

# Gathering Local Data to Understand the Problem Gambling Environment

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The Premier Prevention Association



# 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.



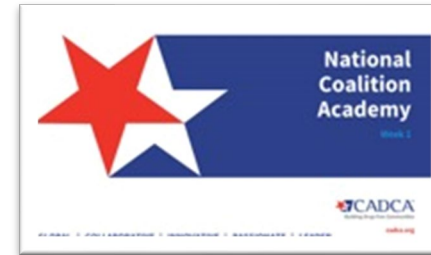
# CADCA Training and Support



**CADCA  
Web-based &  
Print Resources**

[training@cadca.org](mailto:training@cadca.org)

**Training  
Support**

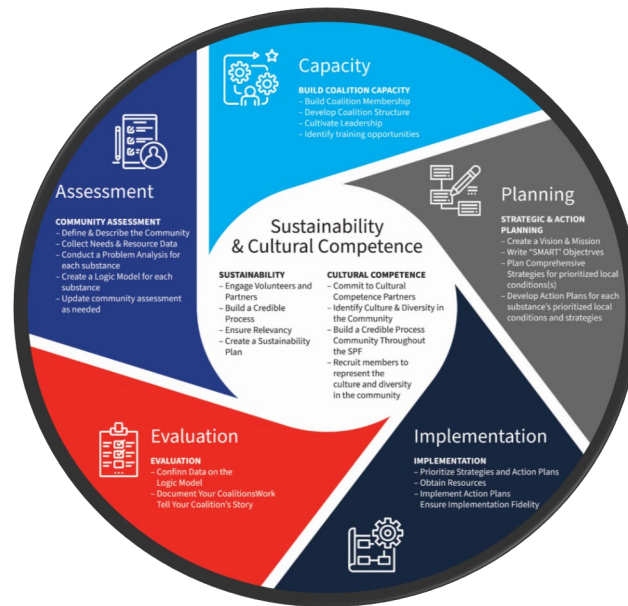


**Conferences,  
Trainings &  
Webinars**



**Customized  
Trainings &  
Services**

# CADCA's Model for Community Change



## CADCA'S SEVEN STRATEGIES for Community Change

1. Providing Information
2. Enhancing Skills
3. Providing Support

INDIVIDUAL

4. Enhancing Access/Reducing Barriers
5. Changing Consequences
6. Physical Design
7. Modifying/Changing Policies

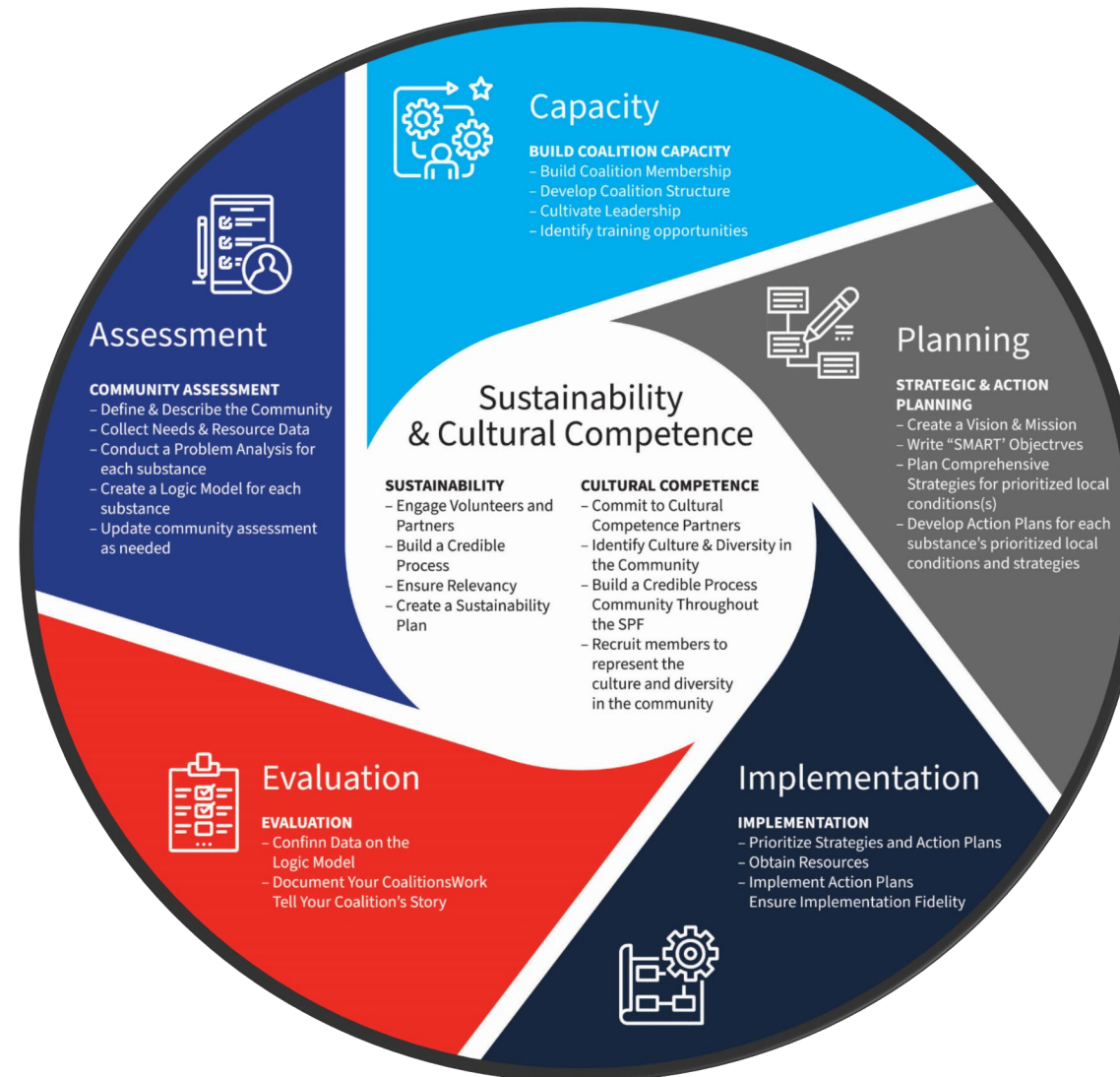
ENVIRONMENTAL



# Use an Effective Planning Framework



# CADCA's Coalition Skills and Processes for the Strategic Prevention Framework (SPF)



# **CADCA'S**

## **SEVEN STRATEGIES**

### **for Community Change**

**1. Providing Information**

**2. Enhancing Skills**

**3. Providing Support**

**INDIVIDUAL**

**4. Enhancing Access/Reducing Barriers**

**5. Changing Consequences**

**6. Physical Design**

**7. Modifying/Changing Policies**

**ENVIRONMENTAL**



# Let's Get Started!

# Session Objectives

- Identify key indicators that define the local problem gambling environment
- Select and apply practical tools for collecting both qualitative and quantitative data
- Use scans, interviews, and local reviews to assess exposure and risk
- Engage stakeholders in data collection and interpretation
- Use local data to inform SPF-based planning and action





# Activity: Introductions

**Please describe:**

1. Your name
2. Coalition / Organization / Role
3. Community
4. One reason why data matters in your work

**Let's Look At Gambling Data in Oregon**



# Oregon Youth Gambling Data



## FORMS & CONTEXTS OF GAMBLING

**Youth report gambling in a variety of ways**, including sports betting, card games, scratch tickets, bingo/lotería, dice games, fantasy sports, raffles, and bets tied to dares or school events. Gambling occurs on apps and in-person.



**Youth and parents/caregivers connect gambling and popular gambling-like activities**, such as loot boxes, in-game/app purchases, trading Pokémon cards, arcade games, and “pay-to-win” mobile games.



**Youth are exposed to gambling in a variety of ways**, like family gatherings and tradition, peer activities, school events, social media, a variety of advertisements, movies and television, and community events.



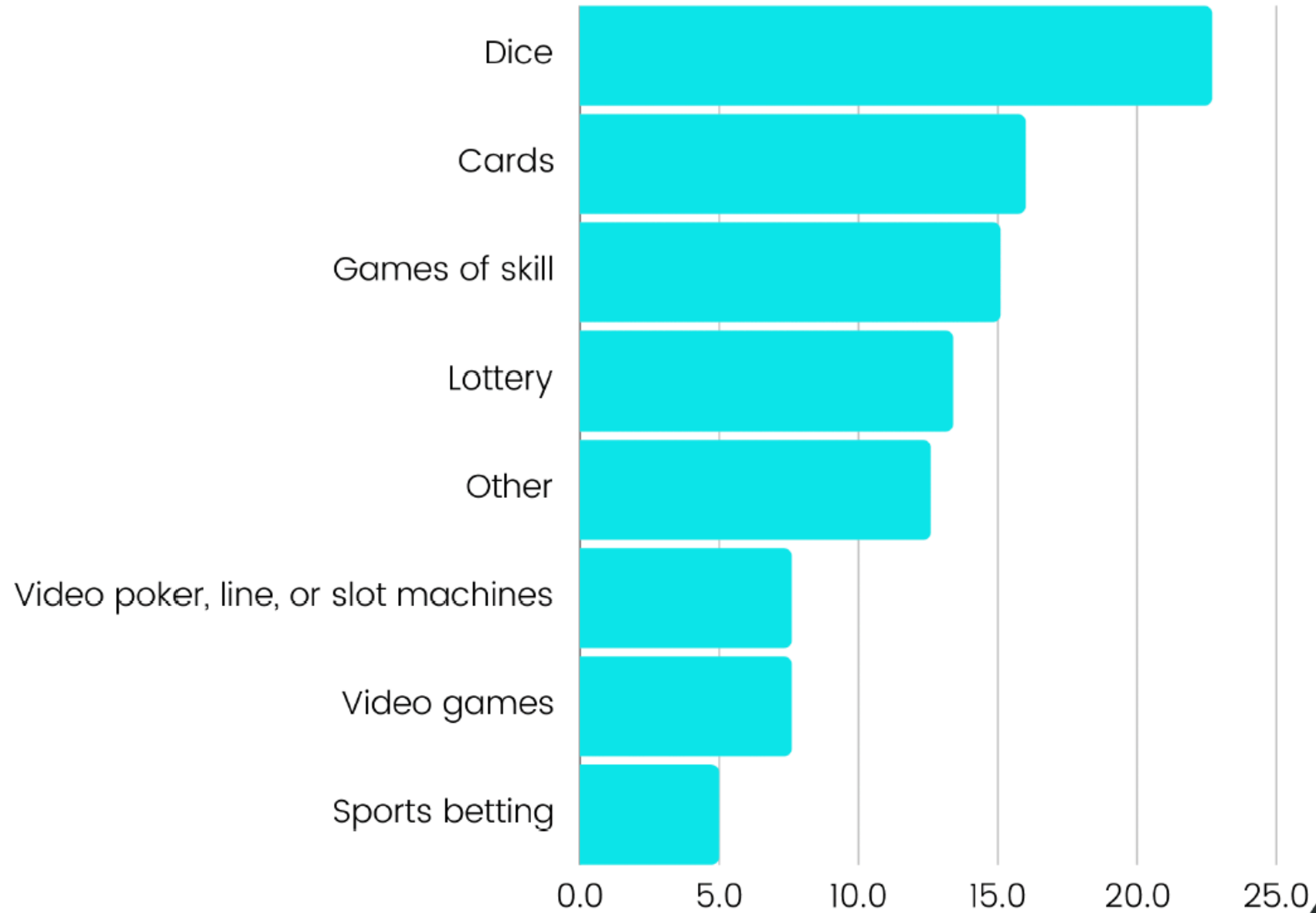
# Problematic Gambling Among Oregon Youth Housed in Correctional Facilities

