



December 31, 2024

The Honorable Katie Hobbs  
Governor of Arizona  
1700 West Washington St.  
Phoenix, Arizona 85007

The Honorable Warren Peterson  
President, Arizona State Senate  
1700 West Washington St.  
Phoenix, Arizona 85007

The Honorable Ben Toma  
Speaker, Arizona State House of Representatives  
1700 West Washington St.  
Phoenix, Arizona 85007

The Honorable Thomas Shope  
Chairperson, Arizona State Senate Health and Human Services Committee  
1700 West Washington St.  
Phoenix, Arizona 85007

The Honorable Steve Montenegro  
Chairperson, Arizona State House Health and Human Services Committee  
1700 West Washington St.  
Phoenix, Arizona 85007

Dear Governor Hobbs, President Peterson, Speaker Toma, Chairperson Shope and Montenegro:

Pursuant to House Bill 2691 as outlined in ARS 36-1805, Arizona Health Care Cost Containment System Administration (AHCCCS) is required to submit a report on the status of the Nurse Education Investment Pilot Program (ARS 36-1802), the Student Nurse/New Graduate Clinical Placements & Preceptor Training Program (ARS 36-1803) and the Transition to Practice program (ARS 36-1804).

The Arizona Department of Health Services (ADHS) collaborated with AHCCCS and their subcontractors, the Arizona State Board of Nursing and the Arizona Hospital and Healthcare Association to compile this report. ADHS was the lead for the Nurse Education Investment Pilot Program (ARS 36-1802) and AHCCCS was the lead for the Student Nurse/New Graduate Clinical Placements and Preceptor Training Program (ARS 36-1803) and the Transition to Practice Program (ARS 36-1804).

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ADHS established one Interagency Services Agreement (ISA) with the Arizona Board of Regents and ten Agreements with the community college districts to carry out the program's goal. AHCCCS entered into an ISA to allow the State Board of Nursing (the Board) to administer the grants, select appropriate curriculum and report data back to AHCCCS utilizing the funding provided to AHCCCS.

The attached report addresses in more detail the following:

1. The number of participating entities and who participated in each program.
  - a. ARS 36-1802: Three (3) universities and ten (10) community college districts.
  - b. ARS 36-1803: Eighteen (18) healthcare systems are implementing thirty-three (33) projects.
  - c. ARS 36-1804: Thirteen (13) facilities launched the program
2. The number of nurses who completed each educational and clinical training program.
  - a. ARS 36-1802: 5,696 total nurses participated
  - b. ARS 36-1803: 5,045 total nurses participating in the clinical training program as preceptors, 6,366 total nurses participating as preceptors
  - c. ARS 36-1804: 71 newly graduate nurses enrolled, 77 new preceptors have been onboarded into the program
3. The measurements developed by the Department or Administration of the expansion of the Statewide Health Care Workforce and retention rates of Health Care Institutions.
  - a. ARS 36-1802: Details are included within the attachment.
  - b. ARS 36-1803: Details are included within the attachment.
  - c. ARS 36-1804: Details are included within the attachment.
4. Expansion of University and Community College Programs including the number of additional nursing students in each educational program.
  - a. ARS 36-1802: Total of 4,100 additional nursing students, details are included within the attachment.
  - b. ARS 36-1803: Not applicable.
  - c. ARS 36-1804: Not applicable.
5. The number of new nurse preceptors at each Health Care Institution, the number of students and Licensed or Certified Nurses trained by the expansion of preceptors at each Health Care Institution and the turnover rate of Licensed or Certified Nurses within one year of hiring at each Health Care Institution.
  - a. ARS 36-1802: Not applicable.
  - b. ARS 36-1803: Information for each facility is located within the attachment.
  - c. ARS 36-1804: Seventy-seven (77) new preceptors in two preceptor cohorts
6. The number and Identity of Health Care Institutions and the number of nurses participating at each Health Care Institution in the Licensed Registered Nurse transition to practice program and the turnover rate of Licensed Registered Nurses within one year of hiring at each participating Health Care Institution.
  - a. ARS 36-1802: Not applicable.
  - b. ARS 36-1803: Not applicable.
  - c. ARS 36-1804: Seventy-seven (77) new graduate nurses
7. Any other benchmarking and outcome reports developed by the Department to measure the effectiveness of the programs established pursuant to this chapter.

a. Details are included within the attachment.

If you have any questions regarding the attached report, please feel free to contact me at (602) 417-4711.

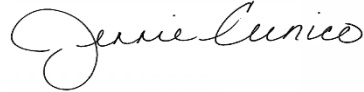
Sincerely,



Carmen Heredia

Director

Arizona Health Care Cost Containment System



Jennifer Cunico

Director

Arizona Department of Health Services

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## Annual Report (per A.R.S. 36-1805)

October 1, 2023 - September 30, 2024

ARS 36-1802 Arizona Nurse Education Investment Pilot Program

ARS 36-1803 Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program

ARS 36-1804 Arizona Transition to Practice Program for New Graduate Registered Nurses Annual Report

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**Submitted To:**

The Honorable Katie Hobbs, Governor, State of Arizona  
The Honorable Warren Petersen, President, Arizona State Senate  
The Honorable Ben Toma, Speaker, Arizona State House of Representatives  
The Honorable Thomas Shope, Chairperson, Arizona State Senate Health and Human Services Committee  
The Honorable Steve Montenegro, Chairperson, Arizona State House Health and Human Services Committee

**Prepared By:****Arizona Department of Health Services - Bureau of Women's and Children's Health**

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# Background & Overview

## Introduction

In response to Arizona's nursing shortage, House Bill 2691 was passed in 2022 and authorized the development of three programs to improve the capacity of this state's healthcare workforce. Those programs are ARS 36-1802 Nurse Education Investment Pilot Program, ARS 36-1803 Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program, and ARS 36-1804 Arizona Transition to Practice Program for New Graduates. Each has contributed to the content and required annual reporting in this document. This report is submitted each year by December 31, 2024. Recipients include the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Chairpersons of the Health and Human Services Committees of the Senate and the House of Representatives, or their successor committees, and shall provide a copy of the report to the Secretary of State.

ARS 36-1802: The Nurse Education Investment Pilot Program goal is to enhance Arizona's nursing education capacity by increasing the number of nursing graduates at all levels by fiscal year 2026-2027, compared to the number graduating in fiscal year 2021-2022. Per [Arizona Revised Statute \(ARS\) 36-1802](#), "the Department (Arizona Department of Health Services) shall allocate funds to the Arizona Board of Regents and community college districts to be used to pay for salaries, benefits, training and related expenses and operational costs necessary to increase the number of qualified nursing education faculty members teaching in nursing degree and certificate programs. Funds may also be used for capital expenses that are directly related to additional faculty and students, including student support services."

ARS 36-1803: The grant program's purpose is to increase the placements of student nurses/new grad nurses and nursing assistants in clinical rotations, increase and enhance preceptor training, and increase the number and retention of nurses and nursing assistants in the state of Arizona. Board consultants will oversee the Arizona Health Care Workforce, Grant Program 36-1803: Kathy Malloch, PhD, MBA, RN, FAAN; Kathy Scott, PhD, MPA, RN, FACHE; Tim Porter O'Grady, DM, EdD, APRN, FAAN, FACCWS. Program funds are allocated from AHCCCS to the Arizona Board of Nursing to provide funding to qualified healthcare institutions (HCIs).

ARS 36-1804: Per [Arizona Revised Statute \(ARS\) 36-1804](#), the administration and Arizona Health Care Cost Containment System (AHCCCS) contracted with Arizona Hospital and Healthcare Association (AzHHA) Transition to establish a statewide Transition to Practice program for the newly licensed graduate registered nurse. The implementation of this program is led by Karen Ofafa, EdD, MPH, BSN, RN with oversight from Vicki Buchda, MS, RN, NEA-BC. The program gives priority to critical access hospitals and facilities in rural areas, however, any facility licensed under the Department of Health Services is eligible to join.

Transitioning new clinicians from education to practice has been noted as a top patient safety concern (ECRI Institute, 2024). The overarching goal of the Arizona Transition to Practice Program is to support new nurses transitioning from academia to practice. We achieve this by

providing them with an evidence-based curriculum, professional development and addressing resilience and emergency preparedness. Consequently, the nurses accelerate from the novice nurse to a competent nurse more rapidly. Karen Ofafa, Director of the Transition to Practice has provided the direction and oversight of the design, development, implementation, and evaluation of the Arizona Transition to Practice Program. Program funds are allocated from AHCCCS to the Arizona Hospital and Healthcare Association where the funds are utilized to directly support program implementation at the facilities.

### **Program Updates/Implementation**

ARS 36-1802: During the second year of the Nurse Education Investment Pilot Program (October 1, 2023 through September 30, 2024), universities and community colleges continued their efforts to expand their nursing programs. Significant progress was made in hiring additional faculty, retaining the faculty recruited in the first year, increasing student enrollment, and supporting students through program completion and licensure exams. The recipients utilized funds to purchase equipment needed by the additional students and faculty, created and upgraded classrooms and labs, and provided new faculty with opportunities for professional development.

Some of the challenges from the first year persisted into the second year. These challenges included a low number of qualified nurse faculty applicants, competition with other employers offering higher salaries, an overall decline in college enrollment, limited availability of clinical placements, and insufficient administrative staff support for managing grant funds.

In July 2024, the State General Fund budget was not extended for a third year. As a result, the program and community colleges worked through various challenges as the Department awaited updates on potential funding. While temporary, these challenges did create a pause in the colleges' ability to advance towards the program's goals. However, on September 25, 2024, the Department was granted its third year of funding through an Interagency Services Agreement with the Governor's Office. The Arizona Department of Health Services (ADHS) has been working diligently with the Arizona Board of Regents and community colleges to establish third year budgets, update contracts, and issue purchase orders. It is important to note that the figures in this report may reflect a delay in funding, as schools had to pause hiring while awaiting confirmation of next steps. Both the Department and schools are grateful and enthusiastic to continue the work into year 3.

ARS 36-1803: The legislation authorizing the Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program became effective on September 24, 2022. The Arizona State Board of Nursing (the Board) completed year 1 of the grant activities and has moved into year 2.

Since the September 2023 report, the Arizona State Board of Nursing has enhanced the administrative infrastructure; managed grant staff turnover; reviewed, approved and awarded Year 2 grant applications; provided guidance and expertise related to practice readiness; created



policies and procedures for the grant; collaborated with Forward Health Group (FHG), a data analytics vendor; monitored the progress and compliance of the awardees monthly; and collected monthly progress data.

The work completed to this point continues to be driven by the interagency service agreement (ISA) between AHCCCS and the Board and the HB2691 legislation.

1. Seventeen health organizations participated in the Grant in year 1. These 17 health organizations implemented 27 different programs across the state in rural, urban, and frontier areas.
2. The participants adapted their programs as the external environment and internal circumstances changed in consultation with the grant team to meet the intent of the grant.
3. Two health organizations did not complete the year due to inadequate resources and/or leadership changes within their facilities.

