



**U.S. Department of Health and Human Services
Health Resources and Services Administration**

REPORT TO CONGRESS

NURSING WORKFORCE

Fiscal Year 2023

Executive Summary

This report is being provided to Congress as outlined in section 806(i) of the Public Health Service Act, which states, in part:

Not later than September 30, 2020, and biennially thereafter, the Secretary shall submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Energy and Commerce of the House of Representatives, a report that contains an assessment of the programs and activities of the Department of Health and Human Services related to enhancing the nursing workforce, including the extent to which programs and activities under this title meet the identified goals and performance measures developed for the respective programs and activities, and the extent to which the Department coordinates with other Federal departments regarding programs designed to improve the nursing workforce.

This report describes the Health Resources and Services Administration's Nursing Workforce Programs, including the Nurse Corps Loan Repayment and Scholarship Programs. The report provides information regarding the efforts the agency has taken to reach out to other federal departments to improve these programs and the nursing workforce. The report also provides performance data to show program impact.

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Acronym List

ANE	Advanced Nursing Education
ANE-NPR	ANE-Nurse Practitioner Residency
ANE-NPRF	ANE-Nurse Practitioner Residency and Fellowship
ANE-NPRIP	ANE-Nurse Practitioner Residency Integration Program
ANE-SANE	ANE-Sexual Assault Nurse Examiners
ANEW	Advanced Nursing Education Workforce
APRN	Advanced Practice Registered Nurse
AY	Academic Year
BHW	Bureau of Health Workforce
CNM	Certified Nurse Midwife
CRNA	Certified Registered Nurse Anesthetist
CSF	Critical Shortage Facility
ECHO	Extension for Community Healthcare Outcomes
FQHC	Federally Qualified Health Center
FY	Fiscal Year
GPRA	Government Performance and Results Act
HHS	U.S. Department of Health and Human Services
HPSA	Health Professional Shortage Area
HRSA	Health Resources and Services Administration
LPN	Licensed Practical Nurse
LRP	Loan Repayment Program
LVN	Licensed Vocational Nurse
MAT	Medication-Assisted Treatment
MatCare	Maternity Care Nursing Workforce Expansion Program
NACNEP	National Advisory Council on Nurse Education and Practice
NAT	Nurse Anesthetist Traineeship
NCHWA	National Center for Health Workforce Analysis
NEPQR	Nurse Education, Practice, Quality and Retention

NEPQR-BHI	NEPQR-Behavioral Health Integration
NEPQR-CFPA	NEPQR-Clinical Faculty and Preceptor Academies
NEPQR-MHTP	NEPQR-Mobile Health Training Program
NEPQR-PRNP	NEPQR-Pathway to Registered Nurse Program
NEPQR-RNTP	NEPQR-Registered Nurse Training Program
NEPQR-SET	NEPQR-Simulation Education and Training
NFLP	Nurse Faculty Loan Program
NHSC	National Health Service Corps
NP	Nurse Practitioner
NWD	Nursing Workforce Diversity
OD	Opioid-Use Disorder
PHS Act	Public Health Service Act
RN	Registered Nurse
SDOH	Social Determinants of Health
SP	Scholarship Program
VA	U.S. Department of Veterans Affairs

Legislative Language

This report is being provided to Congress as required by section 806(i) of the Public Health Service (PHS) Act, which states:

Not later than September 30, 2020, and biennially thereafter, the Secretary shall submit to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Energy and Commerce of the House of Representatives, a report that contains an assessment of the programs and activities of the Department of Health and Human Services related to enhancing the nursing workforce, including the extent to which programs and activities under this title meet the identified goals and performance measures developed for the respective programs and activities, and the extent to which the Department coordinates with other Federal departments regarding programs designed to improve the nursing workforce.

I. Introduction

Nursing is the largest health care profession in the United States with 4.3 million actively licensed registered nurses (RN).¹ Despite this number, the Health Resources and Services Administration's (HRSA) National Center for Health Workforce Analysis (NCHWA) projects geographic maldistribution of nurses to be a continuing concern for the profession.² HRSA's NCHWA projects the demand for RNs in 2036 will exceed supply by 9 percent. In addition, they project imbalances of RNs at the state level, as well as at the subnational level in several areas across the country.³ Many of HRSA's nursing workforce programs seek to address this maldistribution by focusing on rural and underserved populations.⁴

Studies have shown that having a diverse nursing workforce is essential for progress towards achieving health equity in the United States.⁵ The latest National Sample Survey of Registered Nurses, conducted by NCHWA in collaboration with the U.S. Census Bureau, found that the

¹ U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. "2022 National Sample Survey of Registered Nurses Snapshot." (March 2024). <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/Nurse-Survey-Fact-Sheet-2024.pdf>. Accessed March 30, 2024.

² U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. "Nurse Workforce Projections, 2021-2036." (March 2024). <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/nursing-projections-factsheet.pdf>. Accessed March 27, 2024.

³ Ibid.

⁴ A medically underserved community is defined as a geographic location or population of individuals eligible for designation by the federal government as a Health Professional Shortage Area, Medically Underserved Area, Medically Underserved Population, or Governor's Certified Shortage Area for Rural Health Clinic purposes. As an umbrella term, this also includes populations such as homeless individuals, migrant or seasonal workers, and residents of public housing.

⁵ Purdue Global. Diversity in Nursing: Improving Patient Care and the Nursing Workforce. [Diversity in Nursing: Improving Patient Care and the Nursing Workforce \(purdueglobal.edu\)](https://www.purdueglobal.edu/diversity-in-nursing) (February 2022). Accessed July 1, 2024.

nursing workforce is becoming more diverse and more highly educated.⁶ Not only is the workforce becoming younger, but male RNs now make up 12 percent of the workforce.⁷

HRSA's Bureau of Health Workforce (BHW) administers the nursing workforce programs authorized by Title VIII of the PHS Act and is committed to increasing the number of nurses working in rural and underserved communities and increasing diversity in health professions education and training programs and in the health workforce. This commitment extends to ensuring that the United States has the right clinicians, with the right skills, working where they are needed most.

II. HRSA Nursing Workforce Programs

The following describes the nursing workforce programs authorized by Title VIII of the PHS Act and includes information on their purpose and the activities they conducted for Fiscal Years (FY) 2022 and 2023. In FY 2022, the nursing workforce programs received a total of \$280.5 million in annual appropriations. In FY 2023, they received a total of \$300 million in annual appropriations.

Advanced Nursing Education

HRSA's Advanced Nursing Education (ANE) programs, authorized by section 811 of the PHS Act, include training support for Advanced Practice Registered Nurses (APRN), nurse faculty, and sexual assault nurse examiners (SANE); residency programs for practicing APRNs are also included. These programs transform the workforce by supporting several activities, including traineeships; faculty and preceptor development activities; and longitudinal clinical immersion, with the aim of increasing the size of the advanced nursing workforce to provide quality care in rural and underserved community-based settings. Developing APRNs is especially important because NCHWA projects the demand for primary care physicians will increase to 280,910 full-time equivalents by the year 2036, resulting in a supply shortage of 68,020 primary care physicians.⁸ APRNs can take on expanded roles to help meet this need for primary care services. Research suggests that training tomorrow's nursing workforce in rural and other community-based settings is more likely to produce providers who will ultimately serve these high-need areas during their careers.⁹ In FY 2022, ANE programs received \$85.6 million in annual appropriations. In FY 2023, ANE programs received \$95.6 million in annual appropriations. Table 1 below provides a summary of FY 2022 and FY 2023 awards for the ANE programs.

