Pre-Quiz

https://research.sogolytics.com/r/ajEotP



2026 CADCA Louisiana Problem Gambling Boot Camp

The Premier Prevention Association

CADCA

OUR MISSION



CADCA Equips Coalitions with Tools, Knowledge, and Support to Create Positive Change in Their Communities

OUR VISION



CADCA's Vision Is Safer, Healthier, and Stronger Communities Everywhere

OUR FOUNDING PRINCIPLE

At the core of CADCA's creation is the belief in the effectiveness and efficiency of local coalitions as catalysts for drug-free communities globally, combating substance misuse through the implementation of comprehensive strategies for Community Change.



OUR THREE PILLARS:



ADVOCACY

CADCA empowers members to advocate effectively for prevention within the complex landscape of public policy, ensuring their voices are heard amidst competing issues at all levels of government.

OUR THREE PILLARS:



TRAINING

Whether you're starting, joining, or enhancing your prevention efforts, CADCA offers a wealth of resources and training to bolster the effectiveness and sustainability of your community initiatives.

OUR THREE PILLARS:



SUPPORT

Navigating the challenges of community prevention efforts can feel overwhelming. Join CADCA to connect with coalition members globally, share beset practices, and receive personalized support tailored to your community's needs.

CADCA Membership

Become a CADCA Member Today!

When you become a CADCA member, you're joining more than an association. You're joining a movement to build healthy, drug-free communities and to empower youth to reject substance use and misuse so they can reach their full potential. CADCA offers a wide array of benefits to help our members engage in this critical work most effectively.

Visit cadca.org/membership for more.



CADCA Training and Support



training@cadca.org





CADCA Web-based & Print Resources

Training Support

Conferences, Trainings & Webinars

Customized Trainings & Services

Your Training Team

CADCA Trainers:

- Dorothy Chaney
- Rikki Barton

Agenda

Day 1	Day 2	Day 3
Welcome & Introductions	Community Assessment	Community Readiness
Setting the Stage	Problem Analysis	Capacity Building
Prevention & SPF Overview	Logic Model	Communications & Messaging
Community Assessment	Planning - Strategies	Taking it Home



Handout 1: Objectives and Agenda (p. 2)

Activity:
Table Introductions



Please describe:

1. Your name(s)
2. Coalition / Organization / Role
3. Community/ Community Population
4. What is the combined total number of years in prevention?
5. What other fields do you come from or work in?

Let’s Get Started!

Activity…Is It Gambling, Gaming, or Neither?


CASINO
SERVICIOS DEL PUERTO


LIVE
Team1
1
89:56
Team2
2
Your Bets:
1 : 4.4
1 : 3.2
1 : 2.1
45:43
87:56
05:10
15:05
47:20
66:23
23:05
54:23
35:46
54:12
56:05
16:05
WIN current match
50 300
Total WIN
254 600
Send your win to credit card




Candy
Crush


LOTTERY
35 83 40 62 24
49 55 9 83 38
8 46 82 41
53 61 92 29 65
66 57 28 94 10
LOTTERY
2 90 47 6 34
31 5 68 92 79
58 14 27 1
16 3 20 56 45
50 4 63 89
31
28
70
46
4
9

BEST SHOPPING CENTER

CHRISTMAS RAFFLE TICKET

DRAWING ON DEC 25

NO.1234567



name:

phone:

email:

NO.1234567



NO.1234567

TERMS & CONDITIONS

1. THE GRAND PRIZE IS A $200 GIFT CARD.
2. PRIZES CANNOT BE REDEEMED FOR CASH.
3. WINNERS WILL BE SELECTED AT RANDOM FROM ALL ELIGIBLE ENTRIES.
4. ONE TICKET CAN PARTICIPATE ONCE.

DRAWING ON DECEMBER 25 AT 4 PM
BEST SHOPPING CENTER
14 RANDOM STR., ANY CITY



Kalshi

Trade on anything.

Featured in

Bloomberg THE WALL STREET JOURNAL. The New York Times Forbes CNBC

yahoo! finance POLITICO

DEFINITIONS

Gambling is defined as risking something of value, usually money, on the outcome of an event decided at least partially by chance.

Handout 2: Definitions (p. 3)

Source: SAMHSA Gambling Problems: An Introduction
http://www.ncpgambling.org/wp-content/uploads/2014/04/Gambling-Addiction-An-Introduction-for-Behavioral-Health-Providers-SAMHSA-2014.pdf

GAMBLING VS GAMING

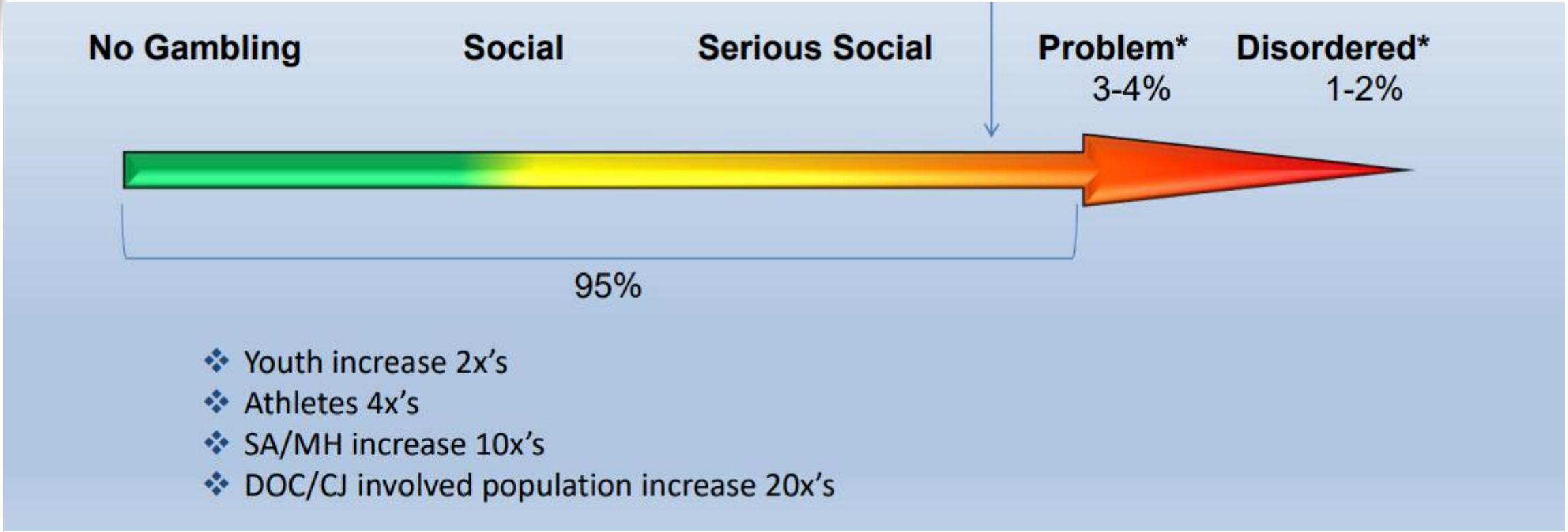
Gambling is placing a bet or wager where outcomes are dependent upon chance

Gaming outcomes are achieved mostly by skill not chance

Source: SAMHSA Gambling Problems: An Introduction
http://www.ncpgambling.org/wp-content/uploads/2014/04/Gambling-Addiction-An-Introduction-for-Behavioral-Health-Providers-SAMHSA-2014.pdf

DEFINITIONS

Anyone involved in gambling activities has the potential to develop an addiction, however some individuals and groups are more at-risk.



https://portal.ct.gov/-/media/DMHAS/ADPC/Presentations/ADPC-Gambling-as-a-Co-occurring-DO.pdf

DEFINITIONS

Problem Gambling:

Preoccupation with gambling and obtaining money to gamble; irrational thinking; and a continuation of the behavior despite adverse consequences.

Someone with "Problem Gambling" does not meet full diagnostic criteria for pathological gambling but meets one of more of the criteria and are experiencing problems in their life due to their gambling.

Source: Theriault & Cichowski, Maine OSA&MH

DEFINITIONS

What's unique about Gambling:

- Chasing losses
- Not telling the truth about the extent of gambling
- Financial bailouts to cover losses
- Often perceived as a solution to personal problems
- Fantasies of success / magical thinking
- Unpredictable outcomes / intermittent reward
- Hidden addiction – appears to be a money problem
- Less public awareness = Greater STIGMA!

https://portal.ct.gov/-/media/DMHAS/ADPC/Presentations/ADPC-Gambling-as-a-Co-occurring-DO.pdf

The Continuum of Gambling Behavior

Recreation

Limited risk and minimal harm characterize recreational gambling, providing enjoyment without significant negative consequences.

At-risk

Increasing frequency and financial risk define at-risk gambling, where individuals begin to face potential consequences.

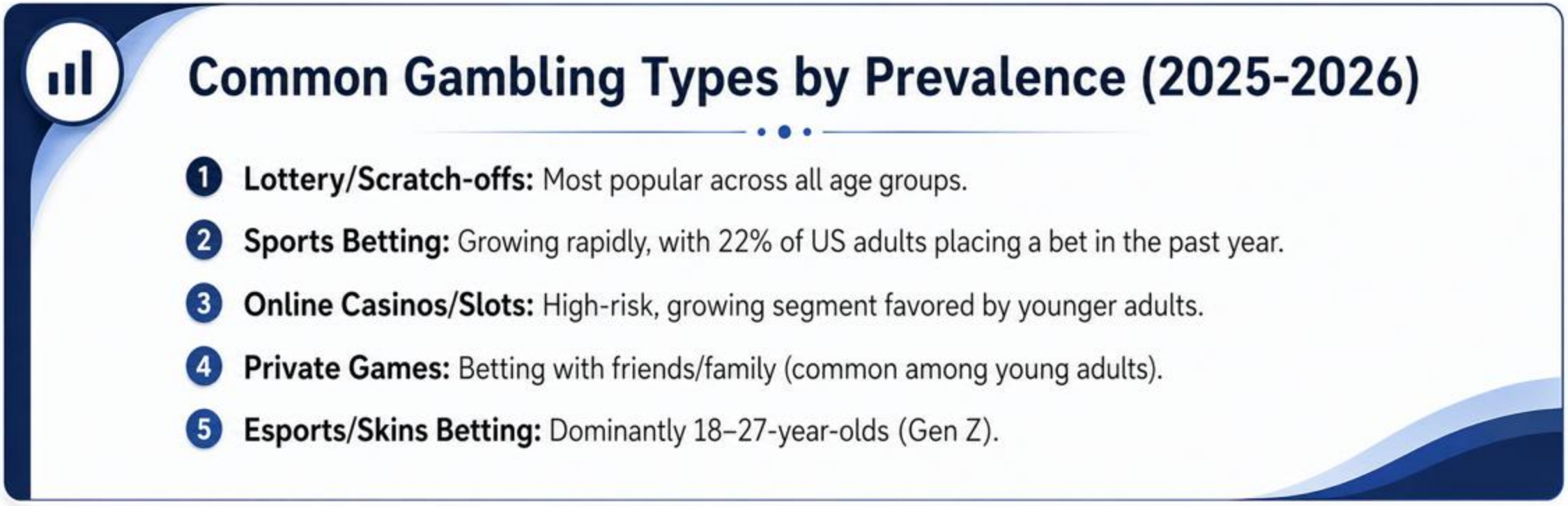
Problem Gambling

Financial, relational, and emotional harm emerges in problem gambling, deeply impacting individuals and their loved ones.

GAMBLING
ACROSS THE LIFESPAN



Types of Gambling Across the Lifespan



https://pmc.ncbi.nlm.nih.gov/articles/PMC9653367/#:~:text=Age%20Groups,online%20and%20land%2Dbased%20environments.

Why This Matters

- How we understand gambling behaviors across the lifespan determines:

- What we pay attention to
- What we miss
- How we respond



Activity

In Your Groups

- What forms of gambling or gambling-like activities are most visible locally?
- How do you know? What information or observations are shaping your understanding?
- What information is missing?

Be prepared to share:

- One population of concern
- One emerging trend
- One information gap

Prevention & SPF Overview



CADCA Boot Camp

What is Prevention?

Which answer to: "**What is prevention?**" do you most agree with?

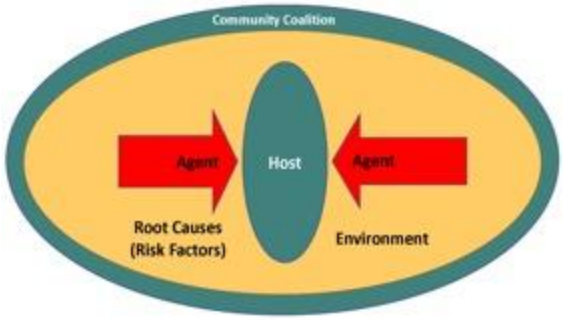
a. Stopping something before it starts.
b. Reducing the amount of harm that results from a specific behavior.
c. Ensuring people have enough information to make healthy decisions.
d. Putting policies in place that keep people from harming themselves.
e. Reducing the public's exposure to potential harm.

Prevention is ALL of These!

Prevention is:

- Stopping something before it starts.
- Reducing the amount of harm that results from a specific behavior.
- Ensuring people have enough information to make healthy decisions.
- Putting policies in place that keep people from harming themselves.
- Reducing the public's exposure to potential harm.

Prevention Today



Public Health Approach



Continuum of Care



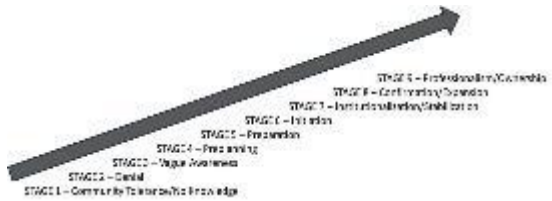
Strategic Prevention Framework (SPF)



Environmental- and Individual-focused strategies

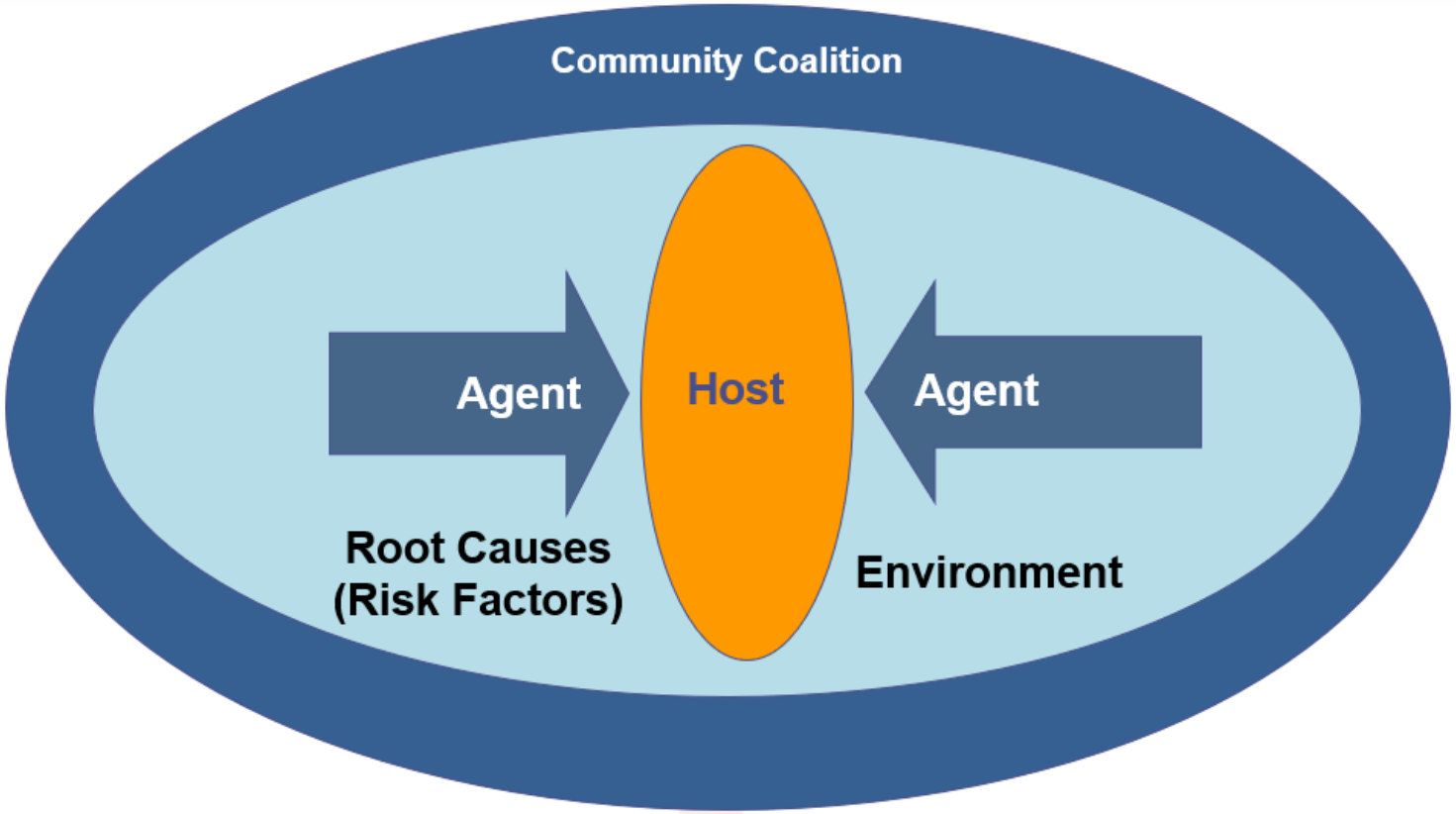


Community Coalitions



Readiness

Prevention = Public Health Approach



Handout 4: Public Health Approach / Continuum of Care (pp. 4–5)



Public Health Approach



Programs Target Individuals



Population: Policies, Systems & Environments

Public Health Approach: Example



Agent = online video gambling

Host = 17 year-old Nick

Environment = At home after school

Strategies?

Public Health Approach to Prevention

- What is the agent (gambling; betting)?
- How is it being used?

→ **Agent**

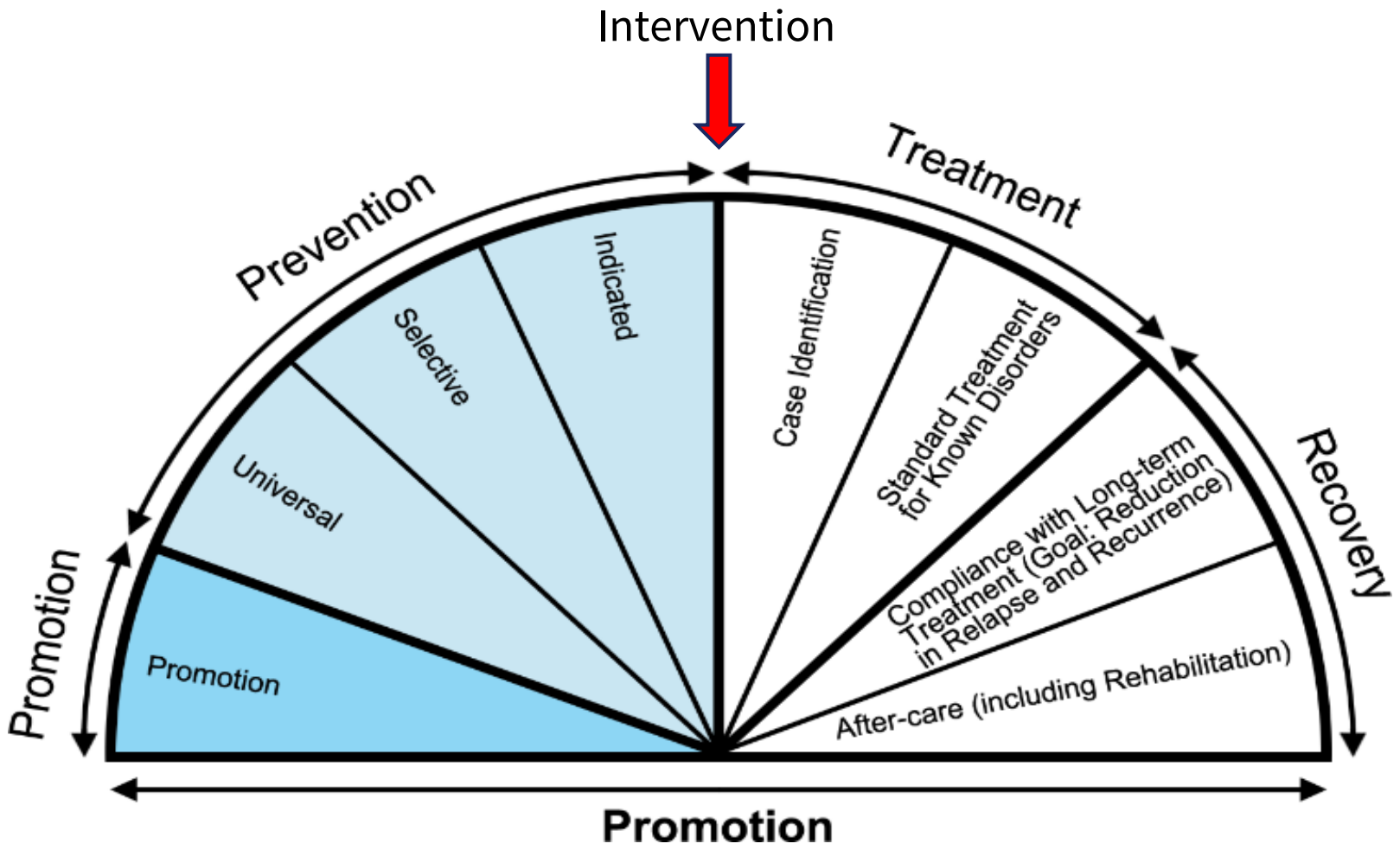
- Who is doing the behavior? → **Host**

- Where are people gambling?
- What conditions promote or prevent the behavior?

