark the occasion.

B. Nomination and Election of Governing Board President and Vice President

Arizona law, A.R.S. §15-521, requires that the Governing Board hold an organizational meeting annually between January 1 and January 15. The same section of Title 15 requires that the Board elect a president from among its members. The President of the Board presides over all meetings of the Board, in accordance with Arizona law and District Policies.

A.R.S. §15-521(D) provides that the Board must prescribe rules for its own governance. Governing Board Policy 1-103, one of the Governing Board rules of governance, does require the election of a clerk, which the Board has traditionally designated as "Vice-President". The Vice-President presides over all meetings of the Board at which the President is not present.

The nomination of officers, under Roberts Rules of Order, may be done by open nomination. The President initiates this method by simply calling for nominations from the floor. Alternatively, any member could offer a motion that nominations be made from the floor. After passage of such a motion, or upon initiation by the President, the current President takes all nominations for the office of president first. Board members may, alternatively, move the nomination of a candidate, requiring a second and a passing vote for the nominee to be placed on the slate of candidates. This of course, adds an additional step to the election process and is not recommended for small bodies like the Board.

Nominees may decline their nomination prior to any vote. When it appears no further nominations are forthcoming, the President may close the floor to further nominations, or it may be closed upon a passing motion to do the same.

Under Roberts Rules, there are technically several ways of conducting the election of officers following the nomination process; those that are practicable and applicable to the election of Governing Board officers are described below. Secret balloting, for example, is permitted by Roberts Rules, but not by the Arizona Open Meeting Law. Once again, any one of the alternative methods below may be used – either upon selection of method by the current President or by motion (the latter of which controls in the event of conflict). If a voting method is selected, the chair should explain how the matter will proceed prior to the vote being taken.

Acclamation. *If there is only one nominee for an office, the chair of the meeting can simply declare the individual is elected, rather than taking a vote.*

Voice or Other Voting. *Absent election by acclamation, a vote of the Board on nominees is required by voice, roll call, show of hands or rising (where Board members stand). Roberts provides that, unless a*

method of voting is selected upon motion, the chair will decide the method based upon the nature of the election, closeness of the expected vote, and the size of the group.

The current President announces the result of a vote formally, for the record. Until that announcement, Roberts permits any Board member to change their vote. In the event of a tie between nominees, the chair may call for a new vote to determine the tie.

Vice President Zibrat began by asking if any Governing Board Members wished to offer a nomination for president. Ms. Cox Golder nominated Ms. Zibrat; all concurred. There were no other nominations and through acclamation, Ms. Zibrat was declared President.

President Zibrat asked for nominations for Vice President. Ms. Harris nominated Ms. Day for the Office of Vice President; all concurred. There were no other nominations and through acclamation, President Zibrat declared Ms. Zibrat as Vice President.

The Certificate of Election of Governing Board President and Vice President was signed by all Board members to be forwarded to the Pima County School Superintendent's office.

President Zibrat called for a fifteen-minute break for a reception and the opportunity to congratulate the newly installed Governing Board members and their families.

President Zibrat reconvened the meeting at 6:36 p.m.

6. PUBLIC COMMENT

There was no public comment.

7. CONSENT AGENDA

Details of agenda items, supporting documents, and presentations are available in the electronic Board Book by clicking on the hyperlink below.

[Amphitheater Public Schools Public View - BoardBook Premier](#)

President Zibrat asked for a motion. Vice President Day moved for Consent Agenda Items 7. A.-J. be approved as presented. Ms. Cox Golder seconded the motion. Voice vote in favor – 5. President Zibrat, Vice President Day, Ms. Cox Golder, Ms. Harris, and Mr. Kopec. Opposed – 0. Consent Agenda Items 7. A.-J. passed.

A. Approval of Appointment of Non-Administrative Personnel

Non-administrative personnel appointments were approved as listed in Exhibit 1.

B. Approval of Personnel Changes

Certified and classified personnel changes were approved as listed in Exhibit 2.

C. Approval of Leave(s) of Absence

Leave(s) of absence were approved as listed in Exhibit 3.

D. Approval of Separation(s) and Termination(s)

Separations and terminations were approved as listed in Exhibit 4.

E. Approval of Stipend for Coaching Volunteers

Stipend for Coaching Volunteers were approved as listed in Exhibit 5.

F. Approval of Vouchers Totaling and Not Exceeding Approximately \$5,920,208.02

A copy of vouchers for goods and services received by the Amphitheater Public Schools and recommended for payment has been provided to the Governing Board. The following vouchers were approved as presented and payment authorized as submitted in Exhibit 6.

Voucher #	Amount	Voucher #	Amount	Voucher #	Amount
1160	\$492,528.23	1161	\$310,590.76	1163	\$521,389.74
1164	\$18,673.31	1171	\$73,607.69	1172	\$896,788.31
1173	\$4,388.92	1174	\$47,279.08	1175	\$56,782.60
1176	\$1,877.09	1177	\$26,303.90	1178	\$15,128.75
1179	\$9,151.30	1180	\$2,471.61	1183	\$19,673.64
1184	\$924,257.63	1185	\$130,179.09	1186	\$123,530.06
1187	\$273,798.50	1188	\$193,713.26	1189	\$1,774,880.25
1191	\$3,214.30				

G. Acceptance of Gifts

Gifts were accepted by the Governing Board as submitted in Exhibit 7.

H. Receipt of November 2024 Report on School Auxiliary and Club Balances

The Governing Board approved the Receipt of October and November 2022 Report on School Auxiliary and Club Balances as submitted in Exhibit 8.

I. Approval of Arizona Department of Administration School Facilities Division Building Renewal Grants

The Governing Board approved Arizona Department of Administration School Facilities Division Building Renewal Grants as submitted in Exhibit 9.

J. Approval of Out of State Travel

The Governing Board approved requests for Out of State Travel as submitted in Exhibit 10.

8. PUBLIC COMMENT

There were no comments.

9. BOARD MEMBER REQUESTS FOR FUTURE AGENDA ITEMS

There were no requests.

10. ADJOURNMENT

Vice President Day moved to adjourn. Mr. Kopec seconded the motion. There was no discussion. Voice vote in favor – 5. President Zibrat, Vice President Day, Ms. Cox Golder, Ms. Harris, and Mr. Kopec. Opposed – 0. The meeting adjourned at 6:37 p.m.

Jen Anderson

Minutes respectfully submitted for Governing Board Approval
Jen Anderson, Executive Assistant to the Superintendent & Governing Board

January 16, 2025

Date

January 28, 2025

Date

Susan Zibrat, Governing Board President



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of Arizona Department of Administration School Facilities Division
Building Renewal Grants**

BACKGROUND:

The District submitted Building Renewal Grant (BRG) Applications to the Arizona Department of Administration School Facilities Division (SFD) to correct Minimum Adequacy Guideline deficiencies at District locations.

The SFD approved the following BRG Application(s) with Phase Grant funding to be awarded for each BRG:

- BRG-006964 – AHS – Fire Alarm Panel CPU Failure for 100 – 500 Classroom Buildings – SF281251
- BRG-006610 – AHS - Fire Alarm System Monitoring POTS to Cellular Conversion – SF281244

The Governing Board is required to approve SFD Terms and Conditions for each BRG Application to accept the awards.

RECOMMENDATION:

It is the recommendation of the Administration that the Governing Board accepts the SFD Building Renewal Grants and authorize the Governing Board President to sign the attached Terms and Conditions.

INITIATED BY:

Richard C. La Nasa, Executive Manager, Operational Support

Date: January 27, 2025

Todd A. Jaeger, J.D., Superintendent

SCHOOL FACILITIES DIVISION

Adopted: December 4, 2008

Modified: November 4, 2009, June 23, 2010, July 11, 2012, October 9, 2013, April 6, 2016, December 8, 2016, October 4, 2017, July 11, 2018, January 8, 2020, May 6, 2020, May 4, 2022, April 5, 2023, November 6, 2024

TERMS AND CONDITIONS FOR ACCEPTANCE OF MONIES FROM BUILDING RENEWAL GRANT FUND

School District: Amphitheater Unified District

School: Amphitheater High School

BRG Project Number BRG-006964

Project Title: AHS - Fire Alarm Panel CPU Failure for 100 - 500 Classroom Buildings - SF

01. PURPOSE OF TERMS AND CONDITIONS

These Terms and Conditions apply to the distribution of monies by the School Facilities Division (SFD, or "Division") from the Building Renewal Grant Fund ("Fund") pursuant to Arizona Revised Statutes, ("A.R.S.") §41-5731, §41-5701, and §41-5702.

These monies are being awarded to the District for the purpose of maintaining the adequacy of existing school facilities owned by school districts that are required to meet the minimum adequacy standards for student capacity and that fall below the minimum school facility guidelines found in A.A.C. Title 7, sections R7-6-101 through R7-6-276. Districts are prohibited from using monies from the Fund awarded pursuant to these Terms and Conditions on any project that is in a building, or part of a building, that is being leased to another entity. All monies used must be in compliance with the statutory requirements found in A.R.S. §41-5731, A.A.C. Title 7 section R7-1-101 through R7-6-276, and the Building Renewal Grant Policy adopted on October 2, 2008 and as subsequently amended, as well as any applicable session law.

02. TERM OF TERMS AND CONDITIONS

The term of these Terms and Conditions shall begin on the initial date of the performance period and shall continue until the project is closed, pursuant to Paragraph 4.2. A project shall be complete within 12 months per A.R.S. §41-5731.

2.1 ABANDONMENT OF THE PROJECT

A Project or phase grant may be considered to be abandoned if the acceptance process, including, the submittal of the purchase order(s) has not been completed by the District within four months of award of funding or the project has had no activity in over a 6 month period. In such an instance, the project or phase grant may be subject to administrative closeout and any monies awarded may be de-obligated from the project or phase grant and returned to the fund.

03. FINANCIAL CONDITIONS

The District will accept a grant from the Fund in accordance with all applicable state statutes and rules, and will expend the funds in compliance with all provisions of such statutes and rules, including but not limited to, the following:

- a. Use of fiscal control and fund accounting procedures as prescribed in the Uniform System of Financial Records, which will ensure proper disbursement of, and accounting for, monies paid to the District from the Fund;
- b. Compliance with the School District Procurement Rules adopted by the Arizona State Board of Education, and the USFR purchasing guidelines;
- c. Compliance with all applicable state, federal, and local codes and laws related to buildings and building access, including permitting requirements of the Department of Environmental Quality for any construction project;
- d. Compliance with any applicable federal, state and local health or safety requirements;
- e. Compliance with any applicable School Facilities Division Performance Specifications;
- f. The SFD will require Design Scope Development meetings with the selected designer before any funding is made available for Construction phase grant. School district non-compliance with these Terms and Conditions may result in the delay of phase grant awards in Procurement and/or Construction;
- g. Professional services deliverables will be submitted to the SFD via activity reports before project and phase grant closeout to verify deliverables were successfully funded by the Building Renewal Grant Program.
- h. Further requests for funds in the form of subsequent phases, change orders, supplemental funding requests, and other requests outside of the project scope as described in the Terms and Conditions may be deemed ineligible upon review by the Division staff. These determinations are appealable as authorized in A.R.S. § 41-5702 (A) (5) (i). Staff will provide guidance and technical assistance to the district in meeting program requirements. The final determination of the SFD or the Board are appealable agency actions as detailed in § 41-5702 (A)(5) (i) and subsection 8. of these Terms and Conditions.
- i. Failure to comply with any term or condition required by this Agreement may result in a delay in the processing of payment applications and change orders.

3.1 UNIFORM SYSTEM OF FINANCIAL RECORDS

The District will maintain records as required by the Uniform System of Financial Records and provide access to those records to the SFD as necessary to perform its duties. The District will cooperate with the SFD or the Auditor General or any of their authorized representatives when audits are conducted as authorized by law. This cooperation includes access without unreasonable restrictions to the District's records and personnel for the purpose of obtaining relevant information.

3.2 SURPLUS FUNDS

If the final cost of the Project or the phase grant is less than the amount awarded by the SFD, the SFD shall de-obligate the remaining monies from the project or phase grant at closeout.

3.3 SCOPE OF WORK / UNFORESEEN CONDITIONS

The District shall notify the SFD if any unforeseen conditions arise during project implementation. The SFD will direct the District on how to proceed. The District must submit an executable Change Order which includes the signature of the District Representative, Architect, and contractor prior to receiving written approval from the Division to proceed. The Change Order is not considered executed until signed by the SFD. The Change Order will also indicate any changes to the contract value, contract schedule, and contract scope. No work shall proceed without a fully executed Change Order. Any work the school district approves prior to the executed change order is the financial responsibility of the school district.

Pursuant to A.R.S. §41-5701.02.I.2., if a school district approves (If the District issues a purchase order or authorizes start of the work) work referenced in a change order before the SFD approves the Change Order, the school district is responsible for the cost and construction of the project ('The Project' is defined for the purposes of the Change Order as the work defined in the Change Order).

3.4 LOCAL FUNDS

If the District intends to supplement the Project or phase grant with additional funds, the District shall provide to the SFD an itemized purchase order signed by a District representative authorized to make the expenditure. The District's purchase order shall clearly indicate the funding source and the amount being committed in each project or phase grant.

Elective upgrades to facilities, excluded spaces in excess of 10%, district administrative spaces, grade configuration updates of facilities, or program changes limited by "built as designed" plans are ineligible for BRG funds, notwithstanding campus-wide and/or multi-building building systems, such as, but not limited to fire alarms, intercoms, central plants, wastewater treatment plants and wells.

3.5 DISBURSED FUNDS

Any work the school district approves prior to receiving an award notice or an executed change order is the financial responsibility of the school district. The District shall return any disbursed monies to the SFD, and reimburse the Fund for monies spent without proper authorization from the SFD within thirty (30) days of being notified by the SFD.

3.6 FUTURE REPAIRS – THIS SECTION SURVIVES THE TERMINATION OF THIS AGREEMENT

To the extent allowed by law, if the District has contributed local funds to pay for an upgrade of the Project beyond that required by the minimum school facilities guidelines; any increase in the cost of a future repair or replacement shall be paid for proportionally according to the original cost

sharing.

04. REPORTING REQUIREMENTS

The District will make reports to the SFD as requested, and will cooperate with any evaluation of the grant and/or project as required by the SFD. All expenditures and projects are subject to audit. All construction and related contracts entered into by the District shall contain a clause that will permit the SFD and/or the District to audit the contract.

4.1 PUBLIC RECORD

Any application, report or plan, including school designs or architectural drawings relating to the funded Project in the possession of the District or its agents or designees is deemed a public record as defined by Arizona law.

4.2 FINANCIAL REPORT AND PROJECT / PHASE GRANT CLOSEOUT

The District shall complete a final financial report in each phase grant before initiating an application for subsequent phase grants. The project closeout shall be completed upon submission of the final project payment request.

The District shall maintain records for five years following the completion of the project, which show:

- a. The amounts received from the Fund;
- b. How the District spent the monies received from the Fund;
- c. The total cost of the project and each phase grant;
- d. The share of the total cost provided from other sources;
- e. A list of all change orders that were approved and denied for each phase grant.

05. INSURANCE REQUIREMENTS

For all construction projects, the District agrees to secure insurance coverage for purposes of general liability, property damage and workers' compensation and secure performance and payment bonds. Projects as a result of weather-related or other insurable incidences shall be initiated by an insurance claim and partnerships reported.