⁶ U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. "2022 National Sample Survey of Registered Nurses Snapshot". (March 2024). [2022 National Sample Survey of Registered Nurses Snapshot \(hrsa.gov\)](https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/state-of-primary-care-workforce-2023.pdf). Accessed March 30, 2024.

⁷ Ibid.

⁸ U.S. Department of Health and Human Services, Health Resources and Services Administration, National Center for Health Workforce Analysis. "State of the Primary Care Workforce, 2023." (November 2023). <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/state-of-primary-care-workforce-2023.pdf>. Accessed February 10, 2024.

⁹ Collins C., Challenges of Recruitment and Retention in Rural Areas. *NC Med J.* 2016 Mar-Apr; 77(2): 99-101.

Table 1: Advanced Nursing Education Award Information (FY 2022 and FY 2023)

Program Name	FY 2022		FY 2023	
	Number of Awards	Award Amount	Number of Awards	Award Amount
Advanced Nursing Education Workforce Program	57	\$36,828,909	56	\$34,828,907
Nurse Anesthetist Traineeship Program	80	\$2,239,366	63	\$2,242,292
Advanced Nursing Education – Sexual Assault Nurse Examiners Program	28	\$9,475,431	28	\$14,243,670
Advanced Nursing Education – Nurse Practitioner Residency Program*	36	\$22,274,755	N/A	N/A
Advanced Nursing Education – Nurse Practitioner Residency Integration Program*	10	\$5,700,000	N/A	N/A
Advanced Nursing Education Nurse Practitioner Residency and Fellowship**	N/A	N/A	45	\$30,008,851
Maternity Care Nursing Workforce Expansion**	N/A	N/A	10	\$8,000,000
Total	211	\$75,518,461	202	\$89,323,720

*HRSA did not make awards in FY 2023 because the project period ended.

**HRSA did not make awards in FY 2022 because the program was first funded in 2023.

Advanced Nursing Education Workforce Program

Program Purpose and Grant Information

The purpose of the Advanced Nursing Education Workforce (ANEW) program is to increase the number of primary care nurse practitioners, clinical nurse specialists, and certified nurse midwives (CNM) who are trained and prepared to provide primary care services, mental health and substance use disorder care, and/or maternal health care. Grants support the training and graduation of APRN students/trainees in these disciplines. Award recipients provide tuition and other eligible supports to trainees, build academic-clinical partnerships to facilitate clinical training, and continue to develop and sustain clinical faculty and preceptors. Applicants are strongly encouraged to recruit students/trainees and faculty from diverse populations. The ANEW program aims to increase the diversity of the nursing workforce to better address the needs of the populations they serve, as well as provide experiential learning opportunities that prepare trainees to efficiently address health equity and social determinants of health (SDOH) for rural, urban, and tribal underserved populations.

Program Activities

The goal of the ANEW program is to increase the number of APRNs who are prepared to meet the primary care needs of rural, urban, and underserved communities by providing grants for traineeships and infrastructure to institutions. ANEW award recipients focus on establishing and enhancing academic, clinical and community partnerships. For example, in Montana, an award recipient targets partnerships with rural Montana clinical partners, critical access hospitals, rural health clinics, health centers, and Tribal and urban Indian clinics. An ANEW award recipient in California developed a sports medicine community rotation where students were able to work alongside the sports medicine doctor and family medicine residents to treat student-athletes during high school football games in Southeast Los Angeles. Another award recipient in Tennessee used grant funds to expand the curriculum to provide students with the foundation to perform minor procedures in underserved or rural areas, where access to general surgery or dermatology is limited. This same award recipient offered a course about behavioral health for primary care in which trainees learn behavioral health screening tools and psychopharmacology and earn certifications that allowed them to provide behavioral health services within the Family Nurse Practitioner scope of practice in the rural or underserved setting where they intended to be employed.

An ANEW award recipient in New Hampshire established a Partnership for Preceptors Committee, which developed the Telehealth for Special Populations During COVID-19 and Beyond Project ECHO (Extension for Community Healthcare Outcomes) and the Preceptor ECHO to Enhance Rotations. As part of its grant activities, the committee promoted teleprecepting, integrated practice settings, and collaborated with academic centers and rotation sites including HRSA-supported health centers, private nurse-owned practices, and hospital systems. Another ANEW award recipient hosted several training sessions for Doctor of Nurse Practice students, faculty, and clinical preceptors on opioid use disorder (OUD) and chronic pain, including Chronic Pain and the ABCs of Cognitive Behavioral Therapy and Assessment and Management of Chronic Pain in Incarcerated Populations. The award recipient also required all psychiatric mental health nurse practitioner students to complete training in the use of medication for opioid disorder to be ready to join the efforts of caring for people living with OUD.

Nurse Anesthetist Traineeship Program

Program Purpose and Grant Information

The purpose of the Nurse Anesthetist Traineeship (NAT) program is to increase the supply and distribution of Certified Registered Nurse Anesthetists (CRNA) who are well prepared and positioned to practice independently and collaboratively within interprofessional teams. Through their holistic, interdisciplinary, and multi-modal approach, CRNAs also play an integral role in appropriate use of opioids for patients receiving anesthesia, sedation, and pain management services for acute and chronic pain. The program aims to expand access to anesthesia services, especially to rural, urban, and tribal underserved communities nationwide. Eligible grant award recipients are accredited institutions that educate registered nurses to become nurse anesthetists, and in turn, recipient institutions disburse funds to students in the form of traineeship support.

Program Activities

NAT award recipients have been successful in expanding access to anesthesia services, particularly in rural areas, with 7 percent of graduates continuing to practice in rural communities. These training programs are also helping to combat the opioid crisis, particularly among rural and underserved populations, by incorporating pain management and anesthesia in their training. Award recipients accomplish this goal by providing students with didactic (classroom) and clinical teaching/training in opioid addiction management and treatment, as well as non-opioid pain management and anesthesia. For example, an award recipient in Missouri improved student awareness on combating the opioid crisis by organizing a lecture dedicated to acute and chronic pain management, providing a series of videos and simulation scenarios on the topic of opioid addiction, and offering students a lecture by a CRNA who had a prior substance use disorder. Another award recipient in Tennessee continues to educate students about chronic pain management and alternative methods for perioperative and postoperative pain management in seminars, workshops, and in clinical practicum experiences. Students in this project complete clinical rotations using ketamine infusion therapy, neurotherapy, and transcranial magnetic stimulation to treat chronic pain and mood disorders.

One award recipient in Alabama developed a telehealth training platform to further facilitate student learning and successfully navigated telehealth at their workplace post-graduation. This effort improved patient safety as more rural patients were able to receive timely assessment without the need to travel long distances or risk exposure to disease for this care. The award recipient also used grant funds to expand curriculum to include OUD education, multimodal analgesia, enhanced recovery after surgery, and opioid free anesthesia. Another NAT award recipient in Georgia required students to complete a course devoted to rural anesthesia where students rotated to CRNA-only practices and to rural counties where access to care is limited. To improve health outcomes and balance the supply and distribution of CRNAs, several award recipients assisted graduates with finding post-graduation employment in rural, Medically Underserved Areas, and Health Professional Shortage Areas (HPSA). Award recipients also connected students to HRSA's Health Workforce Connector to find employment opportunities post-graduation.

Advanced Nursing Education – Sexual Assault Nurse Examiners Program

Program Purpose and Grant Information

The Advanced Nursing Education – Sexual Assault Nurse Examiners (ANE-SANE) program increases the supply, distribution, and quality of the SANE workforce. The purpose of the program is to increase the number of RNs, APRNs, and forensic nurses who are trained and certified as SANEs in communities, as well as to assist survivors of sexual assault with mental and physical care. ANE-SANE award recipients are required to establish academic-practice partnerships, support clinical training sites, and implement curriculum that addresses SDOH, health disparities, behavioral health, and health equity.