Oregon  
Health  
Authority

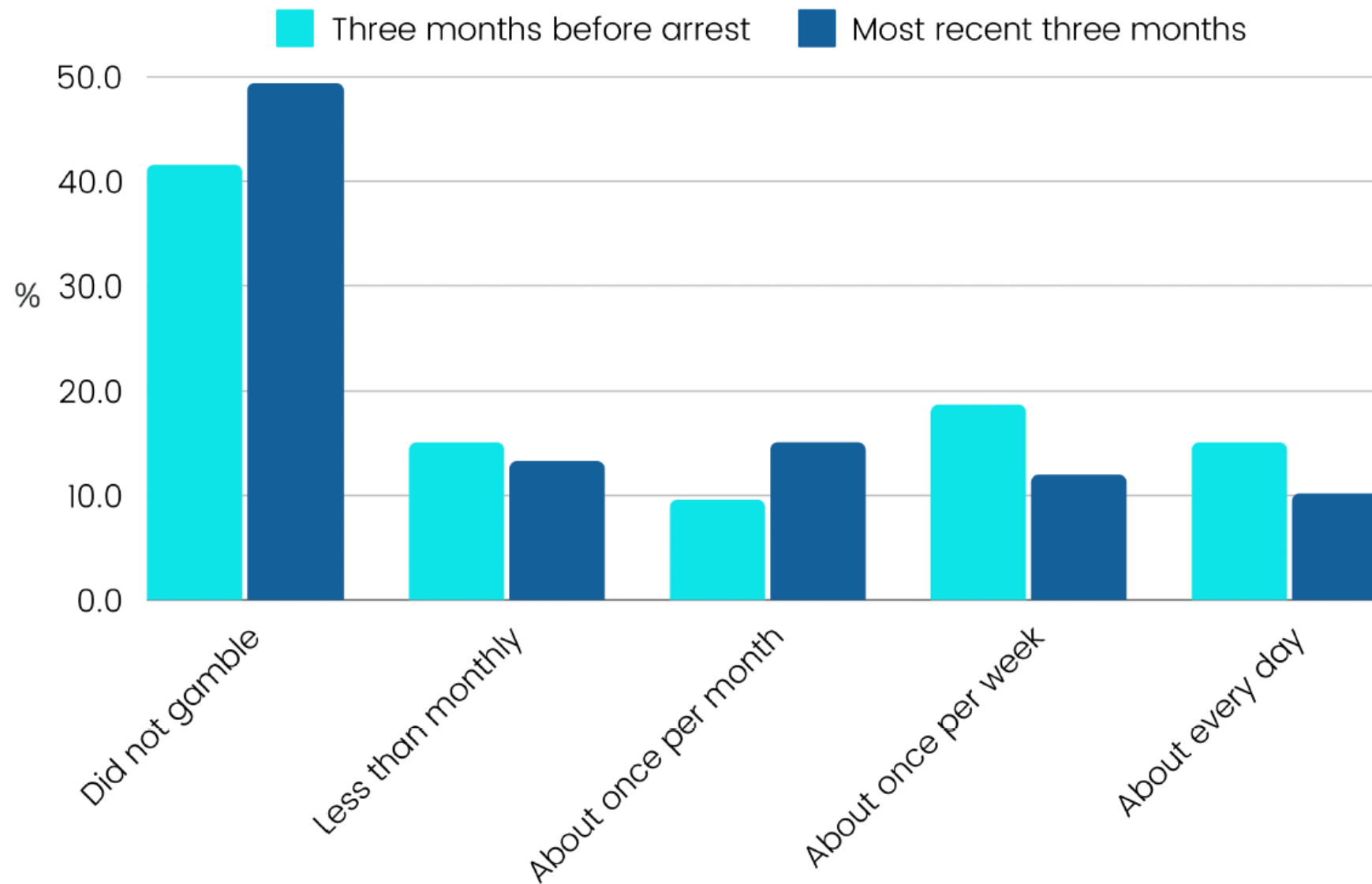




## Primary Gambling Activity in the 3 Months Before Arrest



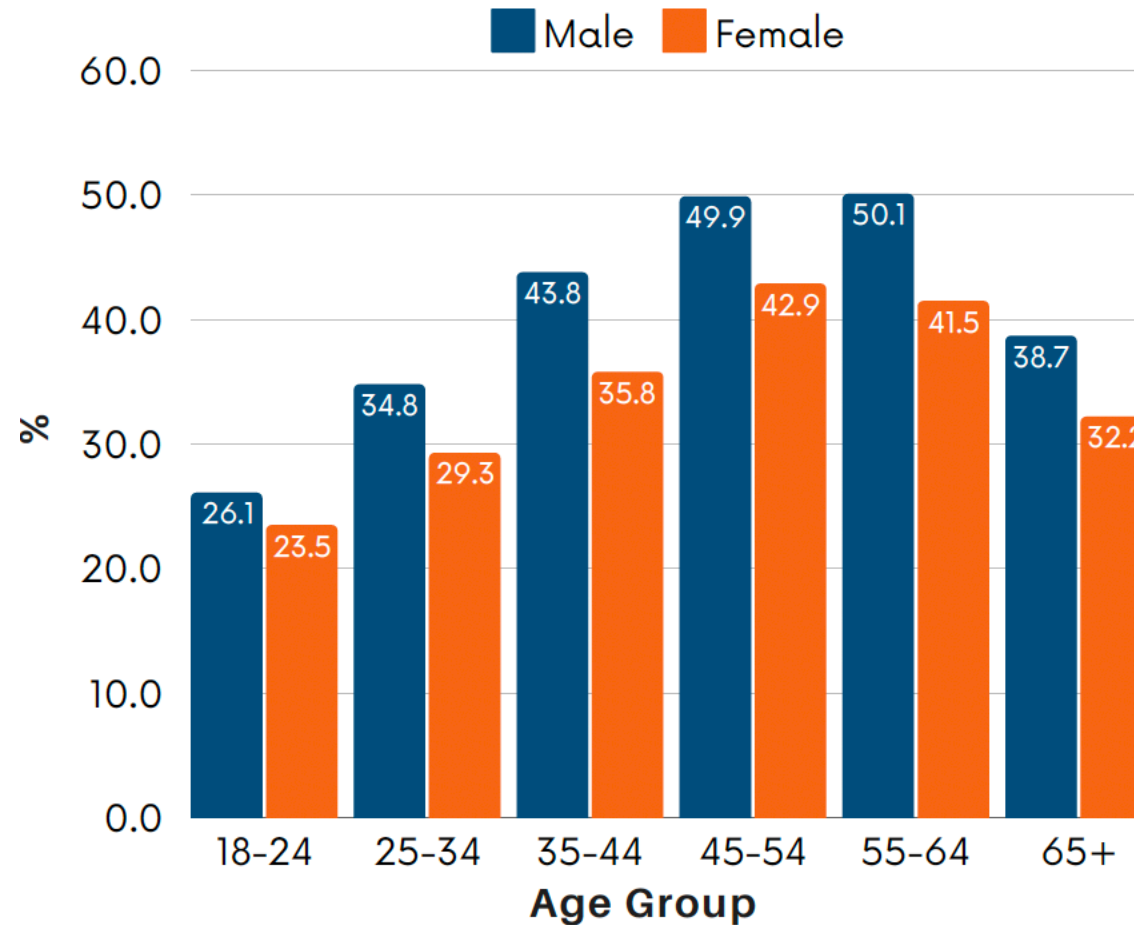
Frequency of Gambling in the 3 Months Before Arrest and Most Recent 3 Months





# **Adult Gambling**

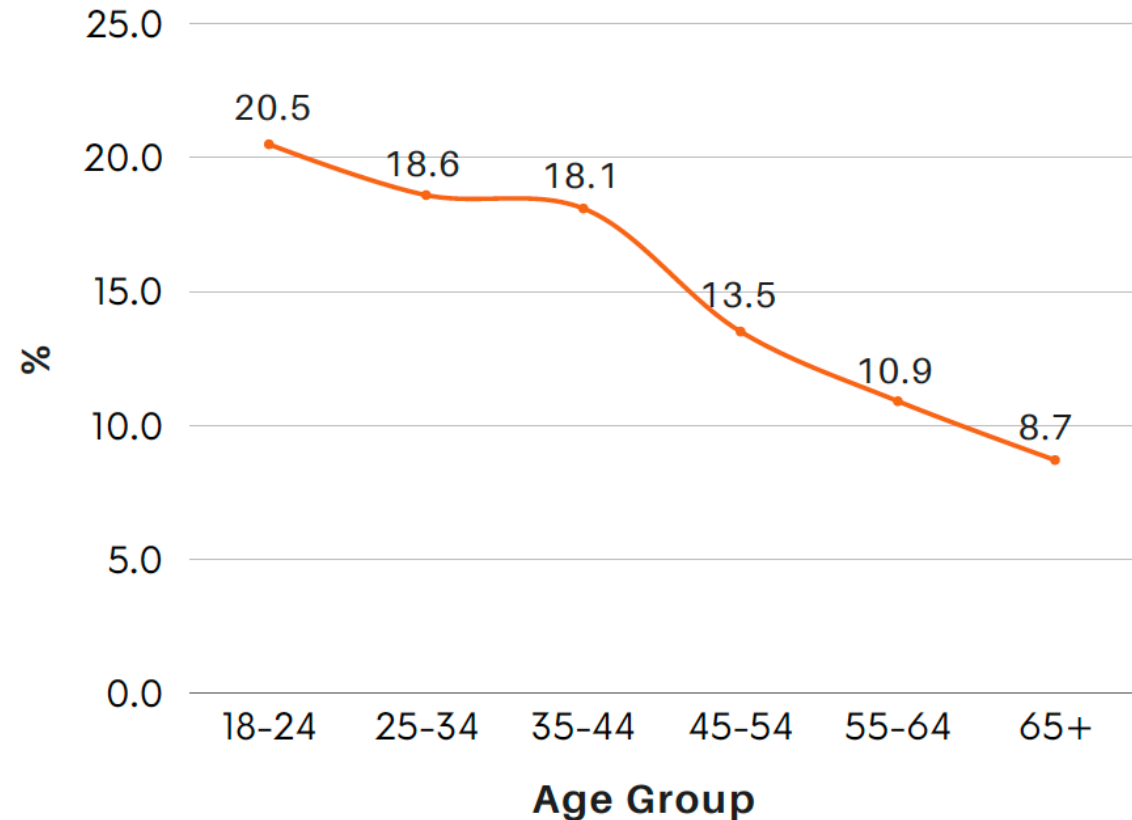
**Among Oregonians Reporting to Have Gambled in  
the Past 12-Months, Gambling Engagement  
Rates, by Sex and Age**



