

June 20, 2024

# The Certified Alcohol and Other Drug Counselor Workforce Expansion Program: Addressing Workforce Challenges in Illinois' Substance Use Disorder Treatment Sector

2024 Report



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# Executive Summary

The Illinois Certification Board (ICB), in collaboration with the Illinois Department of Human Services/ Division of Substance Use Prevention and Recovery (IDHS/SUPR), initiated the Certified Alcohol and Other Drug Counselors (CADC) Workforce Expansion Program in 2023 to address significant workforce challenges in the substance use disorder (SUD) treatment field. Illinois faces a critical shortage of CADCs, with only approximately 4,063 CADCs serving an estimated 600,000 individuals in need of SUD treatment. This shortage, coupled with barriers to entry such as high educational and certification costs, high turnover rates due to burnout and inadequate compensation, and geographic disparities in service availability, underscores the urgent need for workforce expansion.

The CADC Workforce Expansion Program utilizes two phases to reduce these barriers and enhance the recruitment, education, certification, and retention of CADCs across the state. Phase 1 focuses on financial assistance through three specific funds to support exam and certification fees and a one-time stipend to support entrance into the workforce. Phase 2 extends this support by offering wraparound services, including transportation, childcare, laptop and textbook reimbursements, graduate placement support, and legal assistance.

This report evaluates the program's effectiveness, offering insights into its success in reducing barriers and promoting sustainable employment within Illinois' SUD treatment sector. Key findings from the analysis of Phase 1 show a positive trend in new CADC applicants and credential completions, with an 18 percent increase in new applicants in 2023 compared to 2022. Promotional efforts, including an online ad campaign, have engaged a broad audience, driving significant traffic to the dedicated CADC Workforce Expansion Program website.

The report assesses the impact of Phase 2 by examining expenditures and enrollment data across different Accredited Training Programs (ATPs). The analysis revealed diverse financial strategies, with variations in per-student investment reflecting different approaches to support services. High investment per student generally correlates with more comprehensive support, enhancing student retention and success. However, the program must ensure efficient and equitable resource allocation to maintain sustainability and avoid potential inefficiencies.

The report concludes with strategic recommendations to further enhance the program's effectiveness. These include improving data collection, expanding support services, strengthening employer partnerships, implementing feedback mechanisms, and promoting equity and inclusion. Crucially, the need for long-term sustainable funding is emphasized to ensure the program's ongoing success and adaptability to evolving workforce needs.

In summary, the CADC Workforce Expansion Program is pivotal in strengthening Illinois' SUD treatment workforce. By addressing immediate workforce shortages and laying the groundwork for sustained growth, the program has the potential to significantly improve the quality of care for individuals with SUDs across the state.

# Background: SUD Workforce Challenges in Illinois

The state of Illinois, like many other regions across the United States, faces significant challenges in addressing the substance use disorder (SUD) crisis. The demand for SUD treatment services has risen sharply due to increasing rates of addiction and substance misuse, exacerbated by the opioid epidemic and other substance use trends. Despite this growing need, the state has a considerable shortage of qualified professionals capable of delivering essential SUD services.

## Key Challenges

- 1. Workforce Shortage:** There is a stark contrast between the number of Certified Alcohol and Other Drug Counselors (CADCs) and the population requiring treatment. Currently, Illinois has approximately 4,063 CADCs, whereas it is estimated that around 600,000 individuals need SUD treatment<sup>1</sup>. This gap highlights the pressing need for more trained professionals to meet the demand for services.
- 2. Barriers to Entry:** There are significant financial and educational barriers to becoming a CADC, including education costs, certification exams, and ongoing professional development. For many prospective counselors, these barriers are insurmountable without external support, limiting the pool of qualified individuals entering the field.
- 3. Retention and Attrition:** The SUD workforce also struggles with high turnover rates. Factors such as burnout, inadequate compensation, and lack of professional support contribute to the attrition of trained counselors. This turnover strains existing resources and impacts the continuity and quality of care for individuals undergoing treatment.<sup>2,3</sup>
- 4. Geographic Disparities:** Rural and underserved urban areas face additional challenges accessing SUD services. These regions often lack sufficient numbers of trained professionals, exacerbating the difficulties in providing comprehensive care to all individuals in need.

<sup>1</sup> Illinois Behavioral Health Workforce Dashboard. (n.d.). Retrieved from [https://smcginity43.shinyapps.io/IL\\_BHWC\\_dashboard\\_draft/?\\_ga=2.119883338.3948584.1678846447-1187697432.1677695363](https://smcginity43.shinyapps.io/IL_BHWC_dashboard_draft/?_ga=2.119883338.3948584.1678846447-1187697432.1677695363).