06. AUDIT OF RECORDS

Pursuant to A.R.S. §§ 35-214 and 35-215, the District shall retain and shall contractually require each subcontractor to retain all data, books and other records ("records") relating to these Terms and Conditions for a period of five years after completion of these Terms and Conditions. All records shall be subject to inspection and audit by the State for five years after the termination of

these Terms and Conditions.

07. AVAILABILITY OF FUNDS

Every payment obligation of the State under these Terms and Conditions is conditioned upon the availability of funds allocated for the payment of such obligations. If funds are not allocated and available for the continuance of the Project or phase grant, these Terms and Conditions may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

08. APPEALABLE AGENCY ACTION

Pursuant to 41-5702 (A)(5) (i) and subsection P, Building Renewal Grant requests are an appealable agency action.

SFD Staff shall notify a school district in writing that the proposed project does not meet eligibility criteria. The written notification shall include documentation to support the staff's determination that the proposed project does not meet the eligibility criteria. The SFD will send written notification to the school district after the final decision that the school district is not eligible. The school district may directly appeal the staff's determination of ineligibility to the director or designee. The school district may directly appeal the director's determination of ineligibility to the board.

A school district may appeal the denial of a request for monies or any other appealable Division action pursuant to title 41, chapter 6, article 10. For the purposes of this subsection, "appealable agency action" has the same meaning prescribed in section 41-1092.

8.1 RESOLUTION OF DISPUTES

The Parties to these Terms and Conditions agree to resolve all disputes arising out of or relating to these Terms and Conditions through arbitration, after exhausting applicable administrative review (pursuant to Title 41, Chapter 6, Article 10), to the extent required by A.R.S. § 12-1518, except as may be required by other applicable statutes.

09. NON-DISCRIMINATION

The Parties shall comply with Executive Order 2023-01. However, Tribal Nations are exempt from the definition of employer for both Federal and State Civil Rights Act.

10. TERMINATION

Each party shall have the right to terminate this Agreement by notifying the other party in writing of the termination at least thirty (30) days prior to the effective date of said termination. If the Agreement is terminated by the - SFD, the District shall be paid for all allowable costs incurred prior to the date of termination, and the cost determined appropriate by the SFD to de-mobilize the contractor from the work site, if applicable.

The payment of costs are subject to audit verification by the SFD or its duly authorized representative.

11. ASSIGNMENT AND DELEGATION

Neither party may assign any rights hereunder without the express, prior written consent of both parties.

12. CANCELLATION FOR CONFLICT OF INTEREST

The parties acknowledge that these Terms and Conditions are subject to the cancellation provisions set forth in A.R.S. §38-511.

13. ENTIRE AGREEMENT

These Terms and Conditions contain the entire understanding of the parties hereto. There are no representations or provisions other than those contained herein. Any amendment or modification of these Terms and Conditions shall be consistent with Section 1 of these Terms and Conditions.

14. APPLICABLE LAW

These Terms and Conditions shall be governed and interpreted by the laws of the State of Arizona.

15. THIRD-PARTY ANTITRUST VIOLATIONS

The District assigns to the State any claim for overcharges resulting from antitrust violations to the extent that such violations concern materials or services supplied by third parties to the District toward fulfillment of these Terms and Conditions.

16. PROGRAM REVIEW AND SITE VISITS

The SFD has the right to make site visits at reasonable intervals for purposes of review of Project accomplishments and management control systems and to provide technical assistance, if required. The District will provide reasonable access to facilities, office space, resources, and assistance for the safety and convenience to the SFD in the performance of their duties. All site visits and evaluations must be performed in a manner that does not unduly interfere with or delay the work.

17. RIGHTS IN DATA, RIGHT TO USE, DUPLICATE AND DISCLOSE

The SFD may duplicate, use, and disclose in any manner and for any purpose whatsoever, within

the limits established by Federal and State laws and regulations, all information relating to these Terms and Conditions.

The District agrees that any negotiations, agreements, and/or contracts between the District and Architect(s) for the design of the Project shall provide that the SFD retains the right to use design documents limited to Site Plan, Exterior Elevations, Floor Plans, models, photographs, and renderings for the following, restricted purposes:

- a) To acknowledge Architects and their school designs successfully funded by the Board;
- b) To create a resource collection of promotional architectural designs for elementary, middle and high schools that will be available to other school districts to use as a school design resource.

It is understood that other school districts cannot use the District's design plans as their own as mandated by Code and Rules under the Arizona State Board of Technical Registration. Artistic representations shall not contain confidential or proprietary information, but shall include professional credit for the architect and engineers of the successful project.

18. FEDERAL IMMIGRATION AND NATIONALITY ACT

By entering into the Contract, the District warrants compliance with the Federal Immigration and Nationality Act (FINA) and all other Federal immigration laws and regulations related to the immigration status of its employees. The District shall obtain statements from its contractors and its subcontractors certifying compliance and shall furnish the statements to the Board upon request. These warranties shall remain in effect through the term of the Terms and Conditions. The District and its contractor and its subcontractors shall also maintain Employment Eligibility Verification forms (I-9) as required by the U.S. Department of Labor's Immigration and Control Act, for all employees performing work under the Contract. I-9 forms are available for download at USCIS.GOV.

The State may request verification of compliance for any of the District's contractors or subcontractors performing work under these Terms and Conditions. Should the State suspect or find that the District or its contractor or any of its subcontractors are not in compliance, the State may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Terms and Conditions for default, and suspension and/or debarment of the contractor. All costs necessary to verify compliance are the responsibility of the contractor.

19. E-VERIFY REQUIREMENTS PURSUANT TO A.R.S. § 41-4401

19.1 WARRANT COMPLIANCE

The District's contractors must warrant compliance with all Federal immigration laws and regulations relating to employees and warrant its compliance with A.R.S. § 23-214(A). (That subsection reads: After December 31, 2007, each employer, after hiring an employee, shall verify the employment eligibility of the employee through the E-verify program.)

19.2 BREACH OF WARRANTY

A breach of warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.3 FAILURE TO COMPLY

Failure to comply with a SFD audit process to randomly verify the employment of contractors and subcontractors shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.4 INSPECTION

The SFD retains the legal right to inspect the papers of any employee who works on the Project to ensure that the contractor or subcontractor is complying with the warranty under Paragraph 19.1.

20. REIMBURSEMENTS FOR INVESTIGATIONS, ASSESSMENTS, REPAIRS AND REPLACEMENTS.

The SFD may enter into additional agreements with the District that authorize the District to utilize SFD-funded investigations, assessments, repairs or replacements for construction defect litigation. This agreement may require the District to reimburse the SFD an agreed upon amount for the expenses incurred in obtaining those investigations, repairs or replacements if, upon the completion of the legal action, the District receives damages.

21. PROHIBITED BEHAVIOR-BOYCOTT OF ISRAEL

The District warrants that its contractors are not engaged in a boycott of Israel as defined by A.R.S. §35-393.01.

22. FLOW-DOWN REQUIREMENTS

The District shall comply with requirements of applicable Federal, State and local laws, regulations, policy and guidance, and shall flow down the requirements of applicable Federal, State, and local laws, regulations, policy and guidance to contractors and subcontractors at any tier to the extent necessary to ensure compliance with the requirements.

The District shall comply with all laws, statutes, ordinances, rules, codes, and regulations applicable to any school district.

23. CERTIFICATION / AUTHORIZATION

These Terms and Conditions must be signed by the President of the Governing Board, Superintendent and the CFO/Business Manager of the District and certifies that he or she has read these Terms and Conditions and represents and warrants that he or she is duly authorized

to agree and accept and therefore sign these Terms and Conditions on behalf of the District.

BRG Project Number: BRG-006964

Governing Board President (signature)

Susan Zibrat

Name (printed/typed)

Date

Amphitheater Unified District

School District

Superintendent (signature)

Todd A. Jaeger, J.D.

Name (printed/typed)

Date

CFO/Business Manager (signature)

Scott Little

Name (printed/typed)

Date

SCHOOL FACILITIES DIVISION

Adopted: December 4, 2008

Modified: November 4, 2009, June 23, 2010, July 11, 2012, October 9, 2013, April 6, 2016, December 8, 2016, October 4, 2017, July 11, 2018, January 8, 2020, May 6, 2020, May 4, 2022, April 5, 2023, November 6, 2024

TERMS AND CONDITIONS FOR ACCEPTANCE OF MONIES FROM BUILDING RENEWAL GRANT FUND

School District: Amphitheater Unified District

School: Amphitheater High School

BRG Project Number BRG-006610

Project Title: AHS - Fire Alarm System Monitoring POTS to Cellular Conversion - SF281244

01. PURPOSE OF TERMS AND CONDITIONS

These Terms and Conditions apply to the distribution of monies by the School Facilities Division (SFD, or "Division") from the Building Renewal Grant Fund ("Fund") pursuant to Arizona Revised Statutes, ("A.R.S.") §41-5731, §41-5701, and §41-5702.

These monies are being awarded to the District for the purpose of maintaining the adequacy of existing school facilities owned by school districts that are required to meet the minimum adequacy standards for student capacity and that fall below the minimum school facility guidelines found in A.A.C. Title 7, sections R7-6-101 through R7-6-276. Districts are prohibited from using monies from the Fund awarded pursuant to these Terms and Conditions on any project that is in a building, or part of a building, that is being leased to another entity. All monies used must be in compliance with the statutory requirements found in A.R.S. §41-5731, A.A.C. Title 7 section R7-1-101 through R7-6-276, and the Building Renewal Grant Policy adopted on October 2, 2008 and as subsequently amended, as well as any applicable session law.

02. TERM OF TERMS AND CONDITIONS

The term of these Terms and Conditions shall begin on the initial date of the performance period and shall continue until the project is closed, pursuant to Paragraph 4.2. A project shall be complete within 12 months per A.R.S. §41-5731.

2.1 ABANDONMENT OF THE PROJECT

A Project or phase grant may be considered to be abandoned if the acceptance process, including, the submittal of the purchase order(s) has not been completed by the District within four months of award of funding or the project has had no activity in over a 6 month period. In such an instance, the project or phase grant may be subject to administrative closeout and any monies awarded may be de-obligated from the project or phase grant and returned to the fund.

03. FINANCIAL CONDITIONS

The District will accept a grant from the Fund in accordance with all applicable state statutes and rules, and will expend the funds in compliance with all provisions of such statutes and rules, including but not limited to, the following:

- a. Use of fiscal control and fund accounting procedures as prescribed in the Uniform System of Financial Records, which will ensure proper disbursement of, and accounting for, monies paid to the District from the Fund;
- b. Compliance with the School District Procurement Rules adopted by the Arizona State Board of Education, and the USFR purchasing guidelines;
- c. Compliance with all applicable state, federal, and local codes and laws related to buildings and building access, including permitting requirements of the Department of Environmental Quality for any construction project;
- d. Compliance with any applicable federal, state and local health or safety requirements;
- e. Compliance with any applicable School Facilities Division Performance Specifications;
- f. The SFD will require Design Scope Development meetings with the selected designer before any funding is made available for Construction phase grant. School district non-compliance with these Terms and Conditions may result in the delay of phase grant awards in Procurement and/or Construction;
- g. Professional services deliverables will be submitted to the SFD via activity reports before project and phase grant closeout to verify deliverables were successfully funded by the Building Renewal Grant Program.
- h. Further requests for funds in the form of subsequent phases, change orders, supplemental funding requests, and other requests outside of the project scope as described in the Terms and Conditions may be deemed ineligible upon review by the Division staff. These determinations are appealable as authorized in A.R.S. § 41-5702 (A) (5) (i). Staff will provide guidance and technical assistance to the district in meeting program requirements. The final determination of the SFD or the Board are appealable agency actions as detailed in § 41-5702 (A)(5) (i) and subsection 8. of these Terms and Conditions.
- i. Failure to comply with any term or condition required by this Agreement may result in a delay in the processing of payment applications and change orders.

3.1 UNIFORM SYSTEM OF FINANCIAL RECORDS

The District will maintain records as required by the Uniform System of Financial Records and provide access to those records to the SFD as necessary to perform its duties. The District will cooperate with the SFD or the Auditor General or any of their authorized representatives when audits are conducted as authorized by law. This cooperation includes access without unreasonable restrictions to the District's records and personnel for the purpose of obtaining relevant information.

3.2 SURPLUS FUNDS

If the final cost of the Project or the phase grant is less than the amount awarded by the SFD, the SFD shall de-obligate the remaining monies from the project or phase grant at closeout.

3.3 SCOPE OF WORK / UNFORESEEN CONDITIONS

The District shall notify the SFD if any unforeseen conditions arise during project implementation. The SFD will direct the District on how to proceed. The District must submit an executable Change Order which includes the signature of the District Representative, Architect, and contractor prior to receiving written approval from the Division to proceed. The Change Order is not considered executed until signed by the SFD. The Change Order will also indicate any changes to the contract value, contract schedule, and contract scope. No work shall proceed without a fully executed Change Order. Any work the school district approves prior to the executed change order is the financial responsibility of the school district.

Pursuant to A.R.S. §41-5701.02.I.2., if a school district approves (If the District issues a purchase order or authorizes start of the work) work referenced in a change order before the SFD approves the Change Order, the school district is responsible for the cost and construction of the project ('The Project' is defined for the purposes of the Change Order as the work defined in the Change Order).

3.4 LOCAL FUNDS

If the District intends to supplement the Project or phase grant with additional funds, the District shall provide to the SFD an itemized purchase order signed by a District representative authorized to make the expenditure. The District's purchase order shall clearly indicate the funding source and the amount being committed in each project or phase grant.

Elective upgrades to facilities, excluded spaces in excess of 10%, district administrative spaces, grade configuration updates of facilities, or program changes limited by "built as designed" plans are ineligible for BRG funds, notwithstanding campus-wide and/or multi-building building systems, such as, but not limited to fire alarms, intercoms, central plants, wastewater treatment plants and wells.

3.5 DISBURSED FUNDS

Any work the school district approves prior to receiving an award notice or an executed change order is the financial responsibility of the school district. The District shall return any disbursed monies to the SFD, and reimburse the Fund for monies spent without proper authorization from the SFD within thirty (30) days of being notified by the SFD.

3.6 FUTURE REPAIRS – THIS SECTION SURVIVES THE TERMINATION OF THIS AGREEMENT

To the extent allowed by law, if the District has contributed local funds to pay for an upgrade of the Project beyond that required by the minimum school facilities guidelines; any increase in the cost of a future repair or replacement shall be paid for proportionally according to the original cost

sharing.

04. REPORTING REQUIREMENTS

The District will make reports to the SFD as requested, and will cooperate with any evaluation of the grant and/or project as required by the SFD. All expenditures and projects are subject to audit. All construction and related contracts entered into by the District shall contain a clause that will permit the SFD and/or the District to audit the contract.

4.1 PUBLIC RECORD

Any application, report or plan, including school designs or architectural drawings relating to the funded Project in the possession of the District or its agents or designees is deemed a public record as defined by Arizona law.

4.2 FINANCIAL REPORT AND PROJECT / PHASE GRANT CLOSEOUT

The District shall complete a final financial report in each phase grant before initiating an application for subsequent phase grants. The project closeout shall be completed upon submission of the final project payment request.