## YOUNGER ADULTS GAMBLE MORE THAN OLDER COHORTS

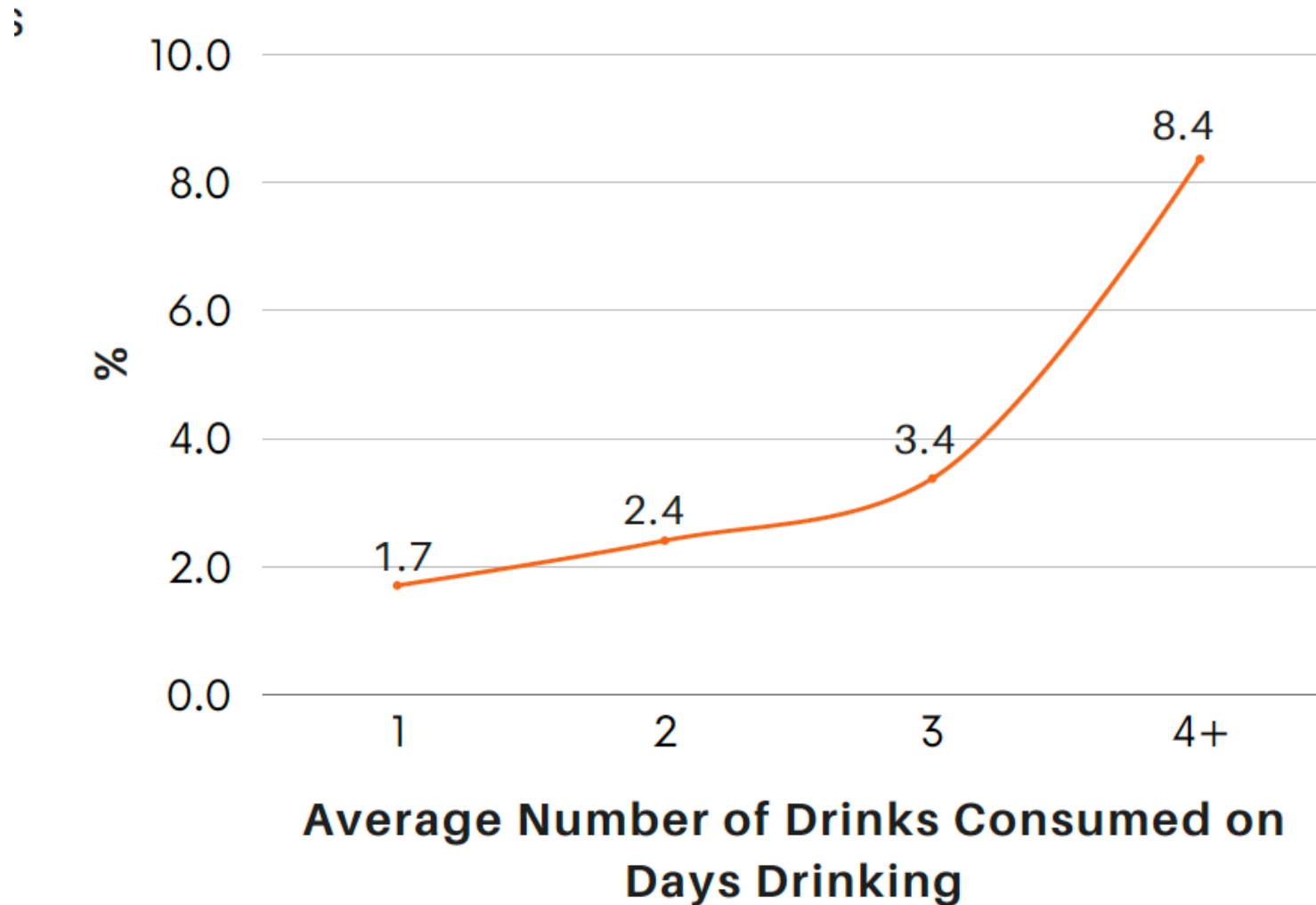
Over one-third of Oregon adults who gambled did so online or using an app. Males were 40% more likely than females to engage in online or app-based gambling activities, with males participating at a rate of 15.9% compared to 11.3% of females. The average age of participants who reported online or app-based gambling was 45; however, engagement consistently declined with age, highlighting a generational shift in gambling preferences.

Among Oregonians Reporting to Have Gambled in the Past 12-Months, Rates Placing Bets Online Or Using An App, by Age

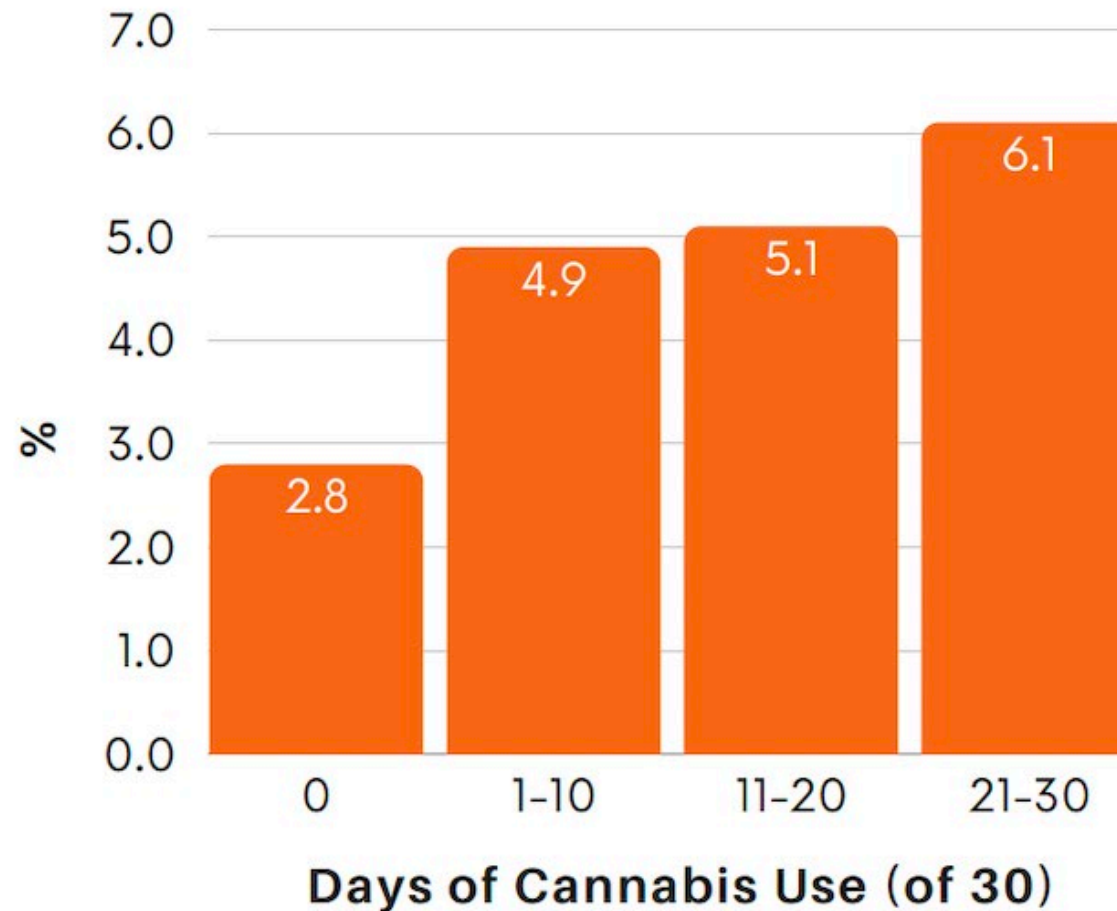




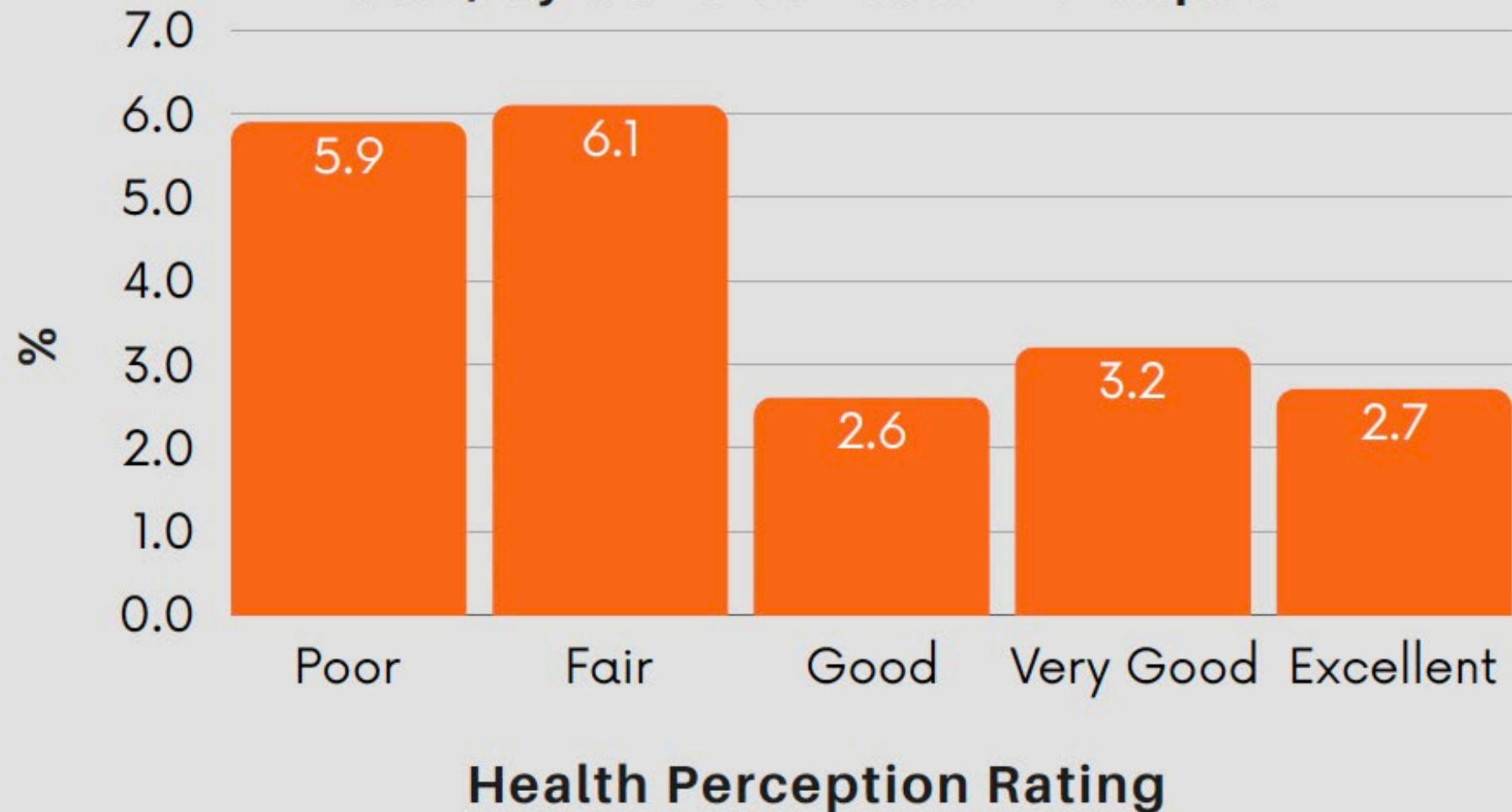
# Among Oregonians Reporting to Have Gambled in the Past 12-Months, At-Risk Problem Gambling Rates, by Alcohol Consumption



**Among Oregonians Reporting to Have Gambled in the Past 12-Months, Problem Gambling At-risk Rates, by Cannabis Use**



**Among Oregonians Reporting to Have Gambled in the Past 12-Months, At-Risk Problem Gambling Rates, by General Health Perception**



# Checking In...

Looking at this data, what stands out to you the most? Did anything surprise you?