<sup>2</sup> Substance Abuse and Mental Health Services Administration (SAMHSA). (2023). Addressing Burnout in the Behavioral Health Workforce through Organizational Strategies. Retrieved from <https://store.samhsa.gov/sites/default/files/pep22-06-02-005.pdf>

<sup>3</sup> Rockefeller Institute of Government. (2021). Challenges Facing the Substance Use Disorder (SUD) Workforce in New York State. Retrieved from <https://rockinst.org/wp-content/uploads/2021/11/NYS-SUD-Workforce-2021.pdf>

# Creation of the CADC Workforce Expansion Program

Recognizing these challenges, the Illinois Certification Board (ICB), in partnership with the Illinois Department of Human Services/Division of Substance Use Prevention and Recovery (IDHS/SUPR), launched the [CADC Workforce Expansion program](#) in 2023. The Program utilizes two phases to reduce these barriers and enhance the recruitment, education, certification, and retention of CADCs across the state. Additionally, the program emphasizes job placement, credential renewal, and continuing education to enhance workforce participation and retention. The program is structured into two phases.

## Phase 1: Funding Opportunities for CADC Applicants and Credential Holders

- **CADC Workforce Retention Fund** assists current counselors with active ICB CADC credentials with recertification fees.
- **CADC Initial Applicant Fund—Application Fee** covers the initial application fee for new CADC applicants. Eligibility verification and submission within 30 days of approval are required.
- **CADC Initial Applicant Fund - Examination Fee** covers the CADC exam fee for approved applicants, who must take the exam within 90 days of fund approval.
- **CADC Initial Applicant Fund - Initial Certification Fee** covers the initial certification fee for individuals who have completed their CADC application and exam.
- **CADC Workforce Entry Fund** provides \$1,000 stipends to individuals who completed an ICB Accredited Training Program between July 1, 2023 and June 28, 2024 and work in an Illinois SUPR-licensed/SUPR-funded organization, requiring proof of employment and a two-year commitment.

## Phase 2: Comprehensive Accredited Training Program (ATP) Support Services

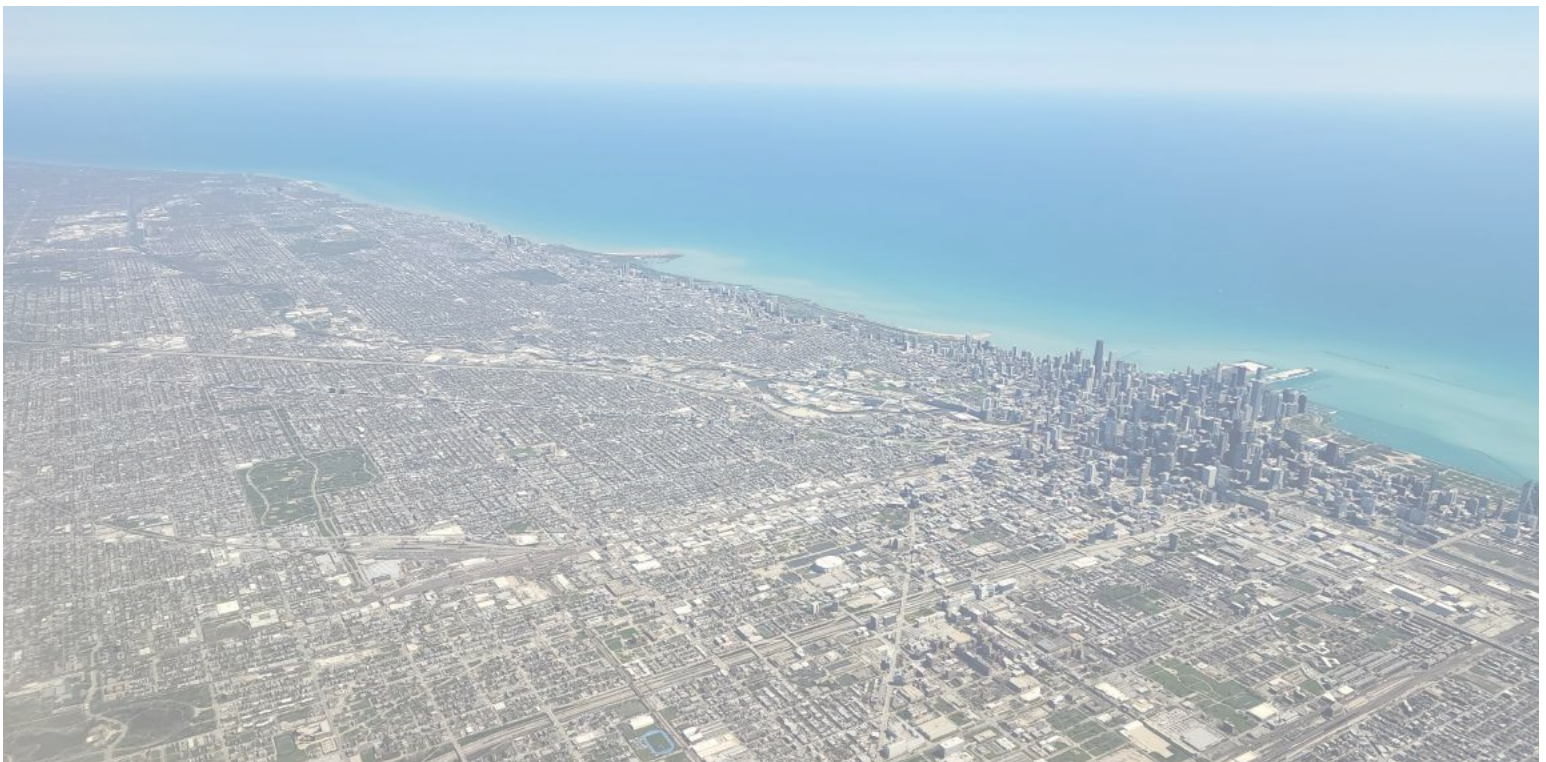
- **Eligibility:** Enrollment in an ATP participating in the CADC Workforce Expansion Program and agreement to a two-year employment period within an Illinois SUPR-licensed/funded organization
- **Wraparound Services:**
  - **Tuition Payments:** Continued financial support for education
  - **Internship Stipends:** Financial support during practical training
  - **Application, Examination, and Certification Fees:** Coverage of certification-related costs