→ **Environment**

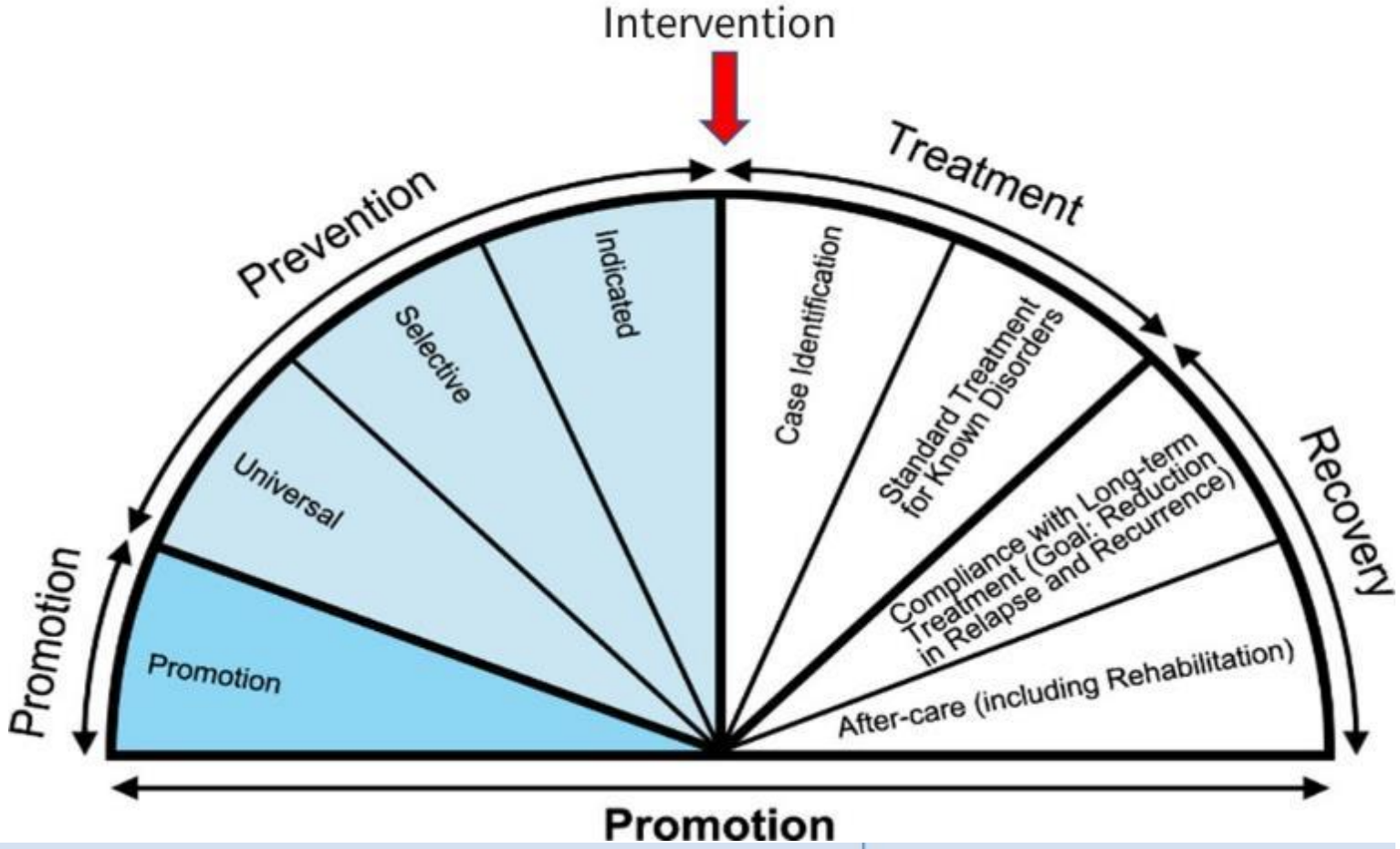
Strategies will impact all three!

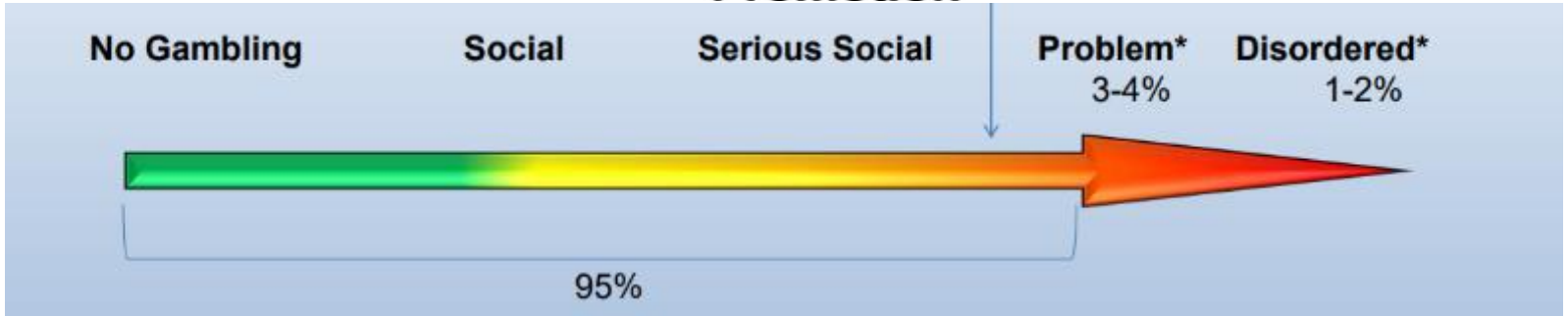
Continuum of Care



Handout 4: Public Health Approach / Continuum of Care (pp. 4–5)

Continuum of Care

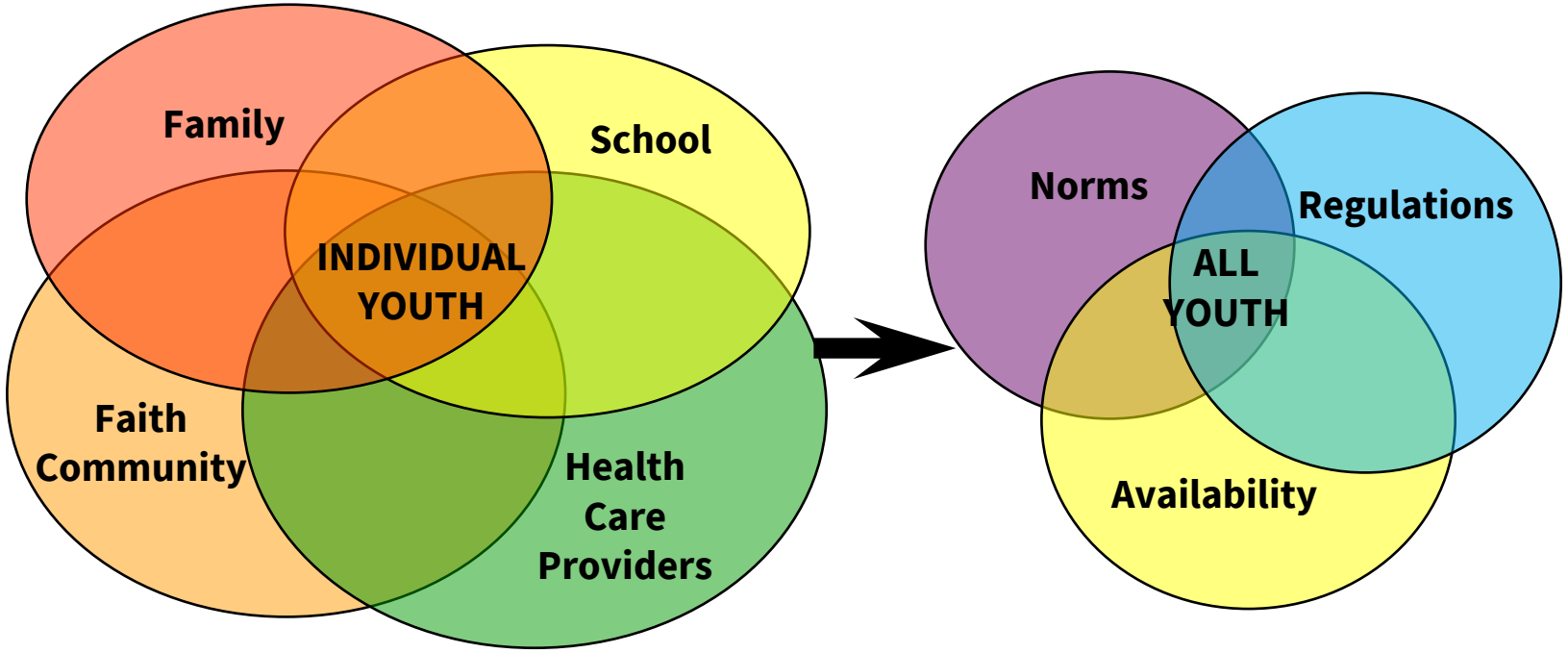




Individual & Environmental Strategies

Strategies Targeting Individualized Environments

Strategies Targeting the Shared "Community" Environment



Individual-focused Strategies

Prevention efforts aimed at **providing information, building skills or supporting** individuals or targeted groups of individuals.

Gambling

- Gambling Prevention Curriculum in schools
- Educating seniors at senior centers on safe gambling practices
- Post 1-800-522-4700 / 1-888-789-7777 at gaming locations
- Awareness Days/Weeks
- Employee training
- Helplines and care services information

Source: https://ipgap.indiana.edu/prevention-professionals/env-strategies.html

Environmental Strategies

Prevention efforts aimed at changing or influencing community **conditions, standards, institutions, structures, systems and policies** that shape behaviors.

Gambling

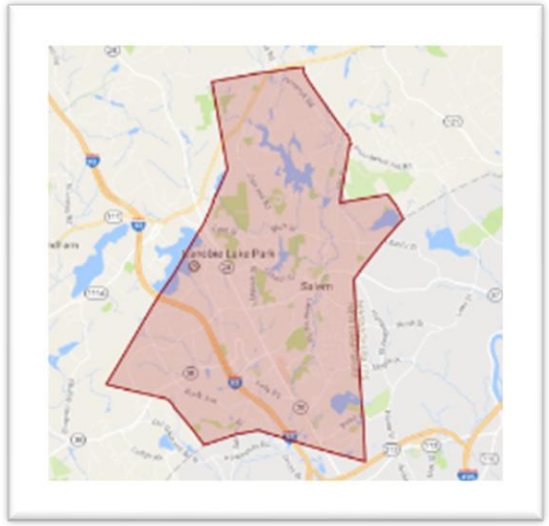
- Increase fines for selling lotto to minors
- Move lotto tickets behind counters
- Remove self service machines
- Decreasing advertising
- Compliance checks at gambling locations
- Restrict hours / days of service
- Decrease “casino night” events

Source: https://ipgap.indiana.edu/prevention-professionals/env-strategies.html

Community-Level Change

Change the entire community environment

ABC City



Implement environmental strategies to change policies

Engage the entire community

Population 2020: 29,335

Use community-wide data to measure change

Also called ***Population-level Change***

Strategic Prevention Framework (SPF)



Strategic Prevention Framework was developed by the Substance Abuse Prevention, part of the Substance Abuse and Mental Health Services Administration (SAMHSA).

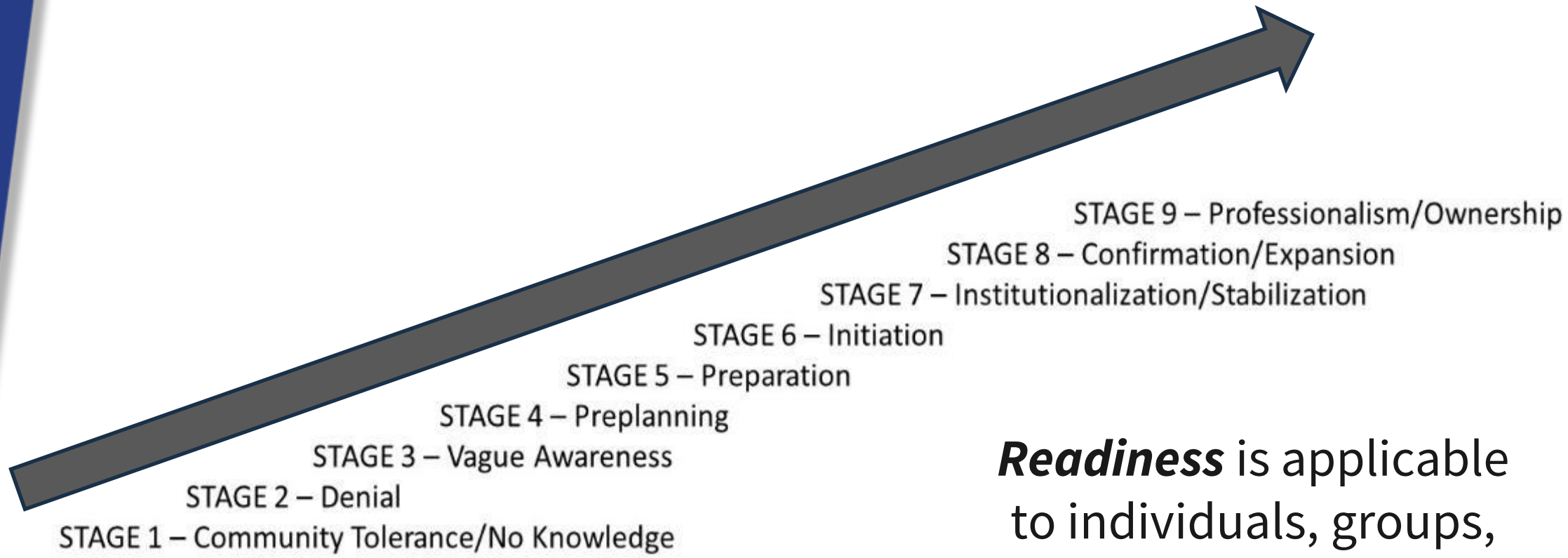
Handout 5: Strategic Prevention Framework (p. 6)

Community Coalitions



Handout 6: Community Sector Worksheet (p. 7)

Community Readiness



Readiness is applicable to individuals, groups, coalitions, organizations and the community.

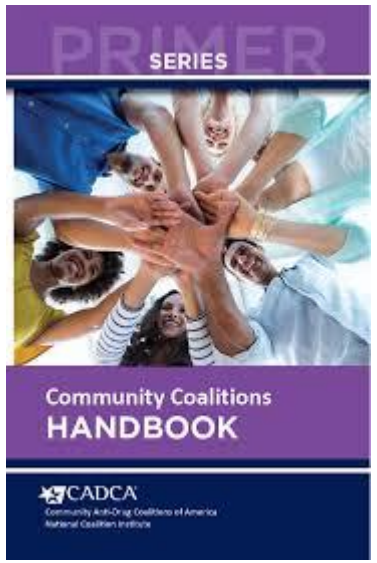
Discussion:
Prevention Today – Key Points

Based on this material:

1. Identify 2 – 3 key personal “takeaways”
2. What are the key points you will share with your coalition/colleagues?



CADCA's Model of Community Change



CADCA's National Coalition Academy builds a coalition's ability to engage in a community problem solving process.



Strategic Prevention Framework (SPF)

A Community Problem Solving Process

Assess prevention needs

Build prevention **Capacity**

Develop a **Strategic Plan**

Implement effective community prevention programs, policies, and practices

Evaluate efforts for outcomes

Build **community relevance** and **sustainability**



The SPF in Action

1. Select an Activity:
   - Prepare a Wedding Feast for 250 guests
   - Win the Super Bowl
   - 2 Week Family Vacation Road Trip
   - Prepare your 5-year-old child for Kindergarten
   - Conduct a Town Hall Event
   - Start a new job
   - Other…

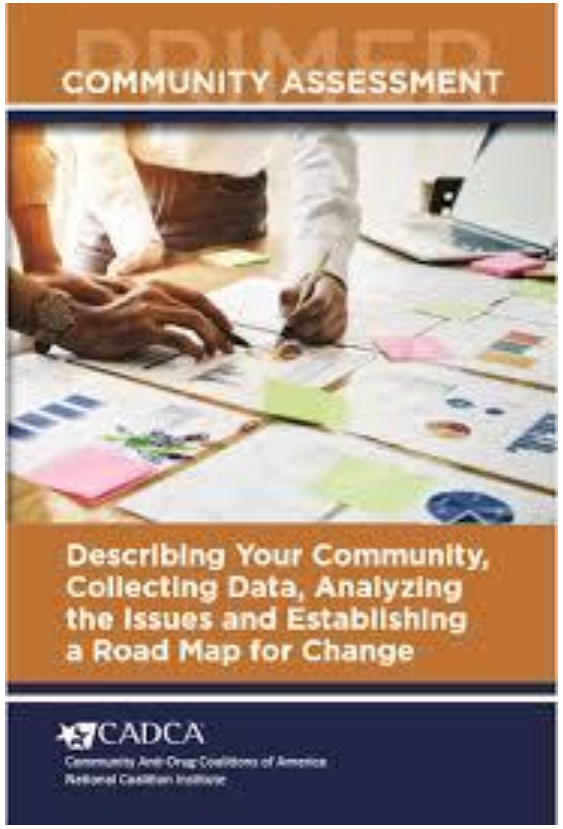


2. Describe each Step:
   1. Assessment
   2. Capacity
   3. Planning
   4. Implementation
   5. Evaluation
   6. Sustainability
   7. Cultural Competence