The second year of implementation continues to reflect significant progress. The following are notable items that exemplify this:

- Second-year preceptor site agreements were finalized and executed. Signed copies were sent to AHCCCS and OSPB for review and filing.
- Year two funded preceptor site projects were launched on July 1, 2024. Consultants and staff continue to meet one-on-one with grant recipients to provide project guidance and oversight. In addition, a Grant Recipient meeting is held on the second Thursday of each month to provide the preceptor sites with educational tools, administrative updates, and project highlights.
- The Year two budget was submitted to AHCCCS and OSPB for review, approval, and filing.

The general overview of the project's health is on track. The project schedule, project scope, and budget are progressing as expected. One exception is the timely invoice submission, accuracy found on fiscal review and payment processing of grantee invoices. The Arizona State Board of Nursing meets bi-weekly with AHCCCS and OSPB to share challenges, share successes, and ask questions related to budget and invoicing.

ARS 36-1804: The legislation became effective in 2022. Arizona Health Care Cost Containment System (AHCCCS) initially contracted with the Arizona Hospital and Healthcare Association (AzHHA) as a consultant to assist with the administration and implementation of this program in April of 2023. Following that, there were additional contract negotiations leading to an amended contract which was executed in November of 2023. AzHHA created the infrastructure for the program, hired a program director, reviewed proposals from 4 vendors in response to our RFP for a curriculum vendor for the program, and selected the vendor while waiting for final contract approval. The Transition to Practice program was launched in November 2023.

This program is critical to the nursing pipeline in Arizona because it supports retention of new nurses. It is also in alignment with AzHHA's priorities, one of which is to focus on workforce in rural and underserved communities, particularly critical access, sole community, and safety net

hospitals to ensure that the state's most vulnerable populations receive access to high quality healthcare. With this program, we aspire to create an environment where our nurses can transition seamlessly from academia to practice, gaining the confidence and competence they need to provide the best possible care for our communities. To reach this goal, the program:

- Provides evidence-based professional development.
- Accelerates the novice nurse to a competent nurse more rapidly.
- Increases confidence and promotes independent practice in the new nurse.
- Addresses resilience and emergency preparedness.
- Increases retention.

**Program benefits:** Increasing retention for new nurses is the cornerstone of the Arizona Transition to Practice Program, as the program provides an additional level of support for these nurses. To help accomplish this goal, the program provides many benefits including:

- Standardized evidence-based curriculum that will complement onboarding.
- Access to clinical resources and a community of new graduate nurses across the state.
- New graduate clinical and professional development support throughout the first year of practice.
- New graduates receive peer support by attending monthly clinical reflection groups with their peers.
- Training and support are provided to key players at the hospitals.
- Mentors and preceptors are eligible for stipends.
- American Nurses Association and Arizona Nurses Association one year membership dues are paid for new graduates.

### Implementation Timeline

- AHCCCS contract amended and signed November 2023
- Curriculum vendor - OpusVi contact signed November 2023
- Cohort Status
  - Cohort 1: March 2024 (in progress)
  - Cohort 2: June 2024 (in progress)
  - Preceptors onboarded and trained
    - February 2024
    - May of 2024
  - Mentors onboarded and trained
- Ongoing
  - Facility recruitment
  - Evaluation of program effectiveness
  - Consultation with facilities, curriculum vendor, national residency program collective, and other TTP program related taskforces

**Program Status:** The program is on track and continues to meet program goals. The return on investment for Transition to Practice programs typically becomes apparent within 12 months to 3 years. We will have completed 8 months making it difficult to provide turnover and retention data. However, some early signs of return on investment can have been noted through the cost

savings facilities have documented, increased confidence and competence shown on evaluations and qualitative data. Additionally, participants or the new grad nurses have reported increased competence in their supportive roles and increased efficiency due to the availability of resources needed to do their jobs. Some facilities have shared that they have only been able to hire new graduate nurses because of this program. Facilities such as Benson Hospital have filled positions in advance of having an opening because of this program.

## 2024 Annual Report Measures

### Report Structure

As required by ARS 36-1805, the Department (Arizona Department of Health Services) and the Administration (Arizona Health Care Cost Containment System) shall submit a report by December 31st of each year on the status of the programs. The report shall include:

1. The number of participating entities and who participated in each program.
2. The number of nurses who completed each educational and clinical training program.
3. The measurements developed by the department or administration on the expansion of the statewide healthcare workforce and retention rates of healthcare institutions.
4. The expansion of university and community college programs, including the number of additional nursing students in each educational program.
5. The number of new nurse preceptors at each healthcare institution, the number of students and licensed or certified nurses trained by the expansion of preceptors at each institution, and the turnover rate of licensed or certified nurses within one year of hiring at each healthcare institution.
6. The number and identity of health care institutions and the number of nurses participating at each health care institution in the licensed registered nurse transition to practice program and the turnover rate of licensed registered nurses within one year of hiring at each participating health care institution.
7. Any other benchmarking and outcome reports developed by the department to measure the effectiveness of the programs established pursuant to this chapter.

## 1. The number of participating entities and who participated in each program

### ARS 36-1802: Nurse Education Investment Pilot Program

For the Nurse Education Investment Pilot Program, one Interagency Services Agreement and 10 Agreements were established and continued into Year 2. ADHS has an Interagency Services Agreement with the Arizona Board of Regents supporting the Arizona State University, Northern Arizona University, and the University of Arizona. The 10 Agreements were continued for the community college districts that received funding. The following colleges received funding: Arizona Western College (Yuma La Paz Community College) Central Arizona College (Pinal Community College), Cochise Community College, Coconino Community College, Eastern Arizona College (Graham Community College), Maricopa Community College, Mohave Community College, Northland Pioneer College (Navajo Community College), Pima Community College, and Yavapai Community College. A total of 13 universities and colleges participated in the Nurse Education Investment Pilot Program.

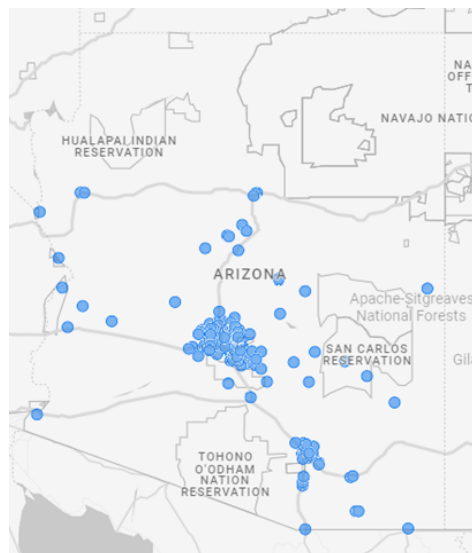


### ARS 36-1803: Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program

In year two, eighteen (18) healthcare systems are implementing thirty-three (33) projects in fifty-nine (59) healthcare facilities that have received awards through 1803 funds. As noted below, some facilities received awards for various programming. The map below identifies the localities for year 2.

#### Preceptor Site Locations

- Abrazo Health Arrowhead Externs - RN
- Abrazo Health West Campus Nursing Students - RN
- Banner Health New to Service - RN
- Banner Health Specialty Training - Exp RN
- Cobre Valley General Preceptor New to Service (RN, CAN) & Students (RN, APRN)
- Cobre Valley Specialty Training - Exp RN
- Dignity Arizona New Grad Resident - RN
- Dignity Nursing Student - RN
- Dignity SUPER Preceptor - Specialty (ICU)
- HonorHealth Nursing Student - RN
- HonorHealth Specialty Training Exp RN
- Kingman Regional Medical Center Nursing Student - RN
- Lifepoint Health New Grad Residency RN
- Mayo Clinic New Grad Residency - RN
- Mayo Clinic Specialty Training - Exp RN (cancer)
- MGA Homehealth New Grad Residency RN & LPN
- Northern Arizona Healthcare New Grad Residency & Specialty RN
- Oasis Behavioral Health Nursing Student - RN
- Phoenix Children's Hospital New Grad Residency RN
- San Carlos Apache Health New Grad Residency RN
- San Carlos Apache Health Student - APRN
- Tucson Medical Center Resident - New Grad Residency RN
- White Mountain Regional Medical Center Resident - New Grad RN
- Yuma Regional Medical Center Extern - RN
- Yuma Regional Medical Center Student - CNA
- Yuma Regional Medical Center Student - LPN



| <b>System/Clinic/Hospital</b>   | <b>Program Type</b>   |
|---|---|
| <b><i>Abrazo (Arrowhead)</i></b>  | <b><i>Preceptor: New Grad Residency (RN)</i></b>  |
| <b><i>Abrazo Arrowhead</i></b>  | <b><i>Preceptor: Student Extern (RN)</i></b>  |
| <b><i>Abrazo Health (Central and Scottsdale)</i></b>                              | <b><i>Preceptor: Student Extern (RN)</i></b>  |
| <b><i>Banner Health</i></b>   | <b><i>Preceptor: Specialty Training (Exp RN)</i></b>                                    |
| <b><i>Carondelet Health (St. Joe's St. Mary's &amp; Holy Cross)</i></b>           | <b><i>Preceptor: Student Extern (RN)</i></b>  |
| <b><i>Cobre Valley New to Service (RN, CNA) &amp;, Students (RN and APRN)</i></b> | <b><i>General Preceptor: New to Service (RN, CNA) &amp;, Students (RN and APRN)</i></b> |
| <b><i>Cobre Valley</i></b>  | <b><i>Preceptor: Specialty Training (Exp RN)</i></b>                                    |
| <b><i>Dignity Health</i></b>  | <b><i>Preceptor: NG Residency (RN)</i></b>  |
| <b><i>Dignity Health</i></b>  | <b><i>Preceptor: Students (RN)</i></b>  |
| <b><i>Dignity Health</i></b>  | <b><i>Super-Preceptor: Specialty (ICU)(RN)</i></b>                                      |
| <b><i>Dignity Health</i></b>  | <b><i>Super-Preceptor:- Specialty (Med-Surg)(RN)</i></b>                                |
| <b><i>Honor Health</i></b>  | <b><i>Super-Preceptor: Specialty ICU (RNs and students)</i></b>                         |
| <b><i>Honor Health</i></b>  | <b><i>Preceptor: Specialty Training (Exp RN)</i></b>                                    |
| <b><i>Kingman Regional</i></b>  | <b><i>Preceptor: Students (RN)</i></b>  |
| <b><i>La Paz</i></b>  | <b><i>Preceptor: Students and Extern (RN)s</i></b>                                      |
| <b><i>Lifepoint</i></b>   | <b><i>Preceptor: New Grad Residency RN</i></b>  |
| <b><i>Mayo Specialty- Cancer</i></b>  | <b><i>Preceptor: Specialty (Cancer) (RN)</i></b>  |
| <b><i>Mayo New Grad Residency RN</i></b>  | <b><i>Preceptor: New Grad Residency RN</i></b>  |
| <b><i>Mayo Specialty Periop</i></b>   | <b><i>Preceptor: Specialty (Periop) (RN)</i></b>  |
| <b><i>MGA Homecare</i></b>  | <b><i>Preceptor: New Grad Residency (RN, LPN)</i></b>                                   |
| <b><i>Northern Arizona Healthcare (Flagstaff, Verde Valley)</i></b>               | <b><i>Preceptor: New Grad Residency &amp; Specialty (RN)</i></b>                        |
| <b><i>Phoenix Children's</i></b>  | <b><i>Preceptor: New Grad Residency (RN)</i></b>  |
| <b><i>Phoenix Children's</i></b>  | <b><i>Preceptor: Student (APRN)</i></b>   |
| <b><i>San Carlos</i></b>  | <b><i>Preceptor-Student (APRN)</i></b>  |
| <b><i>San Carlos</i></b>  | <b><i>Preceptor: New Grad Residency (RN)</i></b>  |
| <b><i>Tucson Medical Center New Grad Residency RN</i></b>                         | <b><i>Preceptor: New Grad Residency RN</i></b>  |
| <b><i>Tucson Medical Center Specialty (RN)(ED)</i></b>                            | <b><i>Super Preceptor-Specialty (RN) (ED)</i></b>                                       |
| <b><i>Tucson Medical Center Student Extern (RN)</i></b>                           | <b><i>Preceptor: Student Extern (RN)</i></b>  |