Program Activities

ANE-SANE award recipients establish or enhance academic-practice partnerships with multiple entities, including crime labs, police departments, sheriff's offices, and state/district attorney's offices, to provide didactic, clinical, and experiential training and recruit diverse trainees. An award recipient specifically targeted rural and underserved areas by providing training in rural South-Central Florida to increase the distribution of and access to SANE services in areas that did not have adequate services prior to receiving HRSA funding. Another award recipient in Texas used funds to form partnerships to support training, participant recruitment, and retention efforts and provided free online education and webinars for Sexual Assault Response Team members.

To ensure comprehensive and rigorous training, an award recipient in Tennessee offered more than 40 hours of didactic training modules, more than 29 hours of virtual clinical immersion, an 18-hour Forensic Nurse Examiner workshop developed in collaboration with the Crisis Services of North Alabama, and a 5-day clinical preceptorship. In Colorado, an award recipient provided specialized training to participants to improve knowledge, increase retention, reduce stress, and improve SANE well-being.

In addition, an award recipient trained regional coordinators who represented statewide oversight of available SANEs and facilitated coverage for participant hospitals and health centers to increase the geographical reach of SANEs and, ultimately, the availability of forensic exams in Maine. This award recipient used SANE TeleECHO, a case-based learning forum, to bolster robust training for existing forensic nurse examiners, other members of the interprofessional team, and relevant stakeholders. Another award recipient in Arizona trained nurses in Arizona and Hawai'i; provided five partner sites with equipment and supplies to enhance their clinics and improve training opportunities; and collaborated with the YWCA to recruit and train promotoras (Spanish-speaking community health workers), all of whom are survivors themselves. In Minnesota, an award recipient successfully developed recruitment partnerships with forensic nursing programs in various locations across the Midwest. They provided training to registered nurses from 12 states and created partnerships with organizations in South Dakota, Iowa, Minnesota, North Dakota, Wisconsin, and Montana.

Advanced Nursing Education – Nurse Practitioner Residency Program

Program Purpose and Grant Information

The Advanced Nursing Education – Nurse Practitioner Residency (ANE-NPR) program prepared new NPs for practice in community-based settings through a clinical- and academic-focused 12-month NP residency program, with a preference for those projects that benefited rural or underserved populations. All projects were required to establish academic-clinical partnerships, provide NP resident and preceptor interprofessional team-based training, participate in cohort collaboration, and provide post-residency employment assistance to connect program participants to primary care employment, especially in rural or underserved environments. The program had two tracks – one for recipients to develop a new NP residency program in the first year, and another for recipients to expand or enhance existing NP residency programs within the first 3 months of the ANE-NPR program start date.

Program Activities

ANE-NPR award recipients recruited participants, preceptors, and clinical sites through established academic-clinical partnerships. The ANE-NPR grant provided new NP graduates with interprofessional team-based, clinical, and didactic training experiences along the practice continuum in primary care community-based settings, such as rural health clinics, FQHCs, and mobile clinics. Providing care for underserved populations can be challenging for new graduate NPs working in rural areas. As a result, ANE-NPR award recipients addressed these insecurities by enhancing NP skills and competencies focused on improving the health of rural and underserved populations. One ANE-NPR award recipient in Alabama used shared objectives with the medical residency program to meet the overall goals of the Certified Registered Nurse Practitioner residency and required NP residents to work with medication for substance use disorder clinics with integrated behavioral health counselors and psychologists as part of longitudinal experiences. In Connecticut, another award recipient was committed to the growth and development of a nurse faculty workforce and focused on faculty development and training. This award recipient delivered trainings to preceptors, didactic faculty, and to the outgoing cohort of NP residents who became future faculty. 70 percent of their alumni who were hired on staff by the award recipient served the NP residency project as preceptors or faculty.

Although the ANE-NPR program focused on primary care and ensured that training occurred in community-based settings, participants were exposed to a myriad of specialty areas during training, such as behavioral health, women’s health, pediatrics, and endocrinology. Additionally, ANE-NPR participants served a variety of patient populations such as migrant and seasonal farmworkers, individuals experiencing homelessness, LGBTQ+ populations, pregnant women and infants, children, adolescents, older adults, veterans, refugees, and people with disabilities. An award recipient in North Carolina successfully facilitated ongoing ECHO clinics focused on behavioral health integration and substance use disorders in primary care and expanded telehealth training by offering asynchronous modules about telehealth implementation and etiquette. Another award recipient in Indiana, the second of three NP residency programs in the state of Indiana, and the only NP residency with a rural health focus, provided a variety of trainings to the NP residents. Participants also conducted a pediatric COVID-19 vaccination clinic, volunteered at a local food bank, and worked on a quality improvement plan in conjunction with community partners to address food insecurity.

Advanced Nursing Education – Nurse Practitioner Residency Integration Program

Program Purpose and Grant Information

The Advanced Nursing Education Nurse Practitioner Residency Integration Program (ANE-NPRIP) expanded and/or enhanced existing 12-month NP residency programs while also training new primary care or behavioral health NPs to practice in integrated, community-based settings. The ANE-NPRIP grant supported newly licensed and certified NPs' transition from education to practice by providing 12 continuous months of immersive clinical and didactic training at an integrated primary care or behavioral health community-based entity, with a focus on serving rural or underserved environments. ANE-NPRIP also encouraged award recipients to assist primary care and behavioral health NP residency completers to remain in these settings.

Program Activities

ANE-NPRIP award recipients prepared nurse practitioners for community-based practice, emphasizing clinical skills, collaboration, and service to underserved populations. Award recipients also provided post-residency employment support for program completers using the HRSA Health Workforce Connector and other resources. To address health care disparities, ANE-NPRIP award recipients provided opportunities for participants to engage with diverse patient populations such as those experiencing homelessness, seasonal and migrant farmworkers, veterans, patients with limited English proficiency, and those with low incomes. ANE-NPRIP award recipients enhanced their training curriculum to ensure that participants received the training required to work in rural or underserved environments. The clinical curriculum had specialty rotations including pediatrics, orthopedics, behavioral health, pain management, endocrinology, and dermatology.

An award recipient in Hawai'i integrated behavioral health services into primary care settings within their community health center. NP residents were required to participate in a clinic rotation with an NP to provide primary care services in a behavioral health setting to patients and their families. The clinic allowed NP residents and behavioral health providers to collaborate on treatment plans that benefited patients and their support systems. In addition, the award recipient developed didactic training targeted to conditions common to Native Hawaiians and aligned to the needs of the community, including culturally tailored diabetic education and ho'oponopono (family centered counseling).

Advanced Nursing Education – Nurse Practitioner Residency and Fellowship Program

Program Purpose and Grant Information

The purpose of the Advanced Nursing Education – Nurse Practitioner Residency and Fellowship (ANE-NPRF) program is to prepare new APRNs to effectively provide primary care by supporting the establishment, expansion, and/or enhancement of existing community-based NP residency and fellowship training programs that are accredited or in the accreditation process through academic partnerships. The program also focuses on integrating behavioral health

and/or maternal health into primary care by training new primary care providers (adult, family, adult gerontology, pediatric, and women's health NPs), behavioral health providers (psychiatric/mental health NPs), and/or CNMs to transition from education completion to practice in community-based settings. Award recipients train postgraduate APRNs who will serve in primary care settings with a focus on improving access to quality health care for rural, urban, and tribal underserved populations.