What confirms what you already know?

What else do you want to learn?

How does this state-level picture compare or not compare to what you see in your own communities?



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





# Community-Level Change

Change the entire  
community  
environment

***City***



Implement  
environmental  
strategies to  
change policies

Engage the entire  
community

Population 2025:  
29,335

Use community-wide  
data to measure change

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

# Coalitions – Community Level

*Consider your community partners as we discuss local data collection.*



YOUTH



PARENTS



BUSINESS



MEDIA



SCHOOLS



YOUTH SERVING  
ORGANIZATIONS



HEALTHCARE  
PROFESSIONALS



VOLUNTEER  
ORGANIZATIONS



RELIGIOUS  
ORGANIZATIONS



LAW ENFORCEMENT



STATE/LOCAL  
GOVERNMENT



SUBSTANCE USE  
PREVENTION  
ORGANIZATIONS

# Understanding Data & SPF



**Local Data Drives  
Local Action!**

# Understanding Data & SPF



State-level data provides a broad overview. Local data offers actionable insights for SPF-based planning.

Coalitions succeed when they gather data on specific local conditions that indicate where prevention efforts can have the most impact.

# Community Assessment

## Functions of a Community Assessment

1. Paint a picture of what is happening HERE
2. Diagnose risk factors
3. Identify resources already in place
4. Identify key partners

# Community Assessment

## Recommended Elements of a Community Assessment

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

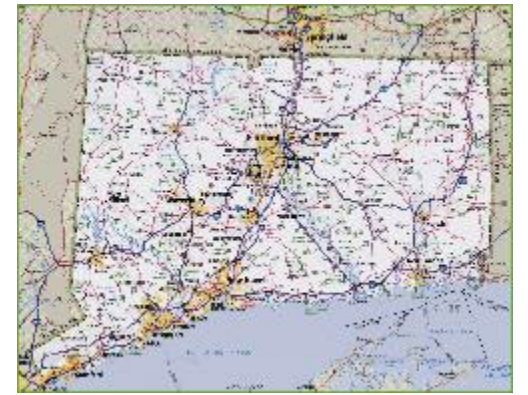


# Community Description

Jurisdictions (e.g., boundaries, school districts)

- Geography & Infrastructure (e.g., mountains, rivers, lakes, roads)
- “Hot spots”
- Partners to align with in the work
- Populations being impacted
- Resources

# 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

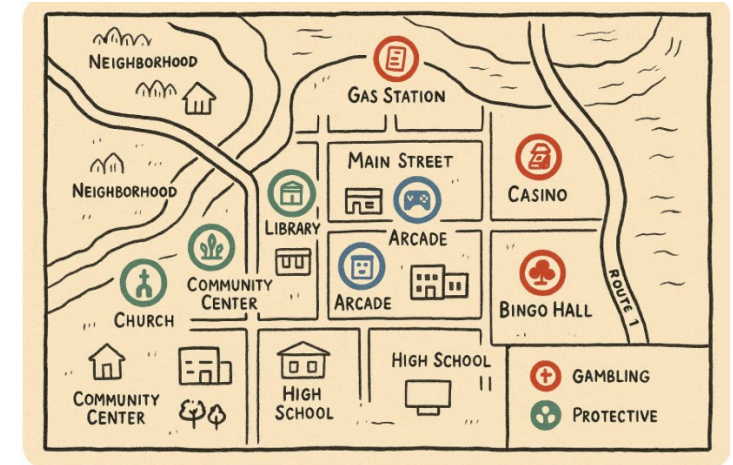


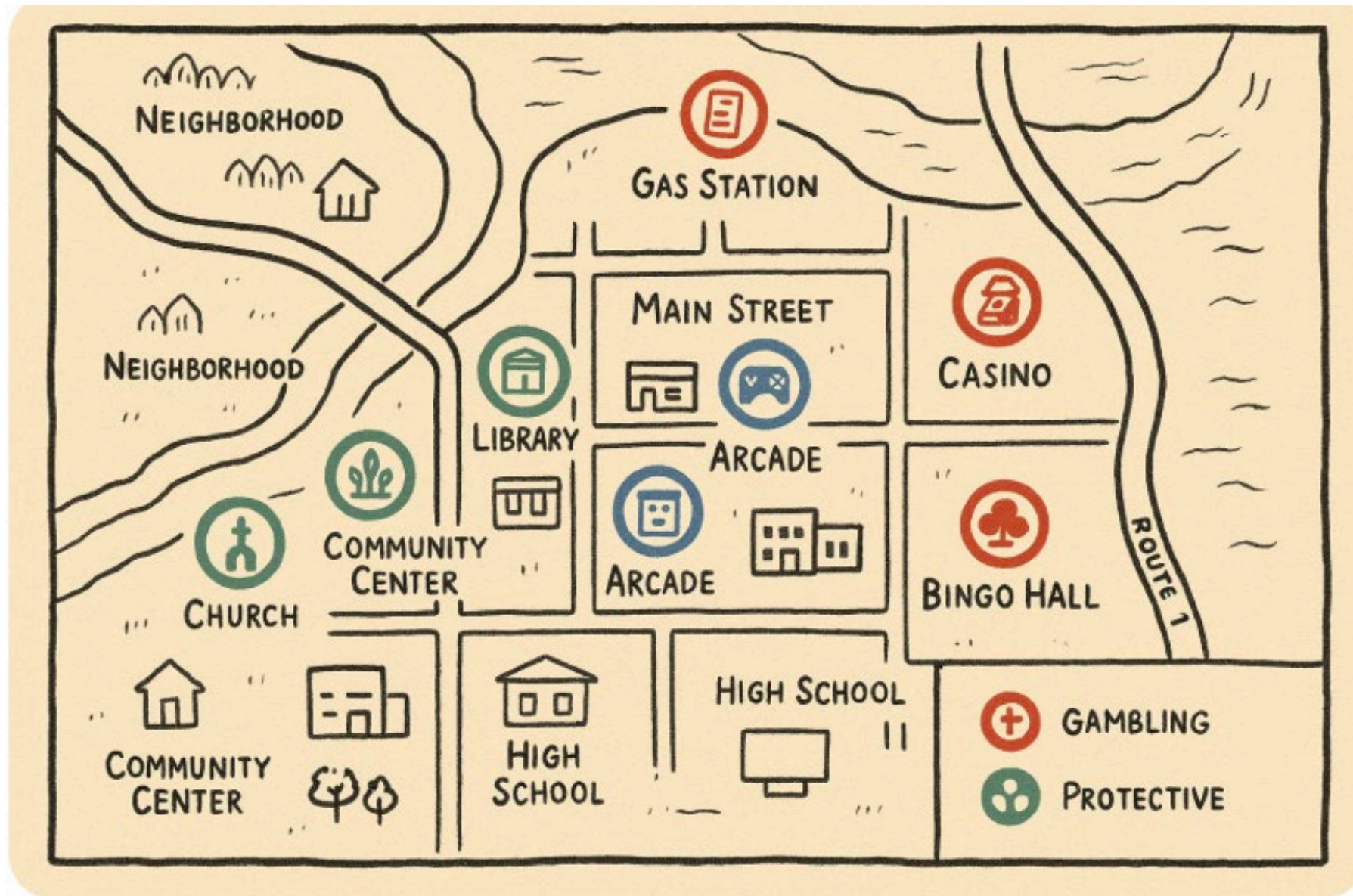
# Activity:

## Community Mapping

Draw a map of your community. Be sure to include:

- Jurisdictions
- Geography / infrastructure
- Communities “within” the community
- “Hot spots” – where gambling/gaming take place
- 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



# Needs Assessment Data

***Problem*** what does  
gambling look like in your  
community?

***Consequences*** of gambling

***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

# 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?
- Where and when?



# What are consequences gambling?

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



# Demographics



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

## In your groups...

Brainstorm a list of data you can collect in your community or coalition to describe the problem.

Who has the data (which sector)?



