

January 8, 2025

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

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

The Honorable Steve Montenegro  
Speaker, Arizona House of Representatives  
1700 West Washington St.  
Phoenix, Arizona 85007

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

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

Dear Governor Hobbs, President Petersen, Speaker Montenegro, Chairperson Werner, and Chairperson Bliss:

As outlined in ARS 36-1805, the department (Arizona Department of Health Services from here on referred to as ADHS) and the administration (Arizona Health Care Cost Containment System from here on referred to as AHCCCS) are 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 and Preceptor Training Program (ARS 36-1803) and the Transition to Practice Program (ARS 36-1804).

ADHS collaborated with the AHCCCS and their subcontractors, the Arizona State Board of Nursing and the Arizona Hospital and Healthcare Association to compile the 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).

The attached report addresses the following in more detail:

1. The number of participating entities and who participated in each program.
  - a. ARS 36-1802: Three (3) universities and ten (10) community colleges
  - b. ARS 36-1803: Forty-six (46) programs in eighteen (18) organizations across fifty-five (55) facilities
  - c. ARS 36-1804: Twenty (20) facilities implementing the program

2. The number of nurses who completed each educational and clinical training program.
  - a. ARS 36-1802: 5,014 total nurses participated
  - b. ARS 36-1803: 2,590 new nurse preceptors trained statewide, 5,279 new preceptees, and 652,445 total precepted hours
  - c. ARS 36-1804: 155 newly licensed graduate nurses have been enrolled in 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: 12 of the 18 participating healthcare systems demonstrated 66.6% measurable improvement with retention, additional details are included in the report
  - 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 4,095 additional nursing students, details are included in the report.
  - 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: One hundred ninety-two (192) new preceptors
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: One hundred sixty (160) total new nurses hired, additional details are in the report
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 for all 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,



Virginia Rountree  
Director  
Arizona Health Care Cost Containment System



Debbie Johnston  
Director  
Arizona Department of Health Services

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

October 1, 2024 - September 30, 2025

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 Steve Montenegro, Speaker Arizona House of Representatives  
 The Honorable Carine Werner, Chairperson, Arizona State Senate Health and Human Services Committee  
 The Honorable Selina Bliss, Chairperson, Arizona State House Health and Human Services Committee

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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 (NEIPP), ARS 36-1803 Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program, and ARS 36-1804 Arizona Transition to Practice (TTP) 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. 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 NEIPP's 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 Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program's purpose is to increase clinical placements for student and new-graduate nurses; expand and standardize preceptor training; and strengthen nurse retention statewide. Funds are allocated from Arizona Health Care Cost Containment System (AHCCCS) to the Arizona State Board of Nursing (AZBN). Oversight and technical assistance are provided by consultants: Kathy Malloch, PhD, MBA, RN, FAAN; Kathy Scott, PhD, MPA, RN, FACHE; and Tim Porter O'Grady, DM, EdD, APRN, FAAN, FACCWS.

ARS 36-1804: The Arizona TTP Program, led by the Arizona Hospital and Healthcare Association (AzHHA), is a statewide initiative designed to strengthen the nursing workforce by supporting new graduate nurses, experienced nurses transitioning into new specialty areas, and nurse leaders stepping into leadership roles. The program aligns with ARS §36-1804 and is supported by AHCCCS. Its mission is to improve nurse retention, competency, and confidence while addressing critical workforce shortages, particularly in rural and underserved communities.

Karen Ofafa, EdD, MPH, BSN, RN oversees the implementation of this program. Program funds are allocated from AHCCCS to AzHHA where the funds are utilized to directly support program implementation at the facilities.

## Program Updates/Implementation

ARS 36-1802: During the third year of the NEIPP, universities and community colleges continued efforts to expand their nursing programs. During the reporting period, progress was made in hiring additional faculty, retaining the faculty recruited in the previous year, increasing student enrollment, and supporting students through program completion and licensure exams. The recipients continued to utilize funds to purchase new equipment for additional students and faculty, to renovate and expand space for classrooms and labs and to provide new faculty with opportunities for professional development and training.

There have been persistent challenges with the third year. As in previous years, challenges included difficulty recruiting due to low number of qualified nurse faculty applicants, competition with other employers offering higher salaries, an overall decline in nursing program graduation, and limited availability of clinical placements. Yet the program's impact continues to show improvement.

In July 2024, the NEIPP did not receive funding via the State General Fund budget, but instead was granted its third year of funding through an Interagency Services Agreement with the Governor's Office in late September 2024. Because of the uncertainty in funding in the first months of the State Fiscal Year 2025, annual budgets and purchase orders were slightly delayed. Yet through updated agreements, the Department was able to support third year budgets, extend contracts, and issue purchase orders for the Arizona Board of Regents and community colleges, which ended on June 30, 2025. In SFY2026, the State General Fund allocated \$1.5 million specifically earmarked for community colleges to support NEIPP through June 30, 2026 in addition to unused prior years' State General Funds carryforward amounts. The eligible community colleges have been approved for their fourth year budgets and are continuing to implement the program into State Fiscal Year 2026.

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 AZBN completed Year 2 of grant operations on June 30, 2025 and began Year 3 activities on July 1, 2025.

Since the September 2024 report the AZBN has implemented Year 2 grant programs, reviewed, approved and awarded Year 3 grant applications; provided guidance and expertise related to practice readiness, continued to collaborate with Forward Health Group (FHG), a data analytics vendor for collection and analytics, conducted monthly monitoring to ensure awardee progress and compliance; and collected and analyzed monthly performance data to inform program oversight. In addition, the consultants have consolidated grantee program data and created the first set of statewide standards for a range of nurse preceptor programs that will serve as a platform for individual institutions that employ nurses across the state. The full range of preceptor program standards will be completed in Year 3.



AZBN completed Year 2 operations and launched Year 3 on July 1, 2025. Forty-four site agreements were executed with ongoing oversight via monthly recipient meetings, individual technical assistance sessions, and standing coordination with AHCCCS and the Governor's Office of Strategic Planning and Budgeting (OSPB). Four grantee programs were not completed due to leadership or resource constraints; funds were returned and reallocated.

The third year of implementation reflects significant progress in advancing statewide preceptor and transition-to-practice initiatives. Forty-four preceptor site agreements were finalized and executed in August 2025, with three additional programs currently under review. Additional staff were hired to enhance efficiency and strengthen coordination with AHCCCS and OSPB. Statewide standardization efforts continue, focusing on consolidating transition-to-practice program design and curriculum models, along with developing tools and processes essential for sustaining effective nursing transition programs.

ARS 36-1804: The Arizona TTP Program was initially developed to support newly licensed nurses as they entered clinical practice, with the goal of improving confidence, competence, and retention during their first year. This component was implemented in March 2024.

As workforce challenges evolved, AzHHA implemented the New-to-Specialty track to help experienced nurses transition into high-demand specialty areas such as critical care, perioperative, and emergency nursing, addressing persistent vacancies and reducing onboarding time. This component was implemented in April 2025.

Most recently in April of 2025, we added a Leadership track to prepare nurses stepping into management roles, equipping them with skills in change management, regulatory readiness, and team development to strengthen organizational leadership capacity.

Program summaries are described below. Please note that metrics for the new specialty and nurse leadership course are included with the summaries.

Arizona TTP for New Graduate Registered Nurses (RN): In this program, experienced nurses are paired with recent graduates (in practice for less than one year) to facilitate their transition into the workforce. This program currently supports and develops new nurses, provides evidence-based professional development, accelerates the novice nurse to a competent nurse more rapidly, and addresses resilience and emergency preparedness. In addition to increasing new graduate nurse retention rates within the state, especially at rural facilities and critical access hospitals, a primary goal remains to build a resilient and enduring workforce that is prepared to respond to large-scale emergencies and disasters in Arizona. This program provides evidence-based development through a curriculum purchased from a national vendor, OpusVi, and creates an environment where nurses can transition seamlessly from academia to practice, gaining the confidence and competence they need to provide the best possible care for Arizona's patients.

Additionally, AzHHA partnered with American Nurses Association (ANA) to integrate ANA innovation education into the already structured TTP Program. ANA provides curriculum and

resources that frame innovation as a core competency, enhancing educational content and clinical experiences for new nurses and their preceptors.

The benefits of this program are as follows: 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.

Arizona TTP Program for New to Specialty Nurses: This program aims to provide nurses transitioning to new specialty areas with evidence-based content to help them become competent more rapidly and offer opportunities for professional growth with an added benefit of specialty certification preparation. The purpose is to address persistent vacancies in specialty roles, especially in rural and underserved communities and reduce onboarding time and improve retention for nurses transitioning into new specialties.

The benefits of this program are as follows: evidence-based education tailored to specialty practice, continuing education hours and specialty certification preparation, and support for hospitals to build internal capacity and maintain workforce stability.

The following hospitals are participating in the new to specialty program: Cobre Valley Regional Medical Center, Exceptional Community Hospital Prescott, Fort Defiance Hospital Board, Inc., La Paz Regional Hospital, Onvida Health, San Carlos Apache Healthcare, Valleywise Health Medical Center, White Mountain Regional Medical Center, and Winslow Indian Health Care Center, Inc. Dilkon Medical Center.