The District shall maintain records for five years following the completion of the project, which show:

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For all construction projects, the District agrees to secure insurance coverage for purposes of general liability, property damage and workers' compensation and secure performance and payment bonds. Projects as a result of weather-related or other insurable incidences shall be initiated by an insurance claim and partnerships reported.

06. AUDIT OF RECORDS

Pursuant to A.R.S. §§ 35-214 and 35-215, the District shall retain and shall contractually require each subcontractor to retain all data, books and other records ("records") relating to these Terms and Conditions for a period of five years after completion of these Terms and Conditions. All records shall be subject to inspection and audit by the State for five years after the termination of

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Every payment obligation of the State under these Terms and Conditions is conditioned upon the availability of funds allocated for the payment of such obligations. If funds are not allocated and available for the continuance of the Project or phase grant, these Terms and Conditions may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.

08. APPEALABLE AGENCY ACTION

Pursuant to 41-5702 (A)(5) (i) and subsection P, Building Renewal Grant requests are an appealable agency action.

SFD Staff shall notify a school district in writing that the proposed project does not meet eligibility criteria. The written notification shall include documentation to support the staff's determination that the proposed project does not meet the eligibility criteria. The SFD will send written notification to the school district after the final decision that the school district is not eligible. The school district may directly appeal the staff's determination of ineligibility to the director or designee. The school district may directly appeal the director's determination of ineligibility to the board.

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8.1 RESOLUTION OF DISPUTES

The Parties to these Terms and Conditions agree to resolve all disputes arising out of or relating to these Terms and Conditions through arbitration, after exhausting applicable administrative review (pursuant to Title 41, Chapter 6, Article 10), to the extent required by A.R.S. § 12-1518, except as may be required by other applicable statutes.

09. NON-DISCRIMINATION

The Parties shall comply with Executive Order 2023-01. However, Tribal Nations are exempt from the definition of employer for both Federal and State Civil Rights Act.

10. TERMINATION

Each party shall have the right to terminate this Agreement by notifying the other party in writing of the termination at least thirty (30) days prior to the effective date of said termination. If the Agreement is terminated by the - SFD, the District shall be paid for all allowable costs incurred prior to the date of termination, and the cost determined appropriate by the SFD to de-mobilize the contractor from the work site, if applicable.

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Neither party may assign any rights hereunder without the express, prior written consent of both parties.

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The parties acknowledge that these Terms and Conditions are subject to the cancellation provisions set forth in A.R.S. §38-511.

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These Terms and Conditions shall be governed and interpreted by the laws of the State of Arizona.

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The SFD has the right to make site visits at reasonable intervals for purposes of review of Project accomplishments and management control systems and to provide technical assistance, if required. The District will provide reasonable access to facilities, office space, resources, and assistance for the safety and convenience to the SFD in the performance of their duties. All site visits and evaluations must be performed in a manner that does not unduly interfere with or delay the work.

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the limits established by Federal and State laws and regulations, all information relating to these Terms and Conditions.

The District agrees that any negotiations, agreements, and/or contracts between the District and Architect(s) for the design of the Project shall provide that the SFD retains the right to use design documents limited to Site Plan, Exterior Elevations, Floor Plans, models, photographs, and renderings for the following, restricted purposes:

- a) To acknowledge Architects and their school designs successfully funded by the Board;
- b) To create a resource collection of promotional architectural designs for elementary, middle and high schools that will be available to other school districts to use as a school design resource.

It is understood that other school districts cannot use the District's design plans as their own as mandated by Code and Rules under the Arizona State Board of Technical Registration. Artistic representations shall not contain confidential or proprietary information, but shall include professional credit for the architect and engineers of the successful project.

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The State may request verification of compliance for any of the District's contractors or subcontractors performing work under these Terms and Conditions. Should the State suspect or find that the District or its contractor or any of its subcontractors are not in compliance, the State may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Terms and Conditions for default, and suspension and/or debarment of the contractor. All costs necessary to verify compliance are the responsibility of the contractor.

19. E-VERIFY REQUIREMENTS PURSUANT TO A.R.S. § 41-4401

19.1 WARRANT COMPLIANCE

The District's contractors must warrant compliance with all Federal immigration laws and regulations relating to employees and warrant its compliance with A.R.S. § 23-214(A). (That subsection reads: After December 31, 2007, each employer, after hiring an employee, shall verify the employment eligibility of the employee through the E-verify program.)

19.2 BREACH OF WARRANTY

A breach of warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.3 FAILURE TO COMPLY

Failure to comply with a SFD audit process to randomly verify the employment of contractors and subcontractors shall be deemed a material breach of contract and the contractor may be subject to penalties up to and including termination of the contract.

19.4 INSPECTION

The SFD retains the legal right to inspect the papers of any employee who works on the Project to ensure that the contractor or subcontractor is complying with the warranty under Paragraph 19.1.

20. REIMBURSEMENTS FOR INVESTIGATIONS, ASSESSMENTS, REPAIRS AND REPLACEMENTS.

The SFD may enter into additional agreements with the District that authorize the District to utilize SFD-funded investigations, assessments, repairs or replacements for construction defect litigation. This agreement may require the District to reimburse the SFD an agreed upon amount for the expenses incurred in obtaining those investigations, repairs or replacements if, upon the completion of the legal action, the District receives damages.

21. PROHIBITED BEHAVIOR-BOYCOTT OF ISRAEL

The District warrants that its contractors are not engaged in a boycott of Israel as defined by A.R.S. §35-393.01.

22. FLOW-DOWN REQUIREMENTS

The District shall comply with requirements of applicable Federal, State and local laws, regulations, policy and guidance, and shall flow down the requirements of applicable Federal, State, and local laws, regulations, policy and guidance to contractors and subcontractors at any tier to the extent necessary to ensure compliance with the requirements.

The District shall comply with all laws, statutes, ordinances, rules, codes, and regulations applicable to any school district.

23. CERTIFICATION / AUTHORIZATION

These Terms and Conditions must be signed by the President of the Governing Board, Superintendent and the CFO/Business Manager of the District and certifies that he or she has read these Terms and Conditions and represents and warrants that he or she is duly authorized

to agree and accept and therefore sign these Terms and Conditions on behalf of the District.

BRG Project Number: BRG-006610

Governing Board President (signature)

Susan Zibrat

Name (printed/typed)

Date

Amphitheater Unified District

School District

Superintendent (signature)

Todd A. Jaeger, J.D.

Name (printed/typed)

Date

CFO/Business Manager (signature)

Scott Little

Name (printed/typed)

Date



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of revisions to Governing Board Policies 4-102.A (Professional Staff Assignments and Transfers), 4-106 (Professional Staff Reduction in Force), Professional Staff Reduction in Force Profile Form and 4-106.A (Professional Staff Reduction in Force)**

BACKGROUND:

On December 10, 2024, the Governing Board reviewed proposed revisions to former Governing Board Policies or District Regulations GCK- R (Professional Staff Assignments and Transfers), GCQA (Professional Staff Reduction in Force), GCQA-E (Professional Staff Reduction in Force Profile Form) and GCQA-R (Professional Staff Reduction in Force). With no changes having been recommended, these policies are now presented for the Board’s approval under the new Trust policy system.

RECOMMENDATION:

Administration recommends the Governing Board approve the revisions to Governing Board Policies 4-102.A (Professional Staff Assignments and Transfers), 4-106 (Professional Staff Reduction in Force), Professional Staff Reduction in Force Profile Form and 4-106.A (Professional Staff Reduction in Force) as presented.

INITIATED BY:

Tassi Call

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: January 21, 2025

Todd A. Jaeger

Todd A. Jaeger, J.D., Superintendent

4-102.A

REGULATION

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Intra-Site Reassignment

When a vacancy opens within the academic year at a school the principal shall have the option to fill the position with a current staff member. The principal will notify all certificated staff of the vacancy no later than its official posting date.

Voluntary Transfers

Requested transfer by teachers from one (1) school of the District to another is encouraged and is an acceptable practice in accordance with the prescribed factors and conditions set forth herein.

- A. A request for transfer will include authorization of the selection committee to have access to correspondence, evaluations, and any other information contained in the employee's personnel file that may be pertinent to the hiring process.
- B. Internal employees applying for a temporary position within the district may do so with a letter of intent. Employees are encouraged to update their resume and/or application.
- C. Internal applicants for an open vacancy will submit an updated application when applying for a promotion.
- D. Instructional personnel will be eligible for voluntary transfer only once during the school year.
- E. A teacher desiring a voluntary transfer to another position(s) for the ensuing school year may submit an internal application, via the district's on-line applicant tracking system, when the specific position(s) of interest has been posted on the district's employment website. Voluntary transfer requests must be submitted by May 15 unless another later deadline is set by Human Resources.
- F. The two (2) certificated staff members with the highest District seniority who apply for a voluntary transfer shall be given an opportunity to interview for that position within the timelines established for the interview. Hiring administrators are¹⁴² encouraged to interview additional transfer applicants.

- a. It is the responsibility of all applicants to make current contact information available to Human Resources.
 - b. Transfer applicants unavailable during the timelines established for the interview will be notified in writing of the intent to interview them and of the efforts made to contact them.
 - c. Interviews for teachers currently under contract shall be scheduled outside of the employee's normal teaching hours or the teacher will be provided release time.
- G. Each school may have interviewing committees. The composition of these committees will be determined by the principal or the principal's designee. The number of members and composition of the committee shall remain the same for voluntary transfers and outside applicants. To the extent possible, the membership of the committee should remain the same for each specific position.
- H. The interview process must be the same for voluntary transfers and outside applicants.
- I. After July 1 and prior to the first day of school, positions may be filled either on a short-term or regular contract basis, at the prerogative of the District. After the commencement of the academic year, all positions will be filled on a short-term contract basis, in accordance with District regulation.
- J. The school principal will make the recommendation to fill the position to the Superintendent or the Superintendent's designee.
- K. A teacher who has requested a voluntary transfer and has not been selected by July 1 may not reapply until the following school year. Between May 15 and June 30, a voluntary transfer can be approved, providing the relinquishing principal agrees to the transfer following a conversation between the relinquishing principal, accepting principal and the teacher.
- L. A minimum of the staffing of a new school will be accomplished by teachers who request voluntary transfer.

M. Recommendation/nonrecommendation and processing of the voluntary transfer request shall be made in writing by the site administrator to the staff member as soon as possible, but not later than ten (10) calendar days following completion of the site selection process.

Involuntary Transfers

An Involuntary transfer will be defined as movement from one (1) school site to another school site, and an involuntary transfer may be required based on the following factors:

- A. Increase or decrease of enrollment in various grades and classes.
- B. Opening of new buildings or closing of old ones.
- C. Changes in organization of the school system.
- D. Addition or elimination of an educational service.

After determining that one (1) or more of the factors listed above exists and that an involuntary transfer is necessary, the following procedure shall be followed:

- A. The principal shall call a meeting within one (1) week during the school year or send written notice during the summer to all eligible certificated personnel in the department/school to seek a volunteer who will declare availability for transfer. If an eligible volunteer is found, the transfer will be made.
- B. Teachers eligible for involuntary transfer:
 - a. To a primary class will be those currently teaching in grades kindergarten (K) through three (3).
 - b. To an intermediate class will be those currently teaching in grades four (4) through six (6).
 - c. To a subject or department at the middle school level will be those currently teaching in grades six (6) through eight (8) with appropriate certification.

- d. To a subject or department at the high school level will be those currently teaching in grades nine (9) through twelve (12) with appropriate certification.
- C. A teacher will be considered ineligible for an involuntary transfer if:
 - 1. The teacher is on a remediation plan or disciplinary probation.
 - 2. The teacher was involuntarily transferred within the past two (2) years.
 - 3. The teacher is to be transferred from a position that will be filled by a new hire.
- D. The teachers identified as available for involuntary transfer to a new assignment shall be identified as follows: A list shall be made up ranking the possible eligible teachers by District, schools, departments/primary/intermediate, based on seniority. Priority of the list shall be:
 - a. District
 - b. School
 - c. Departments/primary/intermediate.
- E. Involuntary transfers will be determined beginning with the teachers with the least seniority (all teachers employed for a given academic year will be considered equal in seniority). If only one (1) teacher is eligible by this means of determination, the teacher or teachers at the next level of seniority will be considered eligible.
- F. In any elementary school, the principal of the school will have the right to designate two (2) individuals who will not be considered for involuntary transfer. In any high school or middle school department, the principal of the school will have the right to designate one (1) individual who will not be considered for involuntary transfer.

- G. When the list of eligible teachers is completed, a commission shall be formed consisting of one (1) administrator appointed by the Superintendent or the Superintendent's designee and one (1) teacher selected by the teachers' association. These two (2) individuals will in turn select a third commission member mutually acceptable to them within five (5) working days. Within ten (10) working days after the commission members are determined, they shall meet and render a final determination and shall, during this period, receive information from the teachers, principal, department chairperson (if applicable), and others as they deem appropriate and determine by majority vote if the recommendation shall be carried out.
- H. Written notice of involuntary transfer shall be given to the person or persons affected within two (2) weeks of the principal's notification by the director of human resources.
- I. The person being transferred shall have the opportunity to meet and discuss the reasons for transfer with the Superintendent or the Superintendent's designee before final action is taken.
- J. Whenever a transfer occurs during the school year, the teacher shall be allowed at least three (3) working days relieved of regular duties to complete the transfer.

Decisions of the Superintendent or the Superintendent's designee on transfers and the necessity thereof are final; however, if a violation of transfer policy is realized, this occurrence may then be subject to the District grievance procedure.

Transfers Directed by the Superintendent

The Superintendent or the Superintendent's designee will consider requests for transfers directed by the Superintendent, compatible with the qualifications criteria less the length-of-service factor, on the assumption that often a different environment will promote professional growth and increase efficiency.

A recommendation may be made by a school principal to the Superintendent for a (directed) transfer to promote professional growth and increase the efficiency of a teacher. A teacher who has previously been unsuccessful in obtaining a voluntary transfer and is not on any form of evaluative or disciplinary probation may request that the teacher's principal recommend a transfer directed by the Superintendent on the teacher's behalf if the factors listed in Policy GCK are present. If the principal declines to support a request in lieu of having the teacher reapply for a voluntary transfer, the teacher may appeal that decision to the appropriate associate superintendent for school operations. The decision of the associate superintendent is final. A transfer directed by the Superintendent may be given as follows:

- A. Within a ten (10) working day period following the Superintendent's receipt of the request, the Superintendent will gather information from the teacher, principal, department chairpersons (if applicable), the employee's personnel file, and other pertinent sources of information and consider available placement options for the directed transfer. Provided placement options exist, such transfers shall be effected in accordance with District policy.
- B. If the recommendation is affirmed, a transfer directed by the Superintendent may be made as recommended. If the recommendation is denied, the information relative to the recommended transfer shall be purged from the employee's personnel file.

The teacher will be notified of the Superintendent's decision within ten (10) calendar days.