ARS 36-1804: Arizona Transition to Practice Program for New Graduate  
 Thirteen facilities (13) launched the program in its entirety for March and June 2024 cohorts. One additional facility trained one preceptor but has been unable to hire new graduate nurses.\* The majority of participating facilities are critical access, rural areas or serve the underserved.

List of participating facilities include: Aurora Behavioral Health System-Glendale, Aurora Behavioral Health System-Tempe, Benson Hospital, Cobre Valley Regional Medical Center, Cornerstone Hospital of Southeastern Arizona, Gila River Healthcare (preceptor only), La Paz Regional Hospital, Mt. Graham Regional Medical Center, Oasis Behavioral Health, Onvida

Health (formerly Yuma Regional Medical Center), Palo Verde Behavioral Health, San Carlos Apache Healthcare, Summit Healthcare, and Whiteriver Indian Hospital.

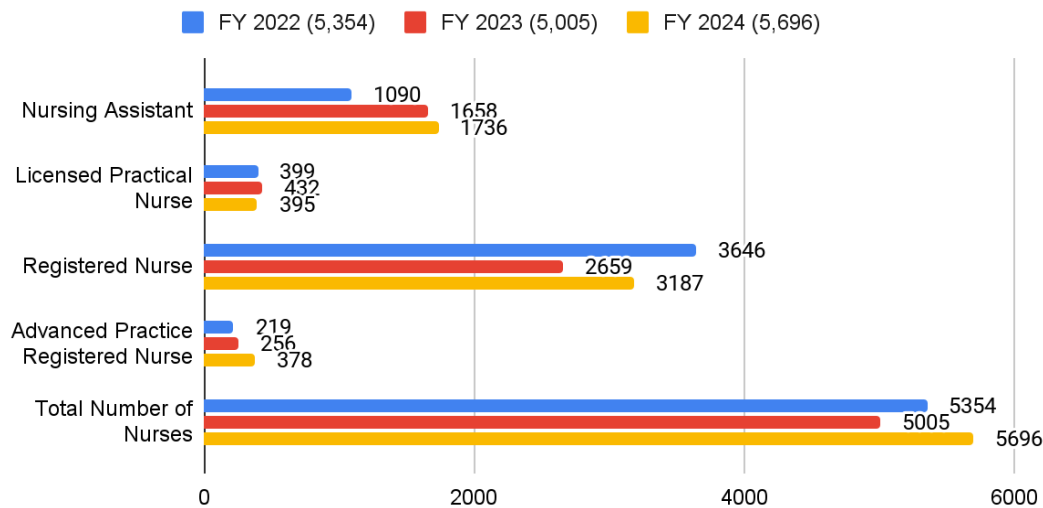


## 2. The number of nurses who completed each educational and clinical training program

### ARS 36-1802: Nurse Education Investment Pilot Program

Overall the total number of nurses has increased when compared to the number of nursing students who completed each educational program in State Fiscal Year 2021-2022. After the first year, increases are still reported but remain similar to the numbers from 2023. Advanced Practice Registered Nurse saw the biggest significant increase in 2024. There have been increases in the nursing assistant graduates and advanced practice registered nurse graduates, as shown below.

### Total Number of Nurses who Completed Each Educational Program by Year



**Number of nurses who completed each type of educational program by school by year:**

| <i>School Name</i>                    | <i>Year</i> | <i>Nursing Assistant</i> | <i>Licensed Practical Nurse</i> | <i>Registered Nurse</i> | <i>Advanced Practice Registered Nurse</i> | <i>Total</i> |
|---------------------------------------|-------------|--------------------------|---------------------------------|-------------------------|---|--------------|
| <i>Arizona State University***</i>    | <b>2023</b> | N/A                      | N/A                             | 435                     | 56  | <b>491</b>   |
|                                       | <b>2024</b> | N/A                      | N/A                             | 564                     | 70  | <b>634</b>   |
| <i>Northern Arizona University***</i> | <b>2023</b> | N/A                      | N/A                             | 246                     | 71  | <b>317</b>   |
|                                       | <b>2024</b> | N/A                      | N/A                             | 721                     | 211                                       | <b>932</b>   |
| <i>University of Arizona***</i>       | <b>2023</b> | N/A                      | N/A                             | 375                     | 129                                       | <b>504</b>   |
|                                       | <b>2024</b> | N/A                      | N/A                             | 202                     | 97  | <b>299</b>   |
| <b>Community Colleges</b>             |             |                          |                                 |                         |   |              |
| <i>Arizona Western College</i>        | <b>2023</b> | 135                      | 3                               | 56                      | N/A                                       | <b>194</b>   |
|                                       | <b>2024</b> | 177                      | 5                               | 51                      | N/A                                       | <b>233</b>   |
| <i>Central Arizona College***</i>     | <b>2023</b> | 47                       | 19                              | 37                      | N/A                                       | <b>103</b>   |
|                                       | <b>2024</b> | 23                       | 5                               | 49                      | N/A                                       | <b>77</b>    |
| <i>Cochise Community College</i>      | <b>2023</b> | 47                       | 23                              | 64                      | N/A                                       | <b>134</b>   |
|                                       | <b>2024</b> | 54                       | 76                              | 57                      | N/A                                       | <b>187</b>   |
| <i>Coconino Community College</i>     | <b>2023</b> | 93                       | N/A                             | 29                      | N/A                                       | <b>122</b>   |
|                                       | <b>2024</b> | 101                      | N/A                             | 26                      | N/A                                       | <b>127</b>   |
| <i>Eastern Arizona College</i>        | <b>2023</b> | 112                      | N/A                             | 58                      | N/A                                       | <b>170</b>   |
|                                       | <b>2024</b> | 166                      | 15                              | 103                     | N/A                                       | <b>284</b>   |
| <i>Maricopa Community College</i>     | <b>2023</b> | 806                      | 240                             | 942                     | N/A                                       | <b>1988</b>  |
|                                       | <b>2024</b> | 827                      | 127                             | 1,056                   | N/A                                       | <b>2010</b>  |
| <i>Mohave Community College</i>       | <b>2023</b> | 99                       | 74                              | 144                     | N/A                                       | <b>317</b>   |
|                                       | <b>2024</b> | 104                      | 70                              | 155                     | N/A                                       | <b>329</b>   |
| <i>Northland Pioneer College</i>      | <b>2023</b> | 66                       | N/A                             | 31                      | N/A                                       | <b>97</b>    |
|                                       | <b>2024</b> | 71                       | 30                              | 37                      | N/A                                       | <b>138</b>   |
| <i>Pima Community College</i>         | <b>2023</b> | 162                      | 73                              | 151                     | N/A                                       | <b>386</b>   |
|                                       | <b>2024</b> | 76                       | 67                              | 73                      | N/A                                       | <b>216</b>   |
| <i>Yavapai Community College</i>      | <b>2023</b> | 91                       | N/A                             | 91                      | N/A                                       | <b>182</b>   |
|                                       | <b>2024</b> | 137                      | 0                               | 93                      | N/A                                       | <b>230</b>   |
| <b>Total</b>                          | <b>2023</b> | <b>1658</b>              | <b>432**</b>                    | <b>2659</b>             | <b>256</b>                                | <b>5005</b>  |
|                                       | <b>2024</b> | <b>1736</b>              | <b>395**</b>                    | <b>3187</b>             | <b>378</b>                                | <b>5696</b>  |

\*N/A (Not Applicable) indicates the school does not offer that particular nursing program.

\*\*Many healthcare institutions no longer hire Licensed Practical Nurses (LPN's) and only hire Registered Nurses (RNs). LPNs have a smaller scope of practice than an RN and require RN oversight.