Certificate in Nurse Leadership Course: The course is a 12-week, evidence-based professional development program designed to prepare current and emerging nurse leaders for success in complex healthcare environments. It is offered through a partnership between AzHHA and OpusVi as part of Arizona's statewide nursing leadership initiative. The purpose is to respond to urgent workforce challenges and the need for standardized leadership training identified during statewide CNO roundtables, to strengthen Arizona's leadership pipeline, improve workforce stability, and foster collaboration across health systems and to include an Emergency Preparedness component to equip leaders for crisis and public health emergencies.

The following facilities are participating in the Nurse Leadership Course: Cobre Valley Regional Medical Center, Fort Defiance Hospital Board, Inc., La Paz Regional Hospital, Mt. Graham Regional Medical Center, Onvida Health, and Phoenix Indian Hospital.

The Arizona TTP programs are actively running, with strong commitment and engagement from hospitals across the state. The three programs (new graduate nurse program, new to specialty

program and nurse leadership) are on track and meeting outcomes. Hospitals continue to report positive impacts on retention, workforce stability, and clinical competency.

New Graduate Nurses: This program has six cohorts which have been implemented to date. They are as follows: Cohort 1: March 2024 (*completed*), Cohort 2: June 2024 (*completed*), Cohort 3: November 2024 (*completed*), Cohort 4: February 2025 (*in-progress*), Cohort 5: July 2025 (*in-progress*), Cohort 6: September 2025 (*in-progress*).

Preceptor Program: The AZ TTP Preceptor Program is designed to train and support experienced nurses who serve as preceptors for new graduate nurses and nurses transitioning into specialty areas. The goal is to ensure high-quality onboarding, mentorship, and clinical skill development across Arizona's healthcare facilities. This program has six cohorts which have been implemented to date. They are as follows: February 2024, May 2024, October 2024, January 2025, June 2025, and August 2025.

Nurse Leadership Certificate: This program has three cohorts which have been implemented to date. They are as follows: Cohort 1: April 2025 (23 nurses completed program), Cohort 2: June 2025 (17 nurses completed the program), and Cohort 3: September 2025 (28 nurses in progress).

New to Specialty Nurses: To date, 116 nurses have been trained across multiple facilities. Specialty areas include: Obstetrics, Emergency Department, Operating Room, Medical Surgical, Critical Care and Progressive Care.

## 2025 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

During Year 3, a total of 13 universities and colleges participated in the NEIPP during the reporting period. ADHS had an Interagency Services Agreement with the Arizona Board of Regents supporting the following three schools: Arizona State University (ASU), Northern Arizona University (NAU), and the University of Arizona (U of A). The following 10 community colleges received funding: Arizona Western College (Yuma La Paz Community College) Central Arizona College (Pinal Community College), Cochise College, Coconino Community College, Eastern Arizona College (Graham Community College), Maricopa Community Colleges, Mohave College, Northland Pioneer College (Navajo Community College), Pima Community College, and Yavapai College. The Interagency Services Agreement with the Arizona Board of Regents ended on June 30, 2025. Therefore the program numbers for ASU, NAU, and the U of A reflect participation only until June 30, 2025. The community colleges continued to participate in State Fiscal Year 2026.



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

In Grant Year 2, there was participation from 18 health systems, 33 grant-funded programs, and 59 facilities (urban, rural and tribal). In Grant Year 3 programs were continuing expanding: 46 programs in 18 organizations across 55 facilities; one new health system (The CORE Institute Specialty Hospital).

**Participation Summary by Year**

<i>Grant Year</i>	<i>Health Systems</i>	<i>Programs</i>	<i>Facilities</i>
<i>Year 1</i>	14	27	45
<i>Year 2</i>	18	33	59
<i>Year 3 (Q1)</i>	18	46	55

The table below reflects the growth and growing engagement of health systems, programs, and facilities participating in the grant across Year 1-3. Each category: Health Systems, Programs, and Facilities, help illustrate how statewide adoption has progressed and where important shifts have occurred. Health system participation increased notably from Year 1 to Year 2 and has

since stabilized, this highlights the broad adoption among systems. Program-level growth remains the clearest indicator of the grant's impact, reflecting not only ongoing engagement but expansion. The substantial increase in programs in Year 3 shows that health systems are now implementing and scaling initiatives across multiple operational levels.

**Full Program Participation List (Years 1–3)**

<i><b>System/Facility</b></i>	<i><b>Program Type</b></i>	<i><b>Year 1</b></i>	<i><b>Years 2–3</b></i>
<i><b>Abrazo Arrowhead</b></i>	New Grad Residency (RN)	-	✓
	Student Extern (RN)	✓	✓✓
<i><b>Abrazo Central/Scottsdale</b></i>	Student Extern (RN)	-	✓✓
<i><b>Banner Health</b></i>	Specialty Training (Exp RN)	✓	✓✓
<i><b>Cobre Valley</b></i>	General Preceptor (RN, CNA, APRN)	✓	✓✓
	Specialty Training (Exp RN)	✓	✓✓
	Super Preceptor/Capstone	-	✓
<i><b>Dignity Health</b></i>	RN Residency, Students, Super-Preceptor	✓	✓✓
<i><b>HonorHealth</b></i>	Specialty Training (Exp RN), ICU Super-Preceptor, APRN Student	✓	✓✓
<i><b>Kingman Regional</b></i>	Student (RN)	✓	✓✓
<i><b>La Paz Regional</b></i>	Student/Extern (RN), Urban–Rural Partnership	-	✓✓
<i><b>Lifepoint Health</b></i>	RN Residency & Specialty Training	✓	✓✓
<i><b>Mayo Clinic</b></i>	Cancer & Periop Specialty, Residency	✓	✓✓
<i><b>MGA Homecare</b></i>	RN/LPN Residency, Super Preceptor	✓	✓✓
<i><b>Northern AZ Healthcare</b></i>	Residency, Specialty, Super-Preceptor	✓	✓✓
<i><b>Phoenix Children's Hospital</b></i>	Residency & APRN Student	✓	✓✓
<i><b>San Carlos Apache</b></i>	RN Residency, APRN Student	✓	✓✓
<i><b>Tucson Medical Center</b></i>	Residency, Extern, Specialty, Super-Preceptor	✓	✓✓
<i><b>Via Linda Behavioral Health</b></i>	Specialty & Upskilling	-	✓✓
<i><b>White Mountain Regional</b></i>	RN/LPN General & Specialty Preceptorships	✓	✓✓
<i><b>Yuma Regional/Onvida</b></i>	Extern RN, Student LPN/CNA, Urban–Rural Partnership	✓	✓✓
<i><b>The CORE Institute</b></i>	APRN Student	-	✓

The participation data across Arizona's health systems and facilities illustrate a steadily strengthening statewide commitment to building, expanding, and professionalizing the nursing workforce. The overall trends show increasing program maturity, diversification of offerings, and deeper integration of preceptorship, residency, and specialty training into local workforce infrastructures.

Larger, multi-hospital systems such as Banner Health, Dignity Health, HonorHealth, Northern Arizona Healthcare, and Lifepoint Health have used the grant to expand multiple program types across numerous facilities. These systems have run several concurrent tracks: new graduate residencies, advanced specialty training for experienced RNs, and super-preceptor

development, reflecting their scale and capacity to implement multi-layered workforce strategies.

Rural and frontier organizations, including Cobre Valley, Kingman Regional, La Paz Regional, San Carlos Apache Healthcare, White Mountain Regional, and Yuma Regional, have used their funding to address local workforce shortages. For these facilities, even a single program (such as a new externship or a specialty preceptor track) represented a major expansion of their clinical training pipeline. Their continued participation across all three years demonstrates the grant's importance for bolstering recruitment and retention in underserved communities.

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

Twenty (20) facilities are currently participating in the TTP program, most of which are critical access hospitals; IHS or 638 hospitals primarily serving indigenous populations; behavioral health hospitals; or large, rural / sole community hospitals. The list of participating facilities include: Aurora Behavioral Health System-Glendale, Aurora Behavioral Health System-Tempe, Benson Hospital, Cobre Valley Regional Medical Center, Fort Defiance Hospital Board, Inc. (aka Tséhootsooí Medical Center), Gila River Healthcare (preceptor only)\*, Kingman Regional Medical Center (preceptors only)\*, La Paz Regional Hospital, Mt. Graham Regional Medical Center, Oasis Behavioral Health, Onvida Health (formerly Yuma Regional Medical Center), Palo Verde Behavioral Health, Phoenix Indian Medical Center, San Carlos Apache Healthcare, Summit Healthcare, Valleywise Behavioral Health Maryvale, Valleywise Behavioral Health Mesa, Valleywise Health Medical Center, Vista Specialty Hospital of Tucson (formerly Cornerstone Hospital of Southeastern Arizona), and Whiteriver Indian Hospital. Gila River Healthcare and Kingman Regional Medical Center only trained preceptors and did not have new graduate nurses go through the AzHHA TTP Program. Logos below capture all hospitals in the Arizona TTP Program.