Assessment



Use Data to Identify Priorities



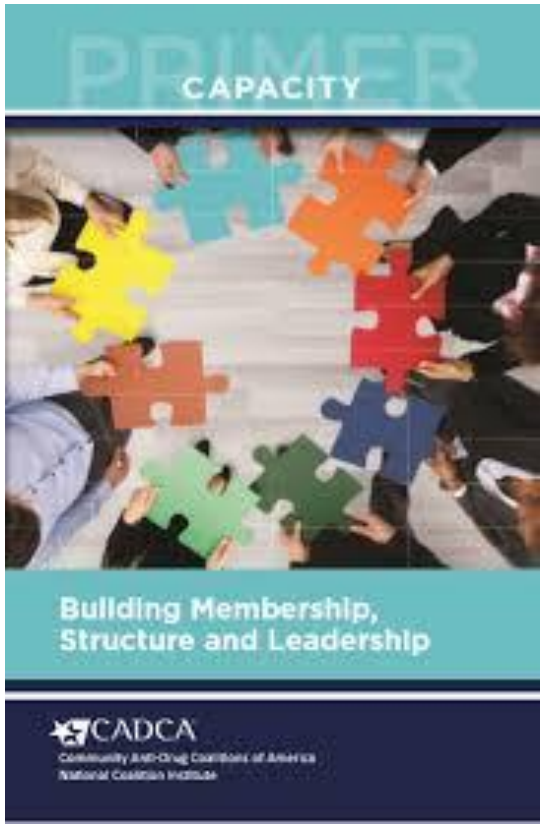


Engage the community in data collection

Capacity



Build a Sustainable Coalition

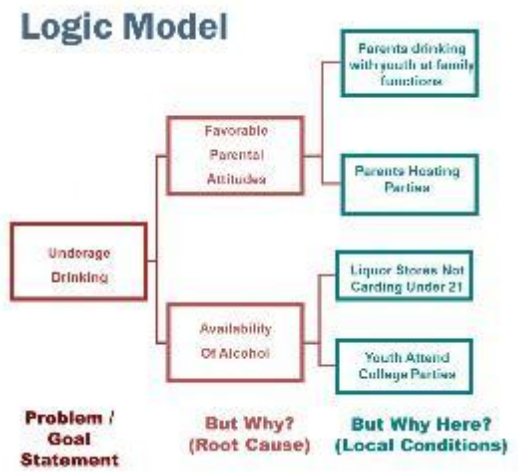




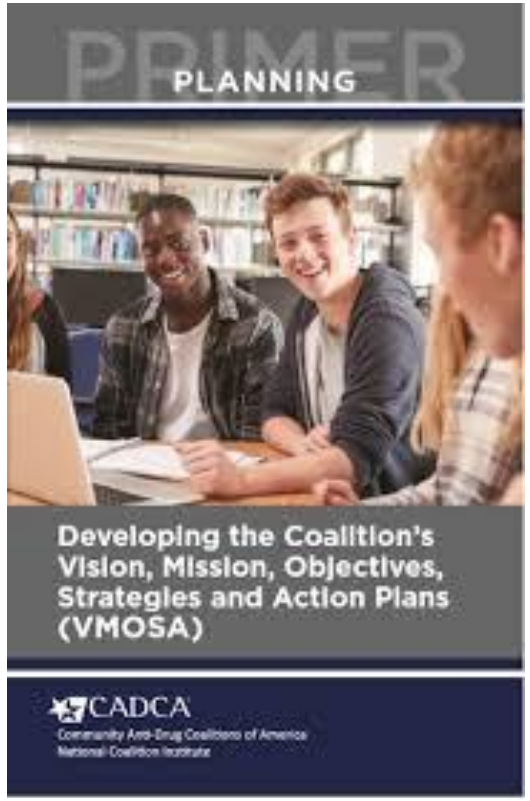


Engage Community Stakeholders & Leaders

Planning



Create a Data-driven Logic Model



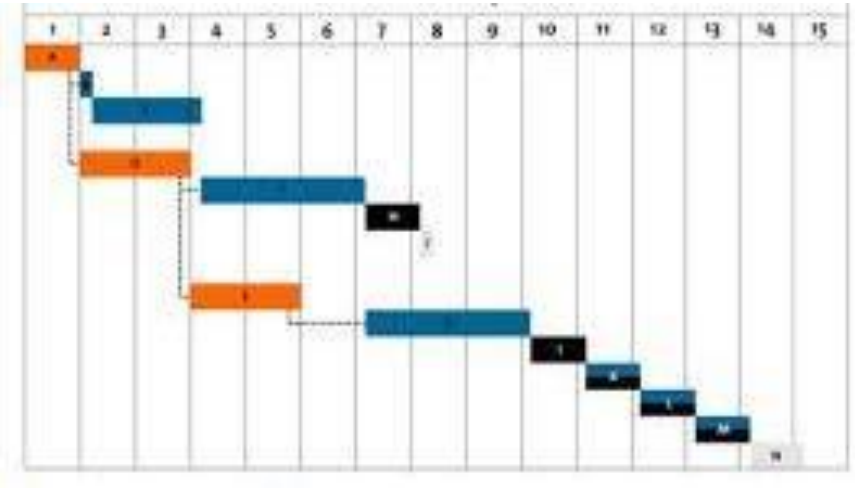




Identify Comprehensive, Evidence-based Strategies

Implementation









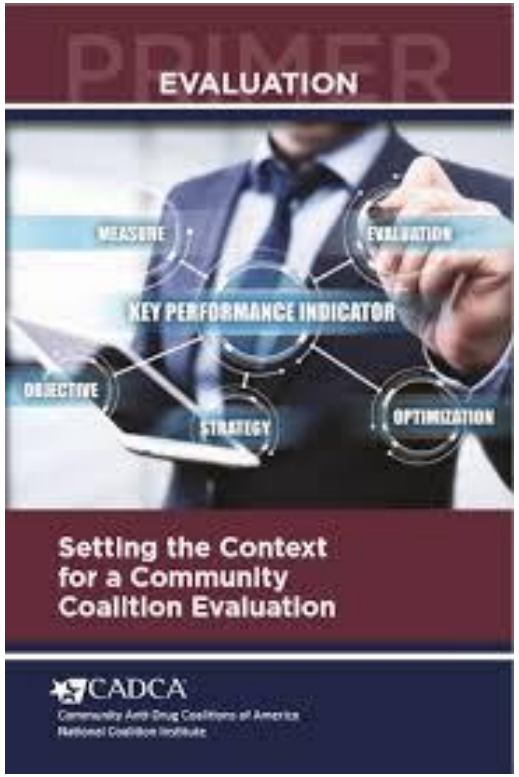
Move to Action!

Implement & Adapt with Fidelity

Handout 22: Ensuring Implementation Fidelity (pp. 24–25)

Evaluation









Evaluate Coalition Processes and Outcomes

Handout 23: Coalition Evaluation (p. 26)

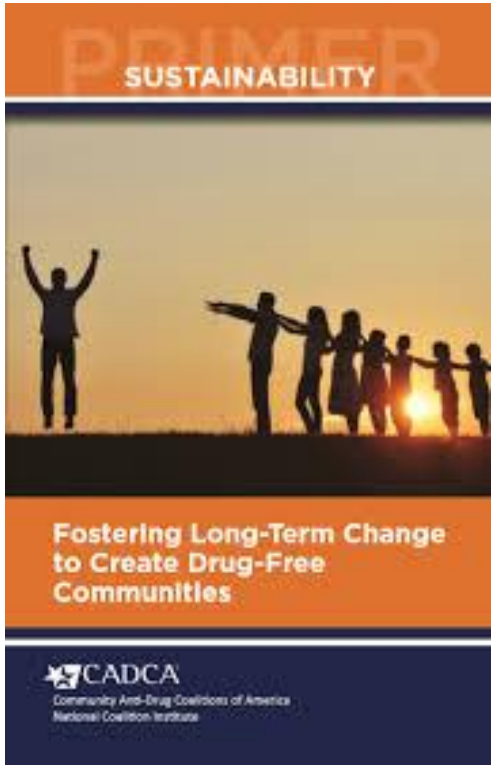
Tell the Coalition's Story

Sustainability





Celebrate the Value of Prevention & the Role of the Coalition





Building Community Ownership

Community Relevance



- Self-determination
- Empowerment
- Collective Action
- Working and learning together

Role of a Coalition / Prevention Provider

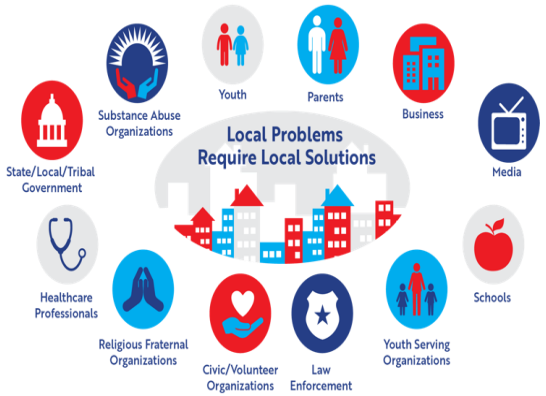
The Role of Coalitions and Prevention Providers in Achieving Community-level Change



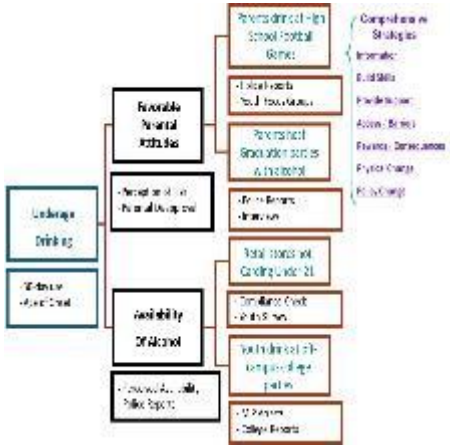
Impact a Defined Community



Use an effective planning framework



Engage All Sectors of the Community



Implement Comprehensive Strategies

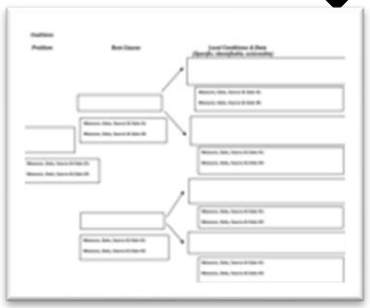


Achieve Community-wide Outcomes

National Coalition Academy Products



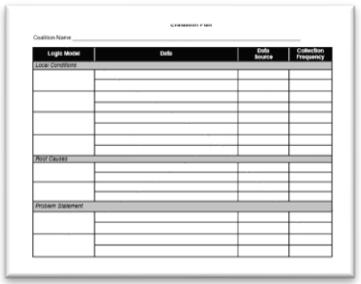
Community Assessment



Logic Model



Strategic and Action Plan



Evaluation Plan



Evaluation Communication Plan



Sustainability Plan

Community Assessment



Community Assessment

Moving Upstream: A Story of Prevention & Assessment



Assessment



When you have seen one community, you have seen ONE community

Data Collection Methods

Needs assessment data collection methods:

<u>Quantitative</u>

(How many? Breadth of knowledge):

- **Survey**
  - Student surveys
  - Parent surveys
  - Community surveys
- **Archival Data**
  - Existing data from law enforcement, education, health department, etc.

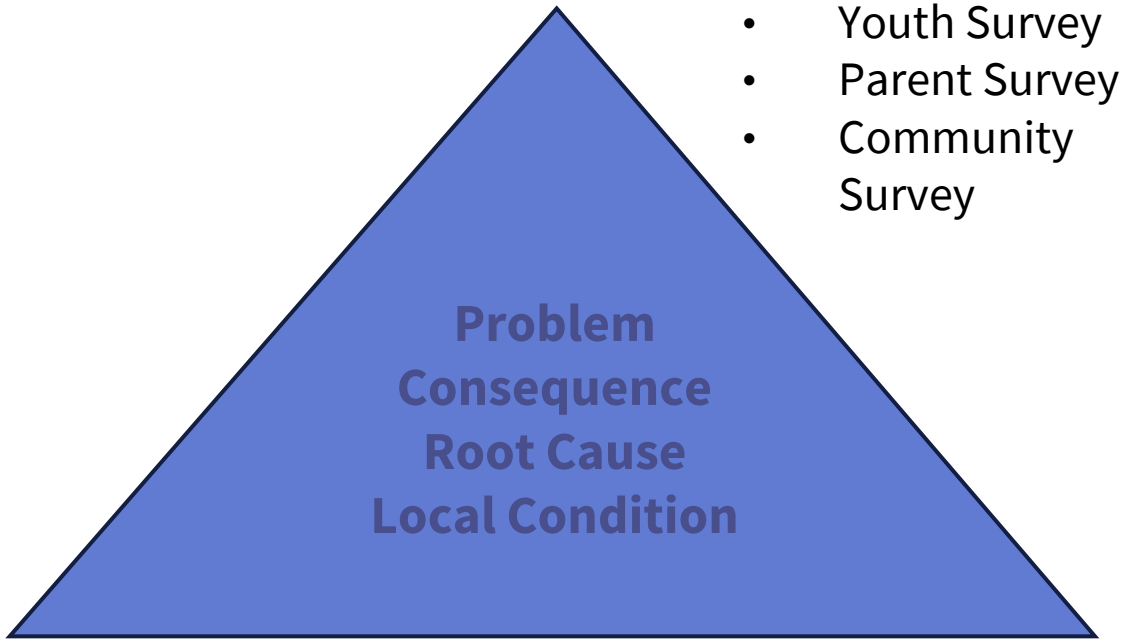
Data Collection Methods

- **Needs assessment data collection methods:**
- **<u>Qualitative</u>**
- (What does it mean? Depth of knowledge)
  - Focus Group
  - Key Informant Interview
  - Listening Sessions
  - Observation
- **Environmental Scanning**

Data Collection—"Triangulation"

Surveys

- Youth Survey
- Parent Survey
- Community Survey



Qualitative Data

- Focus Group
- Key Informant Interview
- Town Hall Meeting
- Observation
- Environmental Scanning

Handout 13: Data Collection Methods (pp. 11–12)

Archival Data

- Education
- Law Enforcement
- Health Care
- Commerce
- Census

Data Coalition – A Question Driven Approach



- **Ask specific, probing questions:**
  - **What** type of gambling? How much, how frequent, where, when, who?
  - **What** is the “context” or “story” behind the data?
  - **What** are the sources of the data? How was it collected?
  - **In what** format are the data available?
  - **Who** else knows about this data?

Community Assessment

Functions of a Community Assessment

1. Paint a picture of what is happening HERE
2. Diagnose risk and protective factors
3. Identify resources already in place
4. Assess readiness to address specific issues
5. Identify key partners

Community Assessment

Recommended Elements of a Community Assessment

1. Definition & Description
2. Community History
3. Needs Assessment
4. Resource / Readiness Assessment
5. Problem / Goal Statements



Handout 10: Community Assessment Template (p. 8)

Community Description

- Relevant characteristics of a community include:
- Jurisdiction boundaries (e.g., cities, school districts)
- Geography/infrastructure (e.g., mountains, rivers, lakes, roads)
- Communities “within” the community (e.g., neighborhoods, college campus, business sector)
- “Hot spots” where the problem / issue occurs
- Diverse populations – especially those most impacted
- Resources including key partners / stakeholders



Activity: Community Mapping



Draw a map of your community.

Be sure to include:

- Jurisdictions
- Geography / infrastructure
- Communities “within” the community
- Hot spots
- Diverse populations
- Resources

Community Assessment

Essential Elements of a Community Assessment

1. Definition & Description
2. **Community History**
3. Needs Assessment
4. Resource Assessment
5. Problem/Goal Statements

Community History

Key events that have shaped the *overall community*.

1. Key events that have specifically affected problem gambling and underage gambling.
2. History of community *problem solving* related to problem gambling / related issues.



- *Examples:*
- *Is a casino a key local employer?*
- *Is a 50-50 raffle the way the PTO has always raised funds?*

Community History

Being unaware or insensitive to a community's history may lead to:

- Misinterpreting key events that explain current local conditions
- Loss of credibility from misunderstanding the context of the community
- Duplication of previous efforts
- Inappropriately claiming credit for progress

Discussion: Community Description & History

What are some elements of community history that will impact your work in addressing problem gambling and gambling/gaming harms?

Community Assessment

Essential Elements of a Community Assessment

1. Definition & Description
2. Community History
3. **Needs Assessment**
4. Resource Assessment
5. Problem/Goal Statements

Needs Assessment

- A **needs assessment** provides information about underage gambling and problem gambling in your community.

- **Needs assessment data** are used to develop action plans

Needs Assessment Data

Problem what does UA & problem gambling look like in your community?

Consequences of underage & problem gambling

COMMUNITY

Risk Factors &
Protective Factors
of the problem

Demographics provide information about the population of the defined community

Local Conditions provide evidence of the risk factors



Handout 11: Types of Data to Be Collected (p. 9)

Demographics



- Race/Ethnicity
- Gender
- Age
- Socio-economic Status
- Household/Housing
- Employment
- Other census related information

What are consequences of problem gambling?



- Health
- Financial
- Law enforcement
- Judicial system involvement
- Poor Education Performance
- Employment
- Social

Consequences and Co-related Issues

The National Council on Problem Gambling estimates the national societal cost of problem gambling to be about $7 billion, including gambling-related criminal justice and healthcare spending, job loss, and bankruptcy among others

There is a strong correlation between depression and problem gambling. Depression is also the second most identified predictor of future problem gambling.

Other common problem gambling comorbidities include daily tobacco use and moderate psychological distress

Male and female problem gamblers are two times more likely to have a psychiatric condition in their lifetime than non-problem gamblers

Consequences

What are consequences of problem gambling?

What data do you have?

What data can you collect?

Problem

What is the extent of the Problem?

- What types of gambling is taking place (lottery; raffles; sports, etc.)?
- How much? How often?
- Who is gambling? Gaming?
- Where and when?



LA Gambling Data

- According to Louisiana's latest gambling needs assessment, **5.4% of residents, or nearly 180,000 people,** may have a gambling problem, and **2.9%** of residents, or over **96,000** people, may meet the criteria for gambling disorder.

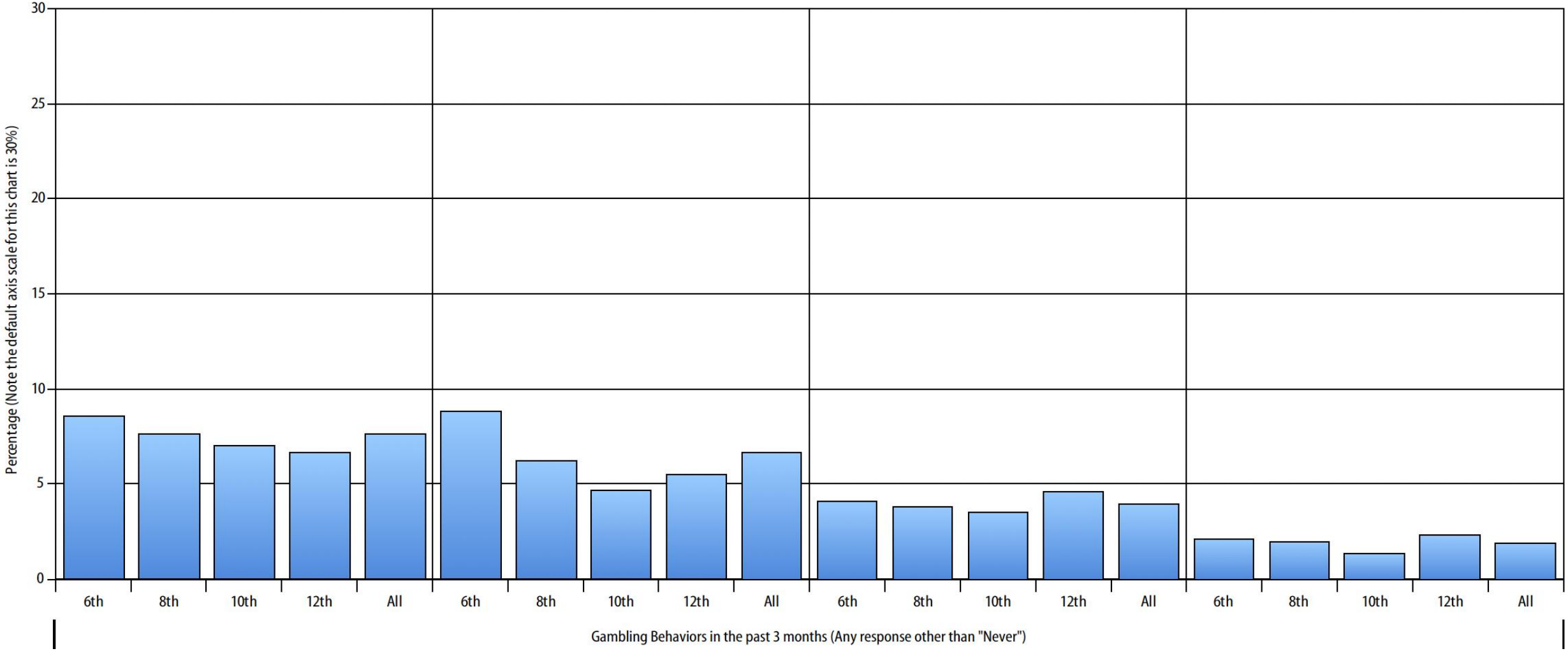
- During SFY 2025–2026, **65.6%** of callers to the Louisiana Problem Gamblers Helpline reported **financial problems**, **24.2%** reported **depression**, and **16** callers required intervention because of current **suicidal ideation.**

- Since mobile sports betting launched in Louisiana, contacts to the Louisiana Problem Gamblers Helpline have **increased by 31%** between SFY 21 and SFY 25.

- Louisiana survey data show that gambling and sports wagering are occurring among minors despite age restrictions.