An NP residency/fellowship program is a voluntary post-graduate training program through which licensed and certified new APRN graduates are provided additional didactic and clinical experiences alongside other health care providers, enhancing transition from education to practice. NP residency/fellowship programs aim to prepare novice NPs to practice as providers and support their professional transition to clinical practice, in specialized areas of practice such as primary care, behavioral health, maternal health, rural health, and others. This form of mentored clinical education occurs within a structured learning environment, typically lasts 12 months, and diversifies the NP clinical preparation via clinical rotations, supervised hours, and didactic training. NP resident/fellow participants are offered an intensive practicum, including financial support, within an institution or community-based health center.

Program Activities

ANE-NPRF award recipients provide participants with interprofessional, team-based, clinical, and didactic training experiences along the practice continuum in integrated primary care settings. Award recipients implement curriculum, including experiential learning opportunities, that addresses health equity and SDOH in training and practice, and provide opportunities for participants to promote health equity for the populations they serve. Award recipients also provide post-residency employment support for program completers using the HRSA Health Workforce Connector and other resources.

An award recipient in Pennsylvania developed a clinical rotation in which psychiatric mental health nurse practitioners rotated through a clinical specialty site to assist women and families suffering from perinatal mood and anxiety disorders. The clinical rotation provided psychiatric mental health nurse practitioners with additional didactic and clinical experiences alongside other health care providers, enhancing transition from education to practice.

Award recipients establish connections with relevant educational and health care entities to develop and implement the project. Award recipients are encouraged to partner with organizations that promote health equity, diversity of the workforce, and workforce wellness and resiliency, and to create linkages with Critical Shortage Facilities (CSF), National Health Service Corps (NHSC)-approved sites, and other eligible health care entities, to provide service obligation opportunities for NHSC Loan Repayment Program, Nurse Corps Scholarship Program, and Nurse Corps Loan Repayment Program recipients.

Maternity Care Nursing Workforce Expansion Program

Program Purpose and Grant Information

The purpose of the Maternity Care Nursing Workforce Expansion (MatCare) program is to support accredited nurse midwifery programs to train nurse midwives through trainee

scholarships, stipends, curriculum enhancement, and community-based training. Award recipients will report for the first time at the completion of academic year (AY) 2023-2024, as new grants were awarded in FY 2023.

Program Activities

MatCare award recipients work to grow and diversify the maternal and perinatal health nursing workforce through support for education and training in rural and underserved communities. Specifically, the program seeks to increase the number of CNMs by enhancing maternal health training with a focus on reducing maternal mortality and morbidity in rural, urban, and tribal underserved communities.

Nurse Faculty Loan Program

The Nurse Faculty Loan Program (NFLP), authorized by section 846A of the PHS Act, provides funding to accredited schools of nursing to offer loans to students enrolled in advanced education nursing degree programs who are committed to becoming nurse faculty. In FY 2023, NFLP received \$28.4 million in annual appropriations. Table 2 below provides a summary of FY 2022 and FY 2023 NFLP awards.

Table 2: Nurse Faculty Loan Program Award Information (FY 2022 and FY 2023)

Program Name	FY 2022		FY 2023	
	Number of Awards	Award Amount	Number of Awards	Award Amount
Nurse Faculty Loan Program	80	\$26,580,000	88	\$26,500,000

Program Purpose and Grant Information

The NFLP seeks to increase the number of qualified nursing faculty nationwide by providing grants to recipients who then offer low-interest loans for individuals studying to be nurse faculty and loan cancellation for those who serve as nurse faculty. A robust, geographically dispersed nurse faculty workforce is essential to producing the nursing workforce needed to meet U.S. health care needs. Successful applicants establish and operate a student loan program, which includes maintaining a fund, providing loans to students enrolled in advanced education nursing degree programs, and monitoring compliance with program requirements. After the completion of each year, for up to 4 years, of post-graduation full-time nurse faculty employment in an accredited school of nursing, loan recipients receive cancellation of up to 85 percent of the original student loan amount (plus interest thereon) as authorized by the program. To support the expansion of clinical training opportunities for nursing students, APRNs who serve as full-time preceptors within an academic-practice partnership framework are considered faculty under the NFLP.

Schools of Nursing that participate in NFLP provide loan support to students for a maximum of \$40,000 per academic year. NFLP loans can be used to cover the costs of full or partial tuition, books, fees, and other reasonable educational expenses. The NFLP loan is repayable over a 10-year period beginning 9 months after the borrower completes the advanced nurse education program, ceases to be enrolled as a student in the advanced nurse education program, or ceases full-time employment as nurse faculty.

Program Activities

The NFLP supports institutions committed to preparing advanced degree nursing students to serve as nurse faculty, especially those with a focus on doctoral preparation, thereby addressing the national nursing faculty shortage. NFLP also addresses the nationwide primary care provider shortage by encouraging APRNs to serve as joint nurse faculty preceptors within an academic-practice partnership framework. To recruit nurse faculty students and provide nurse faculty employment opportunities, some NFLP award recipients collaborate with each other, building valuable and longstanding academic and clinical partnerships. To prepare students to become qualified nurse faculty upon graduation, NFLP award recipients provide a variety of support and resources, such as mentorship and offering nurse educator courses.

An award recipient in Kentucky increased the number of full-time nurse faculty in the tristate region – Kentucky, Ohio, and Indiana – and beyond by enrolling students from 26 states across the country. Another award recipient in Maryland trains nurse faculty leaders in research (doctoral students) and practice (Doctor of Nurse Practice students) by using evidence-based

instructional methods, including cultural awareness, coaching, peer mentorship, teaching practicum, and clinical teaching; and facilitating career and employment opportunities for faculty roles including full-time NP preceptors with faculty appointments.

An award recipient in Michigan includes strategies to support wellness and reduce burnout in their training curriculum and requires all participants to complete a certificate in nursing education as part of their degree program. This award recipient provides participants with the knowledge of SDOH and the opportunity to gain competency in engaging with diverse communities to promote health and expand the pool of new student participants. Another award recipient in Alabama requires NFLP participants to complete didactic and clinical training focused on improving workforce retention and wellness, as well as the nursing workforce's knowledge of SDOH, and places strong emphasis on recruiting students from disadvantaged or minority backgrounds, including veterans.

Nurse Education, Practice, Quality and Retention Programs

HRSA's Nurse Education, Practice, Quality and Retention (NEPQR) programs, authorized by section 831 of the PHS Act, address national nursing needs and strengthen the capacity for basic nurse education and practice under three priority areas: education, practice, and retention. NEPQR programs support academic, service, and continuing education projects to enhance nursing education, improve the quality of patient care, increase nurse retention, and strengthen the nursing workforce.

Current NEPQR investments focus on preparing the current and future workforce in coordinated care delivery models, expanding nursing practice arrangements in non-institutional settings, improving access to primary health care, providing care for underserved populations and other high-risk groups such as persons with substance use disorders, and increasing the enrollment of veterans in Bachelor of Science in Nursing degree programs. In FY 2022, NEPQR programs received \$54.4 million in annual appropriations. In FY 2023, NEPQR programs received \$59.4 million in annual appropriations. Table 3 below provides a summary of FY 2022 and FY 2023 awards for the NEPQR programs.

Table 3: Nurse Education, Practice, Quality and Retention Award Information (FY 2022 and FY 2023)

Program Name	FY 2022		FY 2023	
	Number of Awards	Award Amount	Number of Awards	Number of Awards
Behavioral Health Integration*	17	\$8,092,283	N/A	N/A
Simulation Education Training Program	12	\$5,694,671	23	\$10,880,485
Registered Nurse Training Program	13	\$4,750,000	14	\$4,344,207
Mobile Health Training Program	25	\$23,439,380	25	\$23,208,670
Clinical Faculty and Preceptor Academies	10	\$8,414,261	10	\$8,514,205
Pathway to Registered Nurse Program**	N/A	N/A	9	\$8,791,287
Total	77	\$50,390,595	81	\$55,738,854

*HRSA did not make awards in FY 2023 because the project period ended.