Intra-District Exchange Teaching

A pilot program was established for the purpose of offering intra-District exchange teaching to all continuing teachers in grades

kindergarten (K) through twelve (12). Applicable stipulations and procedures are as follows:

- A. The exchange of teaching positions shall be for a full school year, one (1) semester, or part of a semester, with one (1) year being the maximum allowed.
- B. At the end of the time period agreed upon, teachers will return to their former teaching positions.
- C. Each teacher wishing to exchange positions must write proposals stating their rationale for such exchange and give the proposals to affected principals at the appropriate time.
- D. Teachers shall ensure that they have appropriate certification and accreditation for the position(s) selected for exchange.
- E. If a teacher has identified an exchange partner, this information should be included in the exchange proposal.
- F. After the teachers have agreed to an exchange of positions, said teachers shall contact the principals involved for interviews.
- G. Principals will approve or disapprove, at their discretion, any exchange after verifying appropriate certification and accreditation of each teacher involved.
- H. Upon approval of a teacher for participation in an intra-District exchange, principals will immediately notify the director of human resources of any such change(s) so that appropriate staffing and payroll functions may occur.
- I. Denials of exchange-teaching requests must also be reported by the principal to the director of human resources.
- J. Approval/denial and processing of the exchange-teaching request shall be made in writing to the staff members as soon as possible by the director of human resources.
- K. Any teacher whose request for intra-District exchange teaching is denied will, upon request, be granted a conference with the school principal and/or the director of human resources.

- L. A teacher who has not identified someone with whom to exchange, will need to submit requested exchange possibilities and a written proposal to the human resources office.
- M. All exchange requests/proposals must be received in the human resources office no later than February 1. This date will be strictly adhered to.
- N. A list of teachers seeking to exchange their positions will be prepared by the office of human resources and posted in each school and the human resources office.
- O. Teachers shall then seek exchange with other teacher(s) on the list.
- P. All intra-District exchanges will be finalized by April 15.

Revised: January 28, 2025

GCK-R

REGULATION

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

Intra-Site Reassignment

When a vacancy opens within the academic year at a school the principal shall have the option to fill the position with a current staff member. The principal will notify all certificated staff of the vacancy no later than its official posting date.

Voluntary Transfers

Requested transfer by teachers from one (1) school of the District to another is encouraged and is an acceptable practice in accordance with the prescribed factors and conditions set forth herein.

- A. A request for transfer will include authorization of the selection committee to have access to correspondence, evaluations, and any other information contained in the employee's personnel file that may be pertinent to the hiring process.
- B. Internal employees applying for a temporary position within the district may do so with a letter of intent. Employees are encouraged to update their resume and/or application.
- C. Internal applicants for an open vacancy will submit an updated application when applying for a promotion.
- D. Instructional personnel will be eligible for voluntary transfer only once during the school year.
- E. A teacher desiring a voluntary transfer to another position(s) for the ensuing school year may submit an internal application, via the district's on-line applicant tracking system, when the specific position(s) of interest has been posted on the district's employment website. Voluntary transfer requests must be submitted by May 15 unless another later deadline is set by Human Resources.
- F. The two (2) certificated staff members with the highest District seniority who apply for a voluntary transfer shall be given an opportunity to interview for that position within the timelines established for the interview. Hiring administrators are¹⁵⁰ encouraged to interview additional transfer applicants.

- a. It is the responsibility of all applicants to make current contact information available to Human Resources.
 - b. Transfer applicants unavailable during the timelines established for the interview will be notified in writing of the intent to interview them and of the efforts made to contact them.
 - c. Interviews for teachers currently under contract shall be scheduled outside of the employee's normal teaching hours or the teacher will be provided release time.
- G. Each school may have interviewing committees. The composition of these committees will be determined by the principal or the principal's designee. The number of members and composition of the committee shall remain the same for voluntary transfers and outside applicants. To the extent possible, the membership of the committee should remain the same for each specific position.
- H. The interview process must be the same for voluntary transfers and outside applicants.
- I. After July 1 and prior to the first day of school, positions may be filled either on a short-term or regular contract basis, at the prerogative of the District. After the commencement of the academic year, all positions will be filled on a short-term contract basis, in accordance with District regulation.
- J. The school principal will make the recommendation to fill the position to the Superintendent or the Superintendent's designee.
- K. A teacher who has requested a voluntary transfer and has not been selected by July 1 may not reapply until the following school year. Between May 15 and June 30, a voluntary transfer can be approved, providing the relinquishing principal agrees to the transfer following a conversation between the relinquishing principal, accepting principal and the teacher.
- L. A minimum of the staffing of a new school will be accomplished by teachers who request voluntary transfer.

M. Recommendation/nonrecommendation and processing of the voluntary transfer request shall be made in writing by the site administrator to the staff member as soon as possible, but not later than ten (10) calendar days following completion of the site selection process.

Involuntary Transfers

An Involuntary transfer will be defined as movement from one (1) school site to another school site, and an involuntary transfer may be required based on the following factors:

- A. Increase or decrease of enrollment in various grades and classes.
- B. Opening of new buildings or closing of old ones.
- C. Changes in organization of the school system.
- D. Addition or elimination of an educational service.

After determining that one (1) or more of the factors listed above exists and that an involuntary transfer is necessary, the following procedure shall be followed:

- A. The principal shall call a meeting within one (1) week during the school year or send written notice during the summer to all eligible certificated personnel in the department/school to seek a volunteer who will declare availability for transfer. If an eligible volunteer is found, the transfer will be made.
- B. Teachers eligible for involuntary transfer:
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 - c. To a subject or department at the middle school level will be those currently teaching in grades six (6) through eight (8) with appropriate certification.

d. To a subject or department at the high school level will be those currently teaching in grades nine (9) through twelve (12) with appropriate certification.

C. A teacher will be considered ineligible for an involuntary transfer if:

~~1. The teacher has been employed by the District for less than two (2) years prior to the effective date of the involuntary transfer.~~

21. The teacher is on a remediation plan or disciplinary probation.

32. The teacher was involuntarily transferred within the past two (2) years.

43. The teacher is to be transferred from a position that will be filled by a new hire.

D. The teachers identified as available for involuntary transfer to a new assignment shall be identified as follows: A list shall be made up ranking the possible eligible teachers by District, schools, departments/primary/intermediate, based on seniority. Priority of the list shall be:

a. District

b. School

c. Departments/primary/intermediate.

E. Involuntary transfers will be determined beginning with the teachers with the least seniority (all teachers employed for a given academic year will be considered equal in seniority). If only one (1) teacher is eligible by this means of determination, the teacher or teachers at the next level of seniority will be considered eligible.

F. In any elementary school, the principal of the school will have the right to designate two (2) individuals who will not be considered for involuntary transfer. In any high school or middle school department, the principal of the school will have the right to

designate one (1) individual who will not be considered for involuntary transfer.

- G. When the list of eligible teachers is completed, a commission shall be formed consisting of one (1) administrator appointed by the Superintendent or the Superintendent's designee and one (1) teacher selected by the teachers' association. These two (2) individuals will in turn select a third commission member mutually acceptable to them within five (5) working days. Within ten (10) working days after the commission members are determined, they shall meet and render a final determination and shall, during this period, receive information from the teachers, principal, department chairperson (if applicable), and others as they deem appropriate and determine by majority vote if the recommendation shall be carried out.
- H. Written notice of involuntary transfer shall be given to the person or persons affected within two (2) weeks of the principal's notification by the director of human resources.
- I. The person being transferred shall have the opportunity to meet and discuss the reasons for transfer with the Superintendent or the Superintendent's designee before final action is taken.
- J. Whenever a transfer occurs during the school year, the teacher shall be allowed at least ~~two-three~~ (23) working days relieved of regular duties to complete the transfer.

Decisions of the Superintendent or the Superintendent's designee on transfers and the necessity thereof are final; however, if a violation of transfer policy is realized, this occurrence may then be subject to the District grievance procedure.

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assumption that often a different environment will promote professional growth and increase efficiency.

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- A. The exchange of teaching positions shall be for a full school year, one (1) semester, or part of a semester, with one (1) year being the maximum allowed.
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- G. Principals will approve or disapprove, at their discretion, any exchange after verifying appropriate certification and accreditation of each teacher involved.
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- N. A list of teachers seeking to exchange their positions will be prepared by the office of human resources and posted in each school and the human resources office.
- O. Teachers shall then seek exchange with other teacher(s) on the list.
- P. All intra-District exchanges will be finalized by April 15.

Revised: ~~January 4, 2023~~

4-106

PROFESSIONAL STAFF REDUCTION IN FORCE (Meet and Confer Recommendation)

When a reduction in force of certificated staff is necessary, the Superintendent shall equitably administer procedures to determine those staff members who will be affected. Those procedures shall be clear, transparent, and based on objective criteria that honor a staff member's body of work and due process rights.

Reduction in Force Defined

A Reduction in Force is defined as a decrease in the number of certificated staff due to declining District enrollment, changes in course registration, state or federal budget reductions or for other reasons as determined by the Governing Board.

Guidelines for Implementation

It shall be the policy of the District to first attempt to make such reductions through normal factors of attrition such as resignation, retirement, and termination of short-term contracts. The Superintendent shall first consider site and District programmatic needs, and then, the following order shall be used in determining the certificated personnel to be affected by the reduction in force:

- A. Certificated staff under contract to the district through third party organizations;
- B. Certificated staff who have previously retired and have returned to the district under a retiree contract;
- C. Staff who are not appropriately certificated, or, when applicable, highly qualified for the needed content area(s).

In the event the above actions do not reach the required reduction of positions, further reduction will be made using the following criteria (after taking into account District programmatic needs) to evaluate a teacher's body of work and determine those staff members with the lowest composite scores:

- A. Disciplinary action (Letters of Reprimand and Suspensions without Pay Only).
- B. Performance as determined by formal evaluation (teacher evaluations shall include student achievement as required by Arizona state statute).
- C. Certifications.
- D. Experience.

Adopted: January 28, 2025

LEGAL REF.:

A.R.S.

15-502

15-503

15-544

A.G.O.

178-286

CROSS REF.:

GCB - Professional Staff Contracts and Compensation

GCQA
PROFESSIONAL STAFF
REDUCTION IN FORCE
(Meet and Confer Recommendation)

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- A. Disciplinary action (Letters of Reprimand and Suspensions without Pay Only).
- B. Performance as determined by formal evaluation (teacher evaluations shall include student achievement as required by Arizona state statute).
- C. Certifications.
- D. Experience.

~~E. Professional development.~~

~~F. Leadership.~~

Adopted: ~~February 23, 2021~~

LEGAL REF.:

A.R.S.

15-502

15-503

15-544

A.G.O.

178-286

CROSS REF.:

GCB - Professional Staff Contracts and Compensation

REDUCTION IN FORCE



STAFF PROFILE FORM

Name: _____ Site: _____ Fiscal Year: _____
 (Please print)

1. **Disciplinary Action** - (refers ONLY to written reprimands and suspensions without pay received by you) Begin with 25 total possible points for this section:

Subtract the number of reprimands in last three years x 8 points: _____ x 8 = - _____

Subtract the number of suspensions in last three years x 25 points: _____ x 25 = - _____

Total calculated points Section 1: 25 - _____ = _____
 (Total points from above) (Not less than 0 points)

 Principal Verification HR Verification

2. **Teacher Evaluation** – Write in the average Domain score from your final evaluation for each of the last two years for each Domain and then write in the correlating point score. If you have not had two final, year-end evaluations, include ratings from the last two evaluations. If you have only had one evaluation to date, provide the data from that single evaluation. List the date of each evaluation.

Date of Eval.: _____ (Most Recent Final Eval.) (15 points possible)	
Evaluation Score	Points
Domain 1	
Domain 2	
Domain 3	
Domain 4	

3.5 - 4.0 = 15 points
3.0 - 3.4 = 10 points
2.0 - 2.9 = 5 points
1.5 - 1.9 = 3 points
1.0 - 1.4 = 0 points

Date of Eval.: _____ (Next Most Recent Final Eval.) (10 points possible)	
Evaluation Score	Points

3.5 - 4.0 = 10 points
3.0 - 3.4 = 8 points
2.0 - 2.9 = 5 points
1.5 - 1.9 = 3 points
1.0 - 1.4 = 0 points

Total Calculated Points Section 2: _____

 Principal Verification HR Verification

3. **Student Achievement** - Using the same evaluation(s) used earlier in Section 2, place your student achievement data. For A teachers, enter your **Classroom Academic Growth** value from Domain 5. For B teachers, enter your **School Academic Growth** value from Domain 5.

Student Achievement Value Date of Eval.: _____ (Most Recent Final Eval.) 15 points Possible		Student Achievement Value Date of Eval.: _____ (Next Most Recent Final Eval.) 10 Points Possible	
Student Achievement Value	Points	Student Achievement Value	Points

3.5-4.0= 15 points
3.0-3.4= 10 points
2.0-2.9= 5 points

3.5-4.0 = 10 points
3.0-3.4 = 8 points
2.0-2.9 = 5 points

Total Calculated Points Section 3: _____

Principal Verification HR Verification

4. **Certification** - Please indicate (check) the *certifications you possess* in which you would be willing to accept a teaching assignment.

_____ Elementary (5 points) (If you are not including a middle school content area endorsement below).

_____ Secondary (3 points)

Please list approved areas and endorsements you hold *in which you would be willing to accept a teaching assignment (include content areas and professional endorsements)*. Add two points for each listing.

_____ (2 points)

Additional Endorsement points (attach additional page if needed, 2 points each)

Do you have National Board Certification? _____ (if yes, add 2 points)

Do you have a Masters Degree in Education or your teaching content area? _____ (if yes, add 2 points)

Do you have a Masters Degree +15 credits? _____ (if yes, add 1 point)

Do you have an Educational Specialist Degree? _____ (if yes, add 1 point)

Do you have a Doctoral Degree in education or your teaching content area? _____ (if yes, add 2 points)

Total Calculated Points Section 4: _____

Principal Verification HR Verification

5. **Teaching Experience** - Circle the appropriate points corresponding to your years of experience in each category below:

Experience in your current content area	Points	Experience Teaching in Ariz.	Points	Experience Teaching Out of State	Points
1-3 years	1 pt	1-3 years	1 pt	1-3 years	1 pt
4-6 years	2 pts	4-6 years	2 pts	4-6 years	2 pts
7-9 years	3 pts	7-9 years	3 pts	7-9 years	3 pts
10-12 years	4 pts	10-12 years	4 pts	10-12 years	4 pts
13-15 years	5 pts	13-15 years	5 pts	13-15 years	5 pts
16-18 years	6 pts	16-18 years	6 pts	16-18 years	6 pts
>18 years	7 pts	>18 years	7 pts	>18 years	7 pts
Multiply points by specified weights:	____ x2 = ____		____ x1.5 = ____		____ x .75 = ____
Total Points (Sum of weighted points from all three columns):					

Note: If you taught in another content area at your current school site in the last three school years, you may complete an additional form for that content area for consideration of retention/placement in that content area.

Total Calculated Points Section 5: _____

Principal Verification HR Verification

6. **Attendance** - Circle the total number of sick leave days which you personally took (do not count days you donated to someone else or any days you sold back in the Sick Leave Buyback Program) during last fiscal year 2024-2025). If you were not employed by Amphitheater last year, circle the days taken this current year to date. (Do not include absence during board-approved leaves of absence (FMLA) including intermittent FMLA leaves of absence). Count the points associated with the number of days selected:

Less than 8 days: 5 pts
 8-9 days: 4 pts
 10-11 days: 3 pts
 12-13 days: 2 pts
 14-15 days: 1 pt
 More than 15 days: 0 pts

Sick days used in 2024-2025 _____

Total Calculated Points Section 6: _____

Principal Verification HR Verification

Final Total Points Calculation

Total Calculated Points Section 1	
Total Calculated Points Section 2	
Total Calculated Points Section 3	
Total Calculated Points Section 4	
Total Calculated Points Section 5	
Total Calculated Points Section 6	
Final Total Calculated Points from All Sections Above	

I attest that the information I have provided above is accurate and complete.