- **40.9%** of 6th graders and **40.2%** of 8th graders reported some form of **gambling in the past year**

High Risk Problem Gambling chart
State of Louisiana 2024 Student Survey

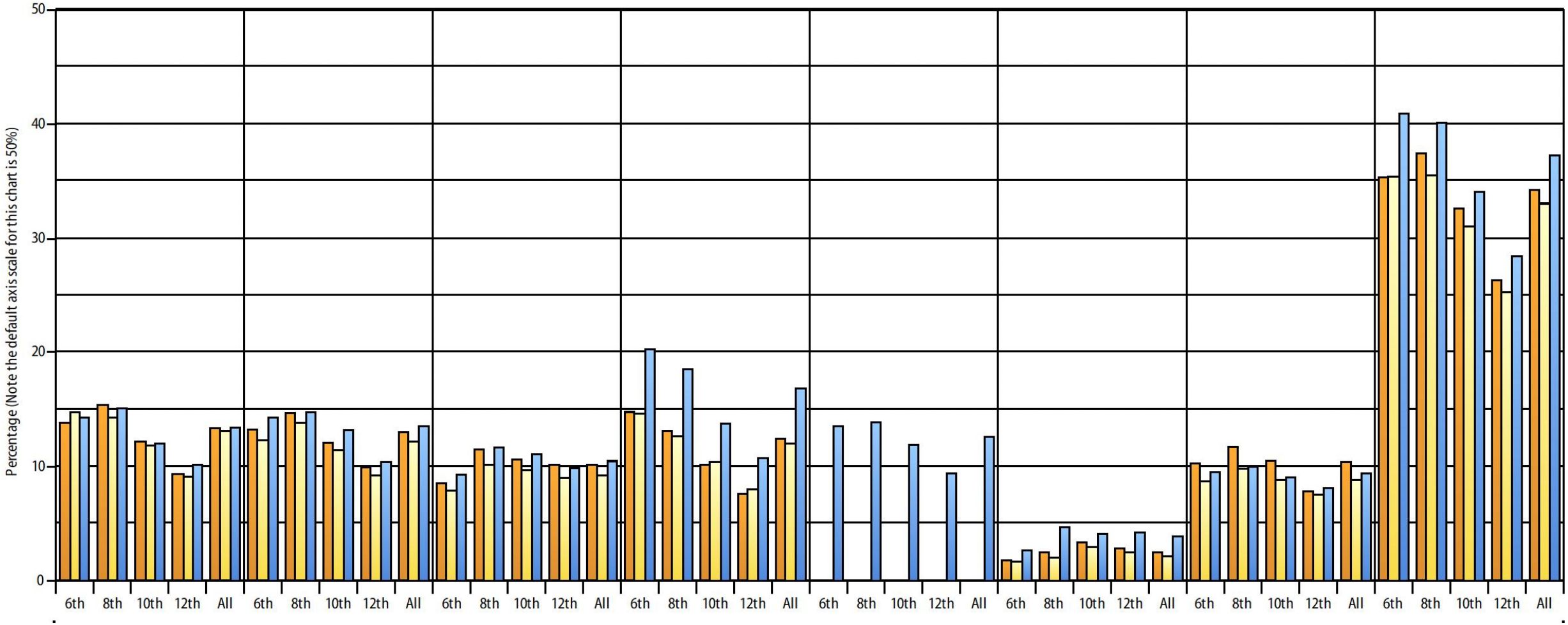


Grade	How often have you skipped hanging out with friends who do not gamble/bet to hang out with friends who do gamble/bet?			In the past 3 months, how often have you felt that you might have a problem with gambling/betting?			How often have you hidden your gambling/betting from your parents, other family members or teachers?			High risk for problem gambling		
	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024
6th	~	~	8.5	~	~	8.9	~	~	4.1	~	~	2.1
8th	~	~	7.6	~	~	6.2	~	~	3.8	~	~	2.0
10th	~	~	7.0	~	~	4.7	~	~	3.5	~	~	1.3
12th	~	~	6.7	~	~	5.5	~	~	4.6	~	~	2.3
All	~	~	7.6	~	~	6.6	~	~	4.0	~	~	1.9

* These questions, as well as the "High risk for problem gambling" score are from the Brief Adolescent Gambling Scale (BAGS). The "High risk for problem gambling" score value is calculated by first coding responses to the three questions as follows: Never (0), Sometimes (1), Most of the time (2), Almost Always (3). Total scores of 4-9 suggest the student is at high risk for problem gambling.

State 2024

Gambling Profile (Past Year) chart
State of Louisiana 2024 Student Survey



Grade	Type of Gambling																							
	played the lottery or lotteryscratch-off tickets?			bet on sporting events?			played cards for money?			played bingo for money or prizes?			bet on Fantasy Sports such as football, basketball, etc.			bet on dice games such as craps?			bet on games of personal skill suchas pool, etc.			Any gambling in past year.		
	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024	State 2020	State 2022	State 2024
6th	13.7	14.8	14.3	13.2	12.3	14.2	8.5	7.8	9.3	14.7	14.6	20.3	~	~	13.5	1.7	1.6	2.7	10.2	8.7	9.5	35.2	35.4	40.9
8th	15.3	14.2	15.1	14.6	13.7	14.7	11.4	10.2	11.6	13.1	12.6	18.5	~	~	13.9	2.5	2.0	4.6	11.6	9.7	10.0	37.3	35.5	40.2
10th	12.1	11.7	12.0	12.0	11.4	13.1	10.6	9.7	11.0	10.2	10.3	13.8	~	~	11.9	3.3	2.9	4.1	10.4	8.8	9.1	32.5	31.0	34.1
12th	9.3	9.1	10.2	9.9	9.2	10.3	10.1	9.0	9.9	7.6	8.0	10.7	~	~	9.4	2.8	2.5	4.3	7.8	7.5	8.1	26.3	25.3	28.4
All	13.4	13.1	13.4	13.0	12.1	13.5	10.1	9.1	10.5	12.4	12.1	16.9	~	~	12.7	2.4	2.1	3.9	10.4	8.9	9.4	34.2	33.0	37.3

** These questions, as well as the "High risk for problem gambling" score are from the Brief Adolescent Gambling Scale (BAGS). The "High risk for problem gambling" score value is calculated by first coding responses to the three questions as follows: Never (0), Sometimes (1), Most of the time (2), Almost Always (3). Total scores of 4-9 suggest the student is at high risk for problem gambling.

State 2020 State 2022 State 2024

Activity:
Describing the Problem

What does gambling look like in your area?

Youth

Adults

Older Adults

Brainstorm a list of data that you can collect in your region/organization/Coalition to describe the problem

Root Causes (Risk and Protective Factors)



Prevention focuses on:

- Identifying and reducing the underlying causes of the problem behavior - **Risk Factors**

- Identifying and increasing
- the underlying reasons the problem behavior does NOT occur - **Protective Factors**

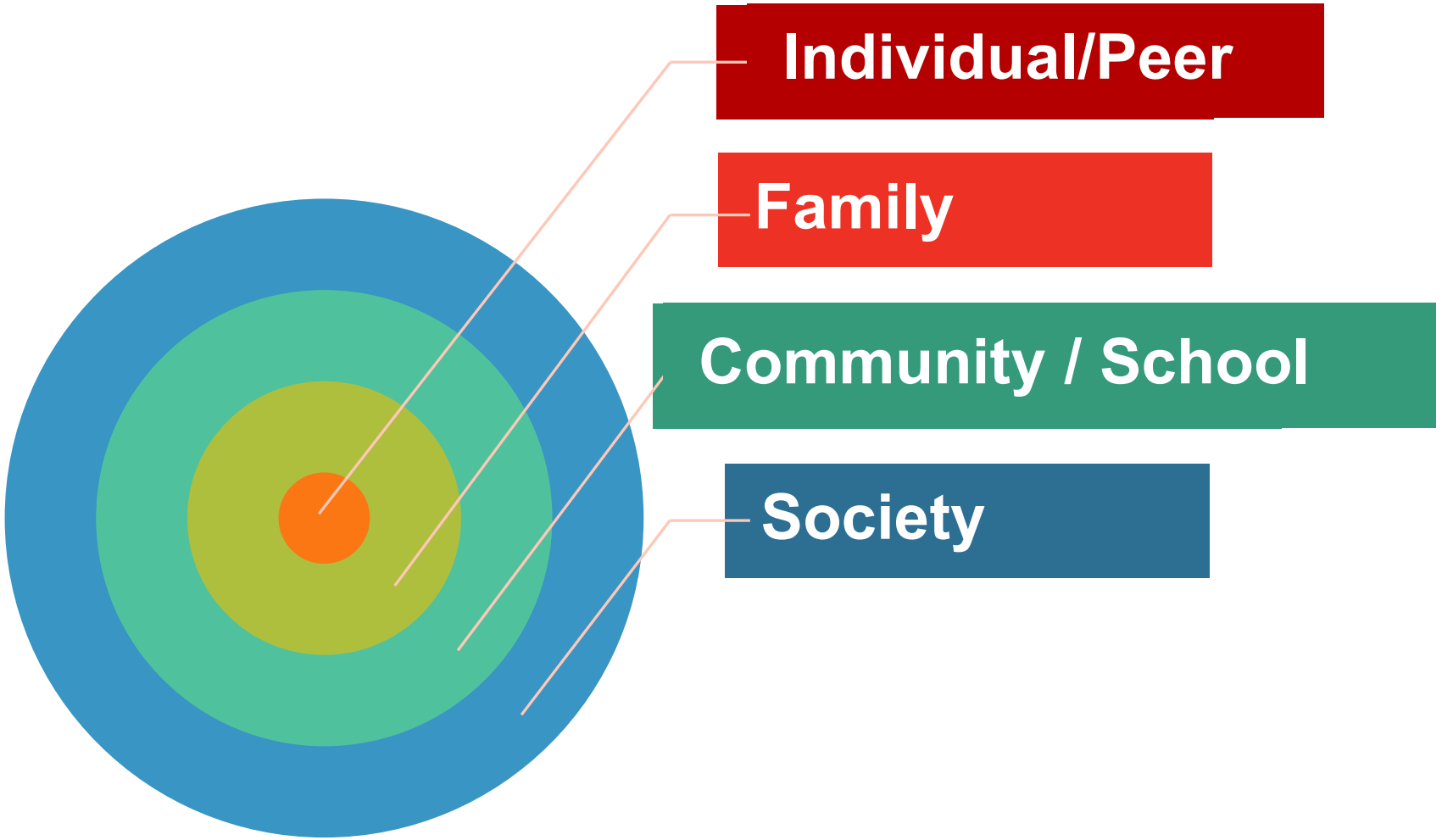
Behaviors are Connected



Root Causes (Risk Factors)

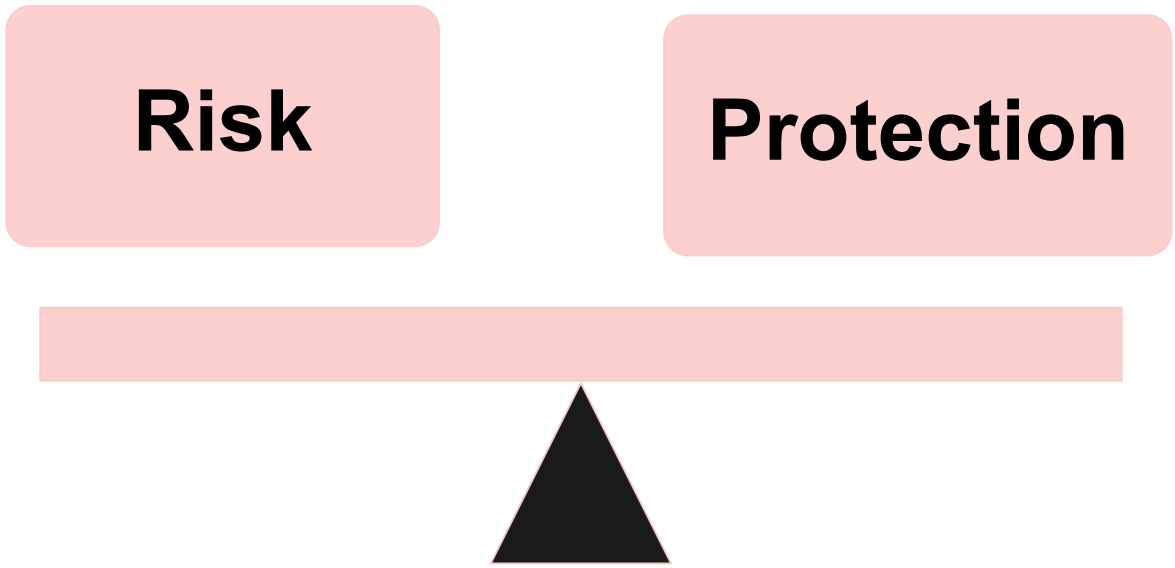
Root Causes are “conditions in the individual and shared community environments which increase the likelihood that youth become involved in substance use and misuse”.

Risk & Protective Factors



Risk and Protective Factors





Handout 12: Risk Behavior Model (Gambling) (p. 10)

Risk Factors for Underage Gambling

- Peer attitudes favorable to drug use
- Friends use drugs
- Early drug use
- Antisocial family

https://nyproblemgambling.org/resource-lib-item/3077/

Protective Factors for Underage Gambling

- School opportunities
- Family attachment
- Family rewards
- Family opportunities
- Social skills

https://nyproblemgambling.org/resource-lib-item/3077/

Risk Factors for Underage Gambling

School / Community Domain

- Poor impulse control (School)
- Accessibility (Community)
- Community Norms favorable (Community):
  - Lack of awareness
  - Social Acceptance
  - Media: TV – Lottery Ads

Source: Problem Gambling Guide for Prevention Professionals https://idph.iowa.gov/Portals/1/userfiles/83/Prevention%20Tool%20Chest/PROBLEM%20GAMBLING%20PREVENTION%20GUIDE.pdf

Risk Factors

- Exposure to video gaming,
- Increased access to electronic gaming,
- Parental lack of awareness of gaming’
- Connection to gambling
- Low perception harm,
- Legalization of sports betting

Source: Alliance for Prevention and Wellness
https://www.apw-ct.org/publications

A Closer Look At Community Level Risk Factors

Risk Factor

Availability


CASINO
SERVICIOS DEL PUERTO


LIVE
Team1
1
89:56
Team2
2
Your Bets:
1 : 4.4
1 : 3.2
1 : 2.1
45:43
87:56
05:10
15:05
47:20
66:23
23:05
54:23
35:46
54:12
56:05
16:05
WIN current match
50 300
Total WIN
254 600
Send your win to credit card

Risk Factor

Promotion & Price

GET FREE SHIPPING AND A T-SHIRT

WHEN YOU SPEND $75

DRAFT KINGS SHOP



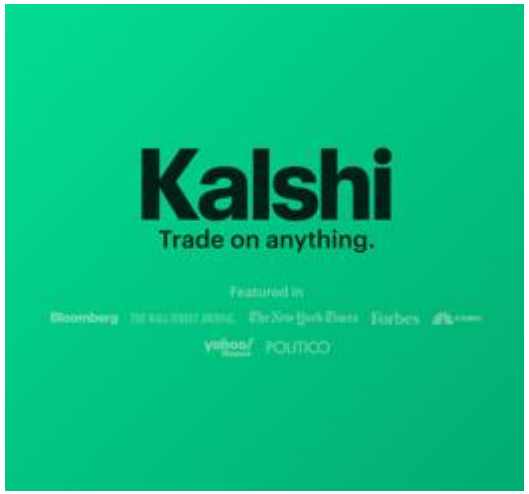

NEW CUSTOMERS
NO SWEAT FIRST BET
UP TO $3000
BACK IN BONUS BETS
FANDUEL
OFFICIAL PARTNER OF THE NFL
Gambling Problem? Call 1-800-GAMBLER (OH)

Risk Factor

Adults – Low Perception of Risk

Adults – Low perception of Risk

- Gambling is often viewed as harmless entertainment
- Legalization may increase perceptions of safety
- “Small bets” and “free bets” can reduce perceived risk
- Sports, advertising, and social settings normalize gambling
- Harm may not be recognized until financial or emotional consequences occur





Risk Factor

Youth – Low Perception of Risk

Youth – Low perception of Risk

- Many youth do not view gambling-like activities as gambling
- Gaming and gambling are increasingly interconnected
- Loot boxes and rewards can normalize risk-taking
- Influencers and sports culture promote betting behaviors
- Constant online exposure increases normalization





Youth – Early Onset



Local Conditions – Root Causes

How do the root causes "operate" in the community? What do they "look like"?



Local conditions must be:

- Specific
- Identifiable
- Actionable

Local conditions describe specific behaviors or conditions in the community.

What Are the Local Conditions in Your Community?



A Closer Look At Local Conditions

Problem: Underage Gaming
Root Cause: Easy access to gambling



Local Condition: Youth are betting while playing video games and parents have no idea that it is happening

Problem: Problem Gambling
Root Cause: Easy access to gambling



Local Condition: college age males are betting on phones and going into debt

Local Conditions

How do the root causes "operate" in the community? What do they "look like"?



Local conditions must be:

- Specific
- Identifiable
- Actionable

Local conditions describe specific behaviors or conditions in the community.

Problem: Underage Gambling
Root Cause: Youth – Low Perception of Risk





Local Condition: Students are drinking and using marijuana and gambling online while under the influence

Problem: Underage Gambling
Root Cause: Community Norms



Local Condition: parents and family members give teens lottery tickets as gifts

Discussion: Root Causes & Local Conditions

Local Conditions:

1. Which risk factors do you see in your communities?
2. Which protective factors do you see in your communities?
3. What organizations provide the protective factors?
4. What additional information would you like to know?

Community Assessment

- **Essential Elements of a Community Assessment**

1. Definition & Description
2. Community History
3. Needs Assessment
4. **Resource / Readiness Assessment**
5. Problem/Goal Statements

3-Minute Scavenger Hunt

SCAVENGER HUNT

Paper clip
Parking ticket
Safety pin
Nail clippers
Receipt for a latte
Spoon
Lint covered cough drop
Library card
Carabineer
Fitness club card
Broken Watch
Car cell phone charger
Picture of a pet
Lanyard
USB Jump drive
Used tissues
Chocolate
Class ring
Pocket knife
House key

Be prepared to share your findings!

Community Resource Assessment

- In a resource assessment, communities identify those resources that can be directed toward solving the specific problems identified as top community concerns.

- The **Resource Assessment** is conducted at the same time as the **Needs Assessment**.



Resource Assessment

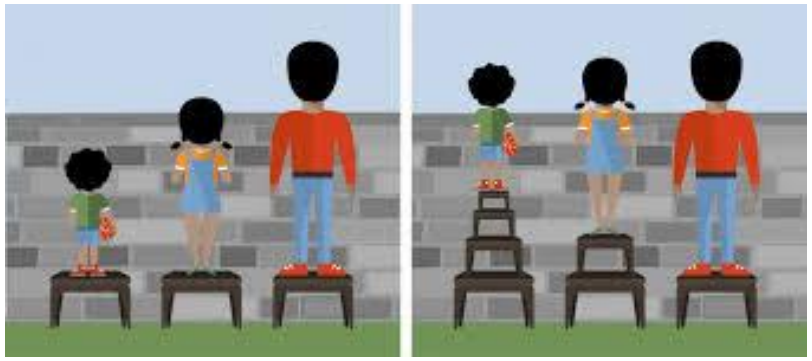
Resources include:

- Protective Factors and Developmental Assets that create a healthy environment and support healthy decision making.
- Existing facilities, programs, organizations, initiatives, coalitions, advocates that support youth and families.
- Prevention infrastructure including the health department, school system, resource centers, data systems, laws and policies, funding streams

Identify GAPS in Resources

Types of gaps include:

- Geographic Gaps
- Demographic Gaps
- Service Delivery/Program Gaps
- Resource Gaps ($, Staff etc.)
- Laws and Enforcement Gaps



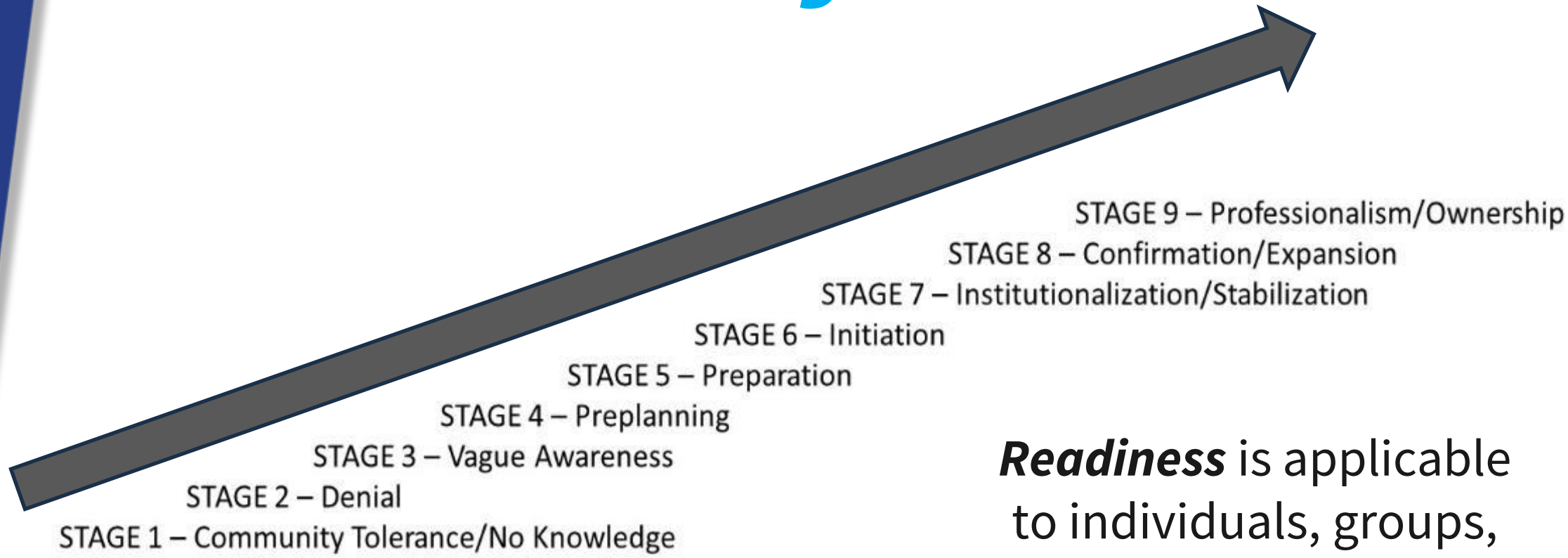
Gaps in Resources - Examples

Gaps in resources identified by “Better Choice” Provider:

- Starting to see younger clients – a program for those under 18 will become a necessity
- Servicing parents of those who are struggling
- More than half of the clients suffer from a co-occurring mental health or substance use disorder

Source: Region 5 MCCA Better Choice Provider Key Informant Interview 2021

Community Readiness



Readiness is applicable to individuals, groups, coalitions, organizations and the community.