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

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

The number of nurses who completed nursing educational programs continued at increased levels compared to the legislative benchmark year of 2021-2022, thus the NEIPP schools continue to achieve the program goals and deliverables. Although the number of nursing graduates is positive, the change between years 2 and 3 is not upward. There has been a decrease in the total number of nursing students who completed each educational program in Year 3 when compared to Year 2. Because the Arizona Board of Regents no longer received funding for NEIPP after June 30, 2025, the data from the three large universities, ASU, NAU, and U of A is not included for the last quarter of the reporting period July 1, 2025-September 30, 2025. This adjustment in the report can account for the drastically lower numbers for those universities compared to prior years.

Additionally, many schools have indicated that there is significant lack of clinical placements and educational resources for prelicensure students, which may contribute to the lower number of graduates in Year 3. Schools shared significant challenges graduating and transitioning their students within the nursing programs. For example students who completed the Certified Nursing Assistant (CNA) program and were working to transition to the Licensed Practical Nurse (LPN) program, or from an LPN to the RN program, could be delayed due to limited clinical assessment practices sites and test-preparation resources. To address this challenge, colleges have made efforts to invest in and expand access to essential instructional resources and are leveraging their current nurse education faculty to support student success. Cochise College has been developing laboratory spaces to increase student capacity and has expanded dedicated areas for faculty instruction and collaborative learning.

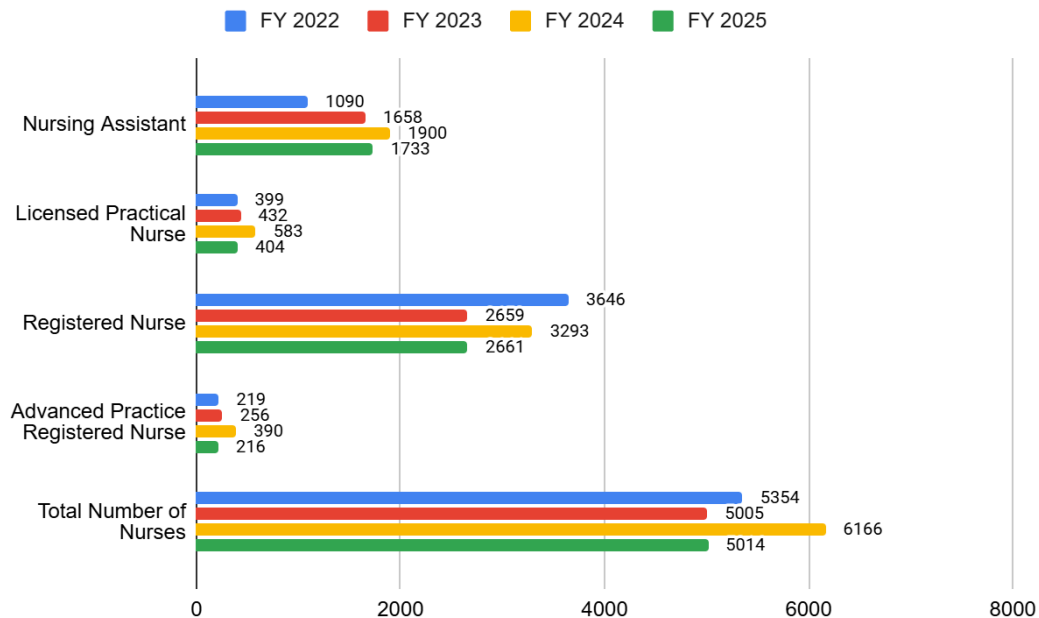
Many colleges have created new roles within nurse faculty to support students through their educational journey. Examples of these roles include; Arizona Western College, who created and hired a Retention and Remediation Specialist and a Student Support Specialists to support students completing their CNA licensure. Central Arizona College, which continues to utilize a CNA lab coordinator and recently hired three additional nurse faculty to support their curriculum. Eastern Arizona College awards Student Support Specialist stipends to nurse educators who provide individualized support to at-risk students and has Nurse Education Coordinators to provide direct student coaching. Maricopa Community College Districts has seen significant success with their Nursing Student Success Navigator which has supported over 2,500 students during Year 3.

*-“Nursing Program has been able to increase the retention rate/on-time completion rate dramatically since 2022 from 84.21% to 92.40%. It is felt that this increase is due in part to the active educational coaching provided by the Nurse Education Coordinators on each of the three campuses.” -Eastern Arizona College*



The figures below contain the specific details regarding the number of nurses who completed each nursing educational program by year, and the table below provides detail by school and by year.

### 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

School Name	Year	Nursing Assistant	Licensed Practical Nurse	Registered Nurse	Advanced Practice Registered Nurse	Total
Arizona State University**	2023	N/A	N/A	435	56	491
	2024	N/A	N/A	564	70	634
	2025	N/A	N/A	382	70	452
Northern Arizona University**	2023	N/A	N/A	246	71	317
	2024	N/A	N/A	721	211	932
	2025	N/A	N/A	284	42	326
University of Arizona**	2023	N/A	N/A	375	129	504
	2024	N/A	N/A	308	109	417
	2025	N/A	N/A	365	104	469
<b>Community Colleges</b>						
Arizona Western College	2023	135	3	56	N/A	194
	2024	177	5	51	N/A	233
	2025	115	4	105	N/A	224
Central Arizona College	2023	47	19	37	N/A	103
	2024	23	5	49	N/A	77
	2025	39	0	45	N/A	84

<b>Cochise College</b>	<b>2023</b>	47	23	64	N/A	<b>134</b>
	<b>2024</b>	54	76	57	N/A	<b>187</b>
	<b>2025</b>	78	12	32	N/A	<b>122</b>
<b>Coconino Community College*</b>	<b>2023</b>	93	N/A	29	N/A	<b>122</b>
	<b>2024</b>	78	N/A	26	N/A	<b>104</b>
	<b>2025</b>	82	N/A	24	N/A	<b>106</b>
<b>Eastern Arizona College</b>	<b>2023</b>	112	N/A	58	N/A	<b>170</b>
	<b>2024</b>	166	15	103	N/A	<b>284</b>
	<b>2025</b>	145	3	61	N/A	<b>209</b>
<b>Maricopa Community Colleges*</b>	<b>2023</b>	806	240	942	N/A	<b>1988</b>
	<b>2024</b>	889	260	980	N/A	<b>2129</b>
	<b>2025</b>	749	187	977	N/A	<b>1913</b>
<b>Mohave College</b>	<b>2023</b>	99	74	144	N/A	<b>317</b>
	<b>2024</b>	104	70	155	N/A	<b>329</b>
	<b>2025</b>	156	55	120	N/A	<b>331</b>
<b>Northland Pioneer College**</b>	<b>2023</b>	66	N/A	31	N/A	<b>97</b>
	<b>2024</b>	71	30	37	N/A	<b>138</b>
	<b>2025</b>	111	5	24	N/A	<b>140</b>
<b>Pima Community College*</b>	<b>2023</b>	162	73	151	N/A	<b>386</b>
	<b>2024</b>	201	122	149	N/A	<b>472</b>
	<b>2025</b>	147	110	141	N/A	<b>398</b>
<b>Yavapai College</b>	<b>2023</b>	91	N/A	91	N/A	<b>182</b>
	<b>2024</b>	137	0	93	N/A	<b>230</b>
	<b>2025</b>	111	28	101	N/A	<b>240</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>1900</b>	<b>583</b>	<b>3293</b>	<b>390</b>	<b>6166</b>
	<b>2025</b>	<b>1733</b>	<b>404</b>	<b>2661</b>	<b>216</b>	<b>5014</b>

N/A (Not Applicable) indicates the school does not offer that particular nursing program. Many healthcare institutions no longer hire LPNs and only hire RNs. LPNs have a smaller scope of practice than an RN and require RN oversight.

\*2024 data corrected from previous report

\*\*2025 Q3 data not submitted

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

In Grant Year 2, the preceptor capacity was increased by 2,590 new preceptors and 652,445 precepted hours. The program was able to increase learners throughout Grant Year 2 with 5,279 net new preceptees trained across APRN, RN, LPN, and CNA pathways. Preceptee composition through Sep 2025 (GY2 + GY3 Q1) was 3,709 students and 1,570 licensed/certified nurses.

#### Key Workforce Metrics (Grant Year 2 Actuals)

<b>Metric</b>	<b>Count</b>	<b>Notes</b>	<b>Source</b>
<b>Net New Preceptors Trained</b>	2,590	Across 18 systems	FHG / AZBN
<b>Net New Preceptees Trained</b>	5,279	APRN, RN, LPN, CNA	FHG / AZBN
<b>Precepted Hours</b>	652,445	Total statewide	FHG / AZBN
<b>Participating Counties</b>	14 of 15	Urban, rural, tribal	AZBN

The data reflects the scale and reach of the statewide preceptor development initiative, showing both the depth of training delivered and the breadth of geographic participation. Over the first three years of the grant, 2,590 net new preceptors were trained across 18 participating health systems, representing a significant expansion of Arizona's clinical teaching capacity. This number captures not only newly enrolled educators but also the growth of clinical units prepared to support learners at multiple levels (APRN, RN, LPN, and CNA), ensuring an increasingly robust and sustainable pipeline of workforce development.