Signature of Teacher Completing this form

164 _____
Date



REDUCTION IN FORCE STAFF PROFILE FORM

Name: _____ Site: _____ Fiscal Year: _____
 (Please print)

Principal Verification _____ HR Verification _____

1. Disciplinary Action (refers ONLY to written reprimands and suspensions without pay received by you)

Begin with 25 total possible points for this section: 25
 Subtract the number of reprimands in last three years x 8 points: _____ x 8 = - _____
 Subtract the number of suspensions in last three years x 25 points: _____ x 25 = - _____

Calculated Points _____
 (No less than 0)

 (Princ.) (HR)

2. Teacher Evaluation Place a check mark to indicate your rating under each Domain from your final evaluation for each of the last two years. If you have not had two final, year-end evaluations, include ratings from the last two evaluations. If you have only had one evaluation to date, provide the data from that single evaluation. List the date of each evaluation.

	Date of Eval.: _____ (Most Recent Final Eval.) (15 points possible)					Date of Eval.: _____ (Next Most Recent Final Eval.) (10 points possible)			
	1	2	3	4		1	2	3	4
Domain 1:									
Domain 2									
Domain 3									
Domain 4									
Domain-5	-		-	-	-		-	-	

For each evaluation listed, apply the following:
 a. If three or more Domains were rated "2", do not count any points for that evaluation.
 b. If any Domain was rated "1", do not count any points for that evaluation.
 c. If neither a or b applies to your evaluation, count all the points possible for that evaluation.

Calculated Points: _____

 (Princ.) (HR)

3. Student Achievement Using the same evaluation(s) used earlier in Section 2, check the box of the rating level you received in Domain 5 each Student Achievement-Domain-2Progress Data (using CGI Model) indicator, then multiply the number of check marks in each column by the weighting factor.. Five (5) total points maximum is possible for each evaluation.

Most Recent Evaluation from Section 2				Next Most Recent Evaluation from Section 2			
-Domain Indicator	4-or-3	2	1	-Domain Indicator	4-or-3	2	1
2-1				2-1			
2-2				2-2			
2-3				2-3			
2-4				2-4			
2-5				2-5			
Multiply points by specified weights:	x-1.25 = _____	x-0.50 = _____	x-0=0	Multiply points by specified weights:	x-1.25 = _____	x-0.50 = _____	x-0=0
Total Weighted Points:				Total Weighted Points:			

Calculated Points: _____

 (Princ.) (HR)

(HR)

Final Total of Points from All Sections Above: _____

I attest that the information I have provided above
is accurate and complete.

Signature of Teacher Completing this form

Date

4-106.A

REGULATION

PROFESSIONAL STAFF REDUCTION IN FORCE

(Meet and Confer Recommendation)

This regulation establishes the process and procedures for implementation of a reduction in force ("RIF") for certificated and other professional staff in order to effectuate economies in the operation of the District or to improve the efficient conduct and administration of District schools and programs.

Definition of Reduction in Force

For purposes of this regulation, a *RIF* is defined as a decrease in the number of certificated and/or professional staff positions. A *RIF* may occur in situations which include, but are not limited to, the following:

- A. Decreases in student enrollment or reduced student demand for or participation in programs or activities;
- B. Decreases in revenue due to:
 - 1. decreased student enrollment;
 - 2. loss or reduction of tax revenues;
 - 3. reduction of state, local, or federal financial support; or
 - 4. reduction in the value of revenues received or significant increasing costs of operation due to inflation;
- C. Changes in the educational program of the District;
- D. Consolidation or de-consolidation involving the District;
- E. Court orders;
- F. Legislative mandates; or

G. Unanticipated financial or programmatic exigencies identified by the Superintendent which warrant initiation of a RIF process.

Initiation of Reduction in Force Plan

Where the Superintendent determines that the fiscal and other considerations described above necessitate a reduction in force, the Associate to the Superintendent will prepare a Reduction in Force Plan ("the Plan") for presentation to the Board. The Plan shall focus upon the total educational program of the district and how it may be modified to reduce costs, programs and personnel while still providing the educational program required of school districts and meeting the particular educational needs of the students of the District. Where circumstances warrant, the Plan may focus on particular programs, departments, school sites, content areas or activities if the cause(s) for the RIF predominately impact(s) limited aspects of the educational program.

The Plan shall include, but need not be limited to, the following:

- A. A detailed description of the cause(s) necessitating a RIF;
- B. A description of other measures, if any, already implemented to avoid or minimize a RIF (e.g., reduction by attrition, district initiated transfers, etc.);
- C. A designation of the part(s) of the total educational program or particular program or activity in which the RIF is unnecessary and the number of positions to be reduced in each program or activity; and
- D. A timetable for the implementation of the RIF.

Following Governing Board approval of the Plan, it shall be made available to all staff and the public through posting on the District's website.

Personnel Study Based upon Staff Profiles

If a RIF plan is adopted by the Board, the Human Resources Department shall perform a study of the District's personnel to determine those staff members who must be wholly or partially discharged in order to implement the plan. In performing the study, the Human Resources Department shall utilize a Staff Profile Form ("the Profile form") which will include a point scale using the following criteria:

- A. The employee's disciplinary history (letters of reprimand and suspensions without pay) within the three (3) calendar years preceding the date of the Governing Board's approval of the Plan;
- B. the employee's evaluations for the two (2) preceding school years (as applicable) with the understanding that A.R.S. §[15-537](#) requires teacher evaluations to include quantitative data on the academic progress for all students that accounts for between twenty percent and thirty-three percent of the evaluation outcomes;
- C. the employee's certification(s) ADE-approved area(s)/endorsement(s) for grade levels and/or content areas in which the employee is willing to be employed;
- D. the employee's previous (prior to the fiscal year in which the Plan is implemented) professional experience both within and outside of Arizona;

The Profile Form will only be completed by personnel in those schools, departments, or programs where a RIF is necessary. The Human Resources Department will ensure that staff members have opportunity for input into the data contained on their Profile Form and that staff members receive a copy of their finalized Profile Form.

Requests for Review and Revision of Staff Profiles

An employee may request review and revision of the employee's Finalized Profile Form by delivering a written request to the Associate to the Superintendent on or before 5:00 p.m. of the third (3rd) business day following the employee's receipt of the Finalized Profile Form from Human Resources. The request for review must specifically explain the element or elements of the Profile believed to be erroneous.

A request for revision of Staff Profiles will be reviewed and determined by the Associate to the Superintendent or designee within two (2) business days of receiving the request. The Associate to the Superintendent or designee may conduct a meeting with the staff member before rendering a decision or may make a determination on the basis of the written materials. The decision will be in writing.

Application of RIF Using Staff Profile Data

If reduction of staff within a site, department or program is still required after

first taking into account all factors of attrition, staff members from the affected site, department or program will be selected for the RIF based upon Staff Profile data. The selection shall be based upon the total point values on the staff profile form, lowest to highest, unless the consequence of such action would have a serious and detrimental effect on the total educational program. In such event, a staff member with a higher point total on the staff profile form may be selected for RIF, provided the principal or other supervisor submits written justification that such action is in the best interests of the District, school or program. The written justification and Staff Profile forms for the personnel involved shall be available for review by the person identified for RIF.

Staff selected for RIF shall be notified of their RIF status within five (5) working days and shall be provided notice of the effective date of the RIF.

Transfer or Reassignment

Following a staff member's selection for a RIF, but prior to the effective date of the RIF, the staff member will be eligible for placement in positions which become available in other schools, departments or programs for which the staff member is highly qualified. Staff members will be placed in positions for which they are highly qualified based upon their total point values as shown on the staff profile form which led to their selection for RIF.

Where more than one (1) staff member who has been selected for RIF is appropriately certified for the same position, the staff member with the highest point value shall be offered the position first. Where multiple staff members are appropriately certified for a position and share common total point values under the staff profile form, placement into the vacant position shall be determined through an interview and selection process.

A staff member who has been selected is responsible for keeping the Human Resources Department informed of his or her current contact information. If the District offers a position to a staff member and the staff member declines or fails to accept the position offer within three (3) working days, the District will have no further obligation to offer the staff member placement in any other positions, but the staff member may apply for and will be considered for additional positions.

Recall of Staff Affected by RIF

For a period of three (3) years after the effective date of the RIF of any staff member pursuant to this regulation, the District shall offer to such person any position(s) which becomes available for which such person is licensed and qualified, provided that such person has complied with the requirements

specified below.

A. Every person affected by RIF under Policy GCQA and this regulation who wishes to be considered for recall must file with the Superintendent, within thirty (30) days after the effective date of the RIF, a written statement indicating a desire to be considered for recall and providing an address at which the person may be contacted. Such person must notify the Superintendent of any change in address within ten (10) days after changing residences in order to insure proper notification in the event of a recall.

B. In the event that more than one (1) interested person who was subject to a previous RIF is highly qualified for a position(s), the persons shall be recalled based upon their relative total point values as determined by the Staff Profile Form completed at the time of their RIF, in order of highest to lowest points.

C. Any person selected for recall hereunder shall receive written notification of the recall, by certified mail, at the address they last provided to the District. The recalled person must accept the position offered through recall in writing. Such acceptance must be received in the Superintendent's office within seven (7) calendar days after mailing of the recall notice to the person. Rejection of the offer, or failure to timely respond, shall result in forfeiture by the recalled person of any further recall rights. Thereafter, an offer of recall will be made to the next person qualified to be recalled, or if there is none, the position will be filled by another qualified applicant.

D. Any person recalled pursuant to this policy shall have all accrued but unpaid sick leave restored and be given credit for all years of previously credited service for salary purposes.

E. After the three (3)-year recall period has expired, any person discharged or terminated under Policy GCQA and this regulation shall no longer have any right to be recalled. Such persons who wish to be re-employed thereafter shall file applications for employment and will be treated as would any other applicant for a vacant position.

Requirement of Recent Experience for Transfer/Reassignment or Recall

For purposes of this regulation, if the staff member affected by a RIF has not actually had experience in the other position which is vacant during any part of the preceding five (5) school years, the staff member shall not be considered qualified for transfer or reassignment to the other position.

GCQA-R

REGULATION

PROFESSIONAL STAFF REDUCTION IN FORCE

(Meet and Confer Recommendation)

This regulation establishes the process and procedures for implementation of a reduction in force ("RIF") for certificated and other professional staff in order to effectuate economies in the operation of the District or to improve the efficient conduct and administration of District schools and programs.

Definition of Reduction in Force

For purposes of this regulation, a *RIF* is defined as a decrease in the number of certificated and/or professional staff positions. A *RIF* may occur in situations which include, but are not limited to, the following:

- A. Decreases in student enrollment or reduced student demand for or participation in programs or activities;
- B. Decreases in revenue due to:
 - 1. decreased student enrollment;
 - 2. loss or reduction of tax revenues;
 - 3. reduction of state, local, or federal financial support; or
 - 4. reduction in the value of revenues received or significant increasing costs of operation due to inflation;
- C. Changes in the educational program of the District;
- D. Consolidation or de-consolidation involving the District;
- E. Court orders;
- F. Legislative mandates; or

G. Unanticipated financial or programmatic exigencies identified by the Superintendent which warrant initiation of a RIF process.

Initiation of Reduction in Force Plan

Where the Superintendent determines that the fiscal and other considerations described above necessitate a reduction in force, the Associate to the Superintendent will prepare a Reduction in Force Plan ("the Plan") for presentation to the Board. The Plan shall focus upon the total educational program of the district and how it may be modified to reduce costs, programs and personnel while still providing the educational program required of school districts and meeting the particular educational needs of the students of the District. Where circumstances warrant, the Plan may focus on particular programs, departments, school sites, content areas or activities if the cause(s) for the RIF predominately impact(s) limited aspects of the educational program.

The Plan shall include, but need not be limited to, the following:

- A. A detailed description of the cause(s) necessitating a RIF;
- B. A description of other measures, if any, already implemented to avoid or minimize a RIF (e.g., reduction by attrition, district initiated transfers, etc.);
- C. A designation of the part(s) of the total educational program or particular program or activity in which the RIF is unnecessary and the number of positions to be reduced in each program or activity; and
- D. A timetable for the implementation of the RIF.

Following Governing Board approval of the Plan, it shall be made available to all staff and the public through posting on the District's website.

Personnel Study Based upon Staff Profiles

If a RIF plan is adopted by the Board, the Human Resources Department shall perform a study of the District's personnel to determine those staff members who must be wholly or partially discharged in order to implement the plan. In performing the study, the Human Resources Department shall utilize a Staff Profile Form ("the Profile form") which will include a point scale using the following criteria:

- A. The employee's disciplinary history (letters of reprimand and

suspensions without pay) within the three (3) calendar years preceding the date of the Governing Board's approval of the Plan;

B. the employee's evaluations for the two (2) preceding school years (as applicable) with the understanding that A.R.S. §[15-537](#) requires teacher evaluations to include quantitative data on the academic progress for all students that accounts for between twenty percent and thirty-three percent of the evaluation outcomes;

C. the employee's certification(s) ADE-approved area(s)/endorsement(s) for grade levels and/or content areas in which the employee is willing to be employed;

D. the employee's previous (prior to the fiscal year in which the Plan is implemented) professional experience both within and outside of Arizona;

~~E. the professional growth activities;~~

~~F. the employee's acceptance of and service in leadership roles and service hours that benefit the school and/or District.~~

The Profile Form will only be completed by personnel in those schools, departments, or programs where a RIF is necessary. The Human Resources Department will ensure that staff members have opportunity for input into the data contained on their Profile Form and that staff members receive a copy of their finalized Profile Form.

Requests for Review and Revision of Staff Profiles

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A request for revision of Staff Profiles will be reviewed and determined by the Associate to the Superintendent or designee within two (2) business days of receiving the request. The Associate to the Superintendent or designee may conduct a meeting with the staff member before rendering a decision or may make a determination on the basis of the written materials. The decision will be in writing.

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Where more than one (1) staff member who has been selected for RIF is appropriately certified for the same position, the staff member with the highest point value shall be offered the position first. Where multiple staff members are appropriately certified for a position and share common total point values under the staff profile form, placement into the vacant position shall be determined through an interview and selection process.

A staff member who has been selected is responsible for keeping the Human Resources Department informed of his or her current contact information. If the District offers a position to a staff member and the staff member declines or fails to accept the position offer within three (3) working days, the District will have no further obligation to offer the staff member placement in any other positions, but the staff member may apply for and will be considered for additional positions.

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position(s) which becomes available for which such person is licensed and qualified, provided that such person has complied with the requirements specified below.

A. Any person affected by RIF under Policy GCQA and this regulation who wishes to be considered for recall must file with the Superintendent, within thirty (30) days after the effective date of the RIF, a written statement indicating a desire to be considered for recall and providing an address at which the person may be contacted. Such person must notify the Superintendent of any change in address within ten (10) days after changing residences in order to insure proper notification in the event of a recall.