Handout 21: Community Readiness and Strategies (pp. 21–23)

Assessment Activities

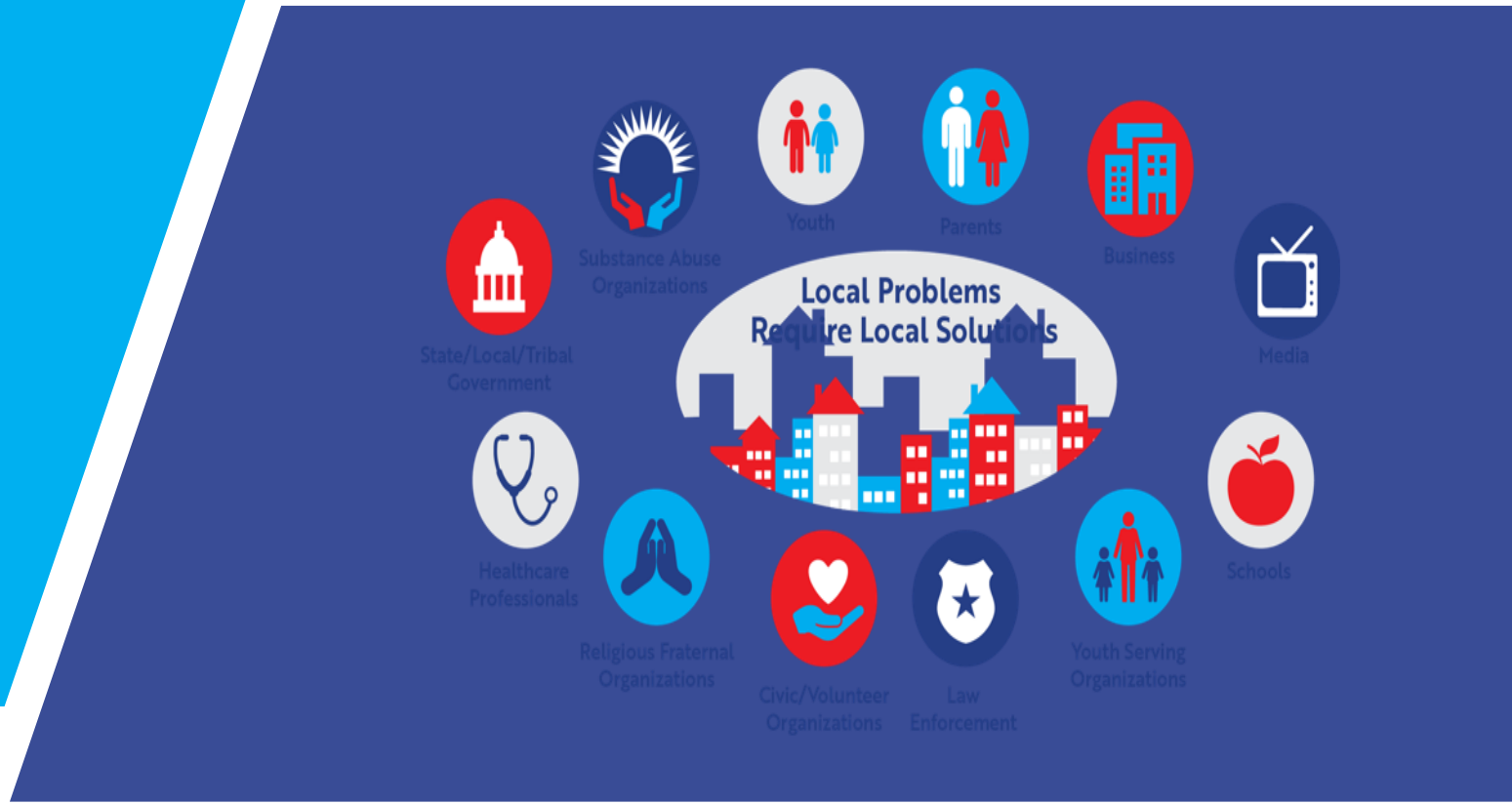
- ***Engage community members in data collection***

- 100 cups of coffee
- Draw community maps
- Community Interviews



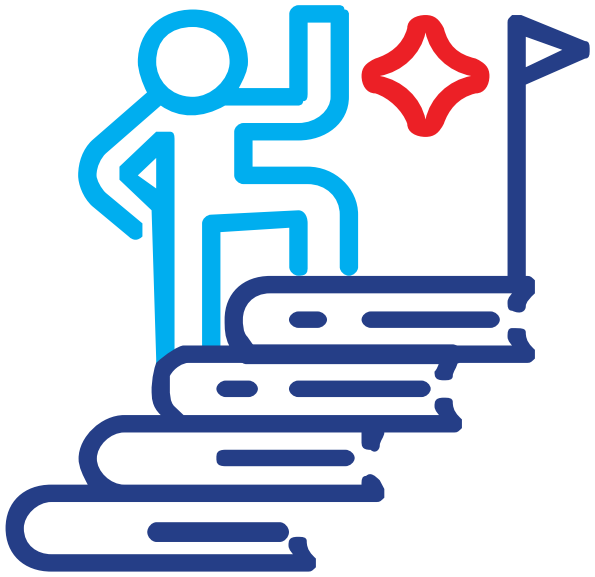
Assessment Activities – Interviews: Who Cares?

- **Parents**
- **Schools**
- **Law Enforcement**
- **Friends**
- **Faith Based Community**
- **Health Care**
- **Who Else?**



Steps for Collecting Data

1. Set time limits.
2. Create questions.
3. Identify sources.
4. Distribute the work.
5. Create accountability.
6. Collect information.
7. Identify and fill gaps.
8. Create data-driven answers.

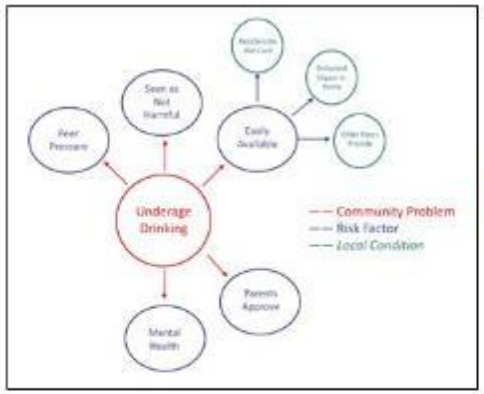


NCA Boot Camp

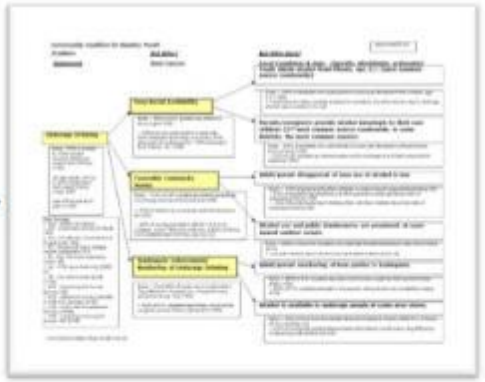
Problem Analysis & Logic Model



Community Assessment



Problem Analysis

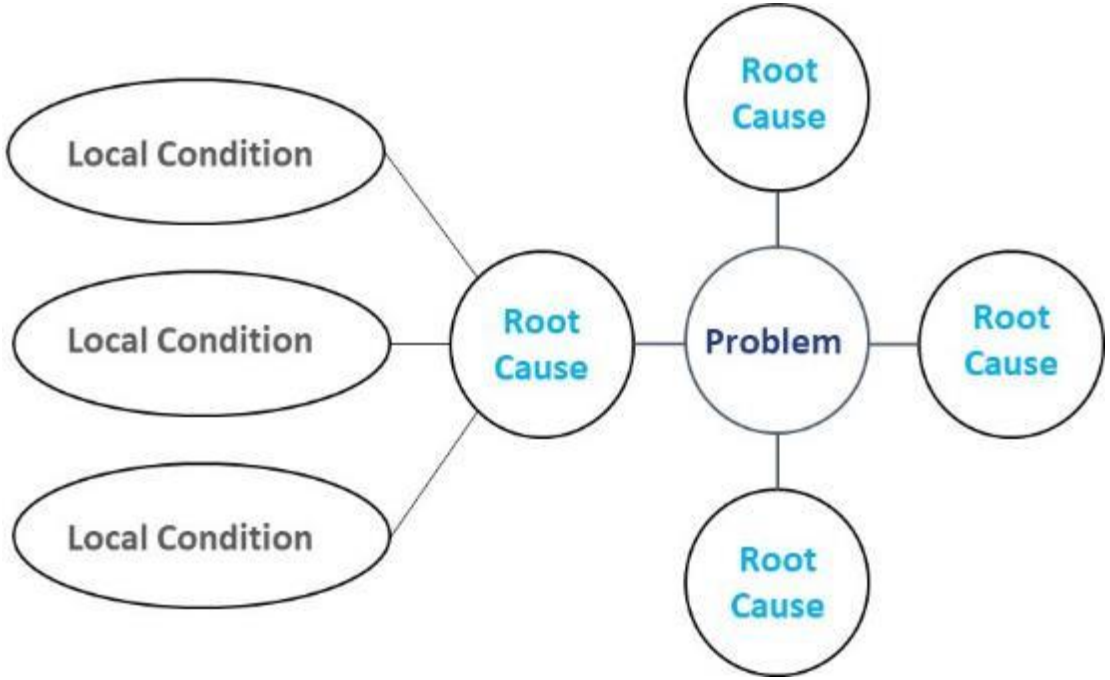


Logic Model

Problem Analysis allows coalitions to focus additional data collection (community assessment) toward identifying specific root causes and local conditions on their **logic models**.

Problem Analysis

Root Cause (But Why, But Why Here?)

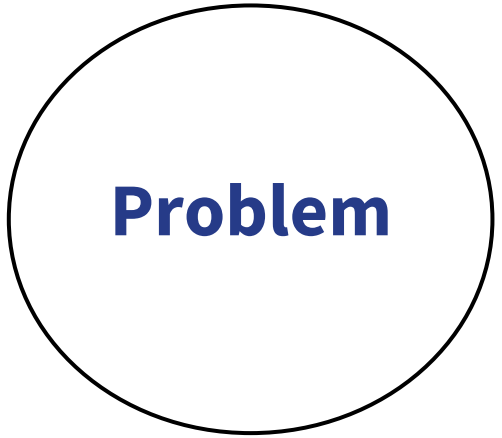


Handout 14: Problem Analysis Worksheet (p. 13)

Root Cause (But Why? But Why Here?)

Components:

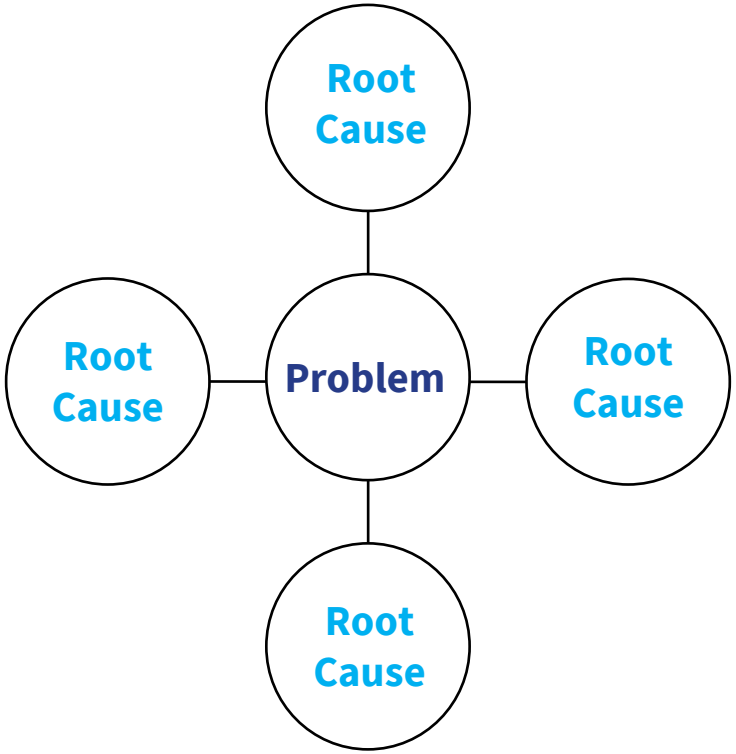
1. **Problem Statement**
    - Based on community assessment
    - Meets criteria for a “good” problem statement



Root Cause (But Why? But Why Here?)

Components:

1. Problem
2. **Root Causes/Risk Factors**
   BUT WHY?
   - Based on community assessment
   - Supported by prevention science



Root Cause
(But Why? But Why Here?)

Root Causes—Risk Factors



Root Cause (But Why? But Why Here?)

Root Causes—Risk Factors

Early big wins (Unreasonable Expectations for winning)

Easy access to preferred form of gambling

Adult Problem Gambling

Hold mistaken beliefs about the odds of winning

Have history of mental health issues (e.g., depression and anxiety)

Don't monitor gambling wins and losses

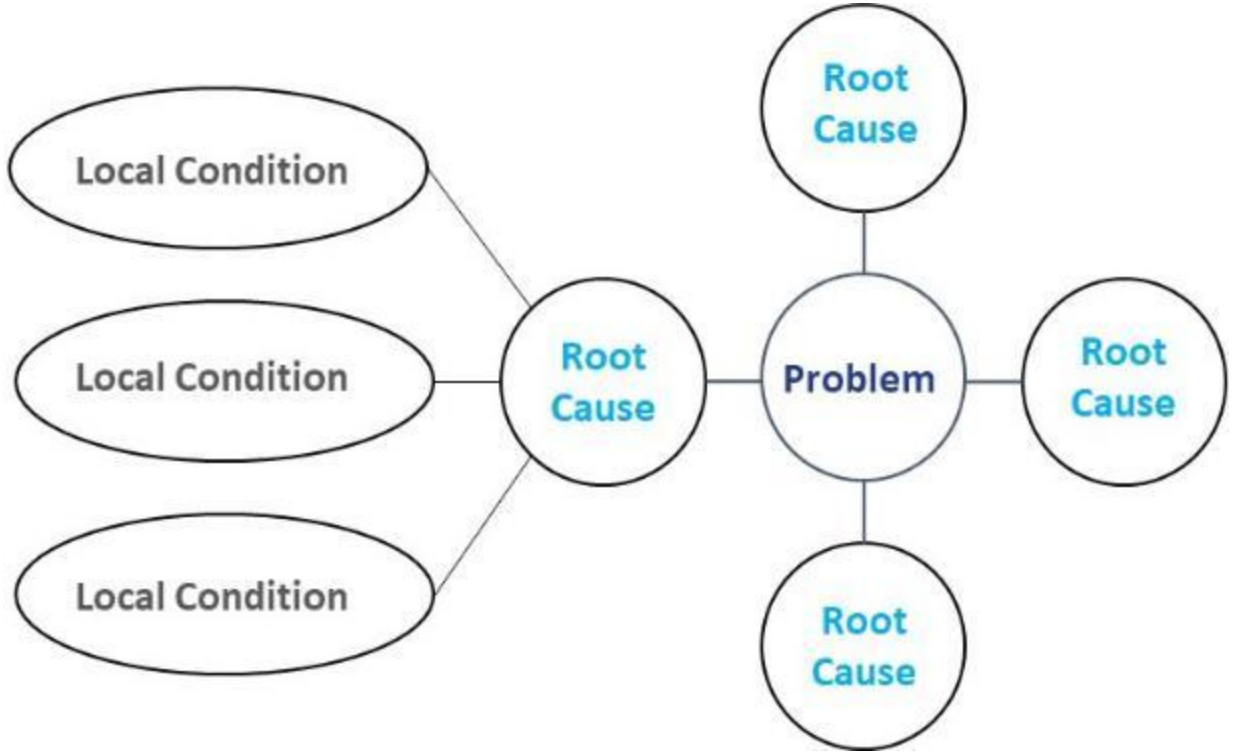
Often feel bored or lonely / history of impulsive behavior

Had a recent loss or change in life (e.g., divorce, death)

Problem Analysis - Demonstration

Components:

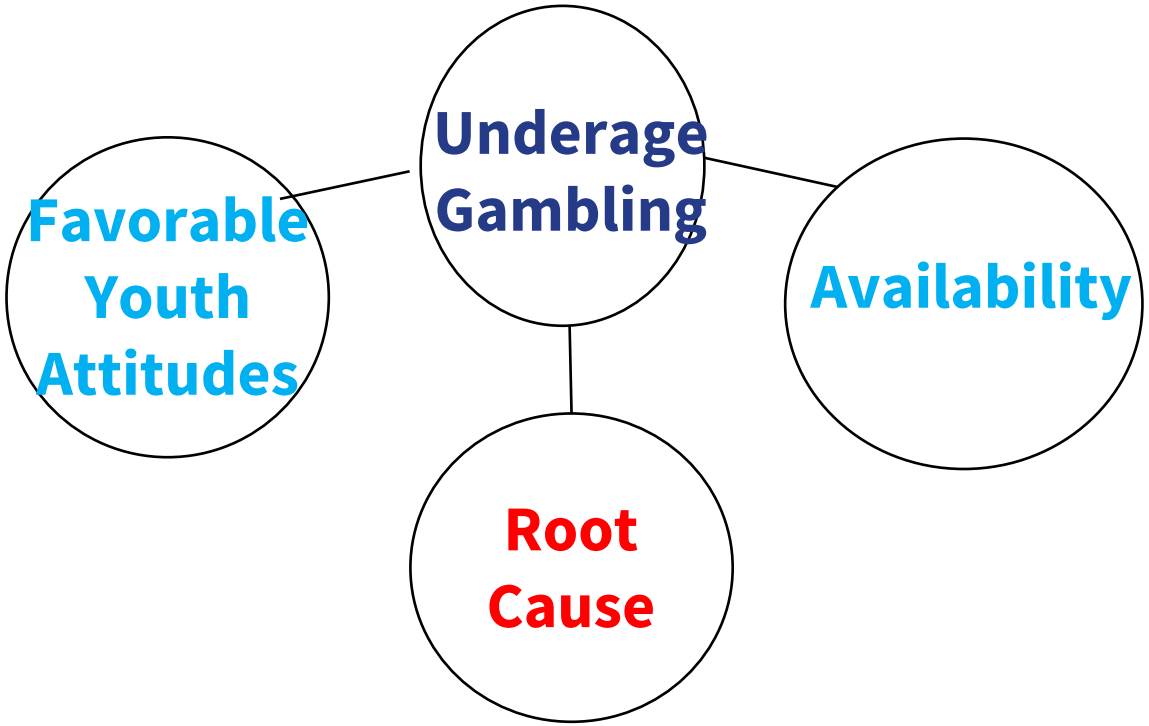
1. Problem
2. Root Causes/
   Risk Factors
3. **Local Conditions**
   BUT WHY HERE?
   - Specific
   - Identifiable
   - Actionable