**HRSA did not make awards in FY 2022 because the program was first funded in 2023.

Nurse Education, Practice, Quality and Retention – Interprofessional Collaborative Practice: Behavioral Health Integration Program

Program Purpose and Cooperative Agreement Information

The NEPQR – Interprofessional Collaborative Practice: Behavioral Health Integration (NEPQR-IPCP: BHI) program improved access to and the quality of behavioral health services through nurse-led primary care teams working in rural or underserved areas. Through academic-practice and community-based partnerships, the program sought to reduce barriers to care and improve training of the current and future nursing workforce, enabling them to provide integrated behavioral health care services in primary care settings.

Program Activities

NEPQR-IPCP: BHI award recipients provided interprofessional, integrated care in nurse-led primary care teams in community-based settings. With the goal of enhancing the overall quality of care for patients, awardees provided interprofessional education and training for care team providers and clinical staff on behavioral health integration competencies and screened and treated individuals with co-occurring physical and behavioral health needs. In addition, the program provided care for underserved populations as well as other high-risk groups such as the elderly, individuals with HIV, individuals diagnosed with substance use disorders, individuals experiencing homelessness, and victims of domestic violence. To demonstrate methods to improve access to primary care in medically underserved communities, recipients established

improve access to primary care in medically underserved communities, recipients established and/or expanded nursing practice arrangements in non-institutional settings such as Nurse Managed Health Centers, school-based clinics, and FQHCs. The program also enhanced collaboration and communication among health care providers to improve the retention of nurses and enhance patient care.

Nurse Education, Practice, Quality and Retention – Simulation Education Training Program

Program Purpose and Cooperative Agreement Information

The NEPQR – Simulation Education Training (NEPQR-SET) program enhances nurse education and strengthens the nursing workforce by expanding experiential learning opportunities. This includes using simulation-based technology, such as equipment, to advance the health of patients, families, and communities in rural and medically underserved areas experiencing diseases and conditions that affect public health. This program strengthens the capacity of undergraduate public health nursing students to address the complex health care needs of those living in rural and medically underserved areas.

Program Activities

NEPQR-SET award recipients support the training of rural health care professionals in states with high rates of chronic age-related illness, including stroke, heart disease, and chronic obstructive pulmonary disease. With the use of simulation-based technology, recipients can address patients/populations who are disproportionately burdened by health inequities, critical gaps in clinical practice, and lack of access to care. Simulation training programs include the use of collaborative, interprofessional team-based care, and the integration of International Nursing Association for Clinical Simulation and Learning competencies. Recipients recruit students and faculty from diverse populations, including individuals from disadvantaged backgrounds and underrepresented groups. Recipients also establish or enhance strategic academic, practice, and community partnerships to inform simulation scenarios and provide longitudinal community health-based clinical experiences for nursing students to improve access to primary care within medically underserved communities. In addition, recipients allocate a full-time academic nursing faculty/coordinator to support best practice simulation scenarios.

Nurse Education, Practice, Quality and Retention – Registered Nurse Training Program

Program Purpose and Cooperative Agreement Information

The NEPQR – Registered Nurse Training Program (NEPQR-RNTP) improves nursing education and practice by increasing the number of nursing students trained in acute care settings to address and manage SDOH, as well as improve health equity and health literacy in underserved areas. The program seeks to advance the health of patients, families, and communities by strengthening the capacity and skillset of undergraduate nursing students, including students from diverse populations, to be prepared to provide high quality, culturally sensitive care in underserved communities.

Program Activities

NEPQR-RNTP recipients develop and implement innovative training models to expand the nursing workforce and prepare nursing students with the necessary skills to reduce health disparities in acute care settings. The recipients recruit and train nursing students from diverse populations, including those from disadvantaged backgrounds and underrepresented groups, to work as integral members of interprofessional care teams in underserved communities. The program provides didactic nursing education geared towards delivering culturally sensitive care and addressing SDOH and health equity while developing leadership, communication, and critical thinking skills in a technologically innovative and collaborative practice environment. Additionally, NEPQR-RNTP recipients are encouraged to establish collaborative academic, practice, and community partnerships.

Nurse Education, Practice, Quality and Retention – Mobile Health Training Program

Program Purpose and Cooperative Agreement Information

The NEPQR – Mobile Health Training Program (NEPQR-MHTP) aims to strengthen the nursing workforce by expanding experiential training opportunities in nurse-led community-based settings. The purpose of the program is to increase and strengthen the diversity, education, and training of the nursing workforce to provide culturally aligned quality care in rural and underserved areas where there are health care disparities related to access and delivery of care. The program provides enhanced education and training opportunities within collaborative, reciprocal partnerships, using community-based, nurse-led mobile units. The program also aims to strengthen the capacity of nursing students to address and manage SDOH and improve health equity for vulnerable populations in rural and underserved areas. The NEPQR-MHTP emphasizes leadership and effective communication skills as well as innovative technological methods (e.g., telehealth) to deliver quality care in a rural or underserved environment.

Program Activities

NEPQR-MHTP award recipients implement evidence-based best practices in rural and medically underserved communities through didactic nursing education to deliver culturally competent care through nurse-led mobile health units. The NEPQR-MHTP program fosters a community-based learning environment that mentors nursing students, implements professional development programs, and shares resources with faculty and preceptors related to SDOH. The program develops a robust nursing workforce by recruiting and supporting students and faculty from diverse populations, including those from disadvantaged backgrounds and underrepresented groups.

Nurse Education, Practice, Quality and Retention – Clinical Faculty and Preceptor Academies

Program Purpose and Cooperative Grant Agreement Information

The NEPQR – Clinical Faculty and Preceptor Academies (NEPQR-CFPA) program supports the creation of academies, consisting of academic-clinical-community partnerships, that develop and implement formal nurse education training curriculum used to train clinical nursing faculty and preceptors. The goal of the program is to prepare nurses to serve as clinical nursing faculty and

preceptors to newly hired or transitioning licensed nurses in a variety of care settings in rural or underserved environments. The program also aims to increase the nursing workforce by recruiting, training, and producing skilled and qualified clinical nursing faculty and preceptors to address health equity, improve access to care, and expand the nursing workforce's capacity.

Program Activities

NEPQR-CFPA award recipients implement systems to recruit and train clinical faculty and preceptors in a variety of care settings to improve clinical and didactic nursing education. The program's activities include training curriculum development, providing support services, recruitment and retention, financial support, post-training employment support, and enhancing or creating collaborative partnerships. The program develops and implements formal clinical faculty and preceptor training curricula to increase the knowledge and skillsets of nursing clinical faculty and preceptors. To improve resiliency and prevent burnout, the program offers tailored academic, peer, and social support services that facilitate and maintain the success of clinical faculty and preceptors. To support the nursing workforce, the NEPQR-CFPA program places newly trained clinical faculty and preceptors in employment opportunities with partnering clinical and collaborative academic, practice, and community partners that facilitate preceptor and preceptee training opportunities, curriculum development, implementation, didactic training, and clinical coordination. The program also provides financial support through stipends to nursing clinical faculty and preceptors to promote retention and address the multi-faceted needs of the nursing education workforce.

Nurse Education, Practice, Quality and Retention – Pathway to Registered Nurse Program

Program Purpose and Cooperative Agreement Information

The NEPQR – Pathway to Registered Nurse Program (NEPQR-PRNP) seeks to increase and diversify the nursing workforce by improving the supply and geographic distribution of the nursing health workforce. The program seeks to increase the number of RNs entering the workforce through the development and implementation of accredited licensed practical nurse/licensed vocational nurse (LPN/LVN)-to-RN-bridge programs and reduce barriers that prevent LPNs/LVNs from transitioning into registered nursing careers. The program also increases the diversity of the nursing workforce by recruiting and supporting students and faculty, including those from diverse populations such as students and faculty from disadvantaged backgrounds and underrepresented groups.