\*\*\*2024 Q3 data not submitted

## ARS 36-1803: Student Nurse/New Graduate Clinical Placements &amp; Preceptor Training Pilot Grant Program

| <b>PROGRAM Year 1 Q2, Q3, Q4 PROGRAM Year 2 Q1</b>                                  |   |                   |                   |              |
|---|---|-------------------|-------------------|--------------|
| <b>DATA 10/1/23 - 9/30/24</b>   |   |                   |                   |              |
| <b>Program</b>  | <b>Program Focus</b>  | <b>Preceptors</b> | <b>Preceptees</b> | <b>TOTAL</b> |
| <b>Abrazo Health Arrowhead Externs - RN</b>   | <b>Preceptor: Student Extern (RN)</b>   | 22                | 26                | <b>48</b>    |
| <b>Abrazo Health West Campus Nursing Students RN</b>                                | <b>Preceptor: Students (RN)</b>   | 88                | 1,396             | <b>1484</b>  |
| <b>Abrazo (Arrowhead)</b>   | <b>Preceptor: New Grad Residency (RN)</b>                                       | 0                 | 0                 | <b>0</b>     |
| <b>Abrazo Health (Central and Scottsdale)</b>                                       | <b>Preceptor: Student Extern (RN)</b>   | 0                 | 2                 | <b>2</b>     |
| <b>Banner Health New to Service RN</b>  | <b>Preceptor: New to Service (RN)</b>   | 0                 | 190               | <b>190</b>   |
| <b>Banner Health Specialty Training - Exp RN</b>                                    | <b>Preceptor: Specialty Training (Exp RN)</b>                                   | 47                | 43                | <b>90</b>    |
| <b>Carondelet Health (St. Joe's St. Mary's &amp; Holy Cross)</b>                    | <b>Preceptor: Student Extern (RN)</b>   | 4                 | 20                | <b>24</b>    |
| <b>CobreValley General Preceptor (Student, New Grad, New Hires - RN, CNA, APRN)</b> | <b>General Preceptor: New to Service (RN, CNA) &amp; Students (RN and APRN)</b> | 37                | 57                | <b>94</b>    |
| <b>CobreValley Specialty Training - Exp RN</b>                                      | <b>Preceptor: Specialty Training (Exp RN)</b>                                   | 0                 | 9                 | <b>9</b>     |
| <b>Dignity Arizona Resident - RN</b>  | <b>Preceptor: NG Residency (RN)</b>   | 446               | 165               | <b>611</b>   |
| <b>Dignity Nursing Student - RN</b>   | <b>Preceptor: Students (RN)</b>   | 1,508             | 3,306             | <b>4814</b>  |
| <b>Dignity Super Preceptor Specialty ICU</b>  | <b>Super-Preceptor: Specialty (ICU)(RN)</b>                                     | 8                 | 0                 | <b>8</b>     |
| <b>Dignity Health</b>   | <b>Super-Preceptor:- Specialty (Med-Surg)(RN)</b>                               | 0                 | 0                 | <b>0</b>     |
| <b>HonorHealth Nursing Student - RN</b>   | <b>Preceptor: Students (RN)</b>   | 53                | 126               | <b>179</b>   |
| <b>HonorHealth Specialty Training (Exp RN, New Grad RN)</b>                         | <b>Preceptor: Specialty Training (Exp RN)</b>                                   | 0                 | 0                 | <b>0</b>     |
| <b>Honor Health</b>   | <b>Super-Preceptor: Specialty ICU (RNs and students)</b>                        | 11                | 260               | <b>271</b>   |
| <b>Kingman Regional Medical Center Nursing Student - RN</b>                         | <b>Preceptor: Students (RN)</b>   | 32                | 174               | <b>206</b>   |
| <b>La Paz</b>   | <b>Preceptor: Students and Extern (RN)s</b>                                     | 2                 | 0                 | <b>2</b>     |
| <b>Lifepoint Health Specialty Trained Experienced RN</b>                            | <b>Preceptor: New Grad Residency RN</b>   | 30                | 28                | <b>58</b>    |
| <b>Mayo Clinic Specialty Training – Exp RN</b>                                      | <b>Preceptor: Specialty (Cancer) (RN)</b>                                       | 7                 | 12                | <b>19</b>    |
| <b>Mayo Clinic Resident - RN</b>  | <b>Preceptor: New Grad Residency RN</b>   | 2098              | 15                | <b>2113</b>  |
| <b>Mayo Specialty Periop</b>  | <b>Preceptor: Specialty (Periop) (RN)</b>                                       | 0                 | 0                 | <b>0</b>     |
| <b>MGA Homehealth Resident - (RN, LPN)</b>  | <b>Preceptor: New Grad Residency (RN, LPN)</b>                                  | 32                | 55                | <b>87</b>    |
| <b>Northern Arizona Healthcare (New Grad RN, Exp RN)</b>                            | <b>Preceptor: New Grad Residency &amp; Specialty (RN)</b>                       | 126               | 119               | <b>245</b>   |
| <b>Oasis Behavioral Health Nursing Student - RN</b>                                 | <b>Preceptor: Students (RN)</b>   | 26                | 28                | <b>54</b>    |



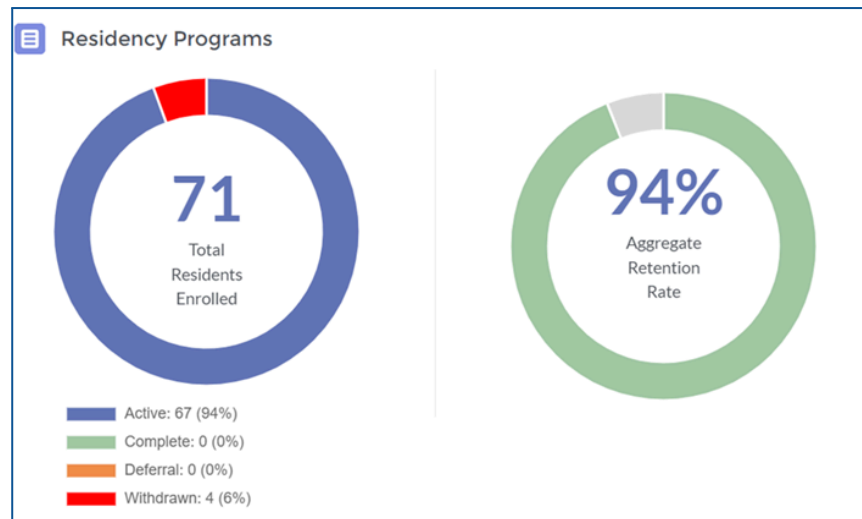
|  |  |              |              |            |
|--|--|--------------|--------------|------------|
| <i>Phoenix Children's Hospital Resident - RN</i>   | <i>Preceptor: New Grad Residency (RN)</i>      | 87           | 51           | <b>138</b> |
| <i>Phoenix Childrens</i>   | <i>Preceptor: Student (APRN)</i>               | 19           | 34           | <b>53</b>  |
| <i>San Carlos Apache Health Resident - RN</i>  | <i>Preceptor: New Grad Residency (RN)</i>      | 18           | 4            | <b>22</b>  |
| <i>San Carlos Apache Health Student - APRN</i>   | <i>Preceptor-Student (APRN)</i>                | 7            | 9            | <b>16</b>  |
| <i>Tucson Medical Center Resident - New Grad RN</i>                                      | <i>Preceptor: New Grad Residency RN</i>        | 234          | 70           | <b>304</b> |
| <i>Tucson Medical Center Specialty (RN)(ED)</i>  | <i>Super Preceptor-Specialty (RN) (ED)</i>     | 0            | 0            | <b>0</b>   |
| <i>Tucson Medical Center Preceptor Specialty RN</i>                                      | <i>Preceptor: Specialty RN</i>                 | 0            | 0            | <b>0</b>   |
| <i>Tucson Medical Center Student Extern (RN)</i>   | <i>Preceptor: Student Extern (RN)</i>          | 0            | 13           | <b>13</b>  |
| <i>Via Linda Behavioral Health - Specialty Training RN</i>                               | <i>Specialty Training RN</i>                   | 0            | 16           | <b>16</b>  |
| <i>White Mountain Regional Medical Center Resident – New Grad RN</i>                     | <i>Preceptor: New Grad (RN)</i>                | 21           | 13           | <b>34</b>  |
| <i>White Mountain Regional Medical Center General Preceptor Students, RNs, &amp; LPN</i> | <i>General Preceptor Student, RN &amp; LPN</i> | 7            | 0            | <b>7</b>   |
| <i>Yuma Regional Medical Center Extern - RN</i>  | <i>Preceptor: Extern (RN)</i>                  | 50           | 15           | <b>65</b>  |
| <i>Yuma Regional Medical Center Student - CNA</i>  | <i>Preceptor:Student (CNA)</i>                 | 25           | 108          | <b>133</b> |
| <i>Yuma Regional Medical Center Student - LPN</i>  | <i>Preceptor: Student (LPN)</i>                | 0            | 2            | <b>2</b>   |
| <b>Total All Programs Through September 30, 2024</b>                                     |  | <b>5,045</b> | <b>6,366</b> |            |

ARS 36-1804: Arizona Transition to Practice Program for New Graduate Program participants are enrolled into the Arizona Transition to Practice Program for 12 months. These new graduate nurses complete a 12-month program that includes specialty training, clinical immersion and professional development. Since the program was launched in March, all new graduate nurses enrolled are still enrolled in their pathway. Cohort 1 runs from March 2024 to February 2025 and is currently focused on professional development while cohort 2 (June 2024 to May 2025) just started their clinical specialty phase.

The total number of program participants we have impacted are reflected below.

- 71 newly licensed graduate nurses have been enrolled in the program since the program was implemented with a 94% retention rate (turnover details below)
  - One nurse rescinded their employment offer and never started.
  - Two nurses started the program but got other job offers within the first month of the program and terminated employment with their facility.
  - One nurse terminated employment two months into the program citing relocation.

These numbers are reflected in the graph below. The detailed turnover metrics will be provided after the completion of the cohort.

**Number of new graduate nurses currently in the pipeline:**

- 77 new preceptors have been onboarded into the program. These nurses support the new graduate nurses by acting as the clinical adjunct at the bedside.
  - 20 mentors (mentors are registered nurses with experience beyond the bedside. Their role is to provide career coaching and professional development support to the new graduate nurses)

### **3. The measurements developed by the department or administration on the expansion of the statewide healthcare workforce and retention rates of health care institutions**

#### ARS 36-1802: Nurse Education Investment Pilot Program

The Arizona Department of Health Services requires quarterly and annual reporting of the community colleges and AZ Board of Regents (on behalf of the universities) to provide updates on their progress. The community colleges and universities are required to report on the following measures: the number of nursing education faculty members who have been hired as a result of the funds, the number of nurse graduates, how their work is attempting to increase the number of nurse graduates, how funds for capital expenses are being used to support additional faculty and students including student support services, how monies are being used for efficiency and shared resources, and how they are working to include underrepresented populations and geographic areas. They are also asked to describe any challenges and barriers in quarterly and annual reports.

#### ARS 36-1803: Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program

Arizona State Board of Nursing continues to work with Forward Health Group (FHG) as its data analytics vendor. FHG collects and summarizes the reporting measurements through a survey

portal required by the legislation and the interagency service agreement between AHCCCS and the State Board of Nursing.

*1803 Quarterly Reporting (Requirement per ISA YH23-0048 between the Board and AHCCCS)*

Grantees continue to provide a quarterly written report to the Program Administrator and report the following categories: number of participating entities each program, number of nurses and nursing assistants who complete each program, percent improvement in retention/turnover rates of new hires in grant funded programs, number of preceptors at each grant-funded institution, number of students trained by this expansion program, number of graduate student nurses completing a qualified preceptorship, 2019 and 2022 baseline data for preceptors, preceptor programs, and preceptees by program (Categories of nurses precepted (advanced practice, registered nurse, practical nurse, and nursing assistant)), and number of Preceptor Programs developed and/or expanded in 2023

**a) Year 1 Increases in nursing resources across the state:**

Overall, the Grant program is healthy and on track. The grant-funded programs achieved the following results:

- a. There is an increase in the total number of formalized state preceptor training programs and an increase in programs grounded in evidence-based practices.
- b. An increase in the total number of trained preceptors across the state.
- c. An increase in the total number of preceptees (APRN, RN, LPN, CNA) across the state
- d. New growth of nursing resources across the state (APRN, RN, LPN, CNA)
- e. Aggregate growth of registered nurses in the state of Arizona.