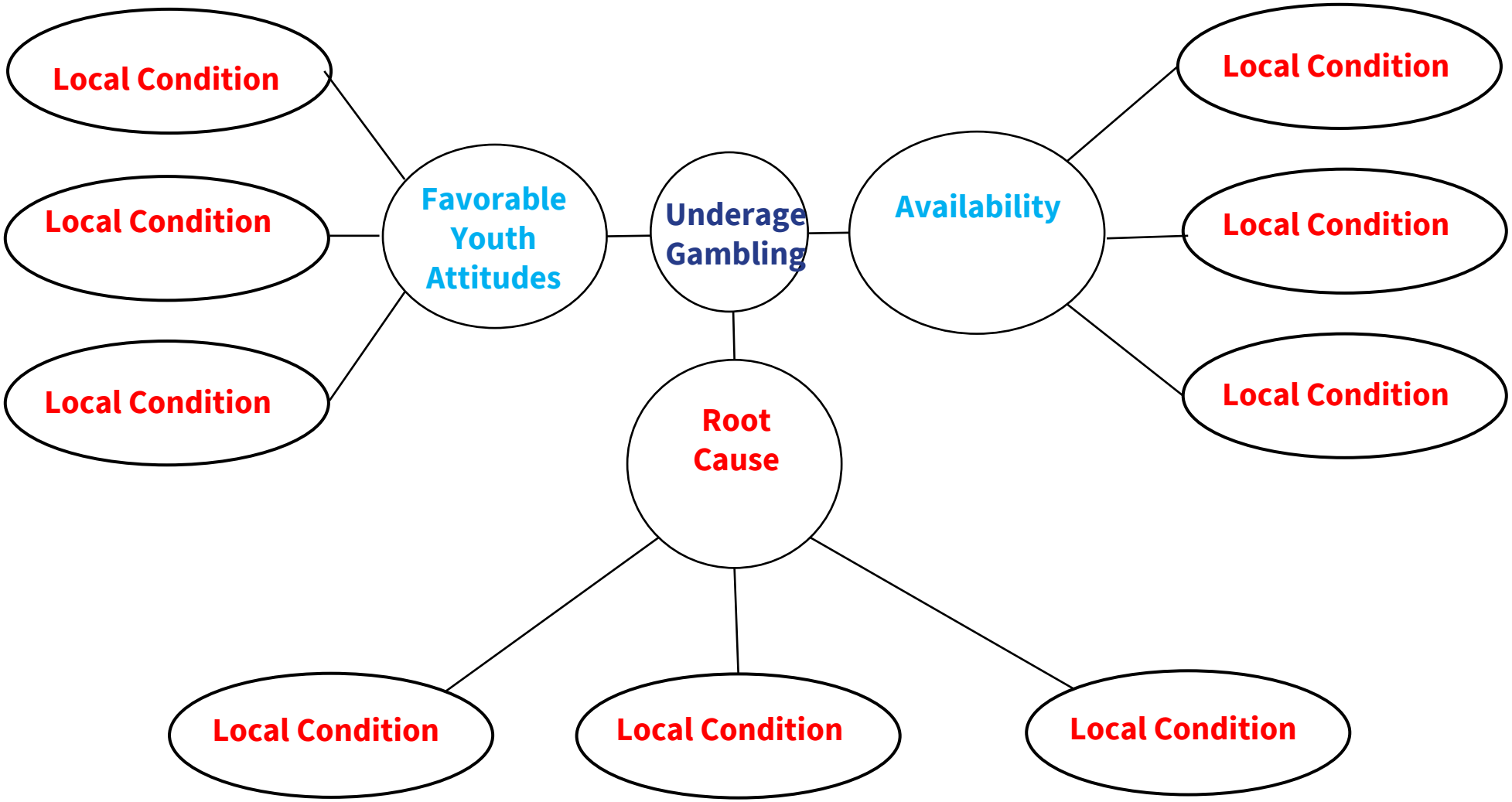
Problem Statement



Root Cause


Underage Gambling
Favorable Youth Attitudes
Availability
Root Cause

Local Conditions



Your Turn to Practice Problem Analysis!

Handout 14: Problem Analysis Worksheet (p. 13)

Problem Analysis

Criteria for moving from Problem Analysis to a Logic Model:

- Based on local data
- Root Causes are guided by Prevention Science
- Local conditions are specific, identifiable and actionable
- The logic model will be consistent with community experience and expectations

Logic Model

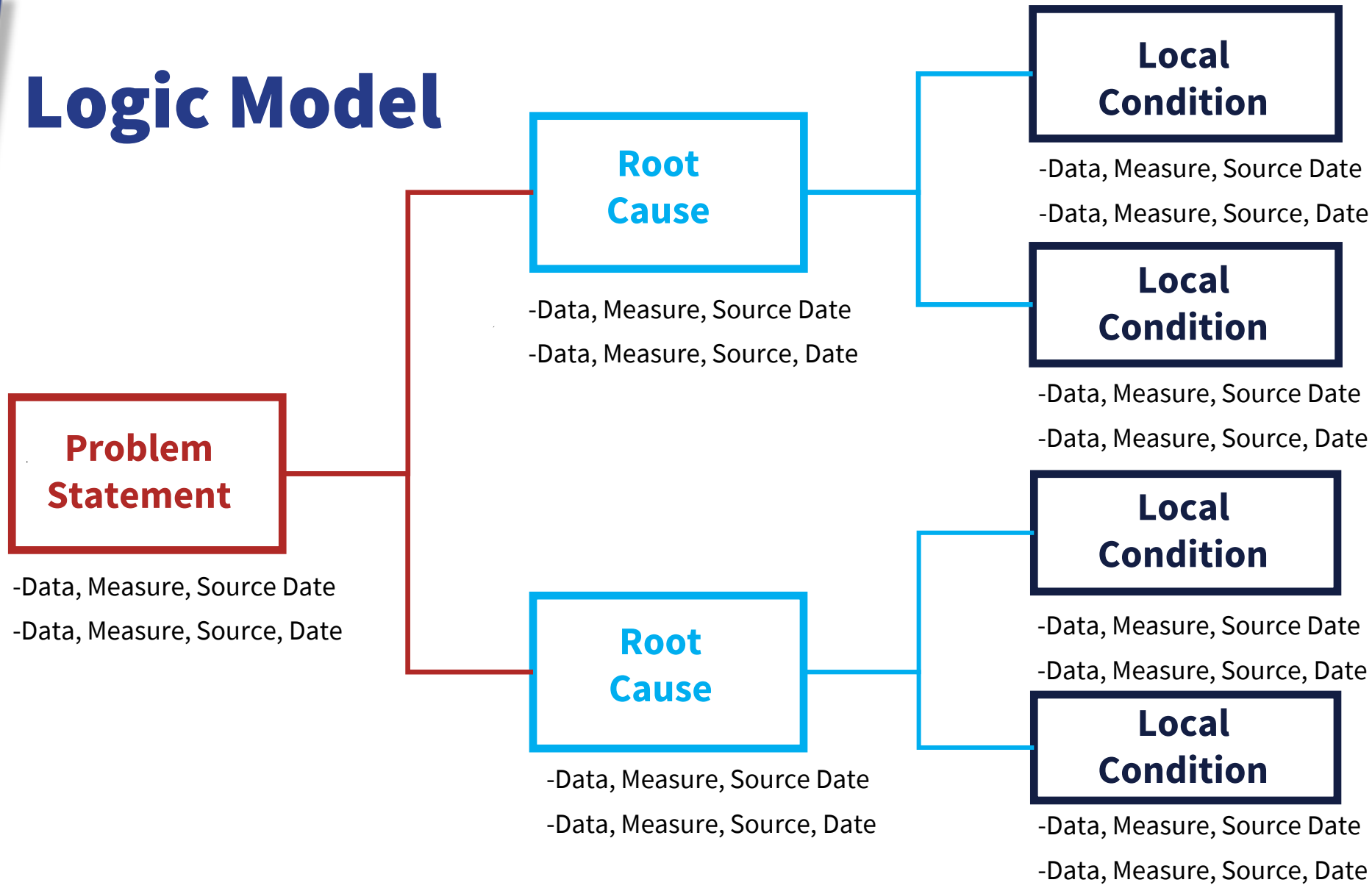
Required Elements of Coalition Logic Models

1. Problem Statement
2. Root Causes
3. Local Conditions
4. Data/Measure/Source/Year (2) for Each



Handout 15: Logic Model Template (p. 14)

Logic Model

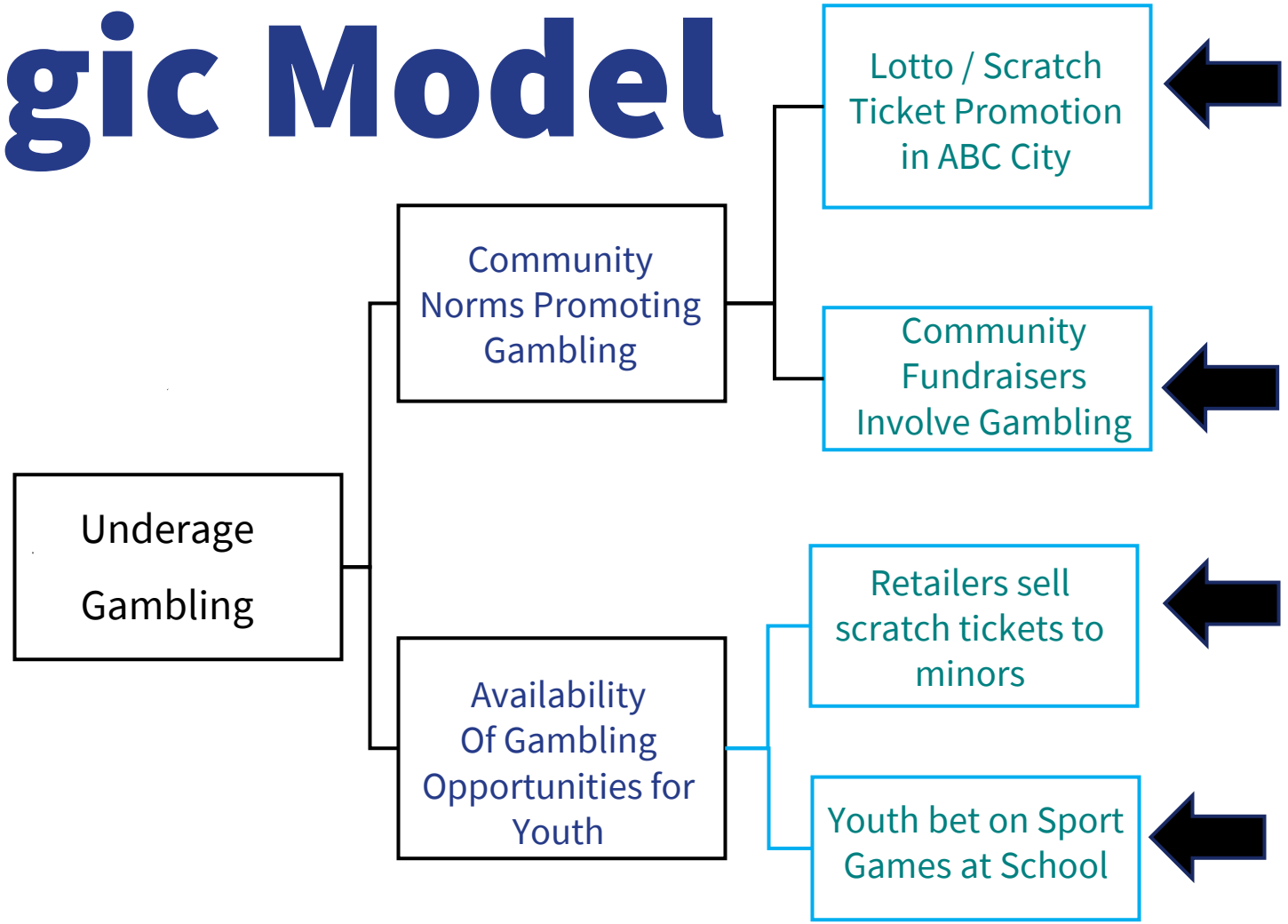


Problem Statement

But Why? (Root Cause)

But Why Here? (Local Conditions)

Logic Model



Local Conditions

- Specific
- Identifiable
- Actionable

Problem Statement

But Why? (Root Cause)

But Why Here? (Local Conditions)

Logic Model Example

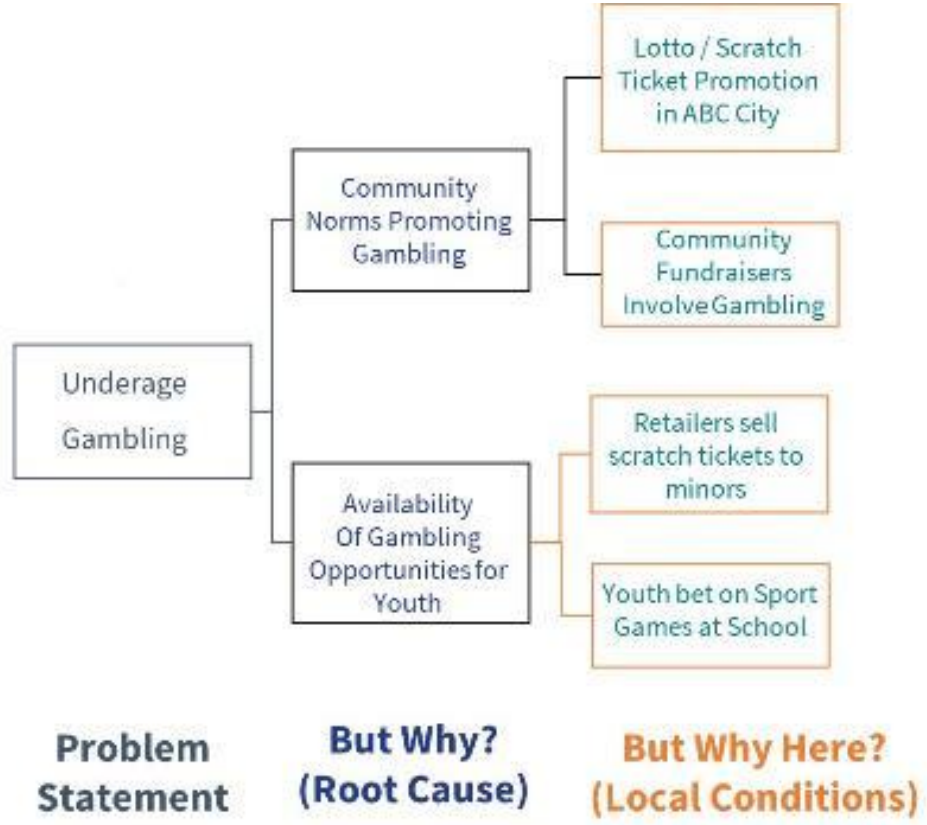


Problem Statement | But Why? (Root Cause) | But Why Here? (Local Conditions)

Problem Statement

Problem Statement

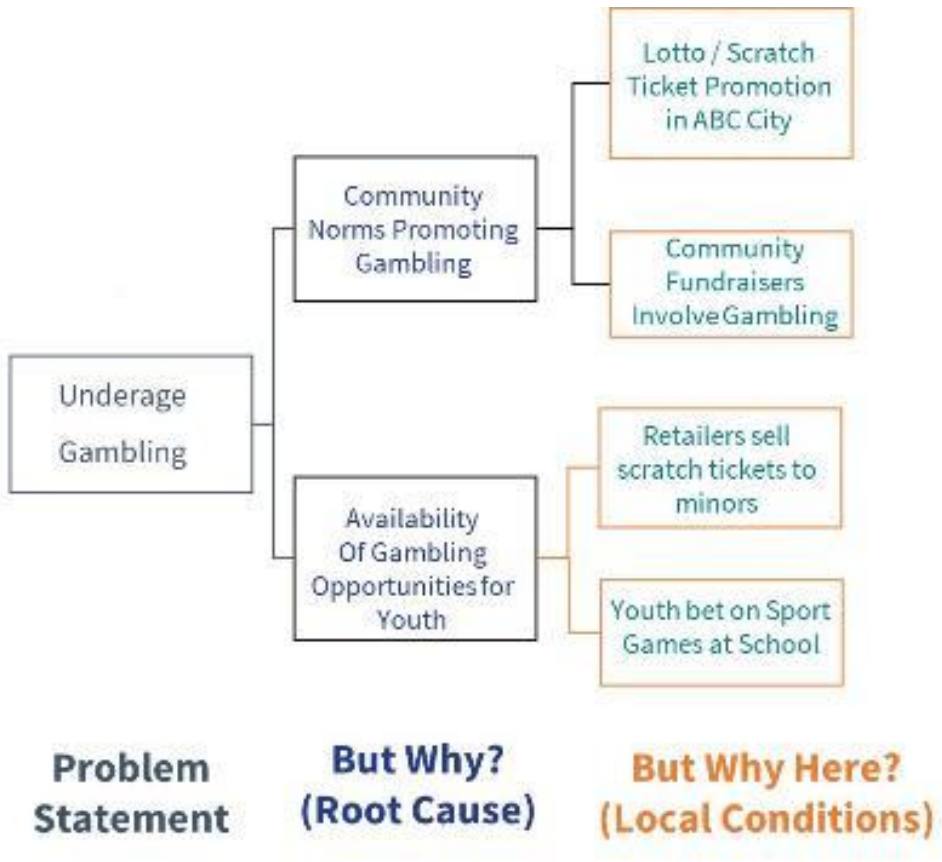
- Based on community assessment
- Meets criteria for a “good” problem statement



Root Causes

Root Causes

- Based on community assessment
- Based on Prevention Science



Root Cause
(But Why? But Why Here?)

Root Causes—Risk Factors



Root Cause (But Why? But Why Here?)

Root Causes—Risk Factors

Early big wins (Unreasonable Expectations for winning)

Easy access to preferred form of gambling

Adult Problem Gambling

Hold mistaken beliefs about the odds of winning

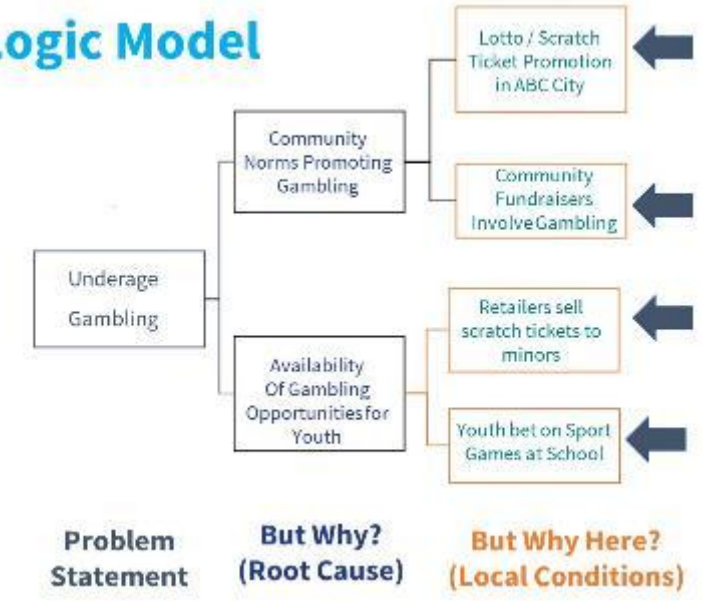
Have history of mental health issues (e.g., depression and anxiety)

Don't monitor gambling wins and losses

Often feel bored or lonely / history of impulsive behavior

Had a recent loss or change in life (e.g., divorce, death)

Local Conditions



Local Conditions – "But Why Here?"

- **Specific** – is it a behavior or condition that observable?
- **Identifiable** – Does it occur enough to be measured?
- **Actionable** – Can strategies be implemented that will change the behavior or condition?

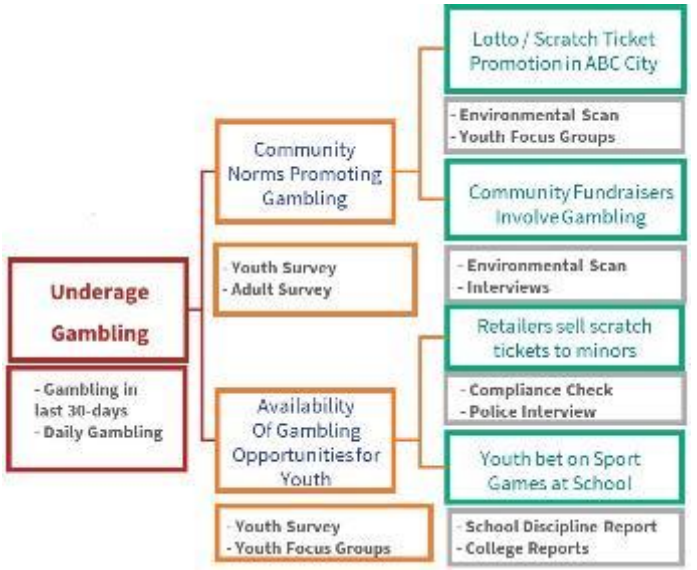
But Where? But When? But What Occasions?

Logic Model Time!