YOUTH



PARENTS



BUSINESS



MEDIA



SCHOOLS



YOUTH SERVING  
ORGANIZATIONS



HEALTHCARE  
PROFESSIONALS



VOLUNTEER  
ORGANIZATIONS



RELIGIOUS  
ORGANIZATIONS



LAW ENFORCEMENT



STATE/LOCAL  
GOVERNMENT



SUBSTANCE USE  
PREVENTION  
ORGANIZATIONS

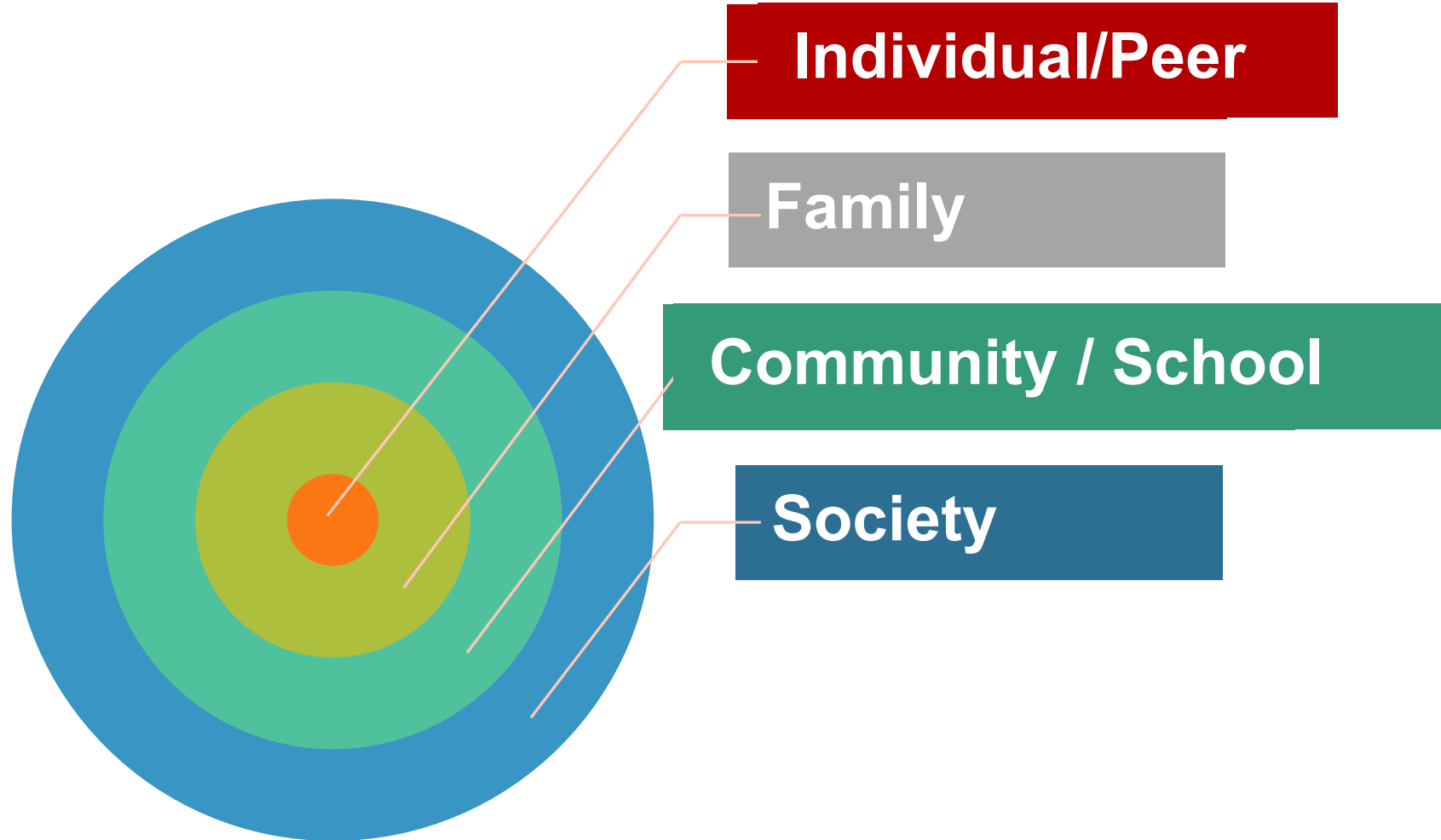


# Behaviors are Connected



# Risk and Protective Factors

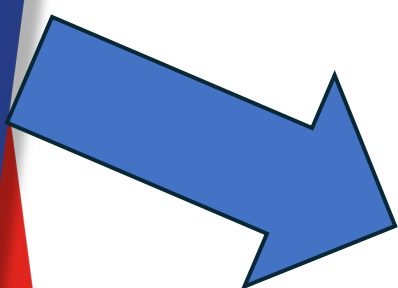
## Multiple Contexts



# Risk Factors for Underage Gambling

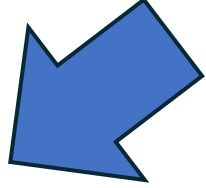
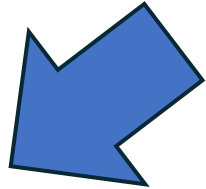
## School / Community Domain

- 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%20G  
UIDE.pdf](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>

# Risk Factor

*Availability*



# CASINO







LIVE

Team 1

1

89:56

Team 2

2

Your Bets:

Team 1 win 1:4.4

Team 2 First Goal 1:3.2

Team 2 Penalty First Goal 1:2.1

45:43

Team 1 1 1:1.4

Team 2 0 1:4.2

87:56

Team 1 2 1:1.2

Team 2 0 1:2.0

05:10

Team 1 0 1:2.4

Team 2 0 1:2.0

15:05

Team 1 2 1:1.4

Team 2 0 1:1.8

47:20

Team 1 0 1:2.2

Team 2 0 1:2.0

66:23

Team 1 0 1:4.4

Team 2 1 1:2.0

23:05

Team 1 3 1:2.4

Team 2 0 1:10.0

54:23

Team 1 0 1:2.4

Team 2 0 1:3.0

35:46

Team 1 4 1:1.4

Team 2 2 1:5.0

54:12

Team 1 3 1:2.1

Team 2 1 1:5.0

56:05

Team 1 1 1:8.4

Team 2 3 1:1.2

16:05

Team 1 4 1:3.4

Team 2 0 1:2.0

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

USE CODE









# 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: Friends Who Use Drugs



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

# Problem: Underage Gambling

## Root Cause: Community Norms



***Local Condition:*** Lottery Tickets sold in every store

**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: Adult gambling**

**Root Cause:** Easy access to gambling/Price & Promotion



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



# 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?

# Data Collection Methods

## Needs assessment data collection methods:

### Quantitative

(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:

### Qualitative

(What does it mean? Depth of knowledge)

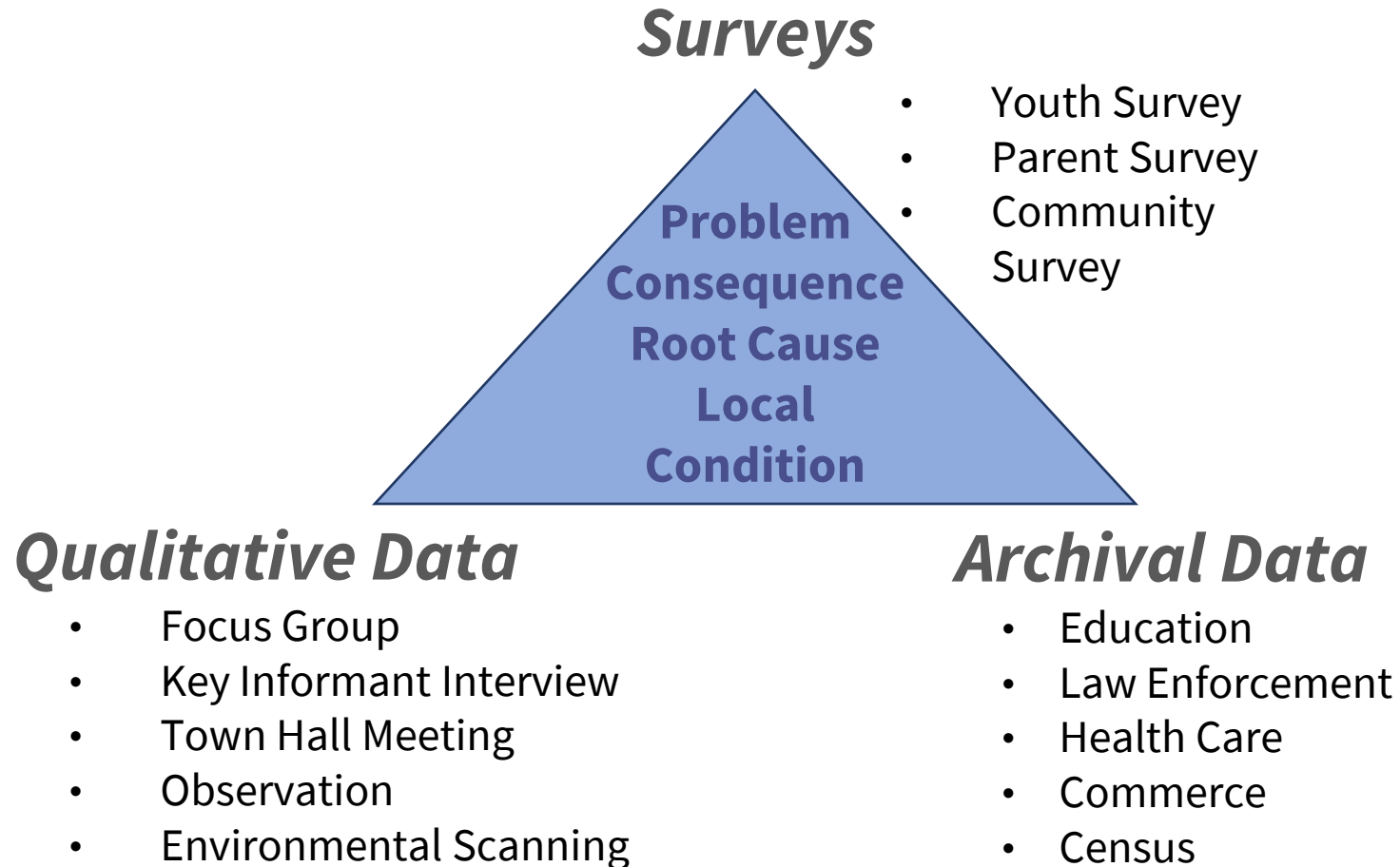
- Focus Group
- Key Informant Interview
- Listening Sessions
- Observation

### Environmental Scanning

(Includes both quantitative and qualitative data)

# Data Collection—“Triangulation”

## Data Collection Activities



# Assessment Activities – Interviews: Who Cares?

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





# Assessment Activities

## **Data Collection Methods:**

- Community Mapping
- 1-on-1 Interviews
- “100 Cups of Coffee”
- Listening Sessions
- Environmental Scans
- Secondary Data
- Coalition Meetings