More specifically, Grant 1803 funded the following increases in nursing resources in Grant Year 1 (July 1, 2023 – June 31, 2024):

| <i>Metric</i>                          | <i>Data</i> |
|--|-------------|
| Net new preceptors trained             | 3,935       |
| Net new preceptees completing training | 6,488       |
| Precepted hours by net new preceptors  | 802,458     |

**b) Year 1 Grant priority outcome and impacts**

The Year 1 response to grant-generated application requests surpassed initial expectations and geographical distribution across the state. Urban, rural, critical access, and ambulatory service agencies participated in year one grant activities. The following are key grant priority outcomes/impacts for year one:

- The Arizona Board of Nursing (AZBN) contracted with three national nurse consultants to develop the grant particulars, hire a grant manager, initiate the grant application process, review and approve applications, guide and advise grantees in the specific development of their grant applications and processes.
- Developed and generated grant application requirements and 12 specific categories to guide and inform grantees of application elements and processes.

- Reviewed, advised, and approved specific systems and institutional grants directed to addressing the 1803 grant nursing resources
- Approved 27 grants across Arizona from urban, rural, critical access, ambulatory care facilities of varying sizes and intensity reflecting the use of nursing resources throughout the state.
- Established monthly individual grantee/consultant/manager sessions to plan, discuss, problem solve strategies and approaches to addressing nursing resourcing issues in each setting.
- Hold monthly general grantee meetings for all grants with all grant leadership, consultants, and grant staff to discuss general operational issues, grant challenges, exemplars, models, and frameworks for grant work, conceptual and translational issues related to preceptor program development, increasing net new nursing resource numbers, framing grant management activities, and introducing contemporary innovations to statewide nursing leadership.
- Work with specific professional and grant leadership to explore statewide network approaches to addressing “nurse skilling up” processes in partnerships that might further facilitate them. The initial framework for the development of a nurse network plan was initiated during year one.
- Site visits to all grant locations provided an opportunity to address challenges, operations, resource management, preceptor models, program innovations, and individual grantee progress with developing and refining individual grant programs.
- Mechanisms for financial, operational management related to invoices, reporting, accounting, and addressing variances were constructed during year one to address the challenges associated with individual grant management. Individual grantees' community-based approaches to resourcing homegrown nursing resources along the “pipeline” (CNA, LPN, RN, APRN) provide local innovation initiatives originating in more isolated settings.
- Expanded 1803 grant management staff resourcing for coordinators (financial and operational) and completed interviews for a new grant manager and coordinators with offers made and accepted. New staff started in July and early August 2024.

*Partnership development between institutions across the state:*

- Initiation of partnership linkages between rural and urban hospitals around specific clinical opportunities provide an informal opportunity for skill development and learning transfer and provides a foundation for building and refining multiple clinical partnerships across the state.
- Two urban-rural clinical skilling partnerships exist between White Mountain Regional Medical Center and Honor Health for specialty training in OR and ED, and Cobre Valley Regional Medical Center and Dignity Health for Cardiac Cath Lab specialty training. These partnerships provide an opportunity for rural hospitals to take advantage of urban resources for skill development in specialty areas rural hospitals do not currently provide.

- Major medical center inclusion of external rural hospital nurses needing specialty skill development is in the grand plan for year two to increase the number of up-skilling activities between larger and smaller healthcare facilities.

### **c) Grow your own pipeline**

Two grantees (Yuma, White Mountain), recognizing the challenge to primarily local rural sites in Arizona, are constructing innovations for attracting local nurse applicants within their own communities to begin their trajectory through the CNA role to lay the foundations for a developmental career in nursing. They would build on and follow up their CNA introduction into nursing by moving into LPN education and role, which would, in turn, serve as a foundation for pursuing RN education and remain in their community for each developmental process and clinical role. The rationale for developing this pipeline represents the need to “grow their own” to advance and sustain retention in their communities.

CRNA and APRN program development and impact:

- \$450,000 in funding was obtained to advance CRNA clinical sites and specialty training in Arizona, which would keep CRNA students in the state and improve the retention of CRNA graduates for practice in Arizona.
- With state CRNA leadership, the number of organizations and specialties accepting CRNA students for clinical training in their sites will increase.
- Continue to develop relationships with grantee institutions to expand their capacity to incorporate CRNA students in their clinical area sites as a part of their effort to increase CRNA resources in Arizona.
- Five facilities are sponsoring new and/or additional CRNA students for precepted experiences in specialty areas. This results in over 60 new student rotations to date.

Nursing Network Development for upskilling nurses across the state.

- Two Delphi developmental sessions with selected grantee leaders took place to explore the clinical preceptor, mentor, and skilling needs for health services across the state.
- Early Network planning objectives are to create a statewide nursing network that standardizes and enhances nursing practice and development and provides a structured framework for nursing entry, skill-building, specialty development, and leadership growth through collaboration and partnerships.

### **Publications**

Four national publications are planned for 2024. Three are completed, two are approved for publication, and one is pending: Porter-O’Grady, T., Malloch, K., Scott, K. (2024). Renewing the Nursing Culture and Sustaining the Professional Community of Practice Through the Role of the Preceptor. *Nursing Administration Quarterly*, Porter-O’Grady, T., Malloch, K., Scott, K. (2024). Arizona Board of Nursing: Translating policy, transforming practice. *Journal of Nursing Regulation, NCSBN, and* Porter-O’Grady, T., Malloch, K., Scott, K. (2024). The preceptor as bridge: Finally closing the gap between learner and practice ready nurse. *Journal of Continuing Education in Nursing*.

### **d) Data/Metrics development, management, distribution**

Development of the data metrics framework, logic model, process, system, and structure for generating data related to grantee nursing resource activities, processes, goals, and outcomes completed June 2024. The developed surveys for preceptors and preceptees, implemented

distribution processes, and created visualization tools for grantees which completed June 2024. Designed the metric content and approach to evaluate preceptor program elements to clarify the most effective preceptor components and processes informing and creating a standardized and scalable preceptor model for Arizona. In June 2024 the general data metrics and baseline will be completed by the end of year one with initial communications and demonstration of the data process at the annual Grantee Summit.

Both preceptors and preceptees participating in the grant programs are sent a survey link upon completion of their program. They have 30 days to complete the survey and then the survey is “closed.” Working with the program managers and academic institutions has taken time to find the best ways to reach different groups of participants. The response rate is less than we would like and will be a strong focus in Grant Year 2. The details are outlined below:

| <i><b>Preceptor Survey Distribution</b></i> |   |                                    |  |
|---|---|------------------------------------|--|
| <i><b># program surveys distributed</b></i> | <i><b># of individual responses</b></i> | <i><b>Total # surveys sent</b></i> | <i><b>Response rate for closed surveys</b></i> |
| 36  | 393                                     | 1,324                              | 45%  |

| <i><b>Preceptee Survey Distribution</b></i> |   |                                    |  |
|---|---|------------------------------------|--|
| <i><b># program surveys distributed</b></i> | <i><b># of individual responses</b></i> | <i><b>Total # surveys sent</b></i> | <i><b>Response rate for closed surveys</b></i> |
| 24  | 312                                     | 1,164                              | 31%  |

***Preceptor role domain development***

Consultants, in conjunction with grantee preceptor developmental processes and programs, identified the significant organizational, structural and cultural issues affecting both onboarding effectiveness and retention of nurses. This informed the development of domain characteristics, descriptors, and survey items that reflect both individual and programmatic demonstrations and organizational and cultural requirements. Going forward into year two, the domains will provide a template for grantees to assess and evaluate the effectiveness of their preceptor programs, the transition to practice of preceptees, and the support of the organization, leadership, and culture affecting retention of new nursing resources.

***e) Monthly grantee meetings***

Required meetings brought all grantees together to participate in sessions facilitating operational integration, reporting mechanisms, invoicing processes, programmatic documentation, and consultant process assessment and evaluation. Monthly grantee educational and development sessions include program development, implementation, and evaluation methods. Consultants introduced consistent concepts and foundations related to professional and clinical nurse competencies and roles in the principles of practice reflecting evidence-based foundations for professional nursing affecting satisfactory performance, onboarding, and retention.

Individual grantees presented and shared their approaches, models, and innovations with all grantees, and opportunities were provided for interaction and discussion regarding innovations

and model approaches that could be transferred and utilized in other settings. The monthly meetings gave grantees an opportunity to interact with each other and develop partnerships and relationships across the state. External speakers with particular and relevant information and skill sets presented at grantee monthly meetings helping grantees develop new insights and approaches to advancing nursing resources in the state.

A national expert on artificial intelligence (AI) and AI integration into nursing and healthcare met with all grantees in a monthly grantee meeting to introduce them into the use of AI for developing their nursing transition, onboarding, precepting, and practice processes within the nursing clinical setting. Grantees indicated the value of the session and the inclusion of AI considerations in their year two planning activities.

#### *Annual Site Visits*

- Annual site visits were conducted and documented from February through June 2024 with 17 health systems.
- Site visit participants included the grant consultants and the grantee project management teams, executives, educators, preceptors, and preceptees. The discussions were rich and positive with a focus on new learnings and continuous improvement of their programs.

#### *Year-End Summit*

- The end-of-the-year Summit occurred June 6-7, 2024, and was attended by 90 grantees and executives from across the state. Phoenix Children's sponsored the conference space and food for the event.
- Two external speakers, presented at the Summit. Their presentations were followed by rich discussions with all the participants. Sara DiGregorio, journalist and author of the book "Taking Care: The Story of Nursing and Its Power to Change Our World," spoke on the value and uniquely complex role and contributions of nursing past to present. Tom Lawry, a Managing Director at Second Century Tech LLC (2CT), and leading AI transformation healthcare consultant challenged and advised the group through presentation and discourse about the specific utility and applications of AI within clinical services grantee institutions. These specific exemplars and approaches were used to encourage consideration of their application to year two grantee goals and ways to facilitate the transition to practice process across the state.
- Grantees also presented their innovations, challenges, new learnings and insights related to the work of the grant and participated in multiple discussions to move the grant work forward.
- Summit feedback was very positive citing the benefit of building relationships with colleagues around the state and learning together.

#### *Grant Year 2 Applications and Awards*

- Thirty-six program applications were received and reviewed for year 2.
- Year 2 awarded 32 programs in 18 organizations/health systems with program implementations planned in 59 healthcare facilities that include acute care, critical access, behavioral health, rehab, ambulatory care, and home health in urban, rural, and frontier communities.

- Twenty-one of the year 2 programs are continuing and expanding from year 1, and the remaining 11 are new programs.
- Four organizations/systems are new to Grant 1803 in year 2.
- The grant team is firmly focused on the year 2 activities of orienting new participants, building on past experiences and learnings, and engaging the professional nursing community in a collaborative and sustainable network for the preparation and retention of practice-ready nurses throughout the state of Arizona.

**ARS 36-1804: Arizona Transition to Practice Program for New Graduates**

Arizona Hospital and Healthcare Association prepares quarterly reports and submits them to AHCCCS. These reports include specific details that include program participant names, mentor names, facility names. Additionally, AzHHA submits a description of activities every month that includes any TTP related engagements, site visits, presentations and collaborations.

AzHHA also engages the facilities in training and data collection. Facilities complete an intake form before they enroll. This form captures all participant details. AzHHA meets with each facility monthly to provide support. AzHHA is providing the following to support participating facilities.