Program Activities

NEPQR-PRNP award recipients enhance the nursing workforce by recruiting LPN/LVN-to-RN undergraduate nursing students committed to practicing in medically underserved communities. The program provides nursing students with longitudinal interprofessional team-based, clinical, and didactic training experiences along the practice continuum in community-based settings in rural or underserved areas. Additionally, recipients provide participants with the knowledge, skills, and support they need to successfully complete LPN/LVN-to-RN career ladder training programs and prepare program participants for the National Council Licensing Examination for Registered Nurses.

Nursing Workforce Diversity Program

The Nursing Workforce Diversity (NWD) program, authorized by section 821 of the PHS Act, seeks to increase nursing education opportunities for individuals from disadvantaged backgrounds, including ethnic and racial minorities who are underrepresented among RNs. The program increases access to diverse, high quality, culturally competent RN providers; facilitates diploma or associate degree RNs to become baccalaureate-prepared RNs; and prepares practicing RNs for advanced nursing education. In FY 2022, the NWD program received \$23.3 million in annual appropriations. In FY 2023, the program received \$24.3 million in annual appropriations. Table 4 below provides a summary of FY 2022 and FY 2023 awards for the NWD program.

Table 4: Nursing Workforce Diversity Award Information (FY 2022 and FY 2023)

Program Name	FY 2022		FY 2023	
	Number of Awards	Award Amount	Number of Awards	Award Amount
Nursing Workforce Diversity Program	32	\$21,500,203	41	\$22,477,015

Nursing Workforce Diversity Program

Program Purpose and Grant Information

The NWD program supports innovative projects that strengthen and expand the comprehensive use of evidence-based strategies shown to increase the recruitment, enrollment, retention, and graduation of students from disadvantaged backgrounds in schools of nursing. These students from disadvantaged backgrounds include racial and ethnic minorities who are underrepresented among RNs and individuals who are educationally and/or economically disadvantaged.

Program Activities

NWD recipients implement a comprehensive systems approach, including evidence-based strategies successful in supporting students from disadvantaged backgrounds from enrollment through graduation. The systems approach includes assessing social determinants that impede the educational success of students from disadvantaged backgrounds, identifying needs of these students, and implementing tailored, evidence-based strategies to address the social determinants and needs. Evidence-based strategies include academic and peer support tailoring services necessary to facilitate and maintain success of students; faculty recruitment and retention; collaborative partnerships; student financial support; and holistic review incorporating admissions criteria that are evidence-based, driven by the mission of the school of nursing, and consider more than just academic metrics.

Nurse Corps Loan Repayment and Scholarship Programs

The Nurse Corps Loan Repayment Program (LRP) and Scholarship Program (SP), found in section 846 of the PHS Act, both support nursing education and training by providing recruitment and retention incentives to nurses committed to a career in underserved communities. These incentives include either a loan repayment or a scholarship award in exchange for service as a nurse at an eligible health care facility with a critical shortage of nurses

located in a HPSA or a loan repayment award for service as nurse faculty at an eligible accredited school of nursing.

Table 5 below provides a summary of FY 2022 and FY 2023 Nurse Corps awards.

Table 5: Nurse Corps Scholarship Program and Loan Repayment Program Award Information (FY 2022 and FY 2023)

Program Name	FY 2022		FY 2023	
	Number of Awards	Award Amount	Number of Awards	Award Amount
Nurse Corps Loan Repayment Program	2,279	\$105,525,320	997	\$61,796,566
Nurse Corps Scholarship Program ¹⁰	592	\$58,999,869	326	\$35,030,982
Total	2,871	\$164,525,189	1,323	\$96,827,548

The Nurse Corps LRP supports the recruitment and retention of professional RNs, including APRNs, NPs, and CRNAs who are committed to working in CSFs or as faculty in accredited schools of nursing. The Nurse Corps LRP decreases the economic barriers associated with pursuing careers in CSFs or in academic nursing by repaying 60 percent of the principal and interest on eligible nursing education loans in exchange for 2 years of full-time service at a CSF or in academic nursing, with an optional additional 25 percent of loan repayment in exchange for a third year of full-time service at a CSF or in academic nursing.

The Nurse Corps SP awards scholarships to individuals who are enrolled in an accredited school of nursing in exchange for a service commitment of at least 2 years in a CSF after graduation. Nurse Corps SP reduces the financial barrier to nursing education for all levels of professional nursing students and increases the pipeline of nurses who will serve in CSFs.

Contracts

In FY 2022 and FY 2023, HRSA awarded several contracts that support the ANE, NEPQR, NWD, NFLP, and Nurse Corps programs. REI Systems, Inc. received \$744,661 to provide information technology support, including enhancements to the Electronic Handbooks System used to manage awardee applications and reporting. John Snow, Inc. received \$219,414 to provide awardee support and training, technical assistance, analytical support, data verification, reporting-related materials, and Electronic Handbook support and enhancements to the programs that report to the Uniform Data System. Ketchum, Inc. received \$2,926,738 to provide outreach and marketing support for Nurse Corps programs and additional support for ANE and NFLP. Table 6 below provides a summary of FY 2022 and FY 2023 contracts that support HRSA nursing workforce programs.

¹⁰ In FY 2021, the Nurse Corps received \$88.1 million from annual appropriations and \$200 million from the American Rescue Plan Act (Public Law 117-2) funding. The additional funding boosted awards in FY 21 through 2023, with majority of the funds being spent in 2021 and 2022. In 2023 the program used the remaining ARPA funds to make continuation awards.

Table 6: Contracts Information (FY 2022 and FY 2023)

Contractor	Number of Contracts	FY 2022 Contract Amount	FY 2023 Contract Amount
REI Systems, Inc.	1	\$375,036	\$369,625
John Snow Incorporated	1	\$127,387	\$92,027
Ketchum, Inc.	1	\$1,510,590	\$1,416,148
Total	3	\$2,013,013	\$1,877,800

III. Nursing Workforce Program Performance

Awardees of nursing workforce programs authorized by PHS Act Title VIII submit annual performance reports to HRSA at the end of each AY to comply with statutory and programmatic requirements for performance measurement and evaluation (including specific Title VIII requirements).

Specific performance measurement requirements for each program are available on the HRSA website at <https://bhw.hrsa.gov/grants/reportonyourgrant>. These measures allow HRSA to show progress in meeting HHS and HRSA objectives and demonstrate programmatic compliance with applicable statutory requirements.

In the annual performance report, awardees report on the prior AY’s training and graduation counts associated with their training grant. They also collect employment data at graduation and follow up with prior year graduates to determine their employment status one year later. This report to Congress presents outputs and outcomes for AYs 2021-2023. The results below describe what the programs have accomplished since the FY 2021 Nursing Workforce Report to Congress, which reported results from AY 2020-2021. Performance data from the programs presented below indicate programmatic successes increasing the supply of the primary care workforce and improving geographic distribution by directing providers to areas where they are needed most. Programs with 1-year follow-up data in the section below have a 75 percent response rate or higher. Results demonstrate HRSA continues to succeed in retaining the nursing workforce in underserved areas.¹¹

¹¹ Aggregated performance measures for these programs are publicly available at <https://data.hrsa.gov/topics/health-workforce/training-programs>.