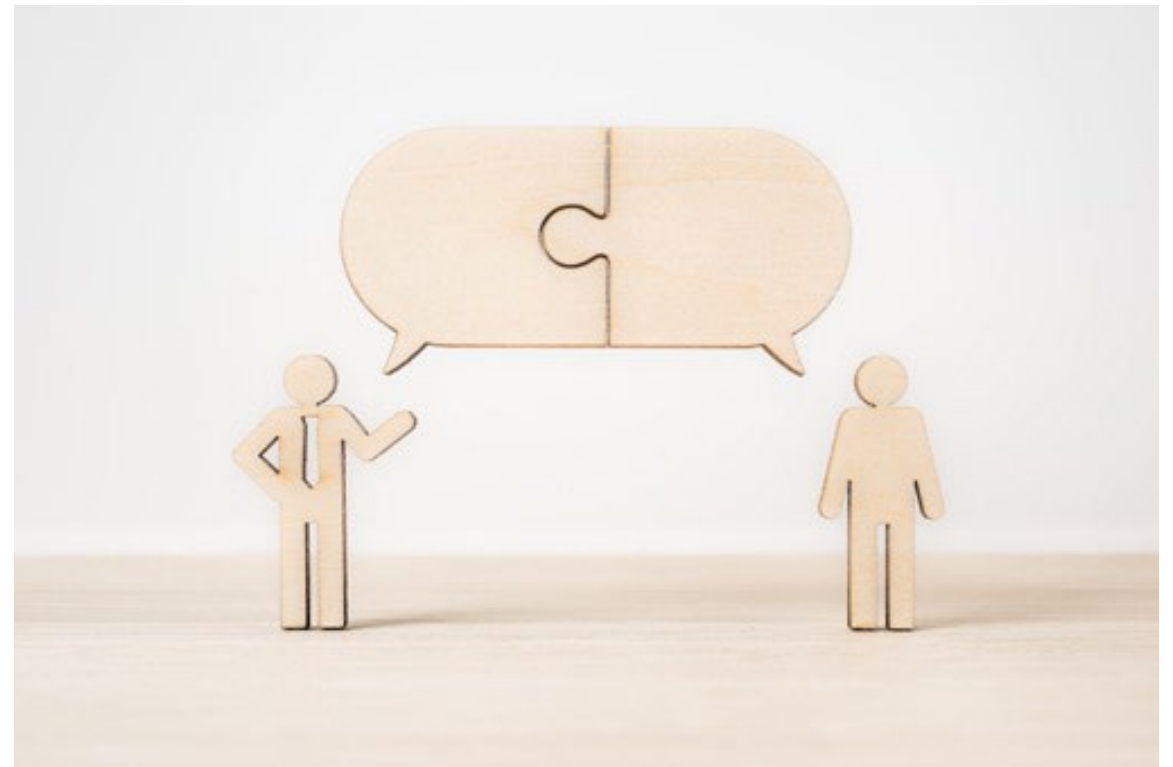


# Qualitative Data Collection – Focus Group

In-person discussions with a limited number of people

Good for getting several perspectives on a topic

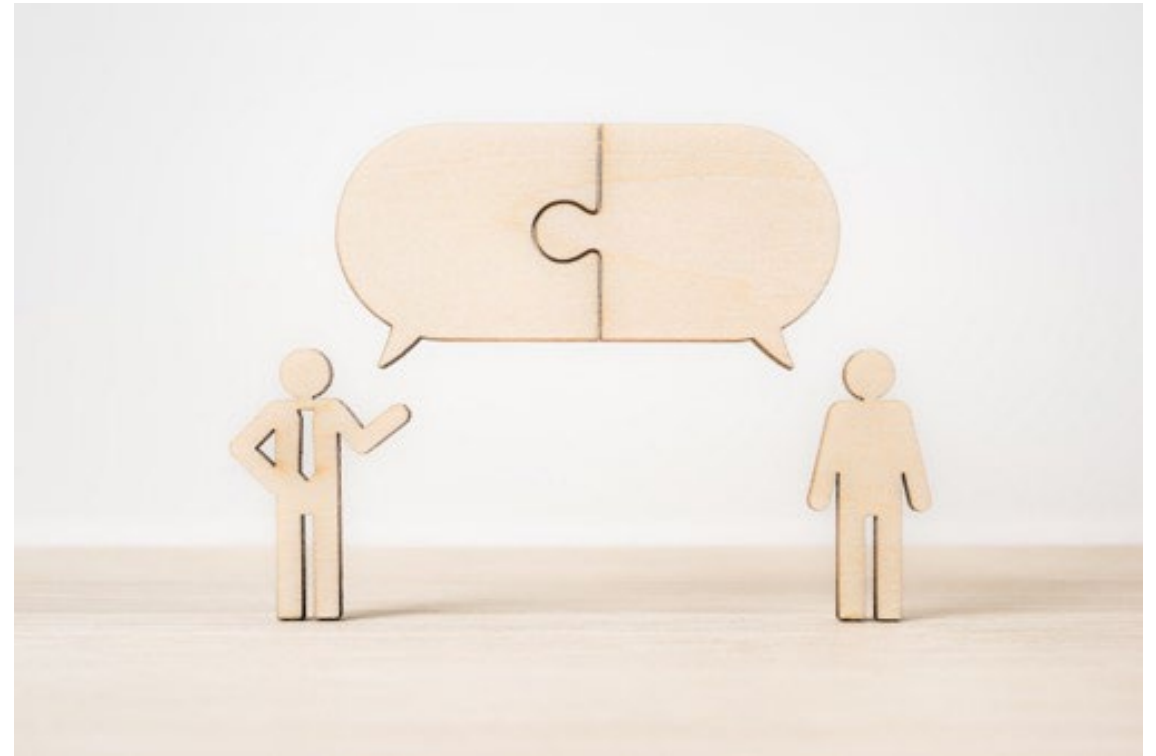
Purpose is to promote discussion among participants



# Qualitative Data Collection – Listening Session

A listening session involves gathering feedback from a group of people

A listening session is used to gain some new ideas and collect detailed feedback on these topics, while a focus group is often used to gather quick feedback and explore different perspectives.