On the learner side, the grant supported 5,279 net new preceptees. This includes individuals across the full spectrum of nursing and direct care: advanced practice registered nurses, registered nurses, licensed practical nurses, and certified nursing assistants. The scale of preceptee participation demonstrates that the state is moving thousands of learners through structured clinical transition experiences. This alignment is central to the grant's aim: ensuring that the expansion of preceptor training translates into meaningful learner placements and progression toward clinical competence.

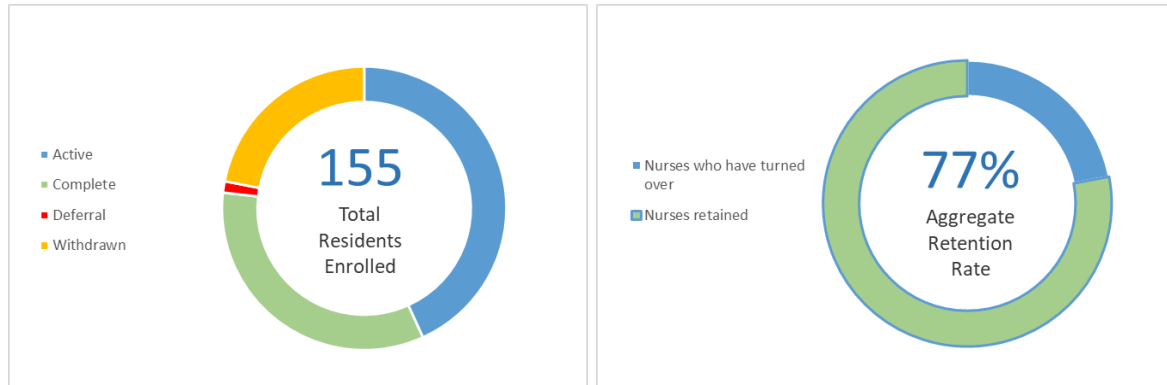
The grant has also generated a substantial volume of hands-on clinical training time. With 652,445 precepted hours logged statewide, the data shows extensive learner engagement in supervised practice. These hours represent real-world clinical exposure that accelerates readiness-to-practice and reduces onboarding burden for health systems. Many sites reported that these structured hours helped stabilize unit workflow, improved retention of new graduates, and decreased reliance on contract labor.

Together, these metrics show a coordinated, statewide effort that has expanded Arizona's preceptor workforce, strengthened clinical training infrastructure, and delivered high-impact learning experiences across a wide range of practice settings. The combined output demonstrates a maturing ecosystem with measurable and far-reaching benefits for both the nursing workforce and the communities they serve.

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

Program participants are enrolled into the Arizona TTP Program for 12 months. These new graduate nurses complete a 12-month program that includes specialty training, clinical immersion and professional development.

The total number of program participants we have impacted are reflected below. 155 newly licensed graduate nurses have been enrolled in the program since the program was implemented with a 77% retention rate which is an increase from previously reported. Facilities reported a turnover rate ranging from 13%-53%. National averages report a 51% turnover for facilities without support. These numbers are reflected in the graph below.



Graph displaying the number of new graduate nurses (\*residents) currently in the pipeline.

Twenty mentors trained (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. Beginning July 1, 2025, questions related to nurse education faculty have been modified for clarity. Colleges are asked to report the number of new nurse education faculty members who have been hired as a result of these funds, their goal number of new faculty hired as a result of these funds, and how many nurse education faculty continue to be supported as a result of these funds in the quarterly reports.

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

This program is being utilized in 14 of the 15 counties of Arizona. There are 59 facilities engaged and implementing programs in the Grant Year 2. The Financial/Operational Year 1 close-out payouts were completed on June 28, 2024 and Year 2 invoices processed by September 30, 2025 and Year 3 budget submitted October 17, 2025.

A total of 2,590 new nurse preceptors were trained statewide, supporting 5,279 new preceptees across multiple clinical pathways. Together, these efforts generated 652,445 precepted hours, with the majority occurring at Dignity Health, Northern Arizona Healthcare, and Tucson Medical Center. [Dignity Health](#) (click to review hyperlinked video) produced a video showcasing the accomplishments made possible through 1803 grant funding.

Among the 59 participating facilities, 12 demonstrated measurable improvement in nurse retention within grant-funded programs, ranging from 2 to 35 percent, with an average increase of 11.3 percent. Conversely, five facilities—three rural and two urban—reported no improvement or a decline in retention (ranging from 0 to –11 percent, averaging –4.6 percent). Leadership turnover among senior nursing teams was identified as a key factor in the urban facilities, while rural sites cited challenges in retaining nurses who relocate from urban areas—further reinforcing their commitment to developing “grow-your-own” local pipelines.

Urban–rural partnerships are now active in 11 facilities, providing specialty training to rural nurses. In GY2, 23 rural nurses completed specialty training through urban collaborations and returned to their communities to apply those skills. Meanwhile, emerging rural LPN “grow-your-own” programs in Yuma and the White Mountain region are training 25 participants, with five completions to date. [Cobre Valley Regional Medical Center](#) and [La Paz Regional Hospital](#) developed videos that demonstrate the value of urban–rural partnerships across their organizations (Click on each organization to view hyperlinked videos).

Preceptors report high levels of confidence and commitment, with 97 percent indicating their intent to continue in the role. Preceptees also report strong satisfaction with 95 percent indicating they are likely to be working at their organization in one year.

#### Knowledge Sharing and Publications

- Statewide summits in January, March, and June 2025 engaged 90+ grantees and academic leaders.
- Peer-reviewed articles related to the grant work were published in Nursing Administration Quarterly, Journal of Nursing Regulation, American Nurse Journal, and Nursing Economic\$.
- Book under contract (Q1 2026) featuring the work of the grant and grantee-authored chapters with case studies and digital teaching materials.

Arizona continues to face a deficit of approximately 28,100 RNs. AZ Nurse Net is being developed as a digital AZBN hub to sustain the 1803 program foundation, potentially supporting standardized preceptor models, transition-to-practice programs, urban–rural partnerships, advanced-practice provider programs, and data-informed workforce planning. The priorities for Year 3 are to finalize statewide preceptor role and program standards, to pilot standardized transition-to-practice pathway from school to practice, to expand urban–rural specialty pipelines and rural career ladders, to advance retention analytics and fiscal efficiency,

to propose AZBN Advisory Opinion to support and sustain this evidence-based work, to Codify curriculum, competencies, and mentorship models for long-term sustainability.

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

AzHHA 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 facilities in training and data collection. Facilities complete an intake form before they enroll. This form captures all participants' 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, and support with metrics and outcomes.

#### Reporting Requirements for Quarterly Report to AHCCCS

<i>Contract #</i> <i>YH23-0085</i>	<i>Metric</i>	<i>Data</i>
<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.	20
<b>7.3.6</b>	The names and number of nurses who start and complete the program.	155 nurses have started. 66 are in progress. Program completion takes 12 months.
<b>7.3.7</b>	The number of nurse preceptors at each participating healthcare institution.	192
<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 report.*

#### **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 continue to expand their nursing programs using various innovative strategies. The primary focus of the implementation strategies has been in the following categories: a) Increasing nursing faculty and staff b) Increasing the number of nursing students, c) Expanding program capacity via the capital improvements, and d) other innovative strategies to expand nursing education in Arizona.

##### **a) Increasing nursing faculty and staff:**

The NEIPP participating schools continue to utilize funds to increase the number of nursing faculty members and to retain current faculty to meet the needs of the growing programs. In Year 3, NEIPP funds have been used to support approximately \$8 million in personnel costs in support of the 208 additional staff that have been added due to the success of the program. Colleges utilize program funds to support training and other professional licensure activities for their nursing faculty members. For example, approximately \$78,000 has been spent on travel for new and current faculty to attend training events, conferences and outreach activities. These events are essential in supporting the professional growth and certification of nurse education faculty by allowing faculty to stay current with emerging clinical practices and curriculum improvements, all while providing extensive networking opportunities within the nurse education community. Schools have been successful in meeting or exceeding their goals for hiring new nurse faculty members.

Many colleges and universities have focused efforts on recruitment and retention strategies to support their nurse faculty and staff. The strategies include professional development, tuition reimbursement, culturally-competent education, and other recruitment initiatives to remain competitive for hiring and retaining nurse faculty. Mohave College has a tuition reimbursement program to enable nurse faculty to pursue higher degrees and support the expansion of the school's nursing program. ASU hired a new faculty position for Assistant Director of Faculty Development that supports hiring, onboarding, and continuous faculty development.

Below are the details on the total number of additional nursing faculty in 2025 by school. These figures reflect only those that are funded by the NEIPP. 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. All colleges have been able to successfully hire additional faculty during this fiscal year.