B. In the event that more than one (1) interested person who was subject to a previous RIF is highly qualified for a position(s), the persons shall be recalled based upon their relative total point values as determined by the Staff Profile Form completed at the time of their RIF, in order of highest to lowest points.

C. Any person selected for recall hereunder shall receive written notification of the recall, by certified mail, at the address they last provided to the District. The recalled person must accept the position offered through recall in writing. Such acceptance must be received in the Superintendent's office within seven (7) calendar days after mailing of the recall notice to the person. Rejection of the offer, or failure to timely respond, shall result in forfeiture by the recalled person of any further recall rights. Thereafter, an offer of recall will be made to the next person qualified to be recalled, or if there is none, the position will be filled by another qualified applicant.

D. Any person recalled pursuant to this policy shall have all accrued but unpaid sick leave restored and be given credit for all years of previously credited service for salary purposes.

E. After the three (3)-year recall period has expired, any person discharged or terminated under Policy GCQA and this regulation shall no longer have any right to be recalled. Such persons who wish to be re-employed thereafter shall file applications for employment and will be treated as would any other applicant for a vacant position.

Requirement of Recent Experience for Transfer/Reassignment or Recall

For purposes of this regulation, if the staff member affected by a RIF has not actually had experience in the other position which is vacant during any part of the preceding five (5) school years, the staff member shall not be considered qualified for transfer or reassignment to the other position.



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of the removal of 6th grade from Harelson Elementary effective the 2025-2026 School Year**

BACKGROUND:

Harelson Elementary has long been a cornerstone of the community, with the 6th grade being an integral part of the school. However, in recent years, enrollment in the 6th grade has steadily declined. As a result, we currently have only one 6th grade teacher at the school.

Having such a small group of students in an elementary setting raises concerns about both the quality of education and fiscal responsibility. After careful consideration, we propose that the 2024-2025 school year be the final year we offer 6th grade at Harelson Elementary.

Should the decision be made to discontinue the 6th grade program at Harelson, we will ensure a thorough communication plan is developed for families. Mrs. Stephanie Hayes, Principal at Harelson, and Mr. Chris Gutierrez, Principal at Cross Middle School, will work closely together to ensure a smooth and supportive transition for students moving from 5th grade at Harelson to 6th grade at Cross Middle School.

RECOMMENDATION:

It is the recommendation of the administration that the Governing Board approve the removal of 6th grade from Harelson Elementary School, effective the 2025-2026 school year.

INITIATED BY:

Tassi Call, Associate Superintendent for Elementary Education K-5

Date: January 21, 2025

Todd A. Jaeger, J.D., Superintendent



**GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

DATE OF MEETING: **January 28, 2025**

TITLE: **Approval of Out of State Travel**

BACKGROUND:

STAFF

Stephanie Hillig requests permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$2,654.00 and will be paid using Title II funds. No school days will be missed, and no substitutes are required.

Catherine Quinn and Morgann Bell request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$4,348.00 and will be paid using Title II funds. No school days will be missed, and no substitutes are required.

Heather Callies, Shari Lossou Lossavi, Ashley Anders, Lorena Cote, and Michelle Martin request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$14,892.00 and will be paid using Title I and Title II funds. No school days will be missed, and no substitutes are required.

Christopher Boknevitiz and Michelle Akins request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$5,308.00 and will be paid using Title II funds. No school days will be missed, and no substitutes are required.

Kelsey Glavin, Lee Roop, Tailor West, Christine Horetski, Aurora Venhuizen, Ann McNew, Trechel Valentin, LuAnn Cox, and Abbey Klinger Akins request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$22,046.00 and will be paid using Title I and Title II funds. No school days will be missed, and no substitutes are required.

Leanne Fult requests permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$1,834.00 and will be paid using Title I funds. No school days will be missed, and no substitutes are required.

Brianna Mounts, Elizabeth Bringardt, Danielle Swartz, Landi Roark, Brenda Mendez, and Ashlee Manley-Watson request permission to attend International Technology and Engineering Educators Association (ITEEA) Conference on April 2-5, 2025 in St. Louis, Missouri. Approximate cost of travel is \$13,505.22 and will be paid using Title II funds. No school days will be missed, and no substitutes are required.

Kimberly Begay requests permission to attend National Indian Education Association Hill Week on February 10-14, 2025 in Washington, D.C. Travel expenses will be paid by National Indian Education Association. Five school days will be missed, and no substitutes are required.

Mamie Spillane, Katie Wray, Melissa Walker, Carmen Gallegos, Amber Bourg, Sandra Bigelow, Karlie Powers, and Amanda Larriva request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$17,892.00 and will be paid using Title I and Title II funds. No school days will be missed, and no substitutes are required.

Bethany Papajohn, Megan Tucker, Heather Oliver, and Caryn Wall request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$9,796.00 and will be paid using Title II funds. No school days will be missed, and no substitutes are required.

Jennifer (JJ) Letts, Andrea Fyock, Julie Ramsey, Rebecca Green, Kristin Moreno, Elyse Greenberg, Rosa Armstrong, Ruth Galindo-Rosenbaum, Lauren Marlatt, Michelle Bulisache, Shelly Quevedo, Guadalupe Garmon, Brande Golden, Joyce Daigle, and Jeremy Hayes request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$34,860.00 and will be paid using Title I and Title II funds. No school days will be missed, and no substitutes are required.

Stephanie Hayes and Andrea Klein request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$5,208.00 and will be paid using Title II funds. No school days will be missed, and no substitutes are required.

Tara Bulleigh, Jennifer Flagg, Jordan Castle, Camille Nicely, and Kimberly Kevershan request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$12,370.00 and will be paid using Title II, and Maintenance and Operations funds. No school days will be missed, and no substitutes are required.

Orante Jenkins, Rowdy Frederiksen, Emily Rios, David Garwacki, Adam Welsh, Luke Howell, Susan Steen, Shawn Garbera, and Hannah Green request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$17,166.00 and will be paid using Title II, and Maintenance and Operations funds. No school days will be missed, and no substitutes are required.

David Humphreys, Monique Berry-Kelley, Cyra Sadowl, Neely Johnson, Adam Collins, Victoria Loving, Raymond Gee, Miranda Villar-Murray, Lily Erb, and Andrea Veytia request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$19,640.00 and will be paid using Title II, and Maintenance and Operations funds. No school days will be missed, and no substitutes are required.

Samantha Doyle, Colby Tapling, Amy Bell, Kris Holt, Jennifer Campbell, Jamie Soto, Abigail Pierce, Lacy Tritz, Emily Kener, China Toto, Sarah Nichols, Taylor Brummels, Morgan Kerchner, Deborah Mounts, Gabriela Gonzalez, and Riley Gallmann request permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$37,064.00 and will be paid using Title I funds. No school days will be missed, and no substitutes are required.

Annette Orelup requests permission to attend AVID 2025 Summer Institute on June 15-18, 2025 in San Diego, California. Approximate cost of travel is \$1,674.00 and will be paid using Title II funds. No school days will be missed, and no substitutes are required.

STUDENTS

Kellie Higgins, Caitlin Grosse, Paul Avila, and James Rockow request permission to take 40 Amphi Middle School students to Project Catalina on March 4-7, 2025 in Catalina Island, California. Approximate cost of travel is \$23,760.70, and will be paid using Title I and Auxiliary funds. Four school days will be missed, and substitutes are required.

BUDGET CODE KEY		
140.25.100.2579.6360.118.0000	Title II	Non-Instructional Training, Employee Training, Copper Creek
140.25.100.2579.6582.118.0000	Title II	Non-Instructional Training, Employee Travel, Copper Creek
140.25.100.2210.6360.118.0000	Title II	Improvement of Instruction, Employee Training, Copper Creek
140.25.100.2210.6582.118.0000	Title II	Improvement of Instruction, Employee Travel, Copper Creek

100.25.100.2210.6360.110.0000	Title I	Improvement of Instruction, Employee Training, Nash
140.25.100.2579.6360.110.0000	Title II	Non-Instructional Training, Employee Training, Nash
100.25.100.2210.6582.110.0000	Title I	Improvement of Instruction, Employee Travel, Nash
140.25.100.2579.6582.110.0000	Title II	Non-Instructional Training, Employee Travel, Nash
140.25.100.2210.6360.167.0000	Title II	Improvement of Instruction, Employee Training, Cross
140.25.100.2579.6360.167.0000	Title II	Non-Instructional Training, Employee Training, Cross
140.25.100.2210.6582.167.0000	Title II	Improvement of Instruction, Employee Travel, Cross
140.25.100.2579.6582.167.0000	Title II	Non-Instructional Training, Employee Travel, Cross
100.25.100.2210.6360.108.0000	Title I	Improvement of Instruction, Employee Training, Holaway
140.25.100.2210.6360.108.0000	Title II	Improvement of Instruction, Employee Training, Holaway
100.25.100.2579.6360.108.0000	Title I	Non-Instructional Training, Employee Training, Holaway
100.25.100.2210.6582.108.0000	Title I	Improvement of Instruction, Employee Travel, Holaway
140.25.100.2210.6582.108.0000	Title II	Improvement of Instruction, Employee Travel, Holaway
100.25.100.2579.6582.108.0000	Title I	Non-Instructional Training, Employee Travel, Holaway
100.25.100.2210.6360.116.0000	Title I	Improvement of Instruction, Employee Training, Mesa Verde
100.25.100.2210.6582.116.0000	Title I	Improvement of Instruction, Employee Travel, Mesa Verde
140.25.100.2210.6360.510.0000	Title II	Improvement of Instruction, Employee Training, Office of Learning & Instruction
140.25.100.2210.6582.510.0000	Title II	Improvement of Instruction, Employee Travel, Office of Learning and Instruction
100.25.100.2210.6360.117.0000	Title I	Improvement of Instruction, Employee Training, Rio Vista
140.25.100.2210.6360.117.0000	Title II	Improvement of Instruction, Employee Training, Rio Vista
100.25.100.2579.6360.117.0000	Title I	Non-Instructional Training, Employee Training, Rio Vista
100.25.100.2210.6582.117.0000	Title I	Improvement of Instruction, Employee Travel, Rio Vista
140.25.100.2210.6582.117.0000	Title II	Improvement of Instruction, Employee Travel, Rio Vista
100.25.100.2579.6582.117.0000	Title I	Non-Instructional Training, Employee Travel, Rio Vista
140.25.100.2210.6360.114.0000	Title II	Improvement of Instruction, Employee Training, Painted Sky
140.25.100.2579.6360.114.0000	Title II	Non-Instructional Training, Employee Training, Painted Sky
140.25.100.2210.6582.114.0000	Title II	Improvement of Instruction, Employee Travel, Painted Sky
140.25.100.2579.6582.114.0000	Title II	Non-Instructional Training, Employee Travel, Painted Sky
100.25.100.2579.6360.115.0000	Title I	Non-Instructional Training, Employee Training, Coronado
100.25.100.2210.6360.115.0000	Title I	Improvement of Instruction, Employee Training, Coronado

140.25.100.2210.6360.115.0000	Title II	Improvement of Instruction, Employee Training, Coronado
100.25.100.2579.6582.115.0000	Title I	Non-Instructional Training, Employee Travel, Coronado
100.25.100.2210.6582.115.0000	Title I	Improvement of Instruction, Employee Travel, Coronado
140.25.100.2210.6582.115.0000	Title II	Improvement of Instruction, Employee Travel, Coronado
140.25.100.2210.6360.107.0000	Title II	Improvement of Instruction, Employee Training, Harelson
140.25.100.2579.6360.107.0000	Title II	Non-Instructional Training, Employee Training, Harelson
140.25.100.2210.6582.107.0000	Title II	Improvement of Instruction, Employee Travel, Harelson
140.25.100.2579.6582.107.0000	Title II	Non-Instructional Training, Employee Travel, Harelson
140.25.100.2210.6360.282.0000	Title II	Improvement of Instruction, Employee Training, CDO
140.25.100.2579.6360.282.0000	Title II	Non-Instructional Training, Employee Training, CDO
001.00.100.2210.6360.282.0000	M & O	Improvement of Instruction, Employee Training, CDO
140.25.100.2210.6582.282.0000	Title II	Improvement of Instruction, Employee Travel, CDO
140.25.100.2579.6582.282.0000	Title II	Non-Instructional Training, Employee Travel, CDO
001.00.100.2210.6582.282.0000	M & O	Improvement of Instruction, Employee Travel, CDO
140.25.100.2210.6360.280.0000	Title II	Improvement of Instruction, Employee Training, CDO
001.00.100.2579.6360.280.0000	M & O	Non-Instructional Training, Employee Training, CDO
140.25.100.2210.6582.280.0000	Title II	Improvement of Instruction, Employee Travel, CDO
001.00.100.2579.6582.280.0000	M & O	Non-Instructional Training, Employee Travel, CDO
140.25.100.2210.6360.165.0000	Title II	Improvement of Instruction, Employee Training, La Cima
001.00.100.2210.6360.165.0000	M & O	Improvement of Instruction, Employee Training, La Cima
001.00.100.2579.6360.165.0000	M & O	Non-Instructional Training, Employee Training, La Cima
140.25.100.2210.6582.165.0000	Title II	Improvement of Instruction, Employee Travel, La Cima
001.00.100.2210.6582.165.0000	M & O	Improvement of Instruction, Employee Travel, La Cima
001.00.100.2579.6582.165.0000	M & O	Non-Instructional Training, Employee Travel, La Cima
100.25.100.2210.6360.111.0000	Title I	Improvement of Instruction, Employee Training, Prince
100.25.100.2579.6360.111.0000	Title I	Non-Instructional Training, Employee Training, Prince
100.25.100.2210.6582.111.0000	Title I	Improvement of Instruction, Employee Travel, Prince
100.25.100.2579.6582.111.0000	Title I	Non-Instructional Training, Employee Travel, Prince
140.25.100.2579.6360.109.0000	Title II	Non-Instructional Training, Employee Training, Keeling
140.25.100.2579.6582.109.0000	Title II	Non-Instructional Training, Employee Travel, Keeling
100.25.100.1001.6892.166.0000	Title I	Classroom Instruction, Student Expenses, AMS
525.00.410.2710.6519.166.0000	Auxiliary	Student Transportation, Student Travel, AMS
100.25.100.2190.6892.166.0000	Title I	Student Support Services, Student Expenses, AMS
100.25.100.1001.6105.166.0000	Title I	Classroom Instruction, Substitutes, AMS

RECOMMENDATION:

It is the recommendation of the administration that the above travel be approved.