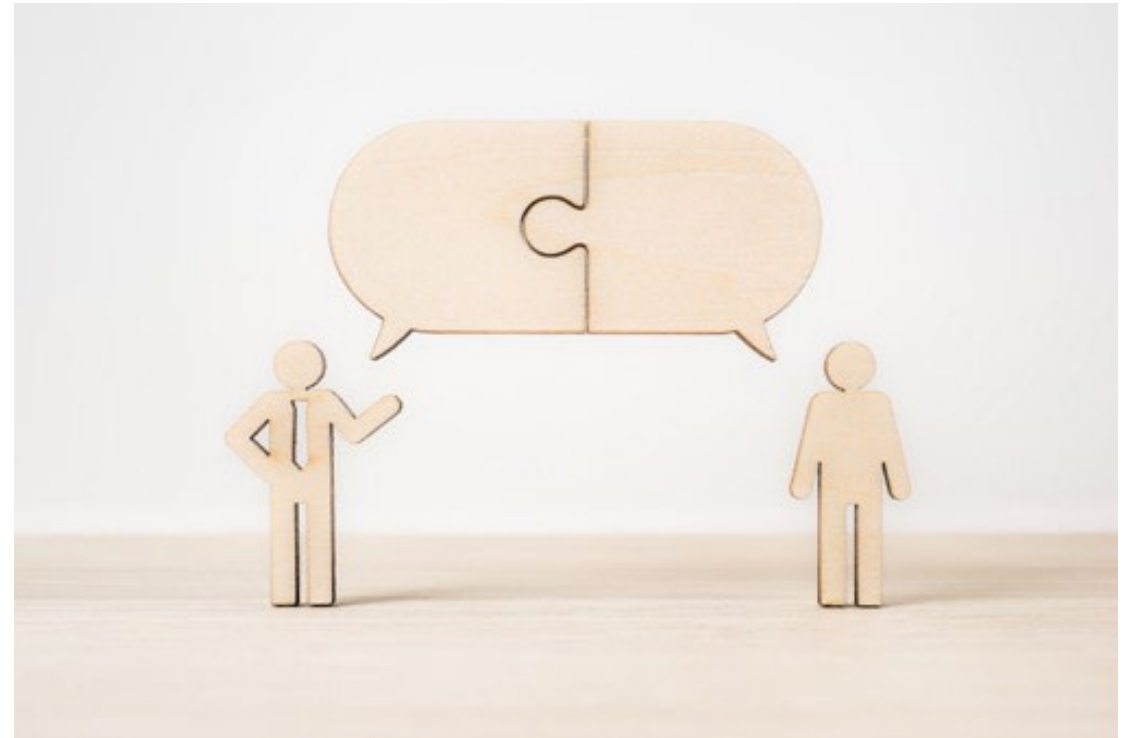


# Qualitative Data Collection – Key Stakeholder Interviews

1-on-1 Interviews

Broad influence

Great for sensitive issues –  
people more comfortable  
once trust is built

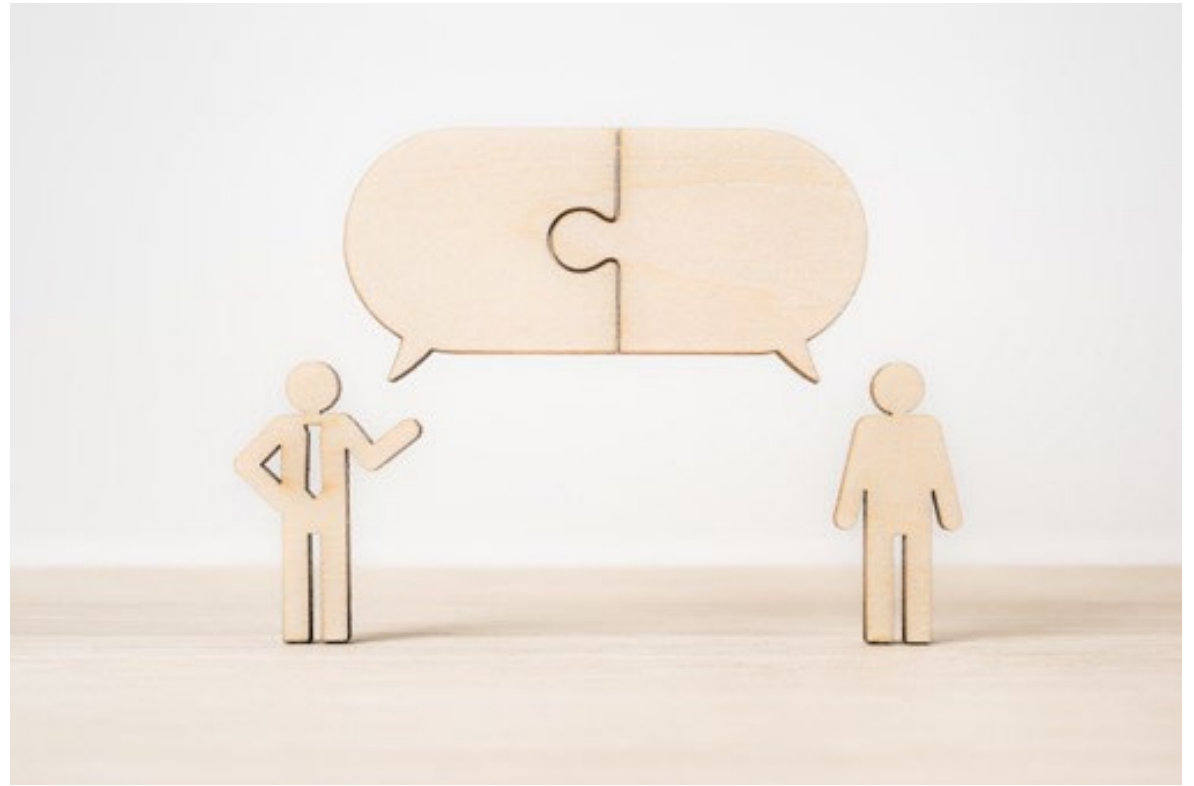


# Qualitative Data Collection – Key Stakeholder Interviews – Identify Your Key Stakeholders

Persons with lived experience

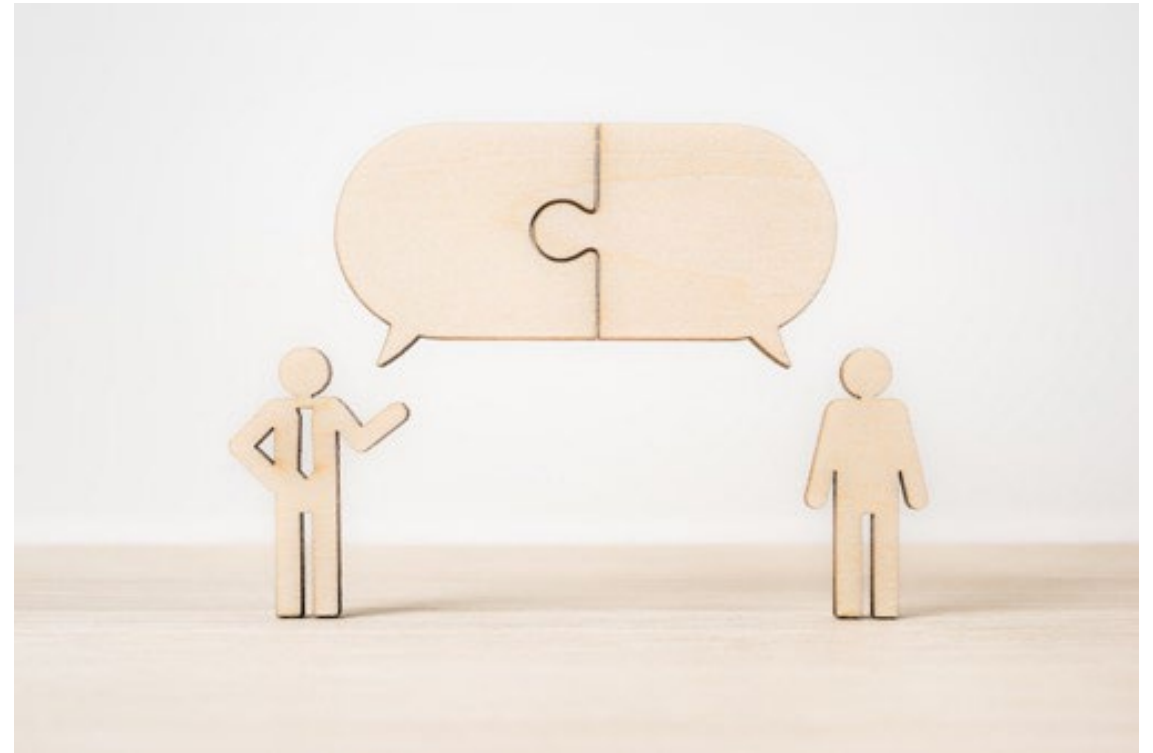
Recovery support professionals

Families impacted by problem gambling



# Qualitative Data Collection – Key Stakeholder Interviews

Recommend no more than  
6-8 questions  
Want open ended  
questions

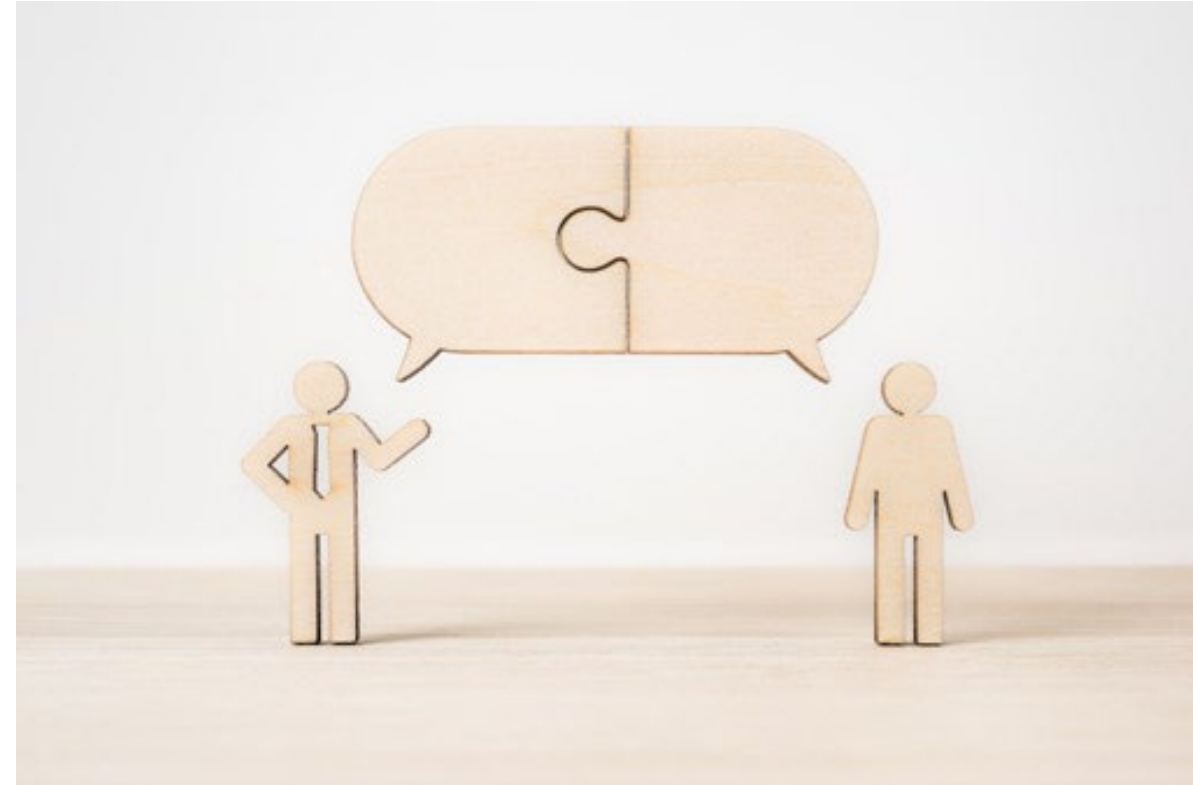




# Qualitative Data Collection – Key Stakeholder Interviews

Before conducting key informant interviews, it is important to decide what information you would like to obtain.

Based on the information you'd like to obtain you can create questions.



# Putting it into Practice

1. Persons in gambling recovery
2. Treatment professionals
3. Schools (teachers, counselors, administrators)
4. Law enforcement
5. Parents/guardians
6. Faith-based leaders
7. Community center staff or youth workers

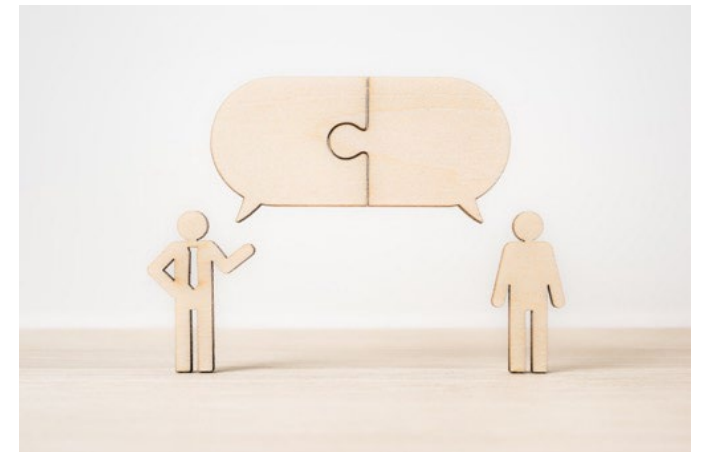


# Putting it into Practice – Step One: Define the Issue

Choose **one problem area** you want to understand better through interviews.

Examples:

- General problem gambling trends in the community
- Youth gaming and loot boxes
- Online and mobile sports betting
- Casino or bingo participation among older adults
- Impact of gambling advertising and promotions
- Connection between gambling and mental health



# Putting it into Practice – Step Two: Brainstorm Questions

## Ideas:

What are you noticing about this issue in your setting?

How is it affecting youth, families, or the community?

Who seems most at risk?

What resources exist, and what is missing?

What would help your sector respond better?

*Write your problem, sector and questions on chart paper*





# Community Readiness



Community readiness is the degree to which a community is ready to take action on an issue.