**Number of Additional Nursing Education Faculty Members by School in 2025**

<i>School Name</i>	<i>Year</i>	<i>Total Number of Additional Nursing Faculty</i>	<i>Description</i>
<i>Arizona State University</i>	<i>2025</i>	110	50 FT clinical track faculty support, 60 PT faculty support (instructors and faculty associates)
<i>Northern Arizona University</i>	<i>2025</i>	12	10 FT Assistant Clinical Professors, 2 FT Associate Clinical Professors
<i>University of Arizona</i>	<i>2025</i>	10	9 FT faculty members, 1 faculty member at 0.7 FTE
<b>Community Colleges</b>			
<i>Arizona Western College</i>	<i>2025</i>	2	Professor of Nursing Focused in Retention and Remediation, FT Nursing Assistant Instructor
<i>Central Arizona College</i>	<i>2025</i>	3	1 FT Lab Coordinator, 1 FT CNA faculty, 1 FT RN faculty with administrative duties
<i>Cochise College</i>	<i>2025</i>	1	Short of faculty by 2 FT RN instructors, 1 FT LPN instructor
<i>Coconino Community College</i>	<i>2025</i>	4	1 FT nursing faculty, 1 Clinical Coordinator, 1 Lab Coordinator, 1 PT Success Coach
<i>Eastern Arizona College</i>	<i>2025</i>	7	1 FT Nursing Education Coordinator, 1 PT Nursing Education Coordinator, 1 PT Nursing Education Simulation Coordinator, 1 PT Nursing Education Coordinator for Nursing Assistant Program, 1 PT Nursing Student Recruiter, 2 PT Nursing Education Coordinators for AAS-Nursing Program (new)
<i>Maricopa Community Colleges</i>	<i>2025</i>	25	MCCCD accomplished our hiring goal in Year 2. In anticipation of the NEIPP ending, 29 positions were terminated or moved to another funding source. 15 positions will be supported through 6/30/2026.
<i>Mohave College</i>	<i>2025</i>	24	2 supplemental faculty for evaluation in simulation and clinical instruction
<i>Northland Pioneer College</i>	<i>2025</i>	4	4 adjunct faculty
<i>Pima Community College</i>	<i>2025</i>	4	3 faculty, 1 Laboratory Technician
<i>Yavapai College</i>	<i>2025</i>	2	2 of 5 FT faculty
<b>Total</b>		<b>208</b>	

**b) Increasing the number of nursing students:**

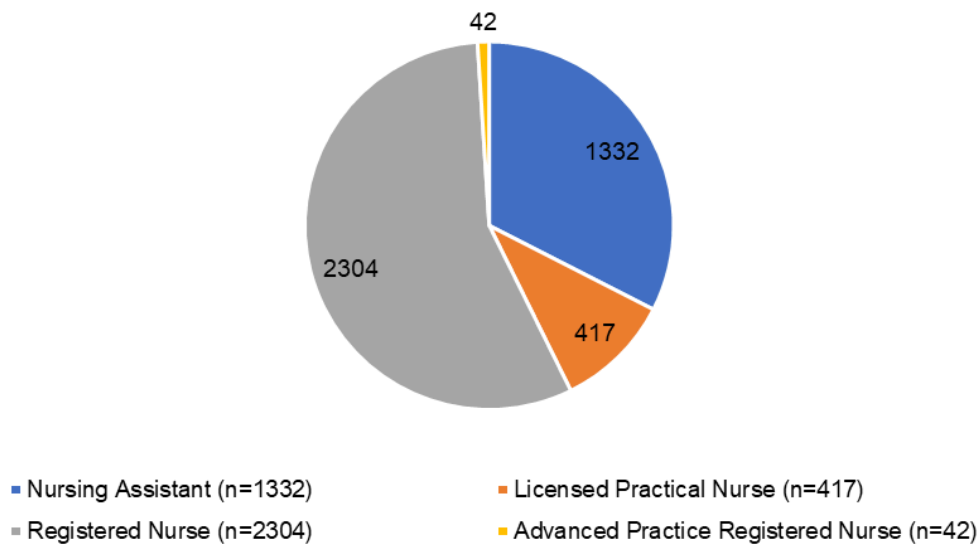
In Year 3, NEIPP participating entities continue to expand their programs' capacity for additional nursing students. The schools have implemented diverse strategies to increase the number of cohorts and increase the capacity of existing cohorts to accommodate students. Although the total additional nursing students was not as large as in Year 2, there is continued growth. NEIPP funds have helped expand enrollment capacity, launch new cohorts offered in the evenings, and expand and renovate physical space for classroom and simulation labs. However, due to the persistent challenges of nurse education faculty shortages and limited clinical placement sites, colleges are restricted in how many additional students they can effectively support with their current capacity. Increasing faculty numbers is intended to create more opportunities for individualized teaching and support, ultimately helping to retain students and increase



graduation rates. As the schools progress, the number of nurse graduates is expected to continue at elevated levels due to the NEIPP support and implementation.

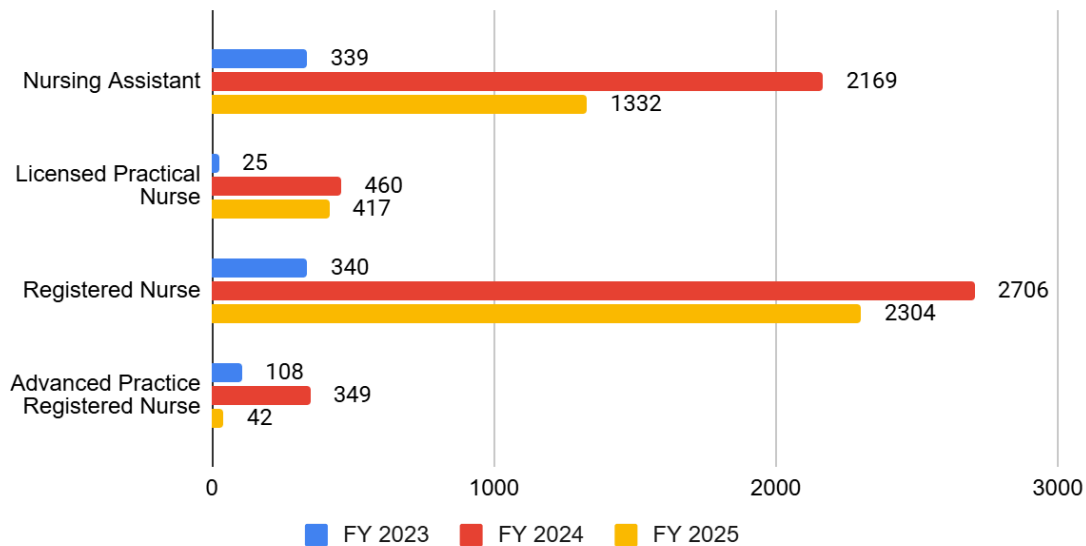
This year's student expansion efforts included several key initiatives, such as increasing cohort sizes, adding new cohorts and sections, and developing programs. Central Arizona College's new RN to BSN program is projected to begin accepting students for the 2026-2027 school year and ASU Edson College has expanded prelicensure nursing programs to their Downtown Campus, West Valley Campus, and Polytechnic Campus. Another example of innovative strategies to support and expand nursing cohorts, is the initiative with Pima Community College where they created a grow-your-own evening cohort that partners with current employees who are interested in advancing their career into nursing. This flexible program enables a pathway for local working professionals to build their skills and meet the community needs. These initiatives were made possible by program funds that supported additional faculty and enhanced student support services. The number of additional nursing students is shown by each educational program in the pie chart below.

Total Number of Additional Nursing Students in Each Educational Program FY 2025 (4095)



In the bar graph below, we can see the total number of additional nursing students in each education throughout Years 1-3 of NEIPP implementation. The chart shows detailed information by school, educational program and year. Overall growth is strong with the schools working to expand their nursing education capacity.

### Total Number of Additional Nursing Students in Each Educational Program: Yr. 1, 2 & 3



### Number of Additional Nursing Students in Each Educational Program by School

Entity Name	Year	Nursing Assistant	Licensed Practical Nurse	Registered Nurse	Advanced Practice Registered Nurse	Total
Arizona State University**	2023	N/A	N/A	137	76	213
	2024	N/A	N/A	650	66	716
	2025	N/A	N/A	397	19	416
Northern Arizona University**	2023	N/A	N/A	68	28	96
	2024	N/A	N/A	317	147	464
	2025	N/A	N/A	198	23	221
University of Arizona**	2023	N/A	N/A	39	4	43
	2024*	N/A	N/A	219	136	355
	2025	N/A	N/A	20	0	20
<b>Community Colleges</b>						
Arizona Western College*	2023	43	N/A	34	N/A	77
	2024	98	N/A	108	N/A	206
	2025	98	4	100	N/A	202
Central Arizona College*	2023	0	0	0	N/A	0
	2024	20	0	30	N/A	50
	2025	59	8	33	N/A	100
Cochise College	2023	0	0	0	N/A	0
	2024	15	0	9	N/A	24
	2025	62	4	6	N/A	72
Coconino Community College*	2023	0	N/A	0	N/A	0
	2024	74	N/A	40	N/A	114
	2025	88	N/A	40	N/A	128