Advanced Nursing Education

Advanced Nursing Education Workforce Program

The ANEW program awardees trained 4,136 APRNs during AYs 2021-2023. A total of 2,669 APRNs graduated from their ANEW-supported degree programs during this period, including 1,894 APRNs who completed clinical traineeships in rural and medically underserved communities. 57 percent of the 1,452 prior year graduates who reported follow-up data worked or trained in medically underserved communities and/or rural areas 1 year after completing their ANEW traineeship, and 54 percent worked or trained in a primary care setting.

Nurse Anesthetist Traineeship Program

During AYs 2021-2023, NAT program awardees provided direct financial support to 3,003 nurse anesthetist students. A total of 2,672 nurse anesthetists graduated from their programs during this period. As part of their clinical training, students provided care via 988,557 patient encounters in medically underserved communities, 207,536 patient encounters in rural areas, and 179,438 patient encounters in primary care settings. 54 percent of the 2,025 prior year graduates who reported follow-up data worked or trained in medically underserved communities and/or rural areas 1 year after completing their NAT program.

Advanced Nursing Education – Sexual Assault Nurse Examiners Program

During AYs 2021-2023, ANE-SANE program awardees trained 3,800 nursing students to become SANEs. A total of 1,212 SANEs graduated from their programs during this period. As part of clinical practice training, ANE-SANE students provided care through 31,311 patient encounters. ANE-SANE awardees partnered with 344 clinical training sites, 80 percent of which provided services to victims of interpersonal violence, abuse, or trauma.

Advanced Nursing Education – Nurse Practitioner Residency Program

During AYs 2021-2023, ANE-NPR program awardees trained 570 nurse practitioner residents. A total of 462 NPs completed their residencies during this period. As part of their clinical training, ANE-NPR residents treated 491,818 unique patients and provided care through a total of 611,922 patient encounters in medically underserved communities, rural areas, primary care settings, and via telehealth. Seventy-nine percent of the 412 graduates who reported employment data at program completion were already working or were continuing their training in medically underserved communities and/or rural areas, and 75 percent were already working or continuing their training in primary care settings.

Advanced Nursing Education – Nurse Practitioner Residency Integration Program

During AYs 2021-2023, ANE-NPRIP awardees trained 151 nurse practitioner residents. A total of 102 NPs completed their residencies during this period. As part of their clinical training, ANE-NPRIP residents treated 108,570 unique patients and provided care through a total of 152,642 patient encounters in medically underserved communities, rural areas, primary care settings, and via telehealth. Eighty-eight percent of the 77 graduates who reported employment data at program completion were already working or were continuing their training in medically

underserved communities and/or rural areas, and 75 percent were already working or continuing their training in primary care settings.

Advanced Nursing Education – Nurse Practitioner Residency and Fellowship Program

Awardees of the ANE-NPRF program will report for the first time at the completion of AY 2023-2024. The period of performance for this program is August 1, 2023, through July 31, 2027.

Maternity Care Workforce Expansion Program

Awardees of the MatCare program will report for the first time at the completion of AY 2023-2024. The period of performance for this program is September 30, 2023, through September 29, 2027.

Nurse Faculty Loan Program

During AYS 2021-2023, NFLP awardees supported 3,583 nursing students pursuing graduate-level degrees with the intent of serving as nurse faculty. A total of 1,761 students graduated from their degree programs during this period. 75 percent of the 1,160 prior year graduates who reported follow-up data were teaching in faculty appointments 1 year after program completion.

Nurse Education, Practice, Quality and Retention Programs

Nurse Education, Practice, Quality and Retention – Behavioral Health Integration Program

During AYS 2021-2023, NEPQR-BHI program awardees trained 4,369 nursing students and current primary care nursing professionals, and a total 4,156 participants completed their programs during this period. Awardees partnered with 71 clinical sites to provide interprofessional, team-based training to 2,293 individuals. 87 percent of clinical training sites were in medically underserved communities and 38 percent were in rural areas. 73 percent of the clinical training sites also offered integrated behavioral health services in a primary care setting.

Nurse Education, Practice, Quality and Retention – Simulation Education Training Program

During AYS 2021-2023, NEPQR-SET program awardees trained 6,611 undergraduate nursing students, and a total of 3,167 individuals graduated from their programs during this period. Awardees partnered with 129 clinical sites to provide training to 6,229 individuals. They also developed and/or enhanced 146 courses, 62 percent of which were delivered as simulation-based trainings.

Nurse Education, Practice, Quality and Retention – Registered Nurse Training Program

In AY 2022-2023, NEPQR-RNTP's first year, program awardees trained 333 students and 88 graduates completed their programs. As part of their clinical training, students provided care to 5,990 patients, 49 percent of whom were in medically underserved communities, 15 percent in primary care settings, and 14 percent in rural areas.¹² Awardees also developed and/or enhanced 42 courses.

Nurse Education, Practice, Quality and Retention – Mobile Health Training Program

In AY 2022-2023, NEPQR-MHTP's first year, program awardees trained 1,023 students, and 243 graduates completed their programs. As part of their clinical training, students provided care through 28,808 patient encounters, 57 percent of whom were in medically underserved communities, 49 percent in primary care settings, and 23 percent in rural areas.¹² Awardees also developed and/or enhanced 124 courses.

Nurse Education, Practice, Quality and Retention – Clinical Faculty and Preceptor Academies Program

In AY 2022-2023, NEPQR-CFPA's first year, program awardees trained 296 nursing clinical faculty members and 80 graduates completed their programs. Awardees also offered 20 faculty-led courses and trainings, including topics such as leadership and health disparities. Sixty-one percent of the 71 graduates who reported employment data at program completion were already working or were continuing their training in medically underserved communities and/or rural areas.

Nurse Education, Practice, Quality and Retention – Pathway to Registered Nurse Program

Awardees of the NEPQR-PRNP will report for the first time in AY 2023-2024. The period of performance for this program is August 1, 2023, through July 31, 2027.

Nursing Workforce Diversity Program

Nursing Workforce Diversity Program

During AYs 2021-2023, the NWD program supported 112 college or graduate-level degree programs as well as 221 programs and activities designed to recruit and train health professions students from disadvantaged backgrounds. These programs trained 6,457 nursing students, and a total of 4,955 students graduated or completed their programs during this period.

Nurse Corps Loan Repayment and Scholarship Programs

In FY 2022, the Nurse Corps programs received 7,710 new and continuation applications (5,419 LRP and 2,291 SP) and made 2,871 awards (2,279 LRP and 592 SP). Of the 2,279 LRP awards,

¹² Percentages may sum to greater than 100 percent because settings are not mutually exclusive.

97 percent went to participants serving at CSFs primarily in high-need HPSAs (defined as areas with a HPSA score of 14 or higher). Additionally, in FY 2022, HRSA awarded a total of 257 awards to nurse faculty participants, 44 percent of whom were serving at schools of nursing with at least a 50 percent enrollment of students from disadvantaged backgrounds. HRSA awarded approximately 73 percent of SP awards to bachelor's degree students, 11 percent to master's degree students, 5 percent to doctoral students, and 11 percent to associate degree students. In addition, the Nurse Corps LRP field strength included 3,932 RNs and nurse faculty members fulfilling multi-year service commitments. There were 332 Nurse Corps SP graduates from accredited schools of nursing: 77 were serving in a CSF and 255 were actively seeking employment. Graduates have up to 9 months from the date of graduation to obtain a nursing license, accept an offer of employment from a program-approved facility, and begin serving at a CSF.