- ▶ **Laptop and Textbook Reimbursement:** Financial assistance for necessary educational resources
- ▶ **Transportation and Childcare Reimbursement:** Support for essential services to facilitate education and training
- ▶ **Graduate Placement Support:** Assistance in securing employment post-certification
- ▶ **Student Support Services:** Additional resources to support students through education and training
- ▶ **Legal Support Services:** Assistance with legal issues that may affect students' ability to complete their education and training

ICB implemented Phase 2 in collaboration with several ATPs, including Aurora University, Chicago School of Professional Psychology, College of Lake County, Governors State University, Kennedy-King College, Loyola University, Southern Illinois University – Carbondale, and the University of St. Francis.

By reducing the barriers to entry and providing robust support to current and prospective CADCs, the program aims to expand and stabilize the SUD workforce in Illinois. This will ultimately enhance the capacity to deliver high-quality, sustainable SUD treatment services across the state, particularly in underserved areas.

This report assesses the effectiveness of both CADC Workforce Expansion Program phases. It aims to offer comprehensive insights into the program's success in lowering entry barriers and promoting sustainable employment within Illinois' SUD treatment sector.

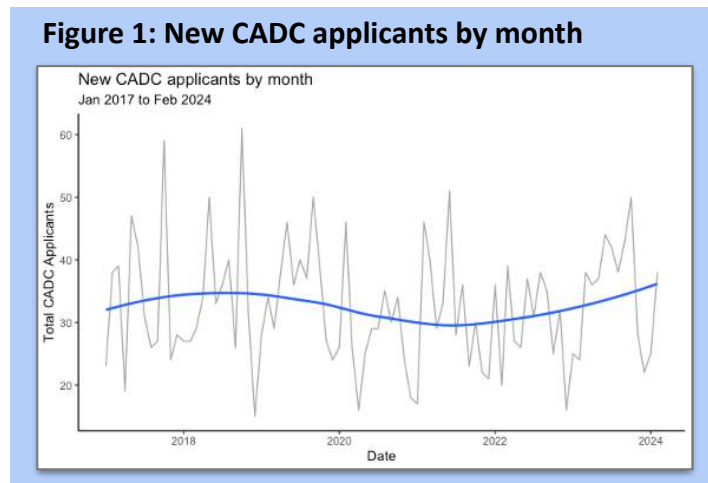


# Phase 1 Analysis

Phase 1 of the CADC Workforce Expansion Program focuses on reducing financial barriers through coverage of certification-related fees and workforce stipends. Assessing the effectiveness of these components helps determine how well these funds facilitate access to education and certification for prospective CADCs. Understanding the impact of Phase 1 is essential for making informed decisions about resource allocation and program enhancements, ultimately contributing to a more robust and sustainable SUD treatment workforce in Illinois.

## New CADC Applicants and Credential Completion

This section visually analyzes new CADC applicants and credential completions over time. Despite month-to-month variability, the data highlights an upward trend in applicants since late 2021, reflecting a positive impact of the CADC Workforce Expansion Program (see Figure 1).



Detailed yearly data reveals an 18 percent increase in new applicants in 2023 compared to 2022, suggesting a return to peak levels from 2019 and a promising outlook for 2024 (see Figure 2).

**Figure 2: New CADC applicants by year**

Year	New CADC Applicants	Newly Credentialed CADCs
2017	403	-
2018	409	192
2019	428	228
2020	338	132
2021	376	265
2022	362	229
2023	427	243
2024 (Jan-Feb)	63	-