<b>Eastern Arizona College</b>	<b>2023</b>	0	N/A	0	N/A	0
	<b>2024</b>	57	19	0	N/A	76
	<b>2025</b>	33	3	9	N/A	45
<b>Maricopa Community Colleges*</b>	<b>2023</b>	210	0	0	N/A	210
	<b>2024</b>	1384	298	1146	N/A	2828
	<b>2025</b>	677	316	1236	N/A	2229
<b>Mohave College</b>	<b>2023</b>	0	0	0	N/A	0
	<b>2024</b>	155	69	0	N/A	224
	<b>2025</b>	86	0	106	N/A	192
<b>Northland Pioneer College**</b>	<b>2023</b>	39	0	32	N/A	71
	<b>2024</b>	118	3	34	N/A	155
	<b>2025</b>	71	0	0	N/A	71
<b>Pima Community College*</b>	<b>2023</b>	35	25	20	N/A	80
	<b>2024</b>	95	51	40	N/A	186
	<b>2025</b>	45	36	36	N/A	117
<b>Yavapai College</b>	<b>2023</b>	12	N/A	10	N/A	22
	<b>2024</b>	153	20	113	N/A	286
	<b>2025</b>	113	46	123	N/A	282
<b>Total</b>	<b>2023</b>	<b>339</b>	<b>25</b>	<b>340</b>	<b>108</b>	<b>812</b>
	<b>2024*</b>	<b>2169</b>	<b>460</b>	<b>2706</b>	<b>349</b>	<b>5684</b>
	<b>2025</b>	<b>1332</b>	<b>417</b>	<b>2304</b>	<b>42</b>	<b>4095</b>

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

\*2024 data corrected from previous report to include previously missing data

\*\*2025 Q3 data not submitted

### c) Expanding program capacity via the capital improvements:

Capital investments have been key in the expansion efforts and have continued into the third year of the program. The community colleges and universities spent a total of \$5.4 million during the year to complete renovations for building spaces for students and faculty, upgrade technology and simulation equipment and purchase additional clinical training equipment. With additions to simulation equipment and training equipment, these can be used to enhance clinical preparation skills such as critical decision-making in a controlled and safe environment. Expansion efforts are expected to continue into Year 4 of the program.

Many nursing programs continue to experience difficulty with clinical placements for their students. Due to increased competition and shortage of nurse educators, many facilities do not have the capacity to train the number of students needing placements. Due to this, nearly all programs have reported an increased need for simulation resources and have added to their simulation labs to enhance the student learning experience with new equipment. This year, seven schools have made purchases for simulation and lab equipment including high fidelity simulation manikins, lab beds, IV pumps, and mobile medication dispensers (Coconino Community College, Pima Community College, Yavapai College, Maricopa Community Colleges, Eastern Arizona College, Northland Pioneer College, and Arizona Western College). Among these investments, Arizona Western College, Cochise College, and Central Arizona College also reported purchases for laptops and other testing equipment to be able to efficiently support students during lectures and electronic examinations. Yavapai College acquired an additional

anatomage table (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 continue to be supported and trained on how to use and incorporate the new equipment into the nursing curriculum. Coconino Community College, Pima Community College, Maricopa Community Colleges and Northland Pioneer College purchased medication dispensing systems (technology that improves drug dispensing efficiency and safety by minimizing medication errors) to better prepare students to enter the workforce. Maricopa Community Colleges acquired new hospital beds to give nursing students access to practice hands-on patient care. Arizona Western College continues to maintain a virtual reality lab, allowing more students the freedom to learn and practice clinical skills in a virtual environment with no limitation to physical space.

With the continued need for physical space for students and faculty, many colleges report renovation projects as part of their capital investments. NAU, Cochise College, and Maricopa Community Colleges have reported progress on renovations including rework of campus space (offices, classrooms, etc.) and added simulation and control rooms.

**d) Other Innovative Strategies:**

To achieve the goals of the NEIPP, community colleges and universities are implementing targeted strategies to attract and retain nursing students in their programs. These include maintaining social media and advertising campaigns, conducting public outreach, building partnerships with community organizations and high schools, and strengthening collaboration with local healthcare agencies to expand clinical placement opportunities. NAU launched their first Nurse Exploration Camps for high school students in rural areas. This program targets those with interest in nursing as a future career and the goal is to reach those in areas where access to nurse education resources is limited. Coconino Community College and Northland Pioneer College have also facilitated Nursing Assistant training for high school students, which has seen increased enrollment this year. The White Mountain Campus in Show Low had a nearly full Nursing cohort for the entering class and Yavapai College reports that their program is near maximum capacity for enrollment for their two campuses. These innovative strategies aim to increase accessibility and interest in nursing education and have produced results.

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

The participation data shows strong engagement across the full nursing pipeline, from

early-entry learners to advanced practitioners. The largest group consists of 3,373 RN students, demonstrating the grant's role in sustaining clinical placement capacity for academic programs statewide. Smaller but significant groups include 89 APRN students, along with 28 nurse assistant students and one LPN student, reflecting that even the earliest stages of the nursing career ladder benefit from structured precepted experiences.

The inclusion of 218 RN externs highlights the grant's support for students transitioning into paid clinical roles, which serve as a bridge between school and practice. These externships help strengthen clinical confidence and improve placement stability for health systems, ultimately contributing to a more prepared and work-ready new graduate workforce.

Among licensed nurses, participation spans both new graduates and experienced professionals. RN residents (946) benefitted from formal transition-to-practice programs, which are known to reduce turnover and support safe entry into high-acuity practice. Meanwhile, 357 experienced RNs completed specialty training that equips them to move into critical care, perioperative, oncology, and other high-demand areas, strengthening internal staffing capacity and reducing reliance on contract labor.

The initiative also supports career advancement for direct care workers, demonstrated by 30 LPNs and 6 CNAs who completed structured residency-style programs. Collectively, these categories illustrate a comprehensive impact across the nursing workforce, expanding clinical teaching capacity, supporting learner progression, and enhancing the stability and readiness of Arizona's healthcare systems.

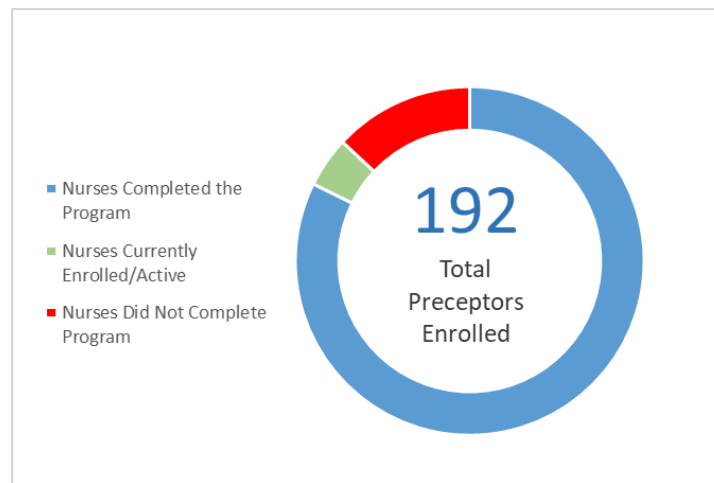
**Preceptee Composition (Through September 30, 2025)**

<i>Category</i>	<i>Type</i>	<i>Count</i>
<i>Students</i>	RN	3,373
	APRN	89
	LPN	1
	Nurse Assistant	28
	RN Extern	218
<i>Licensed Nurses</i>	RN New Grad Residents	946
	Experienced RN to Specialty	357
	LPN Residency	30
	CNA Residency	6

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

Preceptors are enrolled into the Arizona TTP Program for 12 months. They complete a 12-month preceptor academy that consists 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.



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

**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

Five of the nurses included started but did not complete the program. However, they are still employed at the organization.

<i>Facility</i>	<i>Employed but did not complete program</i>	<i>Turnover/ Left Organization</i>	<i>Still Employed/ Nurses Retained</i>	<i>Total Number of Nurses Initially Hired</i>
<i>AzHHA   Aurora Behavioral Health System-East Campus</i>	1	2	4	7
<i>AzHHA   Aurora Behavioral Health System-West Campus</i>		2	4	6
<i>AzHHA   Benson Hospital</i>		1	3	4
<i>AzHHA   Cobre Valley Regional Medical Center</i>		6	25	31
<i>AzHHA   Cornerstone Hospital of Southeast Arizona</i>		1	2	3
<i>AzHHA   Fort Defiance Hospital Board Inc</i>		0	4	4
<i>AzHHA   La Paz Regional Hospital</i>		2	11	13

<i>AzHHA   Mt. Graham Regional Medical Center</i>		2	11	13
<i>AzHHA   Oasis Behavioral Health Hospital</i>		6	13	19
<i>AzHHA   Onvida Health</i>	1	2	14	17
<i>AzHHA   Palo Verde Behavioral Health</i>	1	1	1	4
<i>AzHHA   Phoenix Indian Medical Center</i>		0	1	1
<i>AzHHA   San Carlos Apache Healthcare Corporation</i>		1	8	9
<i>AzHHA   Summit Healthcare Regional Medical Center</i>	2	3	11	16
<i>AzHHA   Valleywise Health Behavioral Health Center - Maryvale</i>		0	5	5
<i>AzHHA   Valleywise Health Behavioral Health Center - Mesa</i>		0	1	1
<i>AzHHA   Valleywise Health Medical Center</i>		0	6	6
<i>AzHHA   Whiteriver Indian Hospital</i>		0	1	1
<b>Grand Total</b>	<b>5</b>	<b>29</b>	<b>125</b>	<b>160</b>

*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 continues to contract with FHG 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**

ADHS requires the universities and colleges to submit quarterly reports sharing barriers and challenges implementing the program. NEIPP implementation has led to many notable successes in the nursing education infrastructure for Arizona schools. The U of A reported that all prelicensure and Doctor of Nursing Practice (DNP) programs funded by the program are now ranked among the top 20 nursing programs in the nation. Additionally, many colleges have invested funds in quality training equipment and expansion of lab resources. Clinical lab simulation demand remains high, and colleges have focused capital expenditures on simulation manikins, IV pumps, lab beds, and other clinical education technology to support students in building skills for real-world clinical experiences. These investments in nursing education have received widespread appreciation from faculty and students across the state.