- Program related training
- Open office hours
- Monthly check in calls
- Site visits
- Support with metrics and outcomes

**Reporting Requirements for quarterly report to AHCCCS**

| <b>Contract #</b><br><b>YH23-0085</b> | <b>Metric</b>  | <b>Data</b>  |
|---------------------------------------|--|--|
| <b>7.3.2</b>                          | 2019 baseline data for new graduate RN turnover if available (there is no centralized system for tracking)   | Not available  |
| <b>7.3.3</b>                          | 2019 baseline data for the number of nurse preceptors at the participating facilities.   | Not available  |
| <b>7.3.4</b>                          | 2019 baseline data for the number of new graduate nurses in training programs at the participating facilities.                                       | Not available  |
| <b>7.3.5</b>                          | The number and identification of participating entities.   | 14   |
| <b>7.3.6</b>                          | The names and number of nurses who start and complete the program.   | 71* nurses have started. Program completion takes 12 months. |
| <b>7.3.7</b>                          | The number of nurse preceptors at each participating healthcare institution.   | 77   |
| <b>7.3.8</b>                          | The names and number of mentors participating in the program at each institution (or without connection to any institution, as applicable).          | 20*  |
| <b>7.3.9</b>                          | The names and number of nurse preceptors participating in the program at each institution (or without connection to any institution, as applicable). | Not applicable   |

*\*Individual Names submitted to AHCCCS as part of the quarterly reporting.*



#### **4. The expansion of university and community college programs, including the number of additional nursing students in each educational program**

##### ARS 36-1802: Nurse Education Investment Pilot Program

The universities and community colleges have been expanding their nursing programs using various strategies. The primary strategies for expansion have been a) Increasing the number of additional nursing education faculty members, b) Increasing the number of additional nursing students, c) Expanding program capacity via the capital improvements, and d) Supporting other operational costs directly related to the increase in nursing students and faculty.

##### **a) Additional Nursing Education Faculty:**

Nurse Education Investment Pilot Program funds have been instrumental in increasing the number of nursing faculty members to meet the needs of the growing programs. In 2024, over \$8.2 million in personnel funds supported 112 additional positions and the 84 positions that were added last year. Over \$67,000 has been spent on travel for new faculty to attend training events, conferences and outreach activities. New faculty members who receive adequate training and professional development are more likely to stay in their positions and to have the latest evidence-based knowledge to better support their students. By the end of the second year, six institutions had met or exceeded their goals for hiring new nurse faculty members (Arizona State University, Arizona Western College, Coconino Community College, Eastern Arizona College, and Maricopa Community College, and Mohave Community College).

Funds have also helped with faculty retention by creating mentorship programs to connect new hires with experienced faculty. Additional support roles such as lab coordinators, simulation technicians and student success coaches reduce the burden on current faculty and provide more comprehensive support for the students.

Below are the details on the total number of additional nursing faculty in 2024. Please note that these figures are specifically about nursing faculty funded by the Nurse Education Investment Pilot Program. Some institutions utilized other funding sources for their hires, and those new additions are not presented here. Depending on their unique hiring circumstances, some schools successfully retained the same faculty as reported last year, while others faced turnover and had to fill vacant positions. Pima Community College was unable to recruit new faculty this year but has plans in place to hire nursing faculty within the next fiscal year.

**Number of Additional Nursing Education Faculty Members by School in 2024:**

| <i>School Name</i>                  | <i>Year</i> | <i>Total Number of Additional Nursing Faculty</i> | <i>Description</i>  |
|-------------------------------------|-------------|---|---|
| <i>Arizona State University*</i>    | <i>2024</i> | 22  | Which includes 7 FT RN Clinical Track Faculty (5-Prelicensure Nursing, 1-MS Nursing, 1-DNP)   |
| <i>Northern Arizona University*</i> | <i>2024</i> | 17  | 17 additional nurse faculty members   |
| <i>University of Arizona*</i>       | <i>2024</i> | 4   | 1 FT and 35 on-call paid hourly for clinical supervision to supplement core faculty   |
| <b>Community Colleges</b>           |             |   |   |
| <i>Arizona Western College</i>      | <i>2024</i> | 2   | 1 professor of nursing focused on retention and remediation, 1 FT Nursing Assistant Professor   |
| <i>Central Arizona College*</i>     | <i>2024</i> | 2   | 1 RN lab coordinator for clinical/lab only (who has since resigned), 1 RN faculty   |
| <i>Cochise Community College</i>    | <i>2024</i> | 2   | 1 full-time Assistant Director of Nursing/Faculty member focused on recruitment and retention of nursing students and faculty, 1 full-time LPN faculty member                                       |
| <i>Coconino Community College</i>   | <i>2024</i> | 4   | 2 skills lab and clinical coordinators, 1 full-time didactic faculty, and 1 part-time student success coach   |
| <i>Eastern Arizona College</i>      | <i>2024</i> | 7   | 2 full-time Nursing Education Coordinators, 4 part-time Nursing Education Coordinators, 1 part-time nursing student recruiter   |
| <i>Maricopa Community College</i>   | <i>2024</i> | 25  | Nursing Student Success Navigators at all 8 colleges, student lab facilitators  |
| <i>Mohave Community College</i>     | <i>2024</i> | 22  | Funding has allowed the program to be fully staffed   |
| <i>Northland Pioneer College</i>    | <i>2024</i> | 4   | 2 new adjunct faculty hired due to increased demand for Nurse Assistant training. Currently no faculty funded under grant due to funding delays   |
| <i>Pima Community College</i>       | <i>2024</i> | 0   | Difficulty recruiting due to competitive nursing programs and higher salaries offered by travel nursing positions in the region.  |
| <i>Yavapai Community College</i>    | <i>2024</i> | 1   | Only 1 is being funded currently by the grant. The other 4 are now being funded by the college. Hired 1 grant faculty for Prescott campus and are actively recruiting to fill the 4 other positions |
| <b>Total</b>                        | <b>2024</b> | <b>112</b>  | <i>*35 additional on-call faculty (not included in total)</i>   |

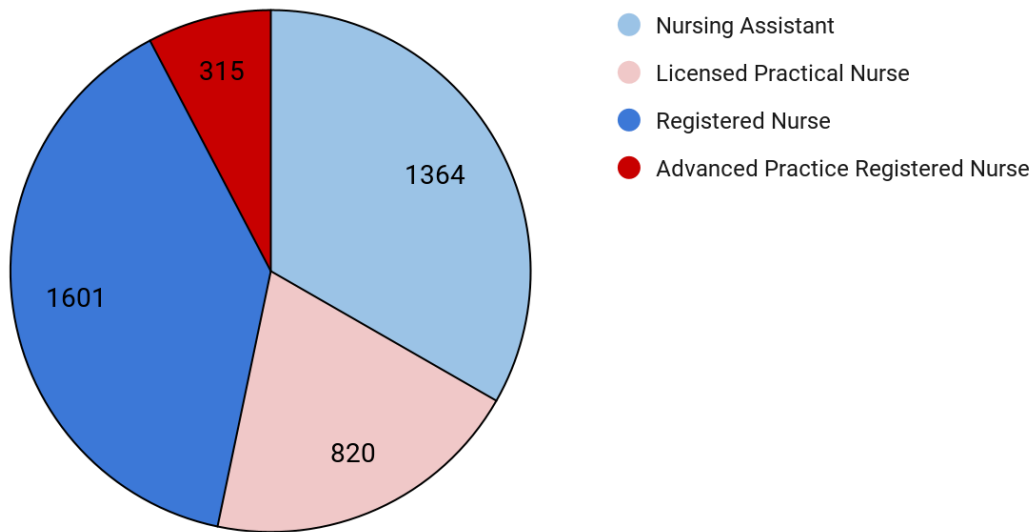
\*2024 Q3 data not submitted.

**b) Additional Nursing Students:**

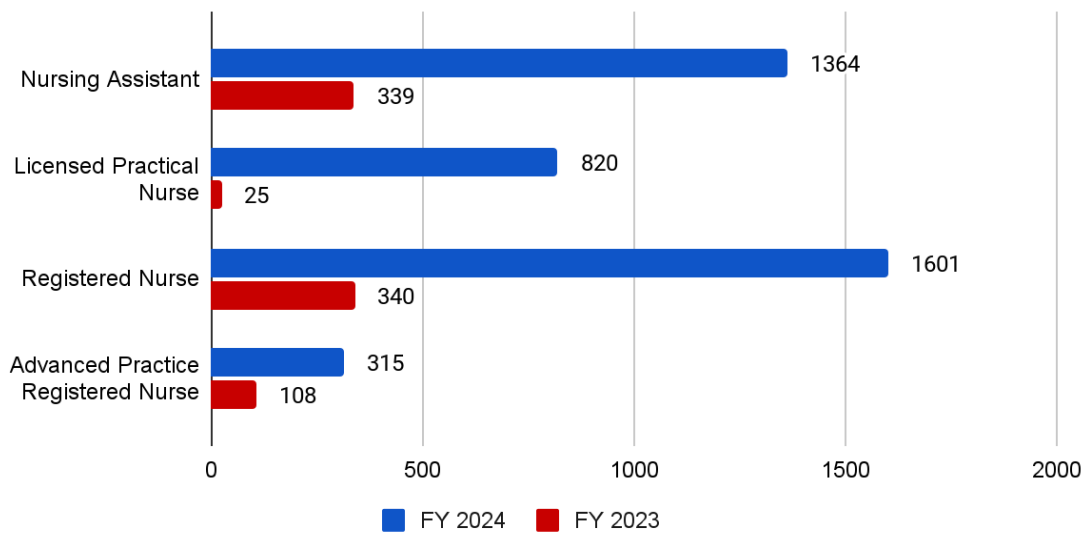
During year one of the Nurse Education Investment Pilot Program, the participating entities began to lay the foundations needed to expand their programs’ capacities by hiring faculty and creating space for new faculty and students. ADHS is pleased to report that during year two the number of additional nursing students has increased across all eligible nursing programs compared to year one. Funds have helped add new cohorts, increase cohort sizes, create classroom and lab space, and offer classes during evenings and weekends to accommodate working students. With more faculty on staff, there are more opportunities for individualized teaching and support to help retain these students. As they progress through their programs, the total number of nurse graduates is expected to increase in the coming years.

This year’s expansion efforts included several key initiatives: increasing cohort sizes, adding new cohorts and sections, and developing programs such as Maricopa’s RN to BSN program. They also launched programs at new campuses, and introduced night and weekend classes to better accommodate diverse student schedules. These initiatives were made possible by program funds that supported additional faculty and enhanced student support services.