INITIATED BY:



Matthew Munger
Associate Superintendent for Secondary Education

Date: January 21, 2025



Todd A. Jaeger, J.D., Superintendent

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Stephanie Hillig

SCHOOL: School / Site: Copper Creek Elementary

Department (opt.): _____

DATE(S): 6/15-6/18/2025

ACTIVITY/EVENT: AVID

LOCATION: San Diego California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed _____

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>\$1,050.00</u>		<u>140.25.100.2579.6360.118.0000</u>
Transportation	<u>\$ 480.00</u>	Mode <u>air</u>	<u>140.25.100.2579.6582.118.0000</u>
Meals	<u>\$ 224.00</u>		<u>140.25.100.2579.6582.118.0000</u>
Lodging	<u>\$ 900.00</u>		<u>140.25.100.2579.6582.118.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$2,654.00</u>		

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

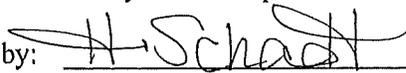
Purpose of travel: AVID training

Outcomes and academic benefits to students and staff: Training for staff to implement AVID strategies.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

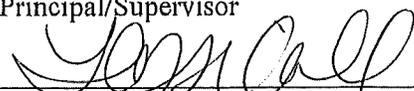
- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by:  6/14/25
Signature Date

Stephanie Hillig

Principal/Supervisor


Associate Superintendent/Supervisor

Date

6/14/25
Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Catherine Quinn
Morgann Bell (White)

SCHOOL: School / Site: Copper Creek Elementary

Department (opt.): _____

DATE(S): 6/15-6/18/2025

ACTIVITY/EVENT: AVID

LOCATION: San Diego California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed _____

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>\$2,100.00</u>		<u>140.25.100.2210.6360.118.0000</u>
Transportation	<u>\$ 900.00</u>	Mode <u>air</u>	<u>140.25.100.2210.6582.118.000</u>
Meals	<u>\$ 448.00</u>		<u>140.25.100.2210.6582.118.0000</u>
Lodging	<u>\$ 900.00</u>		<u>140.25.100.2210.6582.118.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$4,348.00</u>		

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: AVID training

Outcomes and academic benefits to students and staff: Training for staff to implement AVID strategies.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: H. Schadt
Signature

1.18.25
Date

Stephanie Hillig
Principal/Supervisor

Date

[Signature]
Associate Superintendent/Superintendent

1/14/25
Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Jessica Jarrett, Melanie Derksen, Kristen Alvarez SCHOOL: EC Nash Elementary School

Heather Callies, Shari Lossou Lossavi Department (opt.): _____

Ashley Anders, Lorena Cote, Michelle Martin DATE(S): June 15th – 18th

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 0 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>7350.00</u>		<u>100.25.100.2210.6360.110.000</u>
/.....	<u>1050.00</u>	<u>140.25.100.2579.6360.110.000</u>
Transportation	<u>2800.00/</u>	Mode <u>air/car</u>	<u>100.25.100.2210.6582.110.0000 /</u>
.....	<u>400.00 /</u>	<u>140.25.100.2579.6582.110.0000</u>
Rental Car	_____		_____
Meals	<u>1568.00/</u>		<u>100.25.100.2210.6582.110.0000 /</u>
.....	<u>224.00/</u>	<u>140.25.100.2579.6582.110.0000</u>
Lodging	<u>1200.00/</u>		<u>100.25.100.2210.6582.110.0000 /</u>
.....	<u>300.00 /</u>	<u>140.25.100.2579.6582.110.0000</u>
TOTAL	<u>\$14,892.00</u>		

The District will (or) will not receive reimbursement from outside sources.

*PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: Participation in AVID Summer Institute Professional Development

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation on their campus and learn valuable best practice strategies to ensure rigorous implementation towards AVID school-wide programs.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: Susan Campbell 1-13-25
 Signature Date

[Signature] 1-13-25
 Principal/Supervisor Date

[Signature] 1/13/25
 Associate Superintendent/Superintendent Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Christopher Boknevit _____ SCHOOL: Cross Middle School
Michelle Akins _____ Department (opt.): _____
 _____ DATE(S): June 15-18, 2025

ACTIVITY/EVENT: AVID 2025 Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$2,100.00</u>		<u>140.25.100.2210/2579.6360.167.0000</u>
Transportation	<u>\$ 960.00</u>	Mode <u>Airfare</u>	<u>140.25.100.2210/2579.6582.167.0000</u>
Meals	<u>\$ 448.00</u>		<u>140.25.100.2210/2579.6582.167.0000</u>
Lodging	<u>\$1,800.00</u>		<u>140.25.100.2210/2579.6582.167.0000</u>
Substitutes	<u>\$0.00</u>		_____
TOTAL	<u>\$5,308.00</u>		

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To participate in AVID Summer Institute professional development.

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation and learn valuable best practice strategies to ensure rigorous implementation toward AVID district-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: _____ 1-16-25
 Signature _____ Date
 _____ 1/16/25
 Principal/Supervisor _____ Date
 _____ 1/16/25
 Associate Superintendent/Superintendent _____ Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Kelsey Ryan Glavin Lee Roop SCHOOL: Holaway
Tailor Ann West Christine Marie Horetski DATE(S): 06/15/2025 - 06/18/2025
Aurora Del Carmen Venhuizen Ann Frances McNew
Trecel Elizabeth Valentin Lu Ann Cox, Abbey Marie Klinger

ACTIVITY/EVENT: 2025 AVID Summer Institute

LOCATION: San Diego, CA

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>\$1,050 x 6 = \$6,300.00</u>	<u>100.25.100.2210.6360.108.0000</u>
	<u>\$1,050 x 2 = \$2,100.00</u>	<u>140.25.100.2210.6360.108.0000</u>
	<u>\$1,050 x 1 = \$1,050.00</u>	<u>100.25.100.2579.6360.108.0000</u>
Transportation	<u>\$720 x 6 = \$4,320.00</u> Mode <u>Air</u>	<u>100.25.100.2210.6582.108.0000</u>
	<u>\$440 x 2 = \$960.00</u> Mode <u>Air</u>	<u>140.25.100.2210.6582.108.0000</u>
	<u>\$800 x 1 = \$800.00</u> Mode <u>Air</u>	<u>100.25.100.2579.6582.108.0000</u>
Meals	<u>\$224 x 6 = \$1,344.00</u>	<u>100.25.100.2210.6582.108.0000</u>
	<u>\$224 x 2 = \$448.00</u>	<u>140.25.100.2210.6582.108.0000</u>
	<u>\$224 x 1 = \$224.00</u>	<u>100.25.100.2579.6582.108.0000</u>
Lodging	<u>\$900 x 2 = \$1,800.00</u>	<u>100.25.100.2210.6582.108.0000</u>
	<u>\$900 x 2 = \$1,800.00</u>	<u>140.25.100.2210.6582.108.0000</u>
	<u>\$900 x 1 = \$900.00</u>	<u>100.25.100.2579.6582.108.0000</u>
TOTAL	<u>\$22,046.00</u>	

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: 2025 Avid Summer Conference

Outcomes and academic benefits to students and staff: **Participants will strengthen their understanding of AVID implementation on their campus and learn valuable best practice strategies to ensure rigorous implementation toward AVID school-wide.**

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: Donna Conrad 1/16/25
 Signature Date
Trechel Valentin
 Principal/Supervisor 1/16/25
 Date
Jessie Call 1/17/25
 Associate Superintendent/Superintendent Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Leanne Fult

SCHOOL: Mesa Verde

Department (opt.):

DATE(S): June 15-18, 2025

ACTIVITY/EVENT: AVID 2025 Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$1,050.00</u>	<u>100.25.100.2210.6360.116.0000</u>
Transportation	<u>\$ 560.00</u> Mode <u>air</u>	<u>100.25.100.2210.6582.116.0000</u>
Meals	<u>\$ 224.00</u>	<u>100.25.100.2210.6582.116.0000</u>
Lodging	<u>\$ 0</u>	<u>(sharing a room)</u>
Substitutes	_____	_____
TOTAL	<u>\$1,834.00</u>	

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: to participate in AVID Summer Institute Professional Development

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation on their campus and learn valuable best practice strategies to ensure rigorous implementation toward AVID school-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: Dacia Pike
Signature

1-14-25
Date

[Signature]
Principal/Supervisor

1-14-25
Date

[Signature]
Associate Superintendent/Superintendent 189

1/14/25
Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Brianna Mounts Elizabeth Brungardt SCHOOL: Innovation Academy and Keeling
Danielle Swartz Landi Roark Department (opt.): Office of Learning & Instruction
Brenda Mendez Ashlee Manley-Watson DATE(S): April 2-5, 2025

ACTIVITY/EVENT: International Technology and Engineering Educators Association (ITEEA) Conference

LOCATION: St. Louis, Missouri

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 3

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
	<small>(Note: Tax credit contributions are District funds and require a budget code.)</small>
Registration <u>\$4,074.00</u>	<u>140-25-100-2210-6360-510-0000</u>
Transportation <u>\$3,600.00</u> Mode <u>air</u>	<u>140-25-100-2210-6582-510-0000</u>
Rental Car <u> </u>	<u> </u>
Meals <u>\$1,134.00</u>	<u>140-25-100-2210-6582-510-0000</u>
Lodging <u>\$2,087.22</u>	<u>140-25-100-2210-6582-510-0000</u>
Substitutes <u>\$2,610.00</u>	<u>140-25-100-2210-6582-510-0000</u>
TOTAL <u>\$13,505.22</u>	

The District will (or) will not receive reimbursement from outside sources.

Purpose of travel: To attend the International Technology and Engineering Educators Association (ITEEA) Conference.

Outcomes and academic benefits to students and staff: The annual ITEEA conference provides an unparalleled opportunity for technology and engineering educators to gain comprehensive professional development and networking experiences. This is a unique opportunity to learn from and share with other technology and engineering STEM education professionals in a variety of formats. Attendance at this conference will benefit all staff and students at Innovation and Keeling.

Submitted by: _____ Date _____
 Signature

Principal/Supervisor _____ Date 12/10/24
 Associate Superintendent/Superintendent _____ Date _____

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Kimberly Begay

SCHOOL: District Offices

Department (opt.): Native American Education

DATE(S): February 10-14, 2025

ACTIVITY/EVENT: National Indian Education Association Hill Week

LOCATION: Washington, DC

ABSENCE: # Days 5 Sub Required: Yes No # of School Days Missed 5

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>Paid by National Indian Education Association (NIEA)</u>	<u>N/A</u>
Transportation	<u>Paid by NIEA</u> Mode _____	<u>N/A</u>
Rental Car	_____	_____
Meals	<u>Paid by NIEA</u>	<u>N/A</u>
Lodging	<u>Paid by NIEA</u>	<u>N/A</u>
Substitutes	_____	_____
TOTAL	<u>\$0.00</u>	

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To advocate for the priorities of Native students and Native communities across the nation, emphasizing the importance of education sovereignty across the federal government.

Outcomes and academic benefits to students and staff: NAEP staff will network and engage with Congressional partners to take stock of the current landscape of Native education that will benefit Amphi Native students.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by:

Kimberly Begay
Signature

January 10, 2025
Date

Marlene Marsucci
Principal/Supervisor

1/13/2025
Date

[Signature]
Associate Superintendent/Supervisor

1/16/2025
Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

**THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR
A.I.A. SANCTIONED EVENT TRAVEL.**

EMPLOYEE(S): Mamie Spillane Katie Wray Melissa Walker Carmen Gallegos Amber Bourg Sandra Bigelow
Karlie Powers, Amanda Larriva SCHOOL: Rio Vista Elementary

DATE(S): 06/15/2025-06/18/2025

ACTIVITY/EVENT: 2025 AVID Summer Institute

LOCATION: San Diego, California

ABSENCE: 4 # Days Sub Required: Yes No

0 # of School Days Missed

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
	(Note: Tax credit contributions are District funds and require a budget code.)
Registration <u>\$1,050x5=\$5250.00</u>	<u>100.25.100.2210.6360.117.0000</u>
<u>\$1,050x2=\$2100.00</u>	<u>140.25.100.2210.6360.117.0000</u>
<u>\$1050x1=\$1050.00</u>	<u>100.25.100.2579.6360.117.0000</u>
Transportation <u>\$400x5=\$2000.00</u> Mode <u>AIR</u>	<u>100.25.110.2210.6582.117.0000</u>
<u>\$400x2=\$800.00</u> Mode <u>AIR</u>	<u>140.25.100.2210.6582.117.0000</u>
<u>\$400x1=\$400.00</u> Mode <u>AIR</u>	<u>100.25.100.2579.6582.117.0000</u>
Meals <u>\$224x5=\$1120.00</u>	<u>100.25.110.2210.6582.117.0000</u>
<u>\$224x2=\$448</u>	<u>140.25.100.2210.6582.117.0000</u>
<u>\$224x1=\$224</u>	<u>100.25.100.2579.6582.117.0000</u>
Lodging <u>\$300x3=\$900.00</u>	<u>100.25.110.2210.6582.117.0000</u>
<u>\$300x3=\$900.00</u>	<u>140.25.100.2210.6582.117.0000</u>
<u>\$300x3=\$900.00</u>	<u>100.25.100.2579.6582.117.0000</u>
<u>\$300x3=900.00</u>	<u>100.25.100.2579.6582.117.0000</u>
<u>\$300x3=\$900.00</u>	<u>100.25.100.2579.6582.117.0000</u>
TOTAL <u>\$17,892.00</u>	

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: 2025 AVID Summer Conference

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation on their campus and learn valuable best practice strategies to ensure rigorous implementation toward AVID school wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: MUST BE HAND SIGNED

D Garcia
Signature
Ms. D Garcia
Principal/Supervisor
[Signature]
Associate Superintendent/Superintendent

1/22/2025
Date
1/22/2025
Date
1/22/25
Date rev. 6/1/2022

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Bethany Papajohn Megan Tucker
Heather Oliver Caryn Wall

SCHOOL: Painted Sky Elementary

Department (opt.): _____

DATE(S): 6/15/25-6/18/25

ACTIVITY/EVENT: 2025 AVID Summer Institute

LOCATION: San Diego, CA

ABSENCE: # Days 4 Sub Required: Yes No

of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
		(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$3,150.00</u> <u>\$1,050.00</u>	<u>140.25.100.2210.6360.114.0000</u> <u>140.25.100.2579.6360.114.0000</u>
Transportation	<u>\$1,500.00</u> <u>\$ 500.00</u>	Mode <u>Airplane/Uber</u> <u>140.25.100.2210.6582.114.0000</u> Mode <u>Airplane/Uber</u> <u>140.25.100.2579.6582.114.0000</u>
Rental Car	<u>0</u>	_____
Meals	<u>\$672.00</u> <u>\$224.00</u>	<u>140.25.100.2210.6582.114.0000</u> <u>140.25.100.2579.6582.114.0000</u>
Lodging	<u>\$1,800.00</u> <u>\$ 900.00</u>	<u>140.25.100.2210.6582.114.0000</u> <u>140.25.100.2579.6582.114.0000</u>
Substitutes	<u>0</u>	_____
TOTAL	<u>\$9,796.00</u>	

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To participate in AVID Summer Institute professional development.