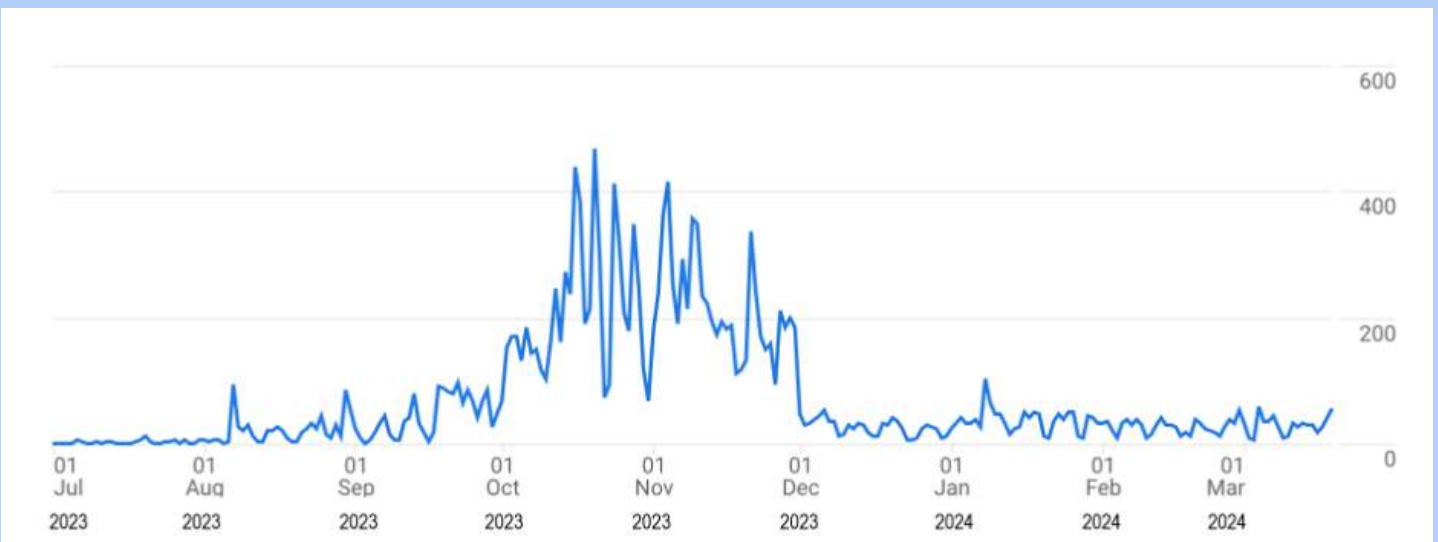
## Credential Promotion

In an effort to further promote the CADC credential, ICB executed a Google ad campaign from September 18, 2023 to November 30, 2023. This campaign aimed to raise awareness and drive engagement among potential candidates for CADC credentials. The results were promising, with the campaign generating significant website traffic and engagement.

The total ad spend was \$5,978.62. See Appendix A to view the ads. Google display ads received 17,363 clicks throughout the campaign and drove 3,111 sessions to the website. Of those sessions, Google Analytics recorded 202 form submissions. The engagement rate of campaign site visitors was higher than the site average, and the bounce rate was lower. This reveals that the ads drove a highly engaged and interested audience to the site.

Since July 1, 2023, over 17.4 new users have visited the dedicated CADC Workforce website. The website engagement over time strongly correlates with the Google display ad campaign (see Figure 3).

**Figure 3: CADC Workforce website engagement**





## Workforce Expansion Program Tracking

Since the start of Fiscal Year 2024 through the end of April, 482 distinct individuals received fee assistance through the Workforce Expansion Program. A total of 522 awards, totaling \$75,275, were dispersed. 17 out of the 105 (16%) individuals who accepted an exam fee also took an exam retake fee. Nobody took more than one retake fee. 36 out of 122 (30%) people who received money for an exam (initial or retake) also accepted money for the Initial Certification Fee.

**Figure 4: FY2024 Financial assistance tracking, July 2023 - April 2024**

month	Application Fee		Exam Fee		Exam Fee - Retake		Initial Cert Fee		Renewal Fee		Stipend	
	\$	grantees	\$	grantees	\$	grantees	\$	grantees	\$	grantees	\$	grantees
July	\$680	8	\$700	4			\$320	2	\$1,400	10		
Aug	\$510	6	\$525	3	\$525	3	\$160	1	\$2,540	16		
Sept	\$850	10	\$700	4	\$175	1	\$1,600	10	\$8,160	51		
Oct	\$1,615	19	\$700	4	\$175	1	\$640	4	\$2,720	17		
Nov	\$425	5	\$2,800	16	\$1,050	6	\$2,400	15	\$2,240	14		
Dec	\$1,020	12	\$1,750	10	\$350	2	\$1,280	8	\$960	6		
Jan	\$1,020	12	\$3,150	18	\$700	4	\$1,760	11	\$800	5		
Feb	\$1,360	16	\$3,850	22	\$175	1	\$1,600	10	\$1,600	10	\$1,000	1
Mar	\$340	4	\$525	3	\$350	2	\$1,760	11	\$2,240	14		
Apr	\$4,505	53	\$3,850	22	\$1,400	8	\$1,760	11	\$2,560	16		
<b>TOTAL</b>	<b>\$12,325</b>	<b>145</b>	<b>\$18,550</b>	<b>106</b>	<b>\$4,900</b>	<b>28</b>	<b>\$13,280</b>	<b>83</b>	<b>\$25,220</b>	<b>159</b>	<b>\$1,000</b>	<b>1</b>



## Phase 2 Analysis

The effectiveness of Phase 2 of the CADC Workforce Expansion Program can be gauged by examining the relationship between expenditures, active enrollment, and the types of support provided across different schools. In analyzing expenditures by ATPs during the grant period, it becomes evident that each institution has adopted unique financial strategies. The analysis reviews the allocation and utilization of budgets, highlighting both patterns of concentrated spending and instances of minimal expenditure. Notably, while some universities have utilized a significant portion of their budgets, others have left substantial funds unspent. Additionally, discrepancies in expenditure reporting underscore the importance of meticulous financial management. Overall, this analysis sheds light on the diverse approaches taken by universities in managing their grant allocations and suggests potential opportunities for further budget utilization.