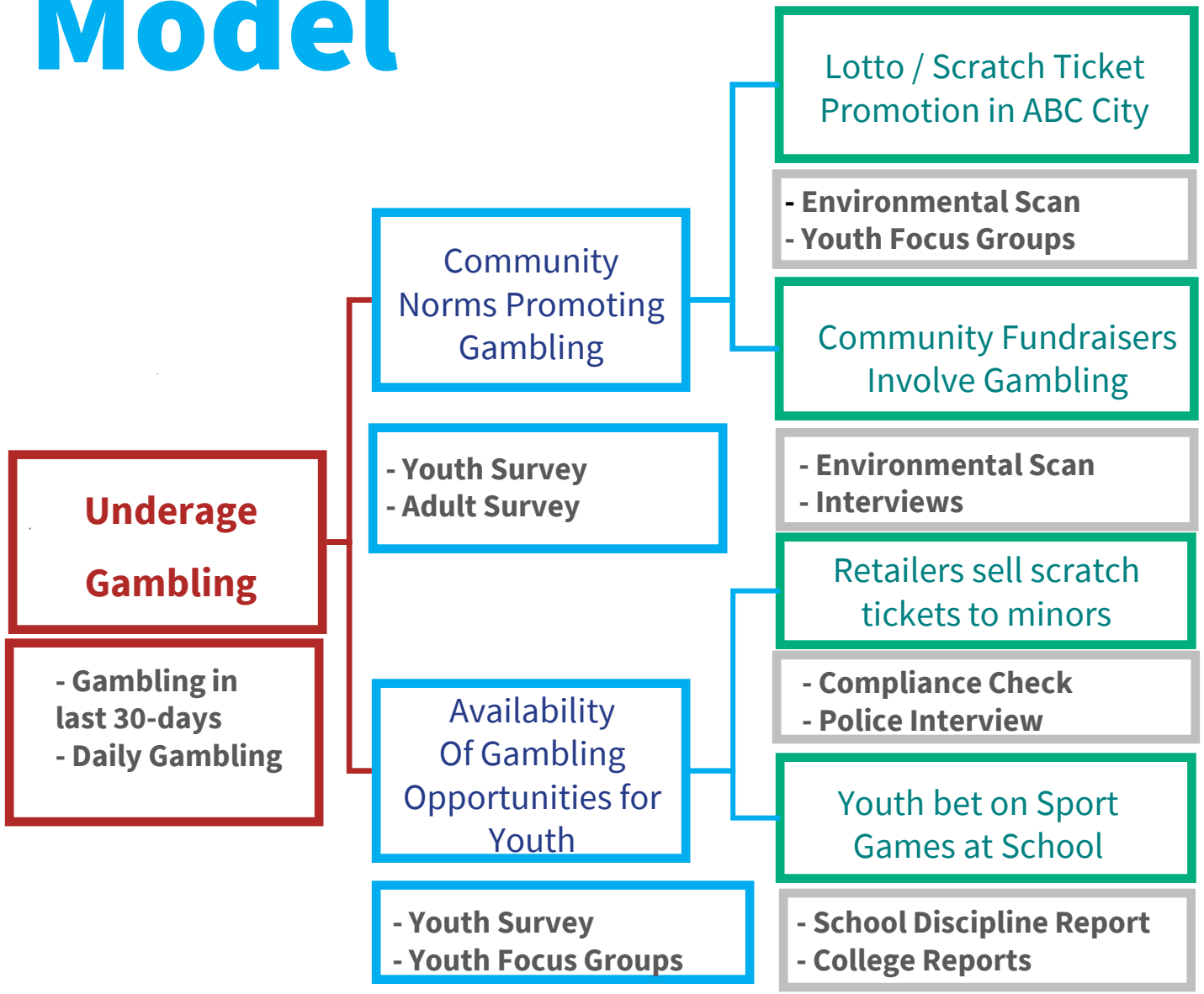
From your problem analysis:

- **Build a LOGIC MODEL!**

Handout 15: Logic Model Template (p. 14)



Adding Data to the Logic Model



Considerations:

- 2 pieces of data for each element
- Include quantitative and qualitative data
- Must be able to collect the same data multiple times
- Data must include measure, data, source and date

Adding Data to the Logic Model



Data #1:
39% of 8-12 graders report gambling in last 30 days (ABC Youth Survey, 2021)

Data #2:
13% of 8-12 graders report gambling on daily basis (ABC Youth Survey, (2021)

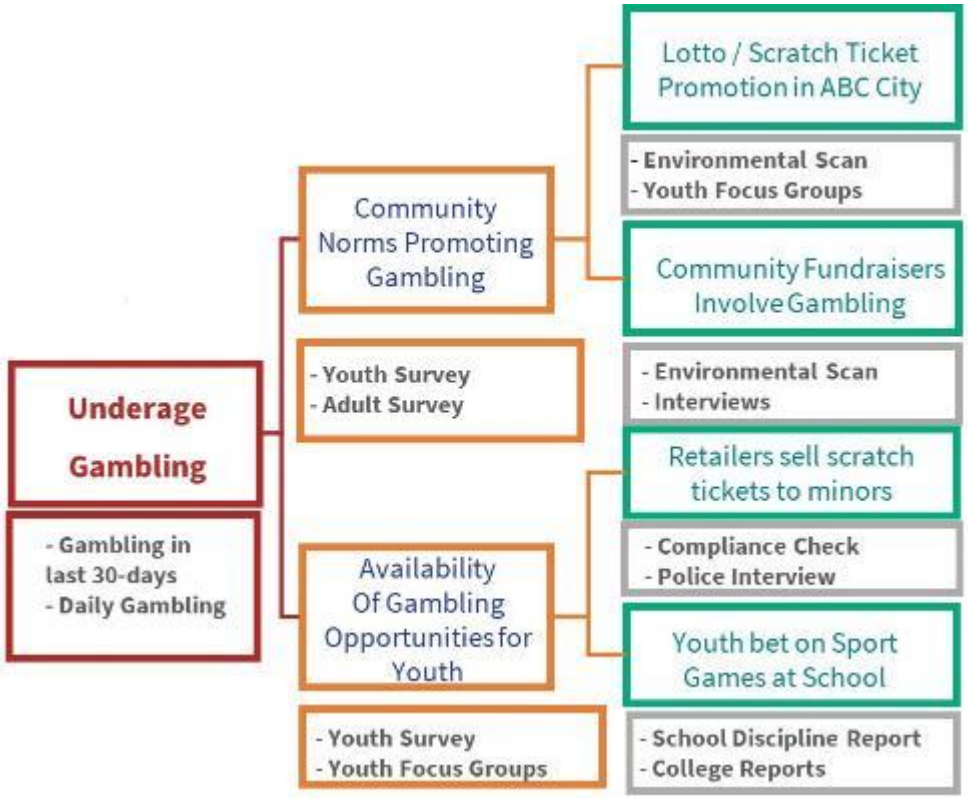
Data #1:
46% of 8-12 graders report "gambling is easily or very easily accessible" (ABC Youth Survey, 2021)

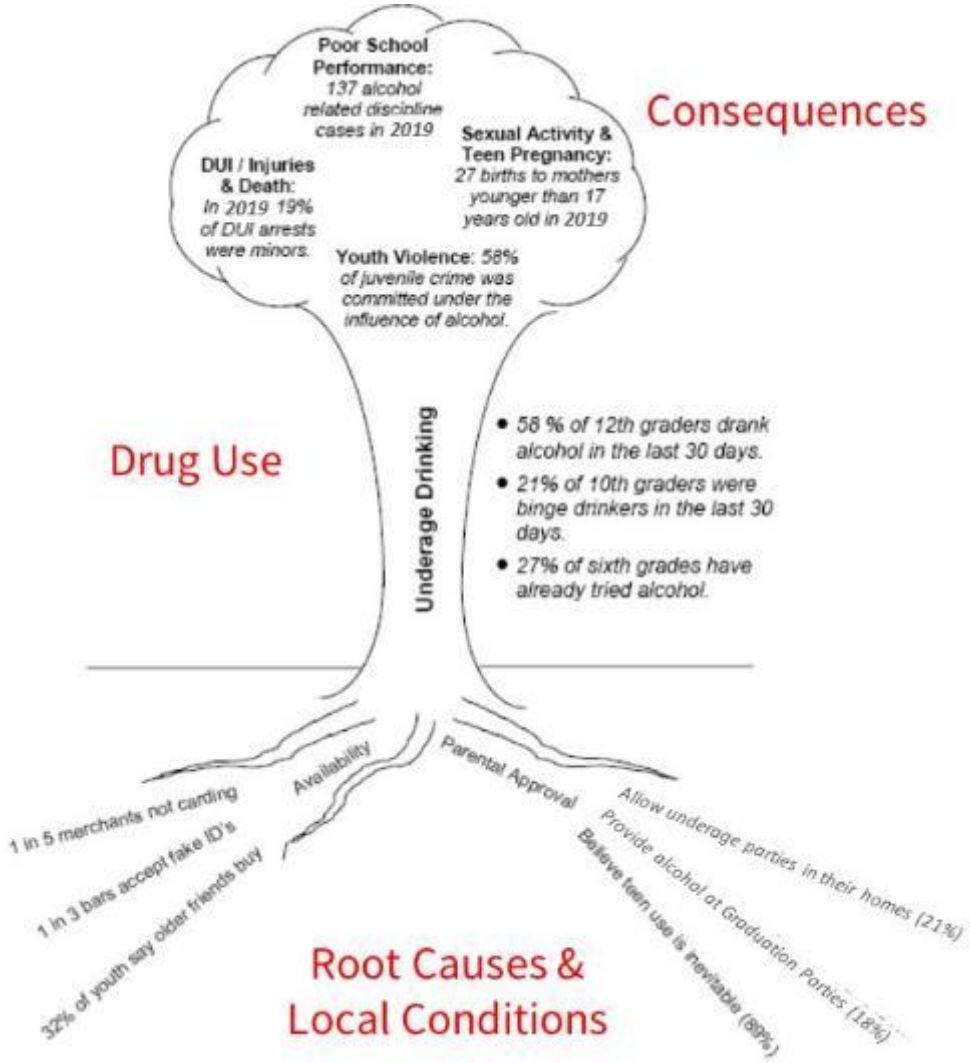
Data #2:
Youth report ability to gamble in ABC City (2022 Youth Focus Group)

Data #1:
15 of 60 (25%) retailers in ABC County failed Compliance Checks in 2021 (ABC Prevention Coalition)

Data #2:
Youth report they can buy scratch tickets in ABC City (2022 Youth Focus Group)

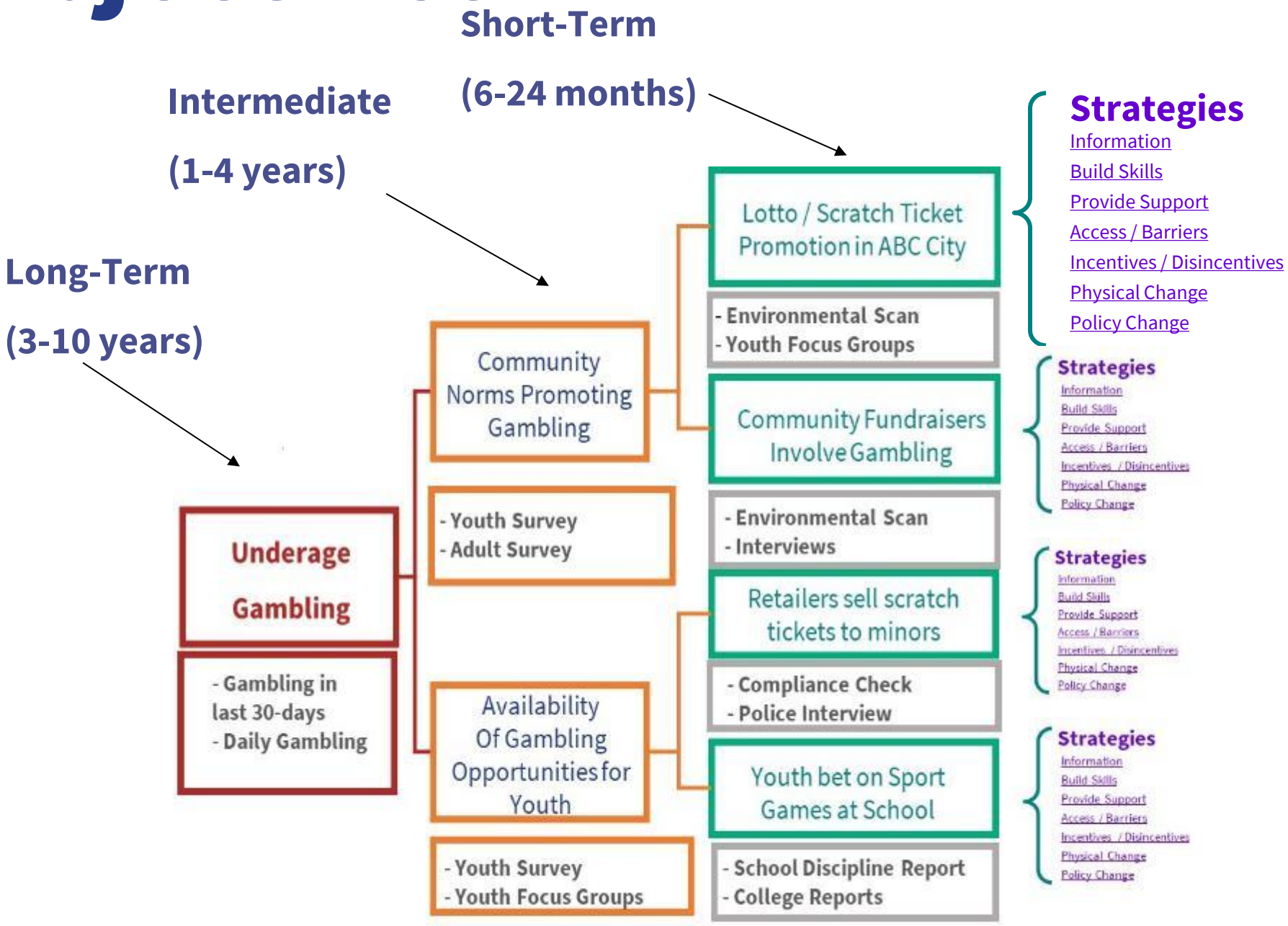
Logic Model Formats





Handout 16: Sample Logic Model Formats (p. 15)

Objectives


Short-Term
(6-24 months)
Intermediate
(1-4 years)
Long-Term
(3-10 years)
Underage Gambling
- Gambling in last 30-days
- Daily Gambling
Community Norms Promoting Gambling
- Youth Survey
- Adult Survey
Availability Of Gambling Opportunities for Youth
- Youth Survey
- Youth Focus Groups
Lotto / Scratch Ticket Promotion in ABC City
- Environmental Scan
- Youth Focus Groups
Community Fundraisers Involve Gambling
- Environmental Scan
- Interviews
Retailers sell scratch tickets to minors
- Compliance Check
- Police Interview
Youth bet on Sport Games at School
- School Discipline Report
- College Reports
Strategies
Information
Build Skills
Provide Support
Access / Barriers
Incentives / Disincentives
Physical Change
Policy Change
Strategies
Information
Build Skills
Provide Support
Access / Barriers
Incentives / Disincentives
Physical Change
Policy Change
Strategies
Information
Build Skills
Provide Support
Access / Barriers
Incentives / Disincentives
Physical Change
Policy Change
Strategies
Information
Build Skills
Provide Support
Access / Barriers
Incentives / Disincentives
Physical Change
Policy Change

Objectives



Coalition Objectives Should Be **“SMART”**:

1. Specific **S**
2. Measurable **M**
3. Achievable **A**
4. Relevant **R**
5. Timed **T**
6. Community-Level **+C**

Objectives



Objectives - spell out the specific, measurable results the coalition intends to achieve.

Set targets for changes in community conditions based on the *problem, root causes* and *local conditions* included in the **logic model**.

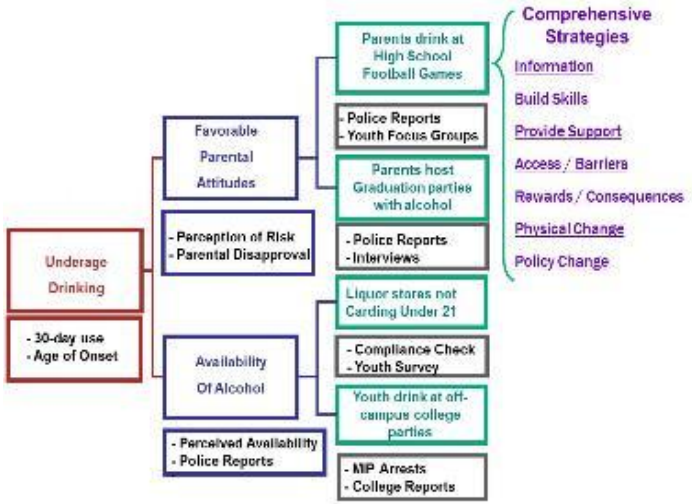
SET OBJECTIVES BASED ON WHAT THE COALITION CAN MOVE (CHANGE)

Objectives

Coalition Objectives must:

- Indicate the **type** of change
- By **how much** change will occur including the specific amount of increase or decrease
- Include the specific **population to be addressed** – if youth then ages or grade level must be identified
- A **specific date** (Month/Year) by when the change will be accomplished
- Indicate how the change will be **measured**

Strategies



A Coalition's **Strategies** will:

- Address each local condition on the logic model
- Directly impact the short-term objectives
- Be based on "evidence"
- Be implemented within the next 6 – 24 months
- Be culturally and politically appropriate

Strategies

Key Concepts

Environmental Strategies

Evidence-based Strategies

Comprehensive Strategies

Environmental Strategies

Definition: Environmental Strategies

"Prevention efforts aimed at changing or influencing *community conditions*, *standards*, *institutions*, *structures*, *systems and policies* that shape behaviors."

Environmental Strategies

Environmental Prevention Strategies can:

- Reach entire populations
- Impact the overall environment
- Create lasting change in community norms and systems
- Produce “quick wins”
- Instill commitment toward long-term impact



Handout 18: Environmental Strategies (p. 17)

Environmental Strategies – Gambling Examples

- Increasing fines for selling lottery tickets to minors
- Increasing fines for allowing minors into gambling venues
- Moving lottery tickets and advertising behind the counter
- Decreasing advertising in convenience stores
- Decreasing self service machines in convenience stores
- Increasing access to treatment facilities by addresses cultural needs
- Posting Billboards
- Public Service announcements
- Letters to the editor
- Policy development in high schools
- Policy development in college
- Problem Gambling Court
- Responsible clerk training
- Reduce at home gambling
- Enforce laws regarding unlicensed gambling
- Compliance Checks
- Reduce outlets that sell / have gambling
- Restrict hours and days of service
- Advertising restrictions
- Conduct media campaign
- Increase enforcement of laws on campus
- Increase enforcement of laws on fake ID's
- Decrease "casino night" events at high schools and senior centers
- Increase price
- Decrease "comps"

Source: IN Problem Gambling Awareness Program – Environmental Strategies
https://ipgap.indiana.edu/prevention-professionals/env-strategies.html

Policies may be "Big P" or "little p"

Evidence-based Strategies



Handout 19: Evidence-based Strategies—Definitions (p. 18)

What Counts as "Evidence"?

1. Prevention science
   - Empirical evidence
   - Theoretical evidence
2. Community wisdom, experience and cultural practices
3. Experience from other coalitions and communities

Evidence-based Strategies

Considerations for **selecting** an appropriate EBS include:

- The root cause and local condition on your logic model
- Populations targeted by the strategy
- Costs associated with implementation
- Coalition's capacity to implement and sustain a strategy over the long-term
- Whether the strategy is culturally and politically acceptable within the community

Sources of Evidence-based Strategies

CT DMHAS Problem Gambling Prevention
https://portal.ct.gov/DMHAS/Programs-and-Services/Problem-Gambling/Problem-Gambling-Prevention

A Review of Educational-based Gambling Prevention Programs for Adolescents
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5488130/

National Council on Problem Gambling Prevention Program Repository
http://ncpgprevention.preventionlane.org/ncpg-prevention-program-repository/

IN Problem Gambling Awareness Program – Environmental Strategies
https://ipgap.indiana.edu/prevention-professionals/env-strategies.html

Prevention and Harm Reduction Interventions for Adult Gambling at the Local Level: An Umbrella Review of Empirical Evidence
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8468790/

Comprehensive Strategies

Seven Strategies for Behavior Change

1. **Provide** information
2. **Build** skills
3. **Provide** support
4. **Change** barriers / access
5. **Change** consequences / incentives
6. **Alter** the physical design of the environment
7. **Change** policies, rules, practices, procedures



Handout 20: Seven Strategies for Community Change (p. 19)

Handout 20: Seven Strategies Worksheet (p. 20)

Comprehensive Strategies

ABC City Prevention Coalition

Local Condition: Retail stores selling scratch tickets to minors.