*"Phoenix College Nursing successfully utilized NEIPP funds to support a 100% simulation-based clinical experience for the Women's Health rotation of 360 RN and*

*Practical Nursing (PN) students. This initiative represents a significant quality improvement effort into ensuring all students receive a standardized and equitable learning experience in maternal-newborn care and improved confidence in patient education. The grant funds supported the acquisition of healthcare technology including virtual reality equipment, repair of two birthing manikins, a fully equipped emergency labor cart, an electronic fetal monitor, baby warmers, IV pumps, Pyxis™ enhancements, and additional workstations on wheels for real-time documentation. These resources have expanded Phoenix College's capacity to deliver safe simulation experiences, in a real-life setting, that align with International Nursing Association for Clinical Simulation and Learning (INACSL) standards."*

**- Maricopa Community Colleges**

A majority of the participating entities have renovated or expanded their capacity for nursing education with additional physical space, additional cohorts and capacity for programs.

*"Last fiscal year (FY2025) we had an RN to BSN Degree program created with the NEIPP Grant. We are now going through the process of getting degree program approvals and accreditation. We have been approved by the Arizona Board of Nursing, and we are working on our self-study. We are also working on approval requirements with the Higher Learning Commission and the Accreditation Commission for Education in Nursing. We plan to launch the degree the start of school year 2026-2027."*

**- Central Arizona College**

Common challenges from prior years remain, such as recruitment and retention of qualified nursing faculty. Competitive salaries and a shortage of nurse educators are main factors leading to difficulty in hiring and led to turnover of faculty. Yet many schools have implemented diverse recruitment and retention strategies to improve staff satisfaction and reduce turn over, which are highlighted in Section 4d of the report below.

Another common challenge was the lack of clinical placements for prelicensure students which was referenced. Many colleges expressed difficulty obtaining clinical space and placement agreements due to increased demand and increased competition. Yet the schools are developing innovative strategies to address these challenges, for example Coconino Community College was successful in securing new clinical placement contracts to include one with Coconino County Jail. Other schools have noted the method in which the increased and enhanced simulation labs are being used to address the shortage of clinical placements. These strategies will increase the clinical placement capacity for nursing.

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

##### Education, Data, and Evaluation

FHG continues as an analytics vendor under ISA YH23-0048. Reporting covers participation, completion, turnover, retention, and satisfaction metrics. Data collection expanded in Year 2 to include an organizational-cultural survey and transition-to-practice specialist survey; Year 3 will introduce multi-year retention tracking, nurses with < 2 and 3 years of experience, and travel nurse reduction metrics.



### Survey Outcomes and Insights

<i>Survey Group</i>	<i>Response Rate</i>	<i>Key Findings</i>
<i>Preceptor (GY2)</i>	41.5%	97% plan to continue precepting; need protected time identified
<i>Preceptee (GY2)</i>	45.2%	95% intend to be with the organization in the next year; workload stress led to extended mentorship models

The survey data provides important insight into the experiences of both preceptors and preceptees participating in the grant during Grant Year 2. The preceptor survey achieved a 41.5% response rate, a strong level of engagement for a voluntary workforce survey and one that offers credible representation across participating systems. Among respondents, an overwhelming 97% reported that they plan to continue precepting, demonstrating high satisfaction and perceived value in their teaching role. This finding suggests that the investments in training, recognition, and support structures are translating into sustained commitment. At the same time, preceptors identified a consistent need for protected time, a common barrier in clinical education nationwide. This feedback reinforces that while willingness to teach is strong, operational support and workload adjustments remain critical to long-term sustainability of preceptorship models.

The preceptee survey, with a 45.2% response rate, provides a parallel view into the learner experience. Results show that 95% of preceptees intend to remain with their current organization over the next year, a meaningful indicator of workforce stability. This level of retention intention reflects positively on the quality of mentorship, the value of structured transition-to-practice programs, and the strength of organizational onboarding environments. However, respondents also reported workload-related stress, which influenced some programs to extend mentorship models beyond traditional timelines. These adjustments acknowledge that learners may need more time, support, and clinical reinforcement as they navigate increasingly complex care environments.

Together, these survey findings highlight the mutual benefits of structured preceptorship programs: preceptors remain engaged and committed when supported, and preceptees gain a stronger foundation for long-term retention. The data also underscores the ongoing need for operational strategies, such as protected time, flexible mentorship duration, and workload balancing, to ensure that both preceptors and learners can succeed within the realities of today's healthcare workforce landscape.

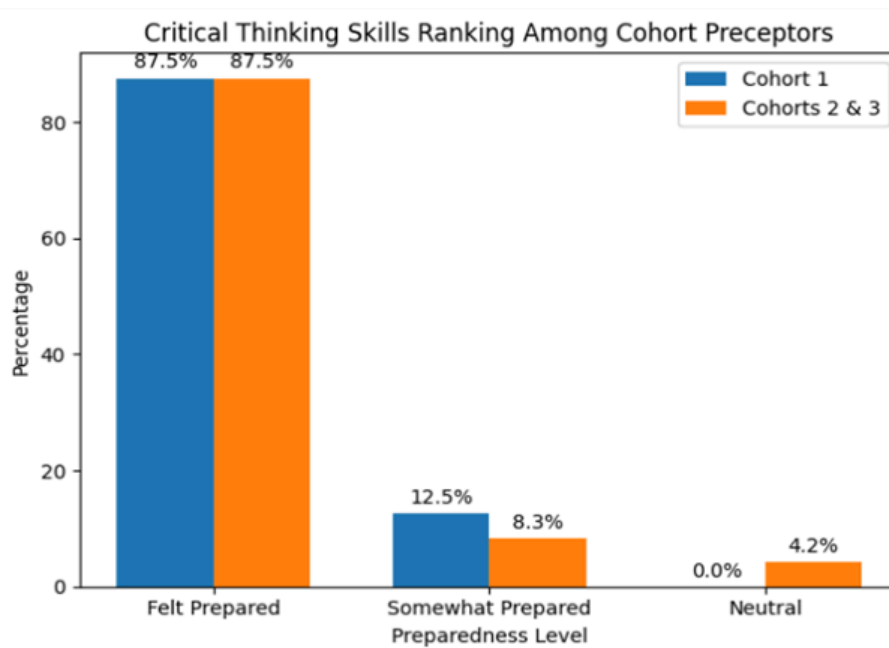
#### ARS 36-1804: Arizona Transition to Practice Program for New Graduate

In partnership with OpusVi, AzHHA's curriculum vendor and American Nurses Association (Innovation), we are collecting additional metrics for the Arizona TTP Program. Some of the metrics being collected include: Preceptor evaluation, new graduate nurse weekly journals, preceptor progress reports, Casey Fink new graduate nurse survey and ANA Individual Innovativeness Survey.

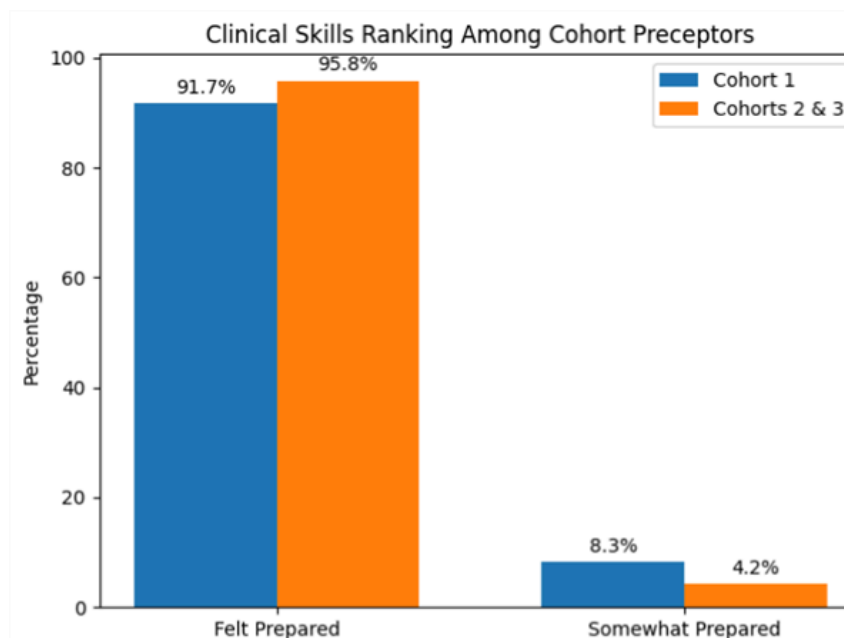
Additionally, in partnership with all the HB2691 grant recipients, a preceptor survey has been created by FHG that will be administered to the 1804 preceptor group at month 6 of their pathway.

Lastly, qualitative data is being collected as part of AzHHA's program support. Below are some additional metrics and testimonials.