### ATP Expenditures During the Grant Period

Figure 5 shows ATP expenditure distribution across various categories, with the following percentage allocations: Tuition payments accounted for 58 percent, internship stipends for 25 percent, and transportation for 7 percent. Childcare expenses made up 3 percent, while laptop expenses constituted 4 percent. Textbook expenses accounted for 2 percent. CADC application fees, CADC exam fees, and CADC certification fees all comprised less than 1 percent. This distribution reflects a comprehensive approach to addressing financial barriers in the certification process.

**Figure 5: ATP Budget and spending for FY2024**

School	BUDGET FY24	Expenditures					TOTAL	BUDGET REMAINING
		Dec-24	Jan-24	Feb-24	Mar-24	Apr-24		
Aurora University	\$ 520,000.00	\$ -	\$ 5,159.30	\$ 128,313.43	\$ 10,197.00	\$ 7,692.00	\$ 151,361.73	\$ 368,638.27
College of Lake County	\$ 340,000.00	\$ -	\$ -	\$ -	\$ -	\$ 20,559.00	\$ 20,559.00	\$ 319,441.00
Governor's State University	\$ 507,000.00	\$ -	\$ -	\$ 29,202.80	\$ 40,379.04	\$ -	\$ 69,581.84	\$ 437,418.16
Kennedy King	\$ 190,000.00	\$ -	\$ 139,400.00	\$ 21,870.00	\$ (21,870.00)	\$ -	\$ 139,400.00	\$ 50,600.00
Loyola University	\$ 194,000.00	\$ -	\$ -	\$ 93,107.30	\$ 22,500.00	\$ 30,557.00	\$ 146,164.30	\$ 47,835.70
Southern Illinois University	\$ 186,000.00	\$ -	\$ -	\$ 1,453.13	\$ 19,628.40	\$ -	\$ 21,081.53	\$ 164,918.47
The Chicago School	\$ 198,000.00	\$ -	\$ -	\$ 40,014.00	\$ 7,797.00	\$ 23,124.00	\$ 70,935.00	\$ 127,065.00
University of St. Francis	\$ 125,000.00	\$ -	\$ 20,120.00	\$ 1,483.15	\$ 39,083.88	\$ 3,823.07	\$ 64,510.10	\$ 60,489.90

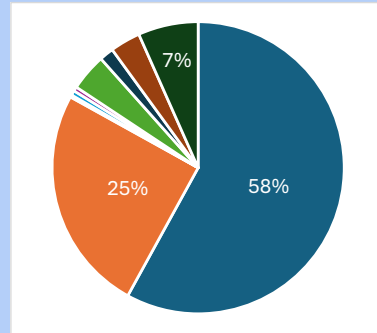
## Key Metrics for Individual ATP Expenditure Analysis

1. **Total expenditures per student.** This metric provides insight into the level of investment per student at each institution. The program offers students comprehensive support services, which can enhance academic performance, reduce dropout rates, and improve overall student well-being. On average, ATPs have spent \$5716 per student, ranging from \$1209 per student on the low end to \$10,752 on the high end. Higher per student investments typically correspond to larger tuition reimbursements or increased spending on internship stipends. See Appendix B for expenditures by program.

2. **Wraparound support hours.** ATPs log the number of support hours provided to participating students. From December 2023 to April 2024, all ATPs who reported collectively logged 690 support hours, or an average of approximately six hours per student. Hours include time spent for student support and graduate placement.

3. **Impact.** It is too early in the life cycle of the program to estimate the overall impact of Phase 2 on the CADC workforce. Most students are still actively enrolled in their ATP programs. For the most recent reporting month of April 2024, the eight reporting ATPs had 115 students actively participating in the grant. These students demonstrated financial need and barriers through the application process. The fact remains that these 115 students are receiving significant financial aid in the form of tuition reimbursements and other wraparound supports where they otherwise would not be available.

Figure 6: Student assistance - breakdown of ATP expenditures



Tuition Payments	\$ 387,964.05	58%
Internship Stipends	\$ 167,527.43	25%
Transportation	\$ 44,524.67	7%
Laptop Expense	\$ 27,417.84	4%
Childcare	\$ 22,453.00	3%
Textbook Expense	\$ 10,551.35	2%
CADC Exam Fee	\$ 3,500.00	1%
CADC Certification Fee	\$ 3,200.00	0%
CADC Application Fee	\$ 1,700.00	0%
	\$ 668,838.34	100%



## Summary of ATP Survey Results

ICB surveyed all ATPs regarding the program's promotion, recruitment, and employment status of grant recipients. THS analyzed the responses to highlight commonalities and differences in approaches and outcomes.