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation and learn valuable best practice strategies to ensure rigorous implementation toward AVID district-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: 
Signature

1/17/25
Date


Principal/Supervisor

1/17/25
Date


Associate Superintendent/Supervisor

1/17/25
Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): JJ Letts, Andrea Fyock, Julie Ramsey, Rebecca Green, Kristin Moreno, Elyse Greenberg, Rosa Armstrong, Ruth Galindo-Rosenbaum, Lauren Marlatt, Michelle Bullsache, Shelley Quevedo, Guadalupe Garmon, Brande Golden, Joyce Daigle, Jeremy Hayes
SCHOOL: Coronado

DATE(S): June 16-18, 2025

ACTIVITY/EVENT: 2025 Advancement Via Individual Determination (AVID) Summer Institute

LOCATION: San Diego, CA

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u> (Note: Tax credit contributions are District funds and require a budget code.)
Registration		
	3,150.00	100.25.100.2579.6360.115.0000 (Non-Instructional)
	10,500.00	100.25.100.2210.6360.115.0000 (Instructional)
	2,100.00	140.25.100.2210.6360.115.0000 (Instructional)
Transportation (Flights, Ground Transport, Parking)		
	1,350.00	100.25.100.2579.6582.115.0000 (Non-Instructional)
	4,500.00	100.25.100.2210.6582.115.0000 (Instructional)
	900.00	140.25.100.2210.6582.115.0000 (Instructional)
Rental Car	0	
Meals		
	672.00	100.25.100.2579.6582.115.0000 (Non-Instructional)
	2,240.00	100.25.100.2210.6582.115.0000 (Instructional)
	448.00	140.25.100.2210.6582.115.0000 (Instructional)
Lodging		
	2,700.00	100.25.100.2579.6582.115.0000 (Non-Instructional)
	4,500.00	100.25.100.2210.6582.115.0000 (Instructional)
	1,800.00	140.25.100.2210.6582.115.0000 (Instructional)
Substitutes	0	
TOTAL	<u>\$34,860.00</u> =====	

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

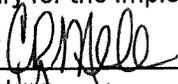
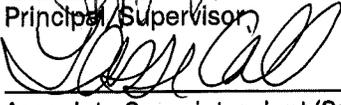
Purpose of travel: To participate in AVID Summer Institute Professional Development

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation on our campus and learn valuable best practice strategies to ensure rigorous implementation toward AVID School-Wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input type="checkbox"/> Caring | <input checked="" type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: <u></u>	<u>1-21-25</u>
Signature	Date
<u></u>	<u>1/21/25</u>
Principal/Supervisor	Date
<u></u>	<u>1/21/25</u>
Associate Superintendent/Superintendent	Date

rev. 6/1/2022

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Stephanie Hayes
Andrea Klein

SCHOOL: Harelson Elementary
Department (opt.): _____

DATE(S): June 15, 2025-June18, 2025

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			(Note: Tax credit contributions are District funds and require a budget code.)
Registration	<u>\$2,100.00</u>		<u>140.25.100.2210/2579.6360.107.0000</u>
Transportation	<u>\$1,000.00</u>	Mode <u>Air</u>	<u>140.25.100.2210/2579.6582.107.0000</u>
Rental Car	_____		_____
Meals	<u>\$448.00</u>		<u>140.25.100.2210/2579.6582.107.0000</u>
Lodging	<u>\$1,800.00</u>		<u>140.25.100.2210/2579.6582.107.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$5,208</u>		

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: AVID Summer Institute

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation and learn valuable best practices to ensure rigorous implementation toward AVID school-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: _____

Signature

Date

Stephanie Hayes
Principal/Supervisor

1/21/25
Date

[Signature]
Associate Superintendent/Superintendent

1/21/25
Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Tara Bulleigh Jennifer Flagg SCHOOL: Canyon del Oro High School
Jordan Castle Camille Nicely Department (opt.): _____
Kimberly Kevershan DATE(S): June 15-18, 2025

ACTIVITY/EVENT: AVID 2025 Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>	<u>BUDGET CODE/DESCRIPTION</u>
Registration	<u>\$1050 x 4 = \$4200.00</u> <u>\$1050 x 1 = \$1050.00</u>	<u>140.25.100.2210.2579.6360.282.0000</u> <u>001.00.100.2210.6360.282.0000</u>
Transportation	<u>\$ 480 x 4 = \$1920.00</u> Mode <u>Airfare/car</u> <u>\$ 480 x 1 = \$ 480.00</u>	<u>140.25.100.2210/2579.6582.282.0000</u> <u>001.00.100.2210.6582.282.0000</u>
Meals	<u>\$ 224.00 x 4 = \$ 896.00</u> <u>\$ 224.00 x 1 = \$ 224.00</u>	<u>140.25.100.2210/2579.6582.282.0000</u> <u>001.00.100.2210.6582.282.0000</u>
Lodging	<u>\$ 900 x 3 = 2700.00</u> <u>\$ 900 x 1 = \$ 900.00</u>	<u>140.25.100.2210/2579.6582.282.0000</u> <u>001.00.100.2210.6582.282.0000</u>
Substitutes	<u>\$0.00</u>	_____
TOTAL	<u>\$12,370.00</u>	

(Note: Tax credit contributions are District funds and require a budget code.)

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To participate in AVID Summer Institute professional development.

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation and learn valuable best practice strategies to ensure rigorous implementation toward AVID district-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: [Signature] 1/23/25
Signature Date

Tara Bulleigh 1/23/25
Principal/Supervisor Date

[Signature] 1/23/25
Associate Superintendent/Superintendent 197 Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Orante Jenkins Rowdy Frederiksen SCHOOL: Ironwood Ridge High School
 Emily Rios David Garwacki Department (opt.): _____
 Adam Welsh, Luke Howell, Susan Steen
 Shawn Garbera, Hannah Greene, DATE(S): June 15, 2025-June 18, 2025

ACTIVITY/EVENT: AVID Summer Institute 2025

LOCATION: San Diego, CA

ABSENCE: # Days 0 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			(Note: Tax credit contributions are District funds and require a budget code.)
Registration	\$4,200.00		140.25.100.2210.6360.280.0000
	<u>\$5,250.00</u>		001.00.100.2579.6360.280.0000
	\$9,450.00		
Transportation	\$1,600.00	Mode <u>Air</u>	140.25.100.2210.6582.280.0000
	<u>\$2,000.00</u>		001.00.100.2579.6582.280.0000
	\$3,600.00		
Rental Car	<u>\$0.00</u>		
Meals	\$1,120.00		001.00.100.2210.6582.280.0000
	<u>\$896.00</u>		140.25.100.2579.6582.280.0000
	\$2,016.00		
Lodging	\$1,200.00		001.00.100.2210.6892.280.0000
	<u>\$900.00</u>		140.25.100.2579.6582.280.0000
	\$2,100.00		
Substitutes	_____		
TOTAL	<u>\$17,166.00</u>		

The District will (or) will not receive reimbursement from outside sources.
 * PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: Professional Development

Outcomes and academic benefits to students and staff: AVID helps teachers shift from delivering content facilitating learning, resulting in an inquiry-based, student-centric classroom

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input checked="" type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by:

Nancy J. Jewell
Signature

1/24/2025

Date

[Signature]
Principal/Supervisor

1-24-25

Date

[Signature]
Associate Superintendent/Superintendent

1/24/2025

Date

rev. 6/1/2022

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): David Humphreys Monique Berry-Kelley
Cyra Sadowl Neely Johnson, Adam Collins, Victoria Loving
Raymond Gee, Miranda Villar-Murray, Lily Erb, Andrea Veytia

SCHOOL: La Cima Middle School

Department (opt.): _____

DATE(S): 6/15-6/18/25

ACTIVITY/EVENT: AVID Summer Institute

LOCATION: San Diego, CA

ABSENCE: # Days 4 Sub Required: Yes No

of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>\$10,500.00</u>		<u>140.25.100.2210.6360.165.0000</u> <u>001.00.100.2210/2579.6360.165.0000</u>
Transportation	<u>\$4,800.00</u>	Mode <u>Air</u>	<u>140.25.100.2210.6582.165.0000</u> <u>001.00.100.2210/2579.6582.165.0000</u>
Meals	<u>\$2,240.00</u>		<u>140.25.100.2210.6582.165.0000</u> <u>001.00.100.2210/2579.6582.165.0000</u>
Lodging	<u>\$2,100.00</u>		<u>140.25.100.2210.6582.165.0000</u> <u>001.00.100.2210/2579.6582.165.0000</u>
Substitutes	_____		
TOTAL	<u>\$19,640.00</u>		

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To attend AVID summer institute

Outcomes and academic benefits to students and staff: To better impliment AVID practices.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship | <input type="checkbox"/> Collaboration |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Problem-Solving | <input checked="" type="checkbox"/> Scholarship | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: _____

Signature

1/21/2025

Date

Principal/Supervisor

1/21/2025

Date

Associate Superintendent/Supintendent

200

Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S): Samantha Doyle, Colby Tapling, Amy Bell SCHOOL: Prince Elementary
Kris Holt, Jennifer Campbell, Jamie Soto, Abigail Pierce Department (opt.): Office of Learning & Instruction
Lacy Tritz, Emily Kener, China Toto, Sarah Nichols, Taylor Brummels, DATE(S): June 15-18, 2025
Morgan Kerchner, Deborah Mounts, Gabriela Gonzalez, Riley Gallmann

ACTIVITY/EVENT: AVID 2025 Summer Institute

LOCATION: San Diego, California

ABSENCE: # Days 4 Sub Required: Yes No # of School Days Missed 0

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	<u>APPROXIMATE COST</u>		<u>BUDGET CODE/DESCRIPTION</u>
			<small>(Note: Tax credit contributions are District funds and require a budget code.)</small>
Registration	<u>\$16,800.00</u>		<u>100.25.100.2210/2579.6360.111.0000</u>
Transportation	<u>\$ 7,680.00</u>	Mode <u>air</u>	<u>100.25.100.2210/2579.6360.111.0000</u>
Meals	<u>\$ 3,584.00</u>		<u>100.25.100.2210/2579.6360.111.0000</u>
Lodging	<u>\$9,000.00</u>		<u>100.25.100.2210/2579.6360.111.0000</u>
Substitutes	_____		_____
TOTAL	<u>\$37,064.00</u>		

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: To participate in AVID Summer Institute professional development.

Outcomes and academic benefits to students and staff: Participants will strengthen their understanding of AVID implementation and learn valuable best practice strategies to ensure rigorous implementation toward AVID district-wide.

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Creative Thinking |
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Problem-Solving | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by: Mary Thatcher 1/24/25
 Signature Date
S Doyle 1/24/25
 Principal/Supervisor Date
Gasi Call 1/24/25
 Associate Superintendent/Superintendent Date

**AMPHITHEATER PUBLIC SCHOOLS
STAFF TRAVEL/CONFERENCE REQUEST**

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL.

EMPLOYEE(S):

SCHOOL: Keeling

Annette Orelup

Department (opt.):

DATE(S): June 15-18, 2025

ACTIVITY/EVENT: AVID Summer Institute - PD

LOCATION: San Diego, CA

ABSENCE: # Days 4 Sub Required: Yes No

of School Days Missed na

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

APPROXIMATE COST

BUDGET CODE/DESCRIPTION

(Note: Tax credit contributions are District funds and require a budget code.)

Registration	<u>\$1050</u>		<u>140.25.100.2579.6360.109.0000</u>
Transportation	<u>\$400</u>	Mode Air & Taxi	<u>140.25.100.2579.6582.109.0000</u>
Parking	<u> </u>	Airport & Mileage	<u>140.25.100.2579.6582.109.0000</u>
Meals	<u>\$224</u>		<u>140.25.100.2579.6582.109.0000</u>
Lodging	<u> </u>		<u>140.25.100.2579.6582.109.0000</u>
TOTAL	<u>\$1674</u>		

The District will (or) will not receive reimbursement from outside sources.

* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

Purpose of travel: Participation in AVID Summer Institute for Professional Development.

Outcomes and academic benefits to students and staff: **Strengthen understanding of AVID implementation on school site and learn best practice strategies to ensure effective implementation of AVID.**

Identify which characteristics of the Portrait of Graduate are specifically related to this request.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Academic Content | <input type="checkbox"/> Caring | <input type="checkbox"/> Citizenship |
| <input checked="" type="checkbox"/> Collaboration | <input type="checkbox"/> Communication | <input type="checkbox"/> Creative Thinking |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Problem-Solving | |

The travel is necessary for the implementation of the project funding the travel.

Submitted by:  1/24/25
Signature Date

 1/24/25
Principal/Supervisor Date

 1/24/25
Associate Superintendent/Supervisor Date

AMPHITHEATER PUBLIC SCHOOLS
STAFF/STUDENT TRAVEL REQUEST

Attach supporting documentation as needed

ORIGINAL SUBMISSION

THIS FORM SHOULD BE USED FOR ALL TRAVEL EXCEPT THAT TRAVEL WITHIN PIMA COUNTY OR A.I.A. SANCTIONED EVENT TRAVEL

SCHOOL: AMS

ESTIMATED NUMBER OF STUDENTS: 40

NAME OF SCHOOL GROUP/CLUB/ENTITY: Project Catalina

STAFF ADVISOR(S)/CHAPERONES: Kellie Higgins, Caitlin Grosse, Paul Avila, James Rockow

ABSENCE: # Days 4 Sub Required: X Yes No # of School Days Missed 4

ACTIVITY / EVENT / PURPOSE OF TRAVEL: Trip to Catalina Island Marine Institute (CIMI)

DESTINATION OF TRAVEL: Catalina Island, California

DATES OF TRAVEL: 3/04/2025-3/07/2005

ACADEMIC BENEFITS TO STUDENTS: Extension of science curriculum, topics include marine biology, oceanography, astronomy, ecology, biodiversity, data collection and data analysis.

Identify which characteristics of the Portrait of Graduate are specifically related to this event.

<input type="checkbox"/> Caring	<input type="checkbox"/> Citizenship	X Collaboration
<input type="checkbox"/> Communication	X Creative Thinking	X Critical Thinking
X Problem-Solving	X Scholarship	

PROPOSED METHOD OF TRANSPORTATION:

District-owned vehicles

Transportation approval: _____

X Other Charter Bus

Are expenses paid from any of the following accounts? Auxiliary _____ Tax Credits X Club Funds _____

Parent Organization _____

EXPENSES REQUESTED: (OBTAIN RECEIPTS FOR ALL INCURRED EXPENSES)

	APPROX. COST	BUDGET CODE
Registration	<u>\$12,375.00</u>	<u>100.25.100.1001.6892.166.0000</u>
Transportation	<u>\$7,185.70</u>	<u>525.00.410.2710.6519.166.0000</u>
Meals	<u>\$300.00</u>	<u>100.25.100.2190.6892.166.0000</u>
Lodging	<u>\$2,100.00</u>	<u>100.25.100.2190.6892.166.0000</u>
Substitutes	<u>\$1,800.00</u>	<u>100.25.100.1001.6105.166.0000</u>
TOTAL	<u>\$23,760.70</u>	

WILL THE DISTRICT RECEIVE REIMBURSEMENT? **Yes**
IF SO, SOURCE & AMOUNTS: **Student Tuition and Tax Credit Donations**
* PO must be submitted and approved *prior* to travel to qualify for reimbursement.

HOW ARE CHAPERONE EXPENSES PAID? **Included in Student Cost**

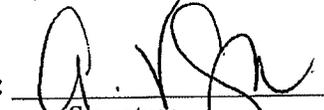
COST TO EACH STUDENT \$ **675.00**

HOW IS THIS TRAVEL MADE AVAILABLE TO ALL ELIGIBLE STUDENTS (LOW FAMILY INCOME PROVISIONS)? **Scholarships are made available to those student who need them.**

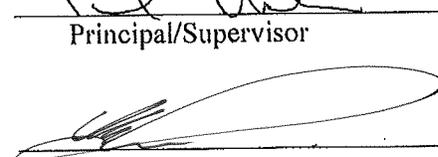
FUNDING SOURCE(S): **Tax Credit Donations**

FUNDRAISING ACTIVITIES PLANNED (If applicable):

The travel is necessary for the implementation of the project funding the travel.

SUBMITTED BY:  1/14/25
Signature Date

APPROVED BY:  1/14/25
Principal/Supervisor Date

 1/21/25