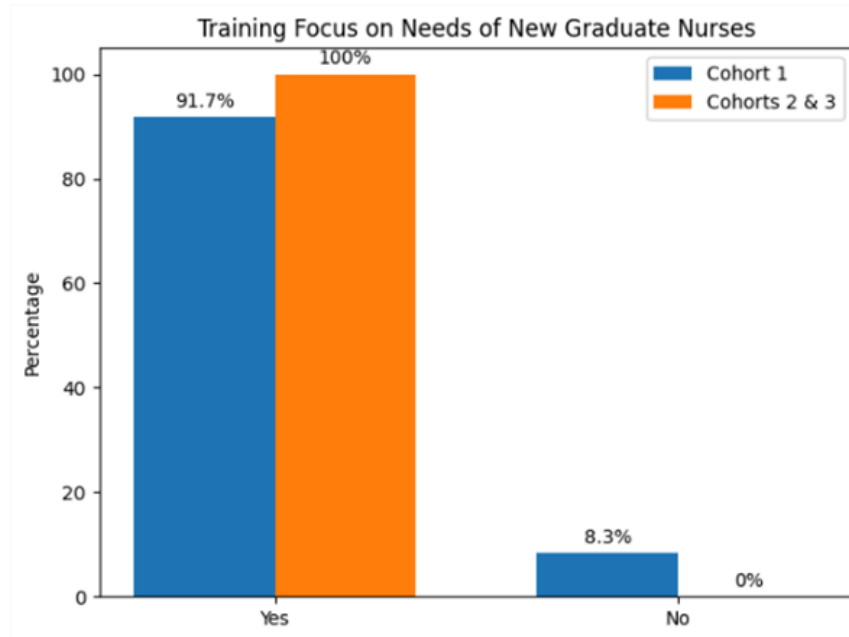
### Preceptor Ranking Their Critical Thinking Preparedness After Preceptor Training



### Preceptor Ranking Their Clinical Skills Preparedness After Preceptor Training



**Do you feel your training focused adequately on the needs of the new graduate nurses?**



**Arizona New Nurse Grad Responses to American Nurses Association Innovation Education:**

- New grads reported innovation focused education offered by the American Nurses Association fostered, “creativity, critical expertise, enhanced problem-solving capabilities, communication skills, and provided methods to avoid burnout by prioritizing self-care to become a better innovator.”
- 83% of new nurse grad respondents stated, they strongly agreed or agreed the American Nurses Association innovation education helped them to advance their nursing practice.
- 83% of new grad respondents used the American Nurses Association innovation education to lead in their professional roles.
- 92% of new grads respondents felt the innovation education prepared them to advance or lead positive change across nursing and healthcare.
- 100% of new nurse grad respondents strongly agreed or agreed the innovation education presented could be applied to their daily practice.

**Testimonial/Reflections**

**Preceptors**

***“How has this program and the evaluations impacted your role as a preceptor?”***

*-“It helps to see where I can improve my teaching style and how I can better communicate with different team members that suits their individual needs.”*

*-“I feel more prepared and am evaluating how a preceptee is doing in ways other than how well they do skills.”*

*-“Helps me adjust what I'm doing to provide them with the best support and experience possible.”*

*-“It is useful to self-reflect in your mannerisms, your tone of voice, the expectations you put on yourself as well as your preceptee, with honest evaluations I was able to adjust my teaching skills into a slower and more precise, thorough manner.”*

*-“One takeaway is the importance of individualized support and feedback. The program helps me recognize my own strengths and weaknesses as a preceptor. I am hoping to learn how to tailor my teaching style to meet the unique background, learning style, and confidence level of each preceptee.”*

### **New Graduate Nurses:**

*-Lauren credits regular check-ins with her mentor and preceptor as a major part of her success and is now applying to nurse practitioner programs with the support of those around her.*

*-Another new grad reported, “The questions I had were the questions that other people had—the hesitations I had, the insecurities. And talking through them gave me the confidence that I am where I should be.”*

*-“For me, the program helped turn uncertainty into confidence.”*

### **Mentors**

***“What has been the most rewarding part of mentoring new nurses through this program?”***

*-“I have really enjoyed listening to their earnest concerns, wishes for themselves, things they are worried about (first night being on their own, moving to a new unit, helping with a code, etc.). They are earnest and honest in their self-assessment and care about the work and carry a deep desire to be good at their job. They worry about the patients and want them to be well cared for.”*

***“How has this experience contributed to your own professional growth?”***

*-“It has been enriching. I have enjoyed having multiple mentees to support and the opportunities to attend their graduation ceremonies or speak as a SME with the broader group have all been very rewarding for me. Thank you for the continued opportunity and for creating this program. It is improving the level of nurses trained in our rural communities and building them up for success.”*

## **Conclusion**

ARS 36-1802: NEIPP continues to strengthen the foundation and infrastructure required to expand the nursing education capacity in Arizona. The schools are making significant progress in increasing the number of seats for nursing students and increasing the number of students completing nursing programs in Arizona. This program continues to support and improve

Arizona's nursing workforce through multiple faucets: via increased numbers of graduates, improved quality of training, and increased nurse faculty opportunities and training. Arizona nursing schools report increases in student retention, higher graduation rates, and retention of nurse graduates in Arizona after 3 years of implementation. The community colleges have increased initiatives focused on quality improvement within their educational programs by expanding their program resources and purchasing new learning equipment to enhance hands-on clinical experiences for nursing students and properly preparing them for their future career.

NEIPP continues to effectively add nursing faculty members and nursing students. During this reporting period, the program supported 208 additional nursing faculty members and 4,095 nursing students, which led to a total of 5,014 nurse graduates in the State of Arizona for this performance period. Due to the support and focus on expanding the infrastructure, the participating schools have greater capacity to train and build the nursing workforce for Arizona. All schools have successfully increased the capacity and quality of their nursing programs. The infrastructure of Arizona's nursing education has benefited by providing schools with critical updates required to train nursing students in innovative and state of art classrooms. The schools have utilized the funds to purchase modern simulation equipment and update outdated lab equipment providing them with the resources to improve nursing student education.

NEIPP also enhances nursing education by increasing support for nurse faculty. NEIPP has supported nursing 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 enhancements to the learning experience for students and in newly launched nursing degree programs. The NEIPP focus on investment in nurse education and its infrastructure is evident and will continue to support the nursing field in Arizona in future years. Schools like NAU report the retention of their graduates in Arizona, which is a key in ensuring a strong nursing workforce in Arizona.

*-“We continue to have high retention, progression, graduate and licensure/certification pass-rates for our undergraduate and graduate programs. Approximately 80% of (our) College of Nursing undergraduates remain in Arizona.”- **Northern Arizona University***

ARS 36-1803: The Student Nurse/New Graduate Clinical Placements & Preceptor Training Pilot Grant Program continues to deliver measurable results and lasting impact across Arizona's healthcare landscape. Through the dedication of nurse preceptors, educators, and healthcare leaders statewide, thousands of nurses and students have been trained, mentored, and retained—strengthening the fabric of Arizona's healthcare workforce.

Beyond the numbers, this initiative has ignited collaboration between education and practice, urban and rural communities, and public and private partners in a shared commitment to sustaining the nursing profession. Each new preceptor trained, and each nurse who chooses to stay and serve, represents a tangible return on investment for Arizona's people and future.

Rural and frontier communities, in particular, continue to face persistent challenges—limited workforce pipelines, resource constraints, and higher vulnerability to even small changes in staffing or access. In these settings, a single preceptor or newly trained nurse can change the trajectory of an entire community’s access to care. The 1803 Grant has helped stabilize these essential networks, enabling local hospitals and clinics to train, retain, and grow their own workforce close to home.

As we move into Year 3, the AZBN remains committed to building on this foundation—advancing standards, expanding equitable access to training, and operationalizing AZ NurseNet to carry this work forward. Together, we are transforming a pilot program into a sustainable, statewide model of nursing excellence that strengthens care delivery and ensures that every Arizonan has access to a competent, compassionate nurse when they need one most.

ARS 36-1804: The Arizona TTP Program is an initiative designed to bridge the gap between academic preparation and clinical practice for newly licensed registered nurses. Administered by AzHHA in partnership with AHCCCS, the program strengthens workforce resilience, improves retention, and enhances patient care quality across Arizona healthcare facilities. Key benefits include structured support during the first year to reduce turnover, a standardized evidence-based curriculum aligned with accreditation standards, professional development through monthly reflection groups and mentorship, emergency preparedness training, and priority enrollment for rural and critical access hospitals. The program also offers New-to-Specialty tracks, enabling nurses to transition into high-demand clinical areas with tailored training, and provides a Certificate in Nurse Leadership, equipping participants with leadership skills to advance their careers and improve team performance. Since launch, the program has enrolled 155 nurses, achieved a 77% retention rate compared to the national average of 51%, trained 20 mentors, and supported 20 facilities primarily in rural and critical access. Facilities participating in the program reported turnover rates between 13–53%, before program implementation. With Arizona facing a projected nursing shortage, continued investment and expansion of the TTP Program—including specialty training and leadership development—is critical to sustaining workforce stability, reducing costs associated with turnover, and improving patient safety and care quality.

The grant leads for all of the programs in 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.