### Promotion and Recruitment Process

#### *Promotion*

Promotion efforts varied across sites, commonly utilizing social media, email communications, open houses, information sessions, and word of mouth. Some sites faced challenges due to the timing of the grant, which limited their ability to recruit new students and primarily focused their promotion on current students.

#### *Recruitment*

Recruitment processes involved follow-up through email, phone calls, Zoom meetings, information sessions, and the use of dedicated email addresses for inquiries. Some sites used structured systems for application tracking and follow-up, while others relied on broad communication strategies.

### Student Application Assessment

#### *Assessment Questions*

Applications typically included questions to assess financial needs and barriers, with some requiring detailed narratives outlining these challenges. The aim was to understand individual student requirements and the impact of potential funding on their education and career goals.

#### *Selection Process*

The selection process generally focused on verifying financial need and program eligibility. Some institutions had more detailed criteria, while others rarely denied applications, provided they met basic requirements.

### Employment Status of Grant Recipients

#### *Employment*

Employment status among grant recipients varied. A significant portion of students were employed, often in part-time or related fields. Some universities had high percentages of employed students, with many working in Illinois SUPR-licensed organizations or substance use services. However, data collection on employment status varied, with some institutions planning to improve this in the future.

## Analysis of Survey Results

The following analysis provides insights into how various sites approached promotion, recruitment, and student support. This section aims to identify both commonalities and unique strategies employed by different sites, shedding light on the overall effectiveness of the program. By examining these survey results, the analysis highlights best practices and areas needing improvement, ultimately contributing to a more comprehensive understanding of the program's impact and facilitating targeted enhancements moving forward.

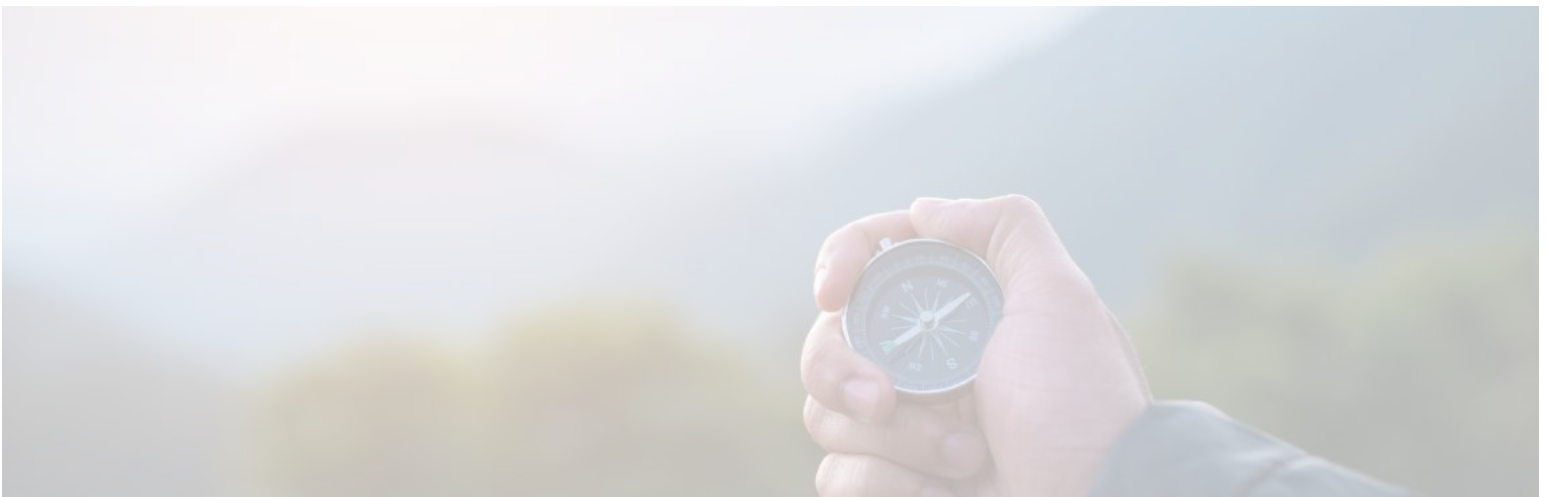
### *Similarities*

- **Promotion methods:** Most institutions utilized social media, email, and internal communications.
- **Recruitment challenges:** The timing of the grant affected the recruitment of new students.
- **Assessment focus:** All institutions aimed to understand financial needs and barriers through application questions.
- **Employment:** A considerable number of students were employed, often in related fields.

### *Differences*

- **Promotion channels:** Specific channels and strategies varied, including the use of information sessions and personal follow-ups.
- **Recruitment processes:** Structured follow-up systems versus broad communication strategies.
- **Employment data collection:** Varied in thoroughness and plans for future improvement.

The sites showed a strong commitment to promoting the program and supporting students despite challenges with the grant timing. Differences in promotion and recruitment strategies reflect each site's unique contexts and resources. As the programs gain traction, targeted recruitment efforts could enhance the effectiveness of these programs and boost enrollment.



## Overall Phase 2 Impact

Phase 2 of the program demonstrates a significant impact across various institutions, with the following key outcomes:

### High per-Student Investment

Schools with a high per-student investment reflect a deep commitment to student support and success. This significant funding can provide comprehensive services, such as internships, childcare, and transportation, which enhance the overall student experience and improve outcomes.