In FY 2023, the Nurse Corps program received 8,600 new and continuation applications (6,212 LRP and 2,388 SP), representing a nearly 12 percent increase compared to FY 2022. HRSA made a total of 1,323 awards (997 LRP and 326 SP). Of the 997 Nurse Corps LRP awards, 96 percent were made to participants serving at CSFs primarily in high-need HPSAs. In FY 2023, HRSA awarded a total of 107 awards to nurse faculty participants – 58 percent serving at schools of nursing with at least a 50 percent enrollment of students from disadvantaged backgrounds. Additionally in FY 2023, approximately 55 percent of SP awards were awarded to bachelor's degree students, 23 percent to master's degree students, 12 percent to doctoral students, and 10 percent to associate degree students. In FY 2023, the Nurse Corps LRP field strength included 3,628 RN and nurse faculty members fulfilling multi-year service commitments. After fulfilling their Nurse Corps service commitment, about 89 percent of alumni continue to work in a HPSA.¹³

Nurse Corps LRP and SP participants voluntarily report demographic data. Tables 7 and 8 below provide details of FY 2022 and FY 2023 demographics for Nurse Corps programs.

¹³ For both Nurse Corps LRP and Nurse Corps SP, see U.S. Department of Health and Human Services, Health Resources and Services Administration. Alumni Clinician Dashboard. <https://data.hrsa.gov/topics/health-workforce/clinician-dashboards>.

Table 7: Nurse Corps Loan Repayment Program and Scholarship Program Participants' Demographic Characteristics (FY 2022)

Nurse Corps LRP and SP Participants' Demographic Characteristics						
Demographics	Nurse Corps LRP		Nurse Corps SP		Total	
Total Awards	2,279		592		2,871	
Sex	#	%	#	%	#	%
Female	1,941	85.17%	531	89.70%	2,472	86.10%
Male	320	14.04%	54	9.12%	374	13.03%
Does Not Wish to Disclose	18	0.79%	7	1.18%	25	0.87%
Race	#	%	#	%	#	%
White	1,424	62.48%	197	33.28%	1,621	56.46%
Black/African American	427	18.74%	276	46.62%	703	24.49%
Asian	99	4.34%	21	3.55%	120	4.18%
American Indian/Alaska Native	21	0.92%	7	1.18%	28	0.98%
Native Hawaiian/Pacific Islander	6	0.26%	1	0.17%	7	0.24%
Other Race	91	3.99%	36	6.08%	127	4.42%
Two or More Races	99	4.34%	36	6.08%	135	4.70%
Does Not Wish to Disclose	112	4.91%	18	3.04%	130	4.53%
Ethnicity	#	%	#	%	#	%
Hispanic/Latino	321	14.09%	79	13.34%	400	13.93%
Non-Hispanic/Non-Latino	1,861	81.66%	489	82.60%	2,350	81.85%
Does Not Wish to Disclose	97	4.26%	24	4.05%	121	4.21%

Table 8: Nurse Corps Loan Repayment Program and Scholarship Program Participants' Demographic Characteristics (FY 2023)

Nurse Corps LRP and SP Participants' Demographic Characteristics						
Demographics	Nurse Corps LRP		Nurse Corps SP		Total	
Total Awards	997		326		1,323	
Sex	#	%	#	%	#	%
Female	842	84.45%	294	90.18%	1,136	85.87%
Male	150	15.05%	28	8.59%	178	13.45%
Undisclosed	5	0.50%	4	1.23%	9	0.68%
Race	#	%	#	%	#	%
White	659	66.10%	92	28.22%	751	56.76%
Black/African American	160	16.05%	164	50.31%	324	24.49%

Nurse Corps LRP and SP Participants' Demographic Characteristics						
Demographics	Nurse Corps LRP		Nurse Corps SP		Total	
Total Awards	997		326		1,323	
Asian	47	4.71%	15	4.60%	62	4.69%
American Indian/Alaska Native	6	0.60%	4	1.23%	10	0.76%
Native Hawaiian/Pacific Islander	3	0.30%	0	0.00%	3	0.23%
Other Race	31	3.11%	13	3.99%	44	3.33%
Two or More Races	45	4.51%	22	6.75%	67	5.06%
Undisclosed	46	4.61%	16	4.91%	62	4.69%
Ethnicity	#	%	#	%	#	%
Hispanic/Latino	130	13.04%	53	16.26%	183	13.83%
Non-Hispanic/Non-Latino	820	82.25%	250	76.69%	1,070	80.88%
Undisclosed	47	4.71%	23	7.06%	70	5.29%

IV. Coordination Efforts with Stakeholders

HRSA collaborates with other federal agencies and external stakeholders to improve programs and their impact on the nursing profession. Examples of coordination between HRSA and other federal and non-federal entities include the following:

HRSA met with the Indian Health Service and Veterans Health Administration to discuss connections between HRSA training programs and Indian Health Service and Veterans Health Administration training programs and to explore future collaborative efforts.

HRSA collaborated with the U.S. Department of Veterans Affairs (VA) Office of Academic Affiliations to share NP residency program best practices and outcomes. This collaboration highlighted the impact of NP residency programs and continued to increase awareness about the ANE-NPR and ANE-NPRIP programs among federal stakeholders, enhanced knowledge, and maintained a platform to discuss future coordination efforts. VA was one of several presenters at HRSA's second annual NP Residency Stakeholder Meeting in October 2022. The meeting brought stakeholders together from across the United States to disseminate and discuss best practices for NP residency programs.

In December 2023, HRSA presented on the ANE-SANE program at a quarterly virtual grantee meeting hosted by the U.S. Department of Justice's Office of Violence Against Women and Office of Victims of Crime. Through this collaboration, HRSA and the Department of Justice continue to discuss ongoing efforts to address domestic and sexual violence nationwide and work to ensure that communities have access to domestic and sexual assault services.

HRSA values its many external stakeholder organizations and collaborates to promote the nursing workforce, including through its relationship with the National Advisory Council on Nurse Education and Practice (NACNEP).

NACNEP advises and makes recommendations to the Secretary of HHS and Congress on policy matters arising in the administration of Title VIII of the PHS Act, which authorizes the nursing workforce training programs discussed above, including a range of issues relating to the nursing workforce, nursing education, and nursing practice improvement. HRSA coordinated the development of the *HHS Health Workforce Strategic Plan* with NACNEP to provide a forward-looking framework for health workforce improvements to identify gaps that exist between the outcomes of programs and projected health workforce needs.¹⁴ In addition, NACNEP submits an annual report to the HHS Secretary and Congress on its activities, including findings and recommendations concerning the activities under Title VIII of the PHS Act. HRSA regularly reviews these reports to help inform future competitions within these programs.

In June 2022, HRSA conducted a listening session focused on the Nursing Workforce Diversity program. The meeting brought stakeholders together to provide feedback on the barriers and opportunities to expand equity in the profession.

HRSA worked with the American Nurses Association, National Coalition of Ethnic Minority Nurse Associations, and Association of Women's Health, Obstetric and Neonatal Nurses to increase awareness about HRSA's funding opportunities for nurses during National Nurses Month in May 2023.

The HRSA Administrator also provided a keynote address at the National Forum of State Nursing Workforce Centers in June 2023. The Administrator's remarks included information about HRSA's programs for nurses and their impact in reaching underserved populations.

V. Summary and Conclusions

HRSA's Nursing Workforce Programs are an integral part of the federal government's efforts to strengthen the nursing workforce. These programs have proven to be effective mechanisms to address the needs of rural and underserved communities as well as to improve the diversity within the nursing profession. HRSA collaborates with a variety of federal stakeholders to help inform its programs. These investments help to improve the nursing profession and align nursing education and practice with the needs of the nation.

¹⁴ Health Workforce Strategic Plan 2021. U.S. Department of Health and Human Services. (2021) <https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/about-us/hhs-health-workforce-strategic-plan-2021.pdf>. Accessed April 18, 2022