**Total Number of Additional Nursing Students in Each Educational Program FY 2024 (4100)**



**Additional Nursing Students in Each Educational Program: NEIPP Years 1 and 2**



**Number of Additional Nursing Students in Each Educational Program by School:**

| <i>Entity Name</i>                   | <i>Year</i> | <i>Nursing Assistant</i> | <i>Licensed Practical Nurse</i> | <i>Registered Nurse</i> | <i>Advanced Practice Registered Nurse</i> | <i>Total</i> |
|--------------------------------------|-------------|--------------------------|---------------------------------|-------------------------|---|--------------|
| <i>Arizona State University**</i>    | <i>2023</i> | N/A                      | N/A                             | 137                     | 76  | <b>213</b>   |
|                                      | <i>2024</i> | N/A                      | N/A                             | 650                     | 66  | <b>716</b>   |
| <i>Northern Arizona University**</i> | <i>2023</i> | N/A                      | N/A                             | 68                      | 28  | <b>96</b>    |
|                                      | <i>2024</i> | N/A                      | N/A                             | 317                     | 147                                       | <b>464</b>   |
| <i>University of Arizona**</i>       | <i>2023</i> | N/A                      | N/A                             | 39                      | 4   | <b>43</b>    |
|                                      | <i>2024</i> | N/A                      | N/A                             | 208                     | 102                                       | <b>310</b>   |
| <b>Community Colleges</b>            |             |                          |                                 |                         |   |              |
| <i>Arizona Western College</i>       | <i>2023</i> | 43                       | N/A                             | 34                      | N/A                                       | <b>77</b>    |
|                                      | <i>2024</i> | 66                       | N/A                             | 107                     | N/A                                       | <b>173</b>   |
| <i>Central Arizona College**</i>     | <i>2023</i> | 0                        | 0                               | 0                       | N/A                                       | <b>0</b>     |
|                                      | <i>2024</i> | 0                        | 0                               | 0                       | N/A                                       | <b>0</b>     |
| <i>Cochise Community College</i>     | <i>2023</i> | 0                        | 0                               | 0                       | N/A                                       | <b>0</b>     |
|                                      | <i>2024</i> | 15                       | 0                               | 9                       | N/A                                       | <b>24</b>    |
| <i>Coconino Community College</i>    | <i>2023</i> | 0                        | N/A                             | 0                       | N/A                                       | <b>0</b>     |
|                                      | <i>2024</i> | 10                       | N/A                             | 40                      | N/A                                       | <b>50</b>    |
| <i>Eastern Arizona College</i>       | <i>2023</i> | 0                        | N/A                             | 0                       | N/A                                       | <b>0</b>     |
|                                      | <i>2024</i> | 57                       | 19                              | 0                       | N/A                                       | <b>76</b>    |
| <i>Maricopa Community College</i>    | <i>2023</i> | 210                      | 0                               | 0                       | N/A                                       | <b>210</b>   |
|                                      | <i>2024</i> | 748                      | 684                             | 103                     | N/A                                       | <b>1535</b>  |
| <i>Mohave Community College</i>      | <i>2023</i> | 0                        | 0                               | 0                       | N/A                                       | <b>0</b>     |
|                                      | <i>2024</i> | 155                      | 69                              | 0                       | N/A                                       | <b>224</b>   |
| <i>Northland Pioneer College</i>     | <i>2023</i> | 39                       | 0                               | 32                      | N/A                                       | <b>71</b>    |
|                                      | <i>2024</i> | 118                      | 3                               | 34                      | N/A                                       | <b>155</b>   |
| <i>Pima Community College</i>        | <i>2023</i> | 35                       | 25                              | 20                      | N/A                                       | <b>80</b>    |
|                                      | <i>2024</i> | 42                       | 25                              | 20                      | N/A                                       | <b>87</b>    |
| <i>Yavapai Community College</i>     | <i>2023</i> | 12                       | N/A                             | 10                      | N/A                                       | <b>22</b>    |
|                                      | <i>2024</i> | 153                      | 20                              | 113                     | N/A                                       | <b>286</b>   |
| <b>Total</b>                         | <i>2023</i> | <b>339</b>               | <b>25</b>                       | <b>340</b>              | <b>108</b>                                | <b>812</b>   |
|                                      | <i>2024</i> | <b>1364</b>              | <b>820</b>                      | <b>1601</b>             | <b>315</b>                                | <b>4100</b>  |

\*N/A (Not Applicable) indicates the school does not offer that particular nursing program.

\*\*2024 Q3 data not submitted.

**c) Capital Expansion:**

To facilitate the growth of nursing programs, expansion efforts have continued into the second year of the program. The community colleges and universities spent a total of \$3.2 million during the year to increase classroom space, create office space for new faculty, upgrade

technology, and increase clinical simulation by purchasing equipment and building control rooms. Simulation-based training allows the opportunity to learn new skills, engage in deliberate evidence-based practice, and receive focused and real-time feedback in a relatively risk-free environment. Expansion efforts are expected to continue into year 3 of the program.

Many nursing programs struggle to secure adequate clinical rotations for their students. Hospitals are understaffed and do not have the capacity to train the number of students needing placements. Replacing clinical experience with up to 50% simulation, as approved by the Arizona Board of Nursing, assists students in gaining the hands-on experience required to complete their programs. This is particularly helpful for rural schools, whose few hospitals cannot guarantee exposure to a broad range of clinical scenarios. To accommodate the new simulation equipment, schools are creating or adding onto their simulation centers which gives students the tools needed to practice their clinical skills on campus. This year, five schools have purchased high-fidelity simulation manikins to give students the opportunity to practice clinical skills and judgment in a safe environment (Arizona Western College, Cochise Community College, Coconino Community College, Eastern Arizona College and Maricopa Community College). Yavapai Community College acquired two anatomage tables (a 3D anatomy, physiology, and virtual dissection technology that enables users to experience the most accurate anatomy visualization) that support anatomy and physiology knowledge. Faculty received extensive training on how to use the new equipment and incorporate it into the nursing curriculum. Maricopa Community College and the University of Arizona purchased medication dispensing systems (technology that improves drug dispensing efficiency and safety by minimizing medication errors) to better prepare students to enter the workforce. Cochise and Coconino Community Colleges acquired new hospital beds to give nursing students access to practice hands-on patient care. Arizona Western College added a virtual reality lab, allowing more students to learn and practice simultaneously.

Construction projects at four schools are either complete or underway. The University of Arizona reallocated existing space to establish a student success center. Cochise Community College is renovating unfinished areas to create additional faculty offices and a state-of-the-art simulation suite. Meanwhile, Maricopa and Mohave Community Colleges are enhancing their facilities to add more learning spaces for the growing number of nursing students.

**d) Other Operational Costs:**

To meet the goals of the Nurse Education Investment Pilot Program, the community colleges and universities are employing a variety of strategies to both attract and retain students in their nursing programs. In an effort to enhance recruitment for their programs, community colleges and universities are utilizing modern tools such as social media campaigns, radio advertisements, and virtual information sessions. The schools are also actively engaging with high school students and community members through career fairs and partnerships with local healthcare facilities. These initiatives aim to make nursing education more accessible and appealing.

However, maintaining student enrollment remains a challenge, particularly for schools with high numbers of first-generation college students. To address this, the institutions are using funds to support retention strategies. This includes establishing faculty and staff workgroups, creating student support roles, and offering preparatory courses to bolster students' academic skills. Additionally, the funding has been instrumental in hiring more faculty, thereby improving individualized support for students.

In addition, the program's resources have been utilized to enhance the educational experience through the purchase of software and lab equipment. These investments are crucial for preparing students for exams, developing clinical judgment, and ensuring that they have access to up-to-date training tools.

*Note: Question 4 is Not Applicable to ARS 36-1803 or ARS 36-1804*

**5. The number of new nurse preceptors at each health care institution, the number of students and licensed or certified nurses trained by the expansion of preceptors at each institution, and the turnover rate of licensed or certified nurses within one year of hiring at each health care institution**

ARS 36-1804: Arizona Transition to Practice Program for New Graduate Preceptors are enrolled into the Arizona Transition to Practice Program for 12 months. They complete a 12-month preceptor academy that is comprised of preceptor role based training and professional development. These preceptors are also bedside nurses. Since the program was launched in March and the preceptor component is twelve months, all preceptors enrolled are still in progress. Additionally, some facilities did not hire new graduate nurses or offer preceptor training prior to launching this program. Consequently, these facilities would not have preceptor turnover data to report. Any available turnover data will be captured in detail following preceptor program completion. For that reason, it would be impossible to capture preceptor turnover data. The number of preceptors currently in the program is reflected below.

- 77 new preceptors
- Two preceptor cohorts (February 2024 and May 2024)

*Note: Question 5 is Not Applicable to ARS 36-1802*

ARS 36-1803: Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program

The following table illustrates the impact by funded organizations and the program as reported by FHG, the Grant's data analytics partner:

**AZBN 1803 Data and Reporting Through June, 2024**

| <i>Program</i>  | <i>Preceptors</i> | <i>Precepted Hours</i> | <i>Preceptees</i> |
|---|-------------------|------------------------|-------------------|
| <i>Abraza Health Arrowhead Student Extern - RN</i>                                  | 39                | 16402                  | 41                |
| <i>Abraza Health Arrowhead West Campus - Students RN</i>                            | 88                | 18021                  | 1396              |
| <i>Banner Health New to Service RN</i>  | 50                | 5650.42                | 190               |
| <i>Banner Health Specialty Training - Exp RN</i>                                    | 51                | 22463.35               | 45                |
| <i>CobreValley General Preceptor (Student, New Grad, New Hires - RN, CNA, APRN)</i> | 28                | 7966.75                | 44                |
| <i>CobreValley Specialty Training - Exp RN</i>                                      | 0                 | 674                    | 5                 |
| <i>Dignity Arizona Resident - RN</i>  | 412               | 288696                 | 250               |
| <i>Dignity Nursing Student - RN</i>   | 1567              | 271290                 | 3559              |
| <i>Dignity Super Preceptor Specialty ICU</i>  | 8                 | 1728                   | 0                 |
| <i>HonorHealth Nursing Student - RN</i>   | 61                | 1704                   | 134               |
| <i>HonorHealth Specialty Training (Exp RN, New Grad RN)</i>                         | 0                 | 190                    | 0                 |
| <i>Kingman Regional Medical Center Nursing Student - RN</i>                         | 30                | 5186                   | 240               |
| <i>Lifepoint Health Specialty Trained Experienced RN</i>                            | 67                | 4843                   | 58                |
| <i>Mayo Clinic Specialty Training – Exp RN</i>                                      | 14                | 7884                   | 10                |
| <i>Mayo Clinic Resident - RN</i>  | 866               | 20167                  | 0                 |
| <i>MGA Homehealth Resident - (RN, LPN)</i>  | 21                | 2778                   | 29                |
| <i>Northern Arizona Healthcare (New Grad RN, Exp RN)</i>                            | 97                | 51683                  | 140               |
| <i>Oasis Behavioral Health Nursing Student - RN</i>                                 | 40                | 2464                   | 80                |
| <i>Phoenix Children's Hospital Resident - RN</i>                                    | 128               | 759.5                  | 51                |
| <i>San Carlos Apache Health Resident - RN</i>                                       | 20                | 4022.3                 | 4                 |
| <i>San Carlos Apache Health Student - APRN</i>                                      | 5                 | 480                    | 6                 |
| <i>Tucson Medical Center Resident - New Grad RN</i>                                 | 217               | 52499                  | 52                |
| <i>White Mountain Regional Medical Center– New Grad RN</i>                          | 21                | 3238                   | 13                |
| <i>Yuma Regional Medical Center Extern - RN</i>                                     | 50                | 9797.38                | 14                |
| <i>Yuma Regional Medical Center Student - CNA</i>                                   | 46                | 1872.21                | 127               |
| <i>Yuma Regional Medical Center Student - LPN</i>                                   | 0                 | 0                      | 0                 |
| <b>Total All Programs Through June 30, 2024</b>                                     | <b>3,9357</b>     | <b>802,458.91</b>      | <b>6,488</b>      |