However, this approach has potential drawbacks. High investment per student may indicate inefficient use of resources, with possible overlap and waste. Additionally, maintaining such high levels of spending may not be sustainable in the long term. Furthermore, it could lead to equity issues, where some schools receive more resources at the expense of others, creating imbalances in support across the program. Balancing high-quality support with efficient and equitable resource allocation is essential for the program's overall success.

To ensure that schools are distributing money responsibly, the program will need to track the number of students receiving ATP investment who complete their CADC credential and successfully fulfill their 2-year workforce commitments.

### Comprehensive and Diverse Support Services

The range of support provided (internships, childcare, transportation, laptops) suggests that the program addresses multiple facets of student needs, contributing to a holistic educational experience.

### Stable Enrollment Figures

Institutions with high expenditures generally show stable or increasing enrollment figures, indicating that financial support may positively influence student retention and attraction.

Overall, the financial investments in ATP students have been impactful, providing essential academic and wraparound support to students across different institutions. The diversity in support services and significant per-student expenditures highlight the program's role in enhancing educational outcomes, improving student retention, and preparing students for successful careers post-graduation.

# Recommendations

This section provides strategic recommendations to enhance the program's effectiveness, streamline processes, and maximize the impact on Illinois' SUD workforce.

1. **Flag grant recipients within the exam accreditation database:** ICB keeps very strong cost accounting of its grantees. By flagging them in the database, calculations can be made, such as exam pass/fail rates between grantees and non-grantees, the proportion of new applicants receiving grant assistance, etc.
2. **Maintain a roster of enrolled individuals in ATPs:** Keep track of a roster of enrolled individuals in ATPs, whether they received grant assistance or completed the program. Connecting ATP participants with grant recipients provides additional data points to explore grant impacts.
3. **Survey grant recipients as they enter the workforce and renew their credentials:** Consider asking a few questions as part of the certification and renewal process to assess ongoing challenges to certification and CADC career paths.
4. **Continue ad spending to promote the CADC Workforce Expansion website:** Sustained advertising efforts are crucial for maintaining awareness and engagement. Continue ad spending to promote the CADC Workforce Expansion website to reach a broader audience.
5. **Expand wraparound support services:** Consider expanding wraparound support services such as mental health counseling, academic tutoring, and peer mentoring. These services can address a broader range of student needs and improve retention and success rates.
6. **Increase partnerships with employers:** Strengthen partnerships with Illinois SUPR-licensed/funded organizations to ensure that students have ample employment opportunities post-certification. This can also include creating pipelines for internships and job placements.
7. **Implement feedback mechanisms:** Establish regular feedback mechanisms from students and employers to continuously improve program components and promptly address any emerging challenges.
8. **Provide professional development opportunities:** Offer ongoing professional development opportunities for CADCs to ensure they remain current with industry standards and best practices. This could include scholarships to the ICB Conference, workshops, seminars, and online courses.
9. **Promote equity and inclusion:** Ensure the program promotes equity and inclusion by providing targeted support for underrepresented groups in the SUD workforce. This could involve tailored outreach efforts and additional financial support.

- 10. Monitor long-term outcomes:** Track the long-term outcomes of program participants, such as career advancement, job satisfaction, and continued professional development. This can help assess the program's sustained impact and make necessary adjustments.

By implementing these recommendations, ICB can enhance the effectiveness of the CADC Workforce Expansion Program and ensure it meets the growing needs of the SUD treatment field in Illinois.

## Conclusion

The CADC Workforce Expansion Program represents a vital initiative aimed at addressing the critical shortage of qualified SUD counselors in Illinois. Through its phased approach, the program provides comprehensive support that reduces financial barriers, enhances educational opportunities, and promotes sustained employment within the SUD treatment field. The data indicates that the program has already made significant strides in increasing the number of new CADC applicants and credential completions, demonstrating its positive impact on workforce development.

The strategic use of financial assistance, combined with targeted promotion efforts, has successfully engaged a broad audience, driving significant website traffic and interest in CADC certification. The robust support services offered in Phase 2, including tuition payments, internship stipends, and various wraparound services, further underscore the program's commitment to addressing the diverse needs of students and ensuring their success.

The analysis of individual ATP expenditures reveals varying approaches and levels of investment per student, highlighting the importance of tailored support strategies to meet specific institutional and student needs. Moreover, the program's focus on promoting equity and inclusion ensures that underrepresented groups receive the necessary support to enter and thrive in the SUD workforce.

To build on this success, the recommendations emphasize the need for enhanced data collection, expanded support services, strengthened employer partnerships, and ongoing professional development. By implementing these recommendations, the ICB and its partners can continue to refine and expand the program, ensuring its long-term sustainability and effectiveness.

Furthermore, the need for long-term sustainable funding cannot be overstated. Ensuring the ongoing success and expansion of the CADC Workforce Expansion Program requires reliable financial support. Sustainable funding will enable the program to maintain its comprehensive support services, promote equity and inclusion, and adapt to evolving workforce needs. This will not only stabilize the program but also ensure that it continues to make a lasting impact on the SUD treatment workforce in Illinois.