1. Provide Information— Provide information to retailers on current laws
2. Build Skills—Train merchants to check ID's and look for fake ID's
3. Provide Support— Assist store owners in posting signs and training clerks
4. Access/Barriers—Translate merchant education materials to Spanish
5. Consequences —Increase fines for failed checks /Recognize sellers for passing
6. Physical Design—Post signs: "We don't sell to minors…"
7. Policies or Regulations— Increase compliance checks/fines

Logic Model

Adult Problem Gambling in Region 3

Social and Cultural Norms

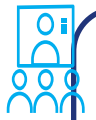
Marketing toward the older population encourages and promotes gambling

2021, Epidemiological Profile
2022, CCPG, Gambling Helpline statistics

Need Data: Environmental Scan, Senior Focus Groups

Problem Statement | **But Why? (Root Cause)** | **But Why Here? (Local Conditions)**

Problem:
But Why?
But Why Here?



Provide Information— Provide informational packets to senior centers, senior housing, and senior transportation about safe gambling



Build Skills— Offer gambling information trainings to staff, members, and residents of senior centers/senior housing.

Problem:
But Why?
But Why Here?



Provide Support— List of local problem gambling supports such as Bettor Choice and the CCPG Helpline



Access / Barriers— Limit the number of trips senior centers provide to casinos. Encourage alternate outings in place of casinos.

Problem:
But Why?
But Why Here?



Change Consequences—



Physical Design— Posting of responsible gambling information inside transportation



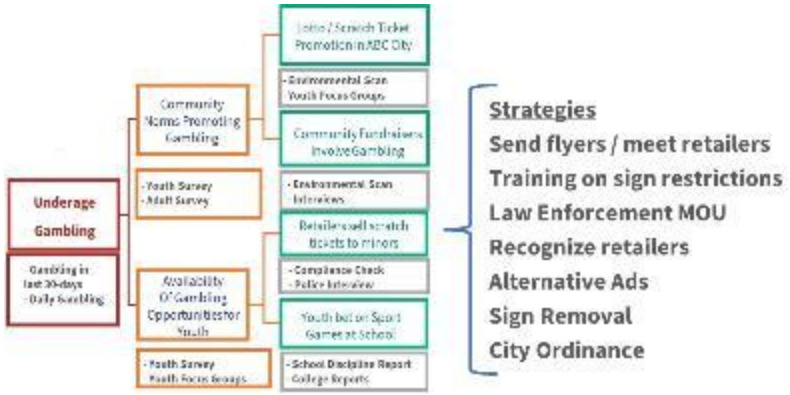
Policies or Regulations-- Work with senior centers/senior housing/senior transportation to limit casino and gambling advertising within their organizations.

Activity - Strategies

Handout 20: Seven Strategies Worksheet (p. 20)

Select one local condition and map 7 strategies

Comprehensive Strategies



When developing comprehensive strategies:

- Consider all 7 behavior change strategies
- Policy change can be “Big P” or “little p”
- Plan for multiple, complementary strategies
- Identify multiple “target audiences” for each strategy
- Plan to implement the strategies over time
- Focus on changing the local condition

Activities



Action Planning:

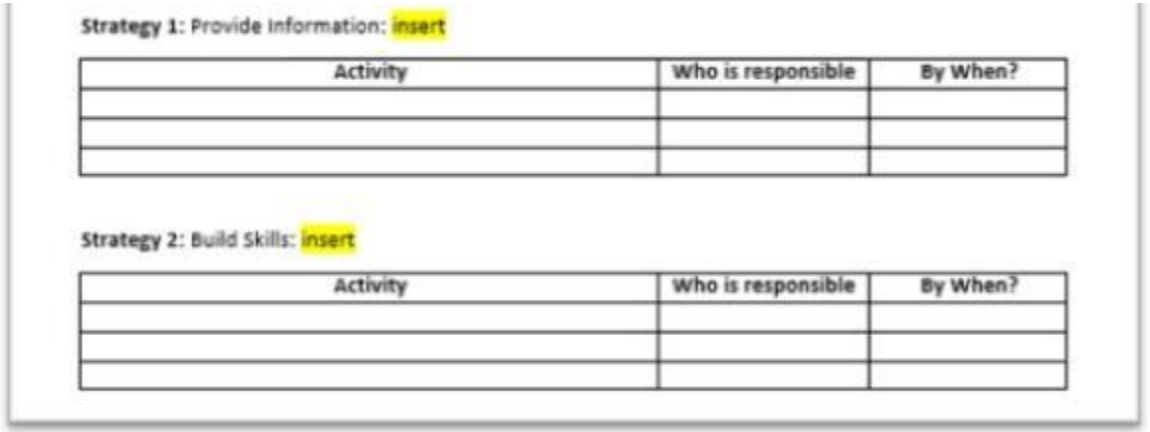
- Distributes the work across the coalition membership
- Avoids the trap of staff doing all the work with volunteers only “advising”
- Creates accountability
- Insures proper support of volunteers
- Maintains focus on facilitating needed change in the community


Guess what time it is?

Activities

For each Strategy:

- What activities need to implemented?
- Who will do each activity?
- When will each activity need to be completed?



Strategy 1: Provide Information: insert

Activity	Who is responsible	By When?

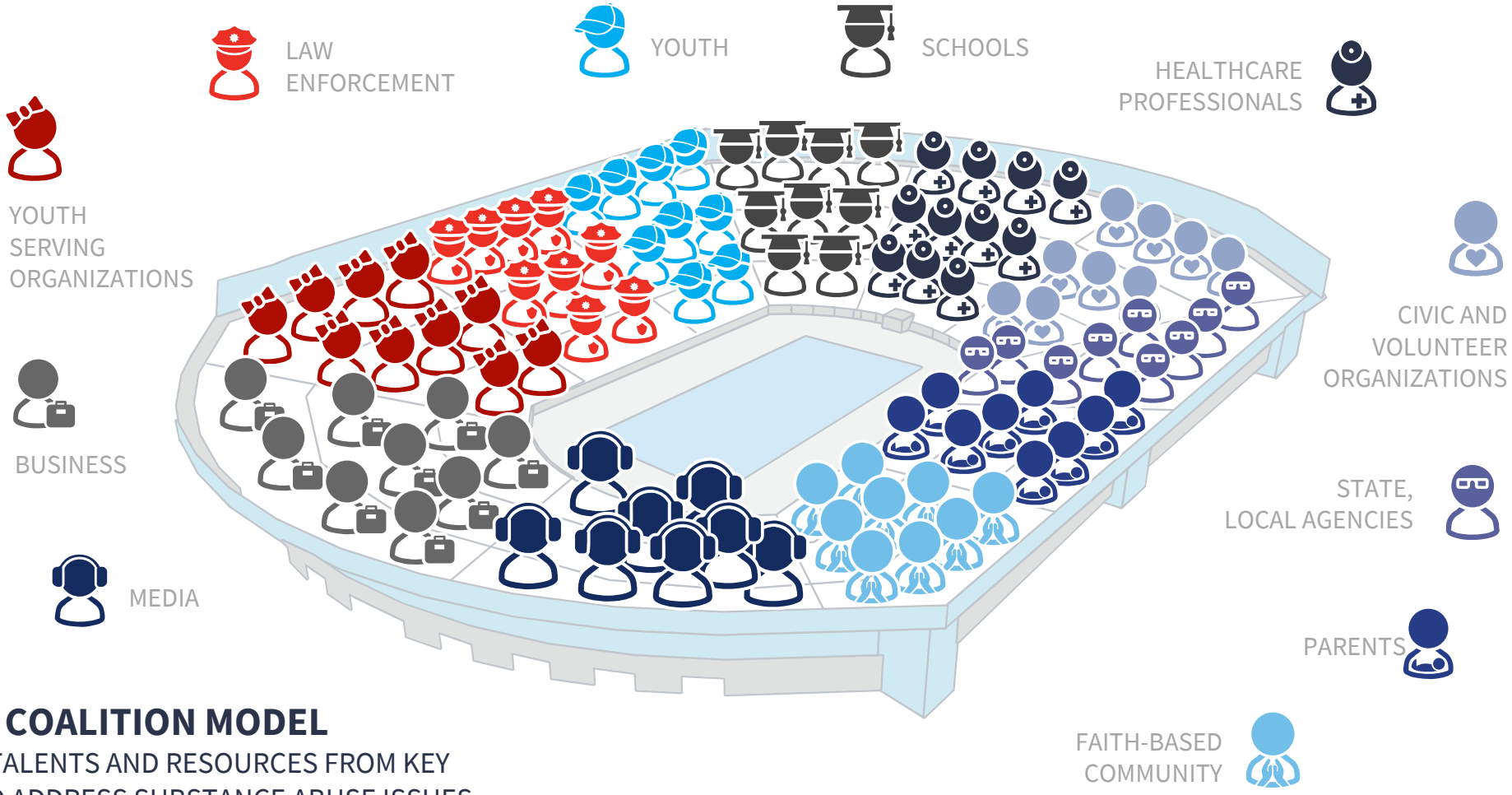
Strategy 2: Build Skills: insert

Activity	Who is responsible	By When?

Handout 17: Strategic and Action Plan Template (p. 16)

Moving Into Action

CADCA's Model for Community Change - Coalition Model



CADCA'S COALITION MODEL

COMBINES TALENTS AND RESOURCES FROM KEY SECTORS TO ADDRESS SUBSTANCE ABUSE ISSUES



SAMHSA's Strategic Prevention Framework - SPF

Telling the Story Of Gambling Harm



Activity – Part One

For Your Assigned Sector…

- What is relevant to this sector?
- Why should this sector care about problem gambling/gaming?
- What local concerns, risks, or trends may impact them?
- What information would be most important to share?

Identify:

- Key messages
- Important facts or concerns
- A call to action



Tips to a Good Infographic

- Keep the message simple and clear
- Focus on what matters most to your sector
- Use prevention-focused language
- Highlight key facts, concerns, or trends
- Think about what would grab attention quickly
- Include a clear takeaway or call to action



Activity – Part Two

Using your discussion, outline a simple infographic for your assigned sector.
Include:
A headline or key message
Important facts, concerns, or trends
Prevention-focused messaging
A call to action or key takeaway
Ideas for visuals or images you would include



Report-Out
Assigned sector
Main message
Key information included in the infographic
Visual Ideas

Activity – Raising Awareness

Six Groups

1. Healthcare
2. Judicial System
3. Youth
4. Educators
5. Youth-Serving Organizations



ENJOY TODAY.
SAFE TOMORROW.



Prevent Problem Gambling.
Protect Your Well-Being.

Gambling should be for fun—
not a problem.
Small choices today can protect
your health, finances, and
peace of mind tomorrow.

FACTS ABOUT MISSOURI & ADULTS 65+

1 IN 4 MISSOURIANS IS 65 OR OLDER.
Our senior population is growing every year.

MORE GAMBLING OPTIONS THAN EVER.
Casinos, lottery, sports betting, online games, and apps are easier to access.

PROBLEM GAMBLING CAN AFFECT ANYONE.
It can impact your money, relationships, and health. Help is available.



SMART CHOICES. STRONGER YOU.

- Set limits on time and money—and stick to them.
- Keep gambling social and make it entertainment, not income.
- Never chase losses. Walk away when it's not fun anymore.
- Stay connected. Talk with family and friends and seek support when needed.

NEED HELP?

PROTECT YOUR PEACE OF MIND.

Help is free, confidential, and caring.

800-BETSOFF
(800-238-7633)
www.800betsoff.org
Text or Live Chat

Your life. Your choices. Your future. Play for fun. Stay in control.

Increase Community Collaboration

Outreach & Networking

General Health and Safety-Related Activities

Public Awareness of Substance Use and Misuse Issues



Build Coalition Capacity to Collaborate

Coalition Communications & Branding

Community Education & Training

Handout 24: Increase Community Collaboration (p. 27)

Strengthen Coalition Membership

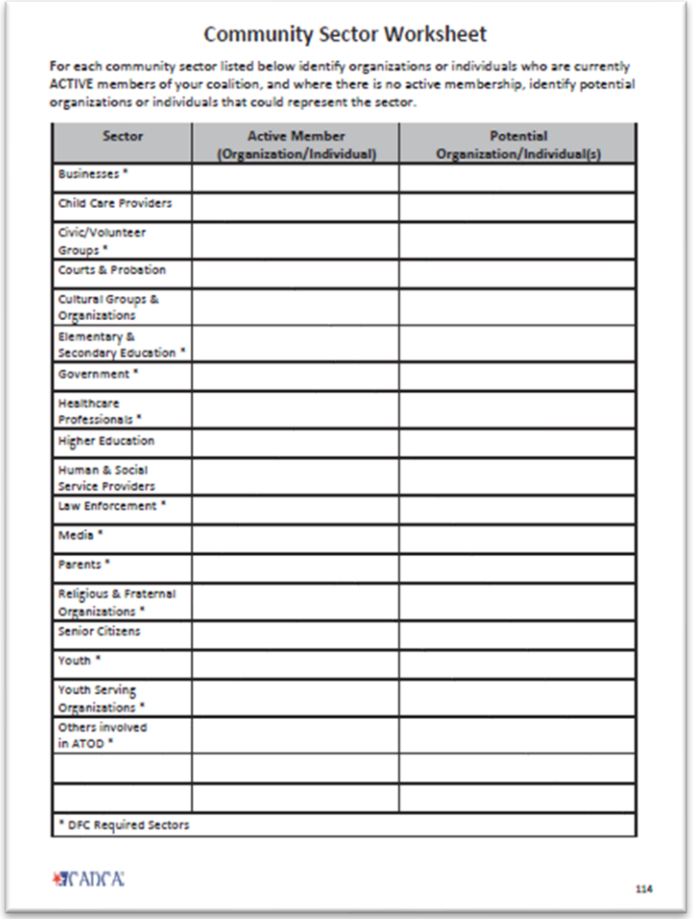
Targeted Recruitment and Engagement

1. Identify specific work to be done by the coalition
2. Identify who can do the work
3. Recruit the individuals and organizations

Get the right person to the right meeting at the right time.

Engaging Community Sectors

- Youth
- Parent
- Business
- Media
- Education
- Government
- Health Care
- Civic /Volunteer
- Youth Serving Organizations
- Religious / Fraternal Orgs.
- Law Enforcement
- Other…



Community Sector Worksheet

For each community sector listed below identify organizations or individuals who are currently ACTIVE members of your coalition, and where there is no active membership, identify potential organizations or individuals that could represent the sector.

Sector	Active Member (Organization/Individual)	Potential Organization/Individual(s)
Businesses *		
Child Care Providers		
Civic/Volunteer Groups *		
Courts & Probation		
Cultural Groups & Organizations		
Elementary & Secondary Education *		
Government *		
Healthcare Professionals *		
Higher Education		
Human & Social Service Providers		
Law Enforcement *		
Media *		
Parents *		
Religious & Fraternal Organizations *		
Senior Citizens		
Youth *		
Youth Serving Organizations *		
Others involved in ATOD *		

* DFC Required Sectors

CADCA

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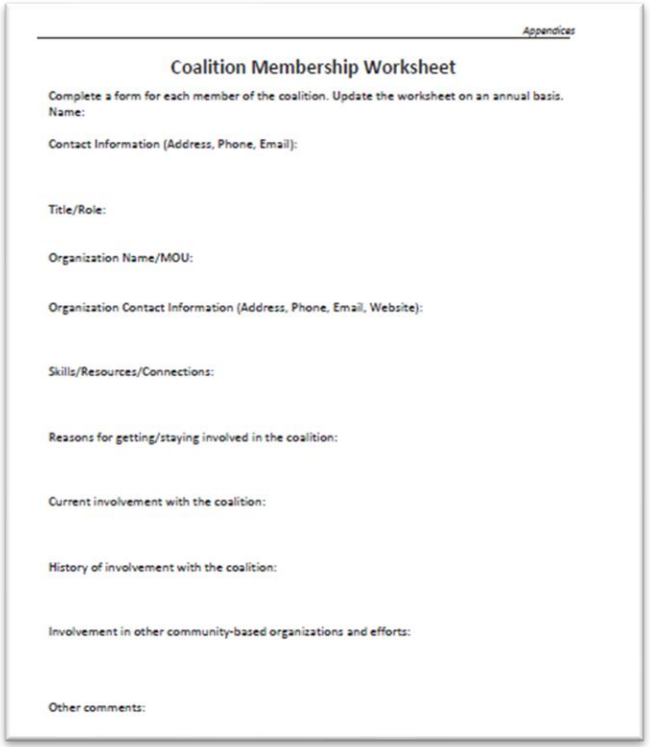
Handout 25: Community Sector Worksheet (p. 28)

Handout 26: Coalition Membership Worksheet (p. 29)

Retaining Coalition Members

- **To keep people involved:**
  - Clarify their role - Job Description, Memorandum of Understanding (MOU)
  - Engage them immediately & appropriately
  - Share the coalition's goals, plans and successes
  - Ensure their WIFM is fulfilled
  - Celebrate & acknowledge their contributions



Appendices

Coalition Membership Worksheet

Complete a form for each member of the coalition. Update the worksheet on an annual basis.
Name:

Contact Information (Address, Phone, Email):

Title/Role:

Organization Name/MOU:

Organization Contact Information (Address, Phone, Email, Website):

Skills/Resources/Connections:

Reasons for getting/staying involved in the coalition:

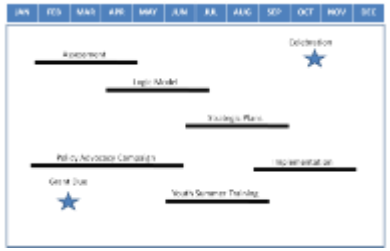
Current involvement with the coalition:

History of involvement with the coalition:

Involvement in other community-based organizations and efforts:

Other comments:

Build Coalition Organization



Timelines

Organization Chart





Organizational Structure

Handout 27: Build Coalition Organization (p. 30)

Organization Chart

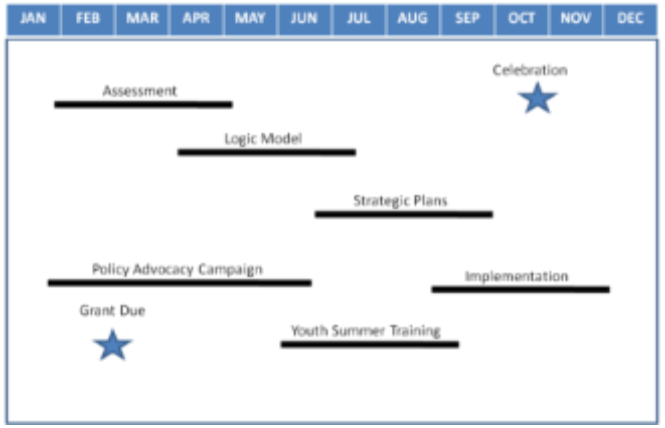
Organizational structure helps to define:

- **Roles** for coalition leaders and members
- **Relationships** among coalition members and staff
- **Responsibilities** and duration of work groups
- **Reporting** channels
- **Meeting** content and frequency
- Legal and fiscal **lines of authority**

Planning and Timelines

Planning and timelines help to clarify:

- Scheduling and timing of efforts
- Distribution of the work
- Allocation of resources
- Prioritization of efforts
- Accountability



Organizational Documentation

Organizational Documentation can include:

- By-laws
- MOU/MOA/CIA
- Job Descriptions

Enhance Coalition Leadership

Coalition Leadership Positions include:

- Positional leaders: Chair, Vice Chair, Sec.,…
- Community “Champion”
- Paid staff: Executive Director
- Fiscal Agent
- Committee Chairs
- Board of Directors
- Community Members
- Youth
- Others:



Enhance Coalition Leadership

To **recruit** Coalition Leadership:

- Identify and engage potential coalition leaders
- Foster mentoring and networking opportunities to learn about the coalition and its issues

To **retain** Coalition Leadership provide:

- Appropriate leadership opportunities
- Relevant training and skill building
- Formal and informal recognition for their efforts



Handout 28: Enhance Coalition Leadership (p. 31)

Enhance Coalition Leadership

Engaging Youth As Leaders

- Leadership opportunities must be real and meaningful
- Identify, enhance and utilize the gifts and talents of youth
- Create opportunities for youth to be heard.
- Engage in active listening.
- Be prepared to act on the youth input
- Provide appropriate recognition

Boot Camp Review

Based on the last few days:

1. What are the key points you would share with your coalition or organization?
2. What specific actions will you take?
3. On which topics would you like to receive additional training?

Questions & Actions



https://research.sogolytics.com/r/z7ahvZ

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