**6. The number and identity of healthcare institutions and the number of nurses participating at each healthcare institution in the licensed registered nurse transition to practice program and the turnover rate of licensed registered nurses within one year of hiring at each participating healthcare institution**

ARS 36-1804: Arizona Transition to Practice Program for New Graduate

| <i>Facility</i>  | <i>New Graduates</i> |
|--|----------------------|
| <i>Aurora Behavioral Health System – Tempe</i>               | 5                    |
| <i>Aurora Behavioral Health System – Glendale</i>            | 5                    |
| <i>Benson Hospital</i>                                       | 4                    |
| <i>Cobre Valley Regional Medical Center</i>                  | 16                   |
| <i>Cornerstone Specialty Hospitals Southeast Arizona</i>     | 1                    |
| <i>La Paz Regional Hospital</i>                              | 4                    |
| <i>Mt. Graham Regional Medical Center</i>                    | 7                    |
| <i>Oasis Behavioral Health Hospital</i>                      | 3                    |
| <i>San Carlos Apache Healthcare</i>                          | 2                    |
| <i>Summit Healthcare Regional Medical Center</i>             | 9                    |
| <i>Whiteriver Indian Hospital</i>                            | 1                    |
| <i>Onvida Health (formerly Yuma Regional Medical Center)</i> | 13                   |
| <i>Palo Verde Behavioral Health</i>                          | 1                    |
| <i>Gila River Healthcare</i>                                 | 0                    |
| <i>Total</i>   | <b>77</b>            |

None of the nurses enrolled have completed their 12-month pathway. Turnover will be collected after 12 months.

*Note: Question 6 is Not Applicable to ARS 36-1802 or ARS 36-1803*

**7. Any other benchmarking and outcome reports developed by the department to measure the effectiveness of the programs established pursuant to this chapter**

All three programs continue to collaborate and the agency leads work with their respective programs and together to collect data on the outcomes of these initiatives in order to assess their impact on Arizona’s nursing workforce. These three programs each represent interrelated components of the goal to improve nursing in this state. The Arizona Board of Nursing has contracted with Forward Health Group to provide data analytics services for these programs. The Department looks forward to presenting more detailed findings in future years.

ARS 36-1802: Nurse Education Investment Pilot Program

For the Nurse Education Investment Pilot Program, ADHS requires the universities and colleges to submit quarterly reports on barriers and challenges in establishing the program. The most common challenge being the recruitment and retention of qualified nursing faculty. This leads to faculty burn-out and loss of faculty to other higher-paying sectors. In addition, the overall



decrease in students interested in the medical field has made it difficult to increase enrollment numbers. A number of colleges expressed difficulty with vaccination requirements for nursing students to participate in clinical rotations and continued COVID-19 vaccination hesitancy.

Despite these challenges, there have been notable successes from the colleges, such as faculty and staff continuing to provide high-quality education for nursing students so they are prepared for the workforce upon graduation. For the first time in two years, Coconino Community College has been able to offer summer nursing assistant classes because of support received via the Nurse Education Investment Pilot Program. Faculty have been hired, which is an overall significant success for the colleges. The new hires have been equipped with training to provide high-quality education to the nursing students to prepare them for the workforce upon graduation. The ability to purchase or upgrade equipment and simulation technology has boosted morale and is now a selling point for nursing programs to attract new nursing students. The investment in nursing education is highly appreciated by the faculty and students throughout the state.

#### ARS 36-1803: Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program

For the Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program, the Arizona State Board of Nursing and Forward Health Group have completed both preceptor and preceptee surveys and will distribute upon completion of training and preceptee experiences. The instrument is aligned with the NCSBN's (National Council of State Boards of Nursing) evaluation tool with their written permission. The surveys are to be provided to all preceptors participating in the grant-funded program to measure the efficacy of each organization's programming. This survey has been shared with the Arizona Hospital and Health Care Association (AzHHA) and will be adapted for ARS 36-1804: Arizona Transition to Practice Program for New Graduate Registered Nurses to use with their preceptors.

#### *Additional Future benchmarking and outcome report plans:*

- Forward Health Group has met with all HB2691 Grant Leads. Our collective teams will collaborate on holistic data collection to determine the impact of the total funding for 36-1802, 36-1803, and 36-1804. The next annual report will contain visualizations of the required reporting items for all funded projects in the nursing workforce pipeline.
- Organization and cultural survey for participating organizations- has been finalized and will be distributed in early 2025.

#### ARS 36-1804: Arizona Transition to Practice Program for New Graduate

In partnership with OpusVi, AzHHA's curriculum vendor and American Nurses Association (Innovation), we are collecting additional metrics for the Arizona Transition to Practice Program. Some of the metrics being collected include:

- Preceptor evaluation
- New graduate nurse weekly journals
- Preceptor progress report

- Casey Fink new graduate nurse survey
- ANA Individual Innovativeness Survey

Additionally, in partnership with all the HB2691 grant recipients, a preceptor survey has been created by Forward Health Group that will be administered to the 1804 preceptor group at month 6 of their pathway.

Lastly, qualitative data is being collected as part of AzHHA's program support. Below are some testimonials captured from program participants.

“Socialization was never something I considered a phase in precepting, but through my education in the preceptor program, **I believe it might be the most important.**” (*Preceptor*)  
“As a new nurse, I feel that I have encountered multiple instances where I failed to recognize small changes in status and things that seemed like "common sense". I feel that I have grown in recognizing cues and knowing what is truly pertinent to a change in status and what to look out for. Questions I have implemented to be able to better recognize changes in status or be on the lookout for changes of status are asking my preceptor "What things can I expect to see if the patient has a change of status or complication regarding their disease process". **I strongly feel that this program has helped me learn how to pick up these small changes.**” (*new graduate nurse*)

“At *Whiteriver Indian Hospital* the 1804 Arizona Transition to Practice Program is addressing a gap. They do not have respiratory therapists in-house but see a lot of pediatric patients with respiratory issues. Providing their new graduate registered nurses with a curriculum that includes clinical skills and a procedure library where they can look up pediatric skills will be extremely helpful for patient care. (Site Champion) “As the chief nursing officer of a rural hospital, I am thrilled by the success of the 1804 grant. This funding has been instrumental in supporting our new graduate nurses, providing them with support, resources, and training necessary to help them transition smoothly into their new role in healthcare. We are seeing the structured mentorship and professional development opportunities as having a great effect on their confidence and overall competence level. The grant is truly helping transform our hospital, and I am deeply grateful for the positive impact it is having on our patients and staff, and ultimately, the larger impact it will have on our community.” *Joy Peery, BSN, RN, chief nursing officer – Cobre Valley Regional Medical Center*

## Conclusion

The Nurse Education Investment Pilot Program has made significant progress toward its goal of increasing the number of seats for nursing students and increasing the number of students completing nursing programs in Arizona. The community colleges and universities are establishing the infrastructure needed to accept and graduate more students by hiring faculty members and purchasing the technology and equipment needed for their training.

The Nurse Education Investment Pilot Program continues to be successful in adding nursing faculty members and nursing students. In 2024, the program added 112 nursing faculty members and 4,100 nursing students. This led to a total of 5,696 nurse graduates in the State of Arizona. Participating schools now have the capacity to improve and update their infrastructure for classroom education by purchasing new simulation equipment and updating outdated classrooms and lab equipment providing them with the resources and the potential to increase their enrollment and graduate more nurses. Additionally, these programs have been enhancing their staff training and capacity by investing in the professional development needed for nurse education. Based on feedback received from the schools, the impact can be seen in the environment physically and also in student and staff appreciation and morale. ADHS is confident that the investment in nurse education and its infrastructure will continue to positively impact the nursing field in Arizona in future years.

*“The virtual reality lab serves as a shared resource, providing an immersive and interactive learning environment for all students. This technology allows students to experience realistic scenarios that prove advantageous in the health care industry. The acquired mannequin serves all student nurses and nursing assistant students. The integration of new technology such as virtual reality, into the classroom has a positive impact on the overall student experience. Every fall and spring semester we accept student nurses, we used to only accept 40 but now we enroll up to 60 students in the fall and spring semester. The funding helps support expansion, we are able to provide alternative simulation experiences to fulfill clinical hours.” -Arizona Western College*

*“We have met our two major goals for this grant: 1) Increase the number of nursing students from 30 to 40 each year. We are now admitting 20 students every Fall and Spring semester and 2) Increase the number of Full-Time faculty from 3 to 6 and add a Part-Time nursing student success coach who serves as staff and Part-Time faculty. The high-fidelity simulation manikins assist students in getting the experience they would not have otherwise in a typical clinical setting. In addition, professional development funds were utilized by faculty to hone their classroom skills to provide the most current practices in the nursing field. The nursing program has a 100% retention rate of the full-time faculty. This is attributed to having the additional faculty roles of clinical and skills lab coordinators and the professional development funds to better support the faculty.”-Coconino Community College*

The Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program, has made significant strides in enhancing preceptor training, expanding the number of formal preceptor training programs, and increasing the number of trained preceptors and preceptees (APRN, RN, LPN, CNA). These efforts have led to growth in nursing resources and the overall number of registered nurses statewide. The program has also fostered improvements in evidence-based practices, with ongoing site visits identifying challenges and refining strategies to ensure sustained growth and program success.

Participants are working hard to kick off their programming and meet the administrative expectations of the grant. Feedback from the participating hospitals has been positive, reporting gratitude for the opportunity to uplevel their clinical placement and preceptor education and programming through this funding.

The Arizona Transition to Practice Program in less than 12 months has made a significant impact predominantly in rural and underserved communities. With two cohorts under our belt, we have trained 71 newly licensed registered nurses and 77 preceptors. Program participants have shown increased confidence and competence and have been noted to provide safe patient care. This program is also in alignment with AzHHA's priorities, one of which is to focus on workforce in rural and underserved communities, particularly critical access, sole community, and safety net hospitals to ensure that the state's most vulnerable populations receive access to high quality healthcare.

The grant leads for all of the HB2691 programs (ARS 36-1802, ARS 36-1803, ARS 36-1804) will continue to collaborate to maximize the impact of these programs to address the nursing pipeline in Arizona.