Additionally, consistent investment in evaluation is essential to measure the long-term impact of the program. By following participants post-graduation and tracking their employment journeys, the program can gather valuable data on career advancement, job satisfaction, and continued professional development. This longitudinal evaluation will help identify sustained benefits, areas for improvement, and overall effectiveness, ensuring that the program continues to meet the evolving needs of the SUD



workforce. Continuous evaluation and feedback mechanisms will provide the insights needed to adapt and enhance the program, ultimately contributing to the sustained growth and improvement of the quality of care for individuals with SUDs across Illinois.

In conclusion, the CADC Workforce Expansion Program is crucial to building a more robust and resilient SUD treatment workforce in Illinois. It not only addresses immediate workforce shortages but also lays the foundation for sustained growth and improvement in the quality of care provided to individuals struggling with substance use disorders. Through continued support, strategic enhancements, and long-term sustainable funding, the program has the potential to make a lasting impact on the health and well-being of communities across Illinois.



# Appendix A – Promotional Materials



# Appendix B – ATP Expenditures

School	Month	Year	Active Enrollment	Tuition Payments	Internship Stipends	CADC Application Fee	CADC Exam Fee	CADC Certification Fee	Laptop Expense	Textbook Expense	Childcare	Transportation	Adjustments	Admin Fee	TOTAL
Aurora University	Dec	2023	26											\$ -	\$ -
	Jan	2024	25	\$ 3,708.00						\$ 64.99				\$ 377.30	\$ 4,150.29
	Feb	2024	25	\$ 96,788.00					\$ 321.00	\$ 2,973.93		\$ 16,565.64		\$ 11,664.86	\$ 128,313.43
	Mar	2024	24	\$ 9,270.00										\$ 927.00	\$ 10,197.00
	Apr	2024	24	\$ 7,416.00									\$ (424.00)	\$ 699.20	\$ 7,691.20
College of Lake County	Dec	2023	38											\$ -	\$ -
	Jan	2024	38											\$ -	\$ -
	Feb	2024	38											\$ -	\$ -
	Mar	2024	17											\$ -	\$ -
	Apr	2024	17	\$ 5,559.05	\$ 15,000.00										\$ 20,559.05
Governor's State University	Dec	2023												\$ -	\$ -
	Jan	2024												\$ -	\$ -
	Feb	2024	13	\$ 21,712.00	\$ 4,836.00									\$ 2,654.80	\$ 29,202.80
	Mar	2024	13	\$ 1,472.00	\$ 30,000.00							\$ 3,428.06		\$ 3,670.81	\$ 40,378.87
	Apr	2024	13											\$ -	\$ -
Kennedy King	Dec	2023	22											\$ -	\$ -
	Jan	2024	20	\$ 42,000.00	\$ 60,000.00	\$ 1,700.00	\$3,500.00	\$ 3,200.00		\$ 5,000.00	\$4,000.00	\$ 20,000.00			\$ 139,400.00
	Feb	2024	20						\$21,870.00						\$ 21,870.00
	Mar	2024	20											\$ -	\$ -
	Apr	2024	20											\$ -	\$ -
Loyola University	Dec	2023												\$ -	\$ -
	Jan	2024												\$ -	\$ -
	Feb	2024	18	\$ 84,643.00											\$ 84,643.00
	Mar	2024	18		\$ 22,500.00										\$ 22,500.00
	Apr	2024	18		\$ 22,500.00				\$ 3,417.00	\$ 180.00	\$4,460.00				\$ 30,557.00
Southern Illinois University	Dec	2023	10											\$ -	\$ -
	Jan	2024	8											\$ -	\$ -
	Feb	2024	7						\$ 809.84	\$ 511.19				\$ 132.10	\$ 1,453.13
	Mar	2024	8	\$ 17,844.00										\$ 1,784.40	\$ 19,628.40
	Apr	2024	7											\$ -	\$ -
The Chicago School	Dec	2023												\$ -	\$ -
	Jan	2024												\$ -	\$ -
	Feb	2024		\$ 40,014.00											\$ 40,014.00
	Mar	2024	10	\$ 7,797.00											\$ 7,797.00
	Apr	2024	10		\$ 7,500.00						\$13,993.00	\$ 1,631.00			\$ 23,124.00
University of St. Francis	Dec	2023												\$ -	\$ -
	Jan	2024	2	\$ 18,291.00										\$ 1,829.10	\$ 20,120.10
	Feb	2024	6		\$ 1,348.32									\$ 134.83	\$ 1,483.15
	Mar	2024	6	\$ 31,450.00	\$ 1,921.55				\$ 500.00	\$ 13.24		\$ 1,646.01		\$ 3,553.08	\$ 39,083.88
	Apr	2024	6		\$ 1,921.56				\$ 500.00			\$ 1,253.96	\$ (200.00)	\$ 347.55	\$ 3,823.07
				\$387,964.05	\$167,527.43	\$ 1,700.00	\$3,500.00	\$ 3,200.00	\$27,417.84	\$ 10,551.35	\$22,453.00	\$ 44,524.67			