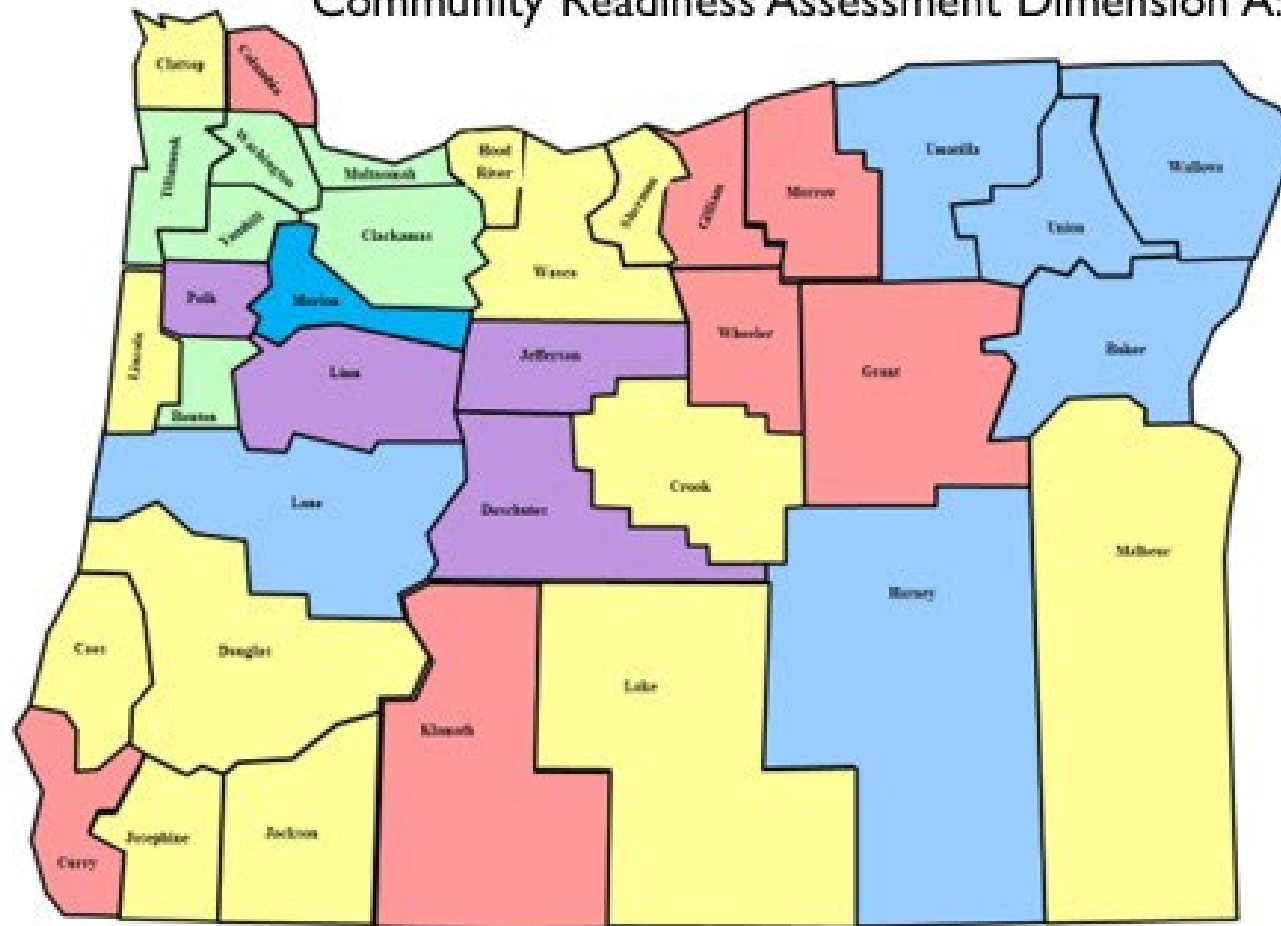


# Oregon Community Readiness Assessment

Dimension and Stages Results  
2018-2020



## Community Readiness Assessment Dimension A: Community Efforts



### Key

Stage 1: No Awareness

Stage 2: Denial/Resistance

Stage 3: Vague Awareness

Stage 4: Preplanning

Stage 5: Preparation

Oregon CRA Results 2018-2020

## Community Readiness Assessment Dimension B: Community Knowledge of Efforts



## Key

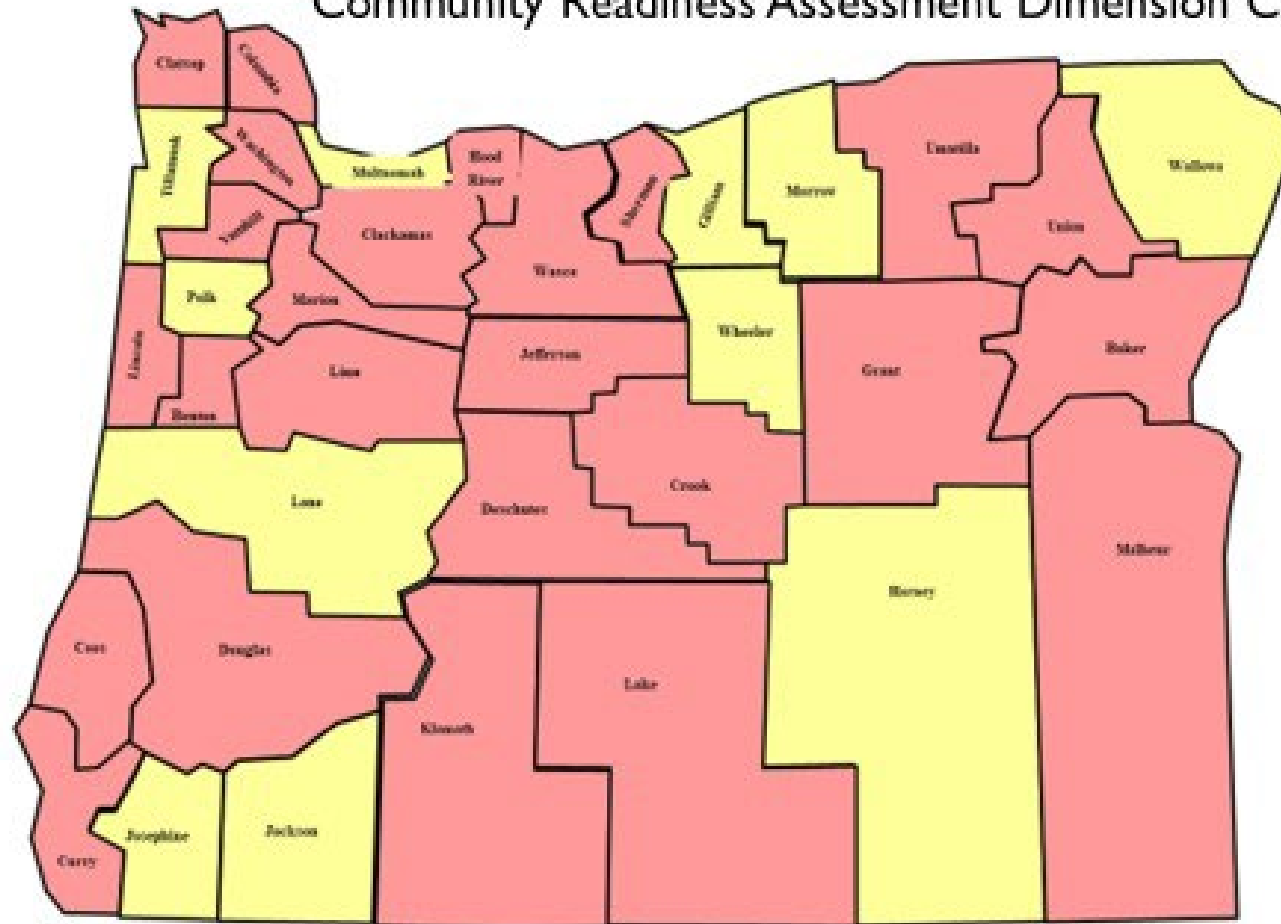
### Stage 1: No Awareness

## Stage 2: Denial/Resistance

### Stage 3: Vague Awareness

## Stage 4: Preplanning

## Community Readiness Assessment Dimension C: Leadership



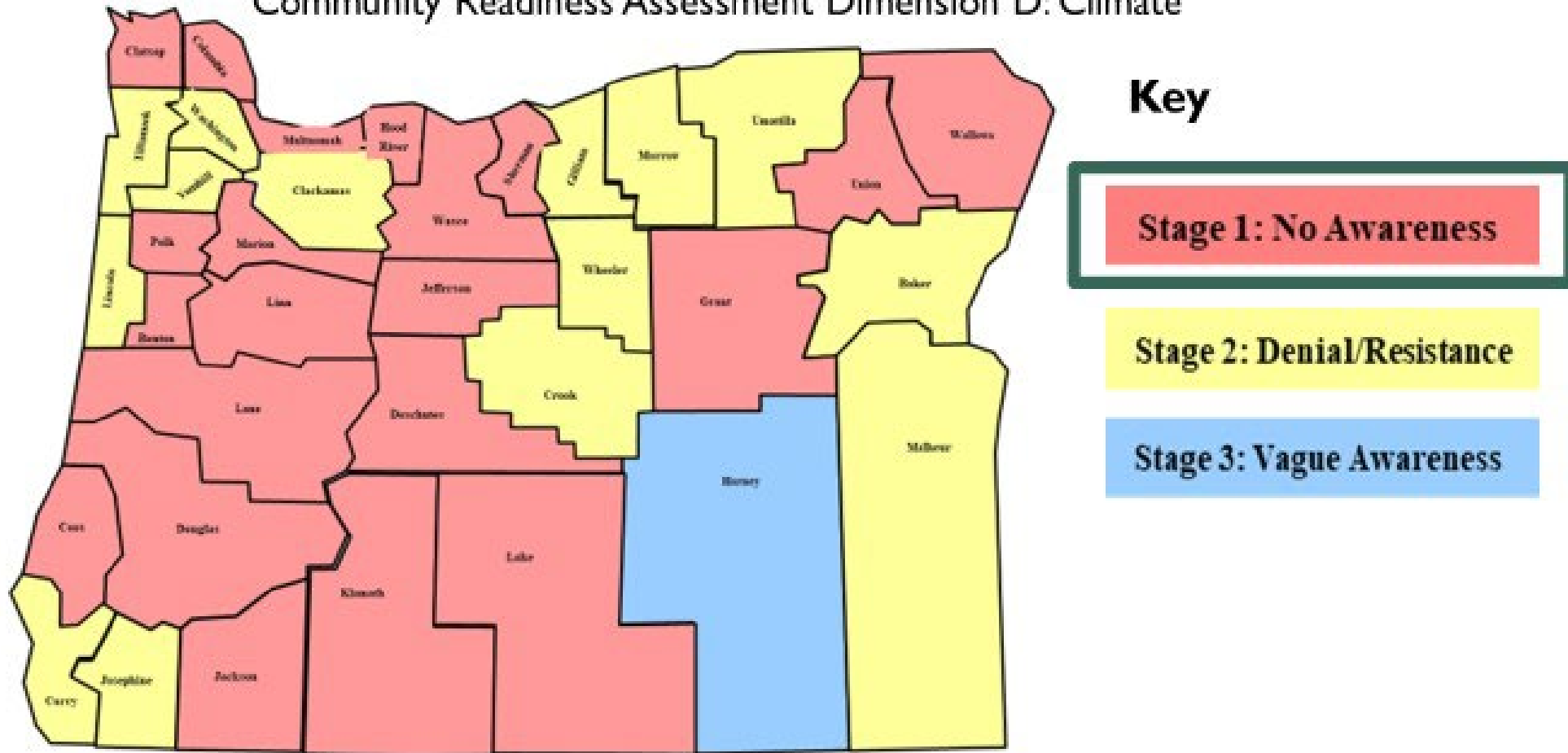
### Key

Stage 1: No Awareness

Stage 2: Denial/Resistance

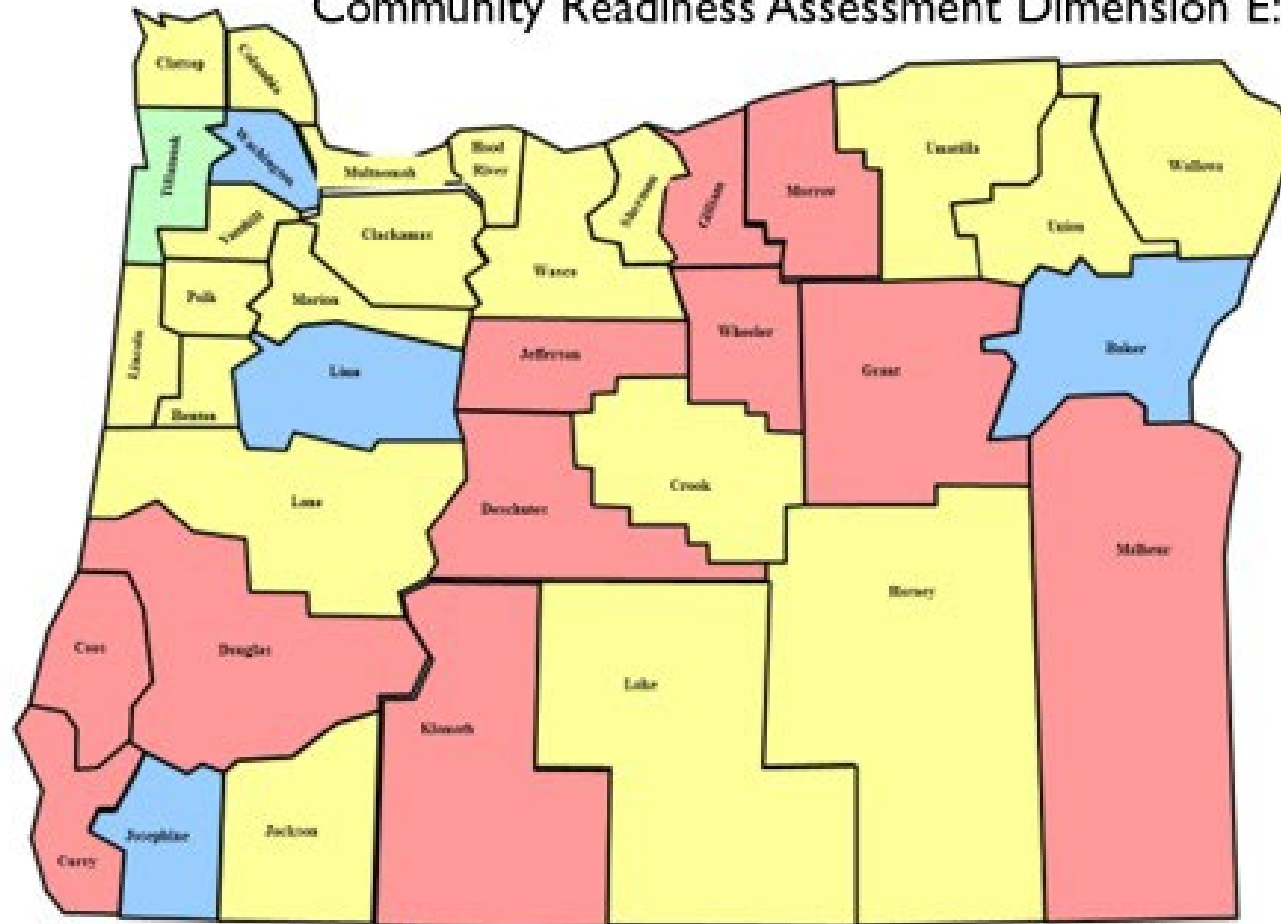
Oregon CRA Results 2018-2020

## Community Readiness Assessment Dimension D: Climate



# Oregon CRA Results 2018-2020

## Community Readiness Assessment Dimension E: Community Knowledge About Issue



### Key

Stage 1: No Awareness

Stage 2: Denial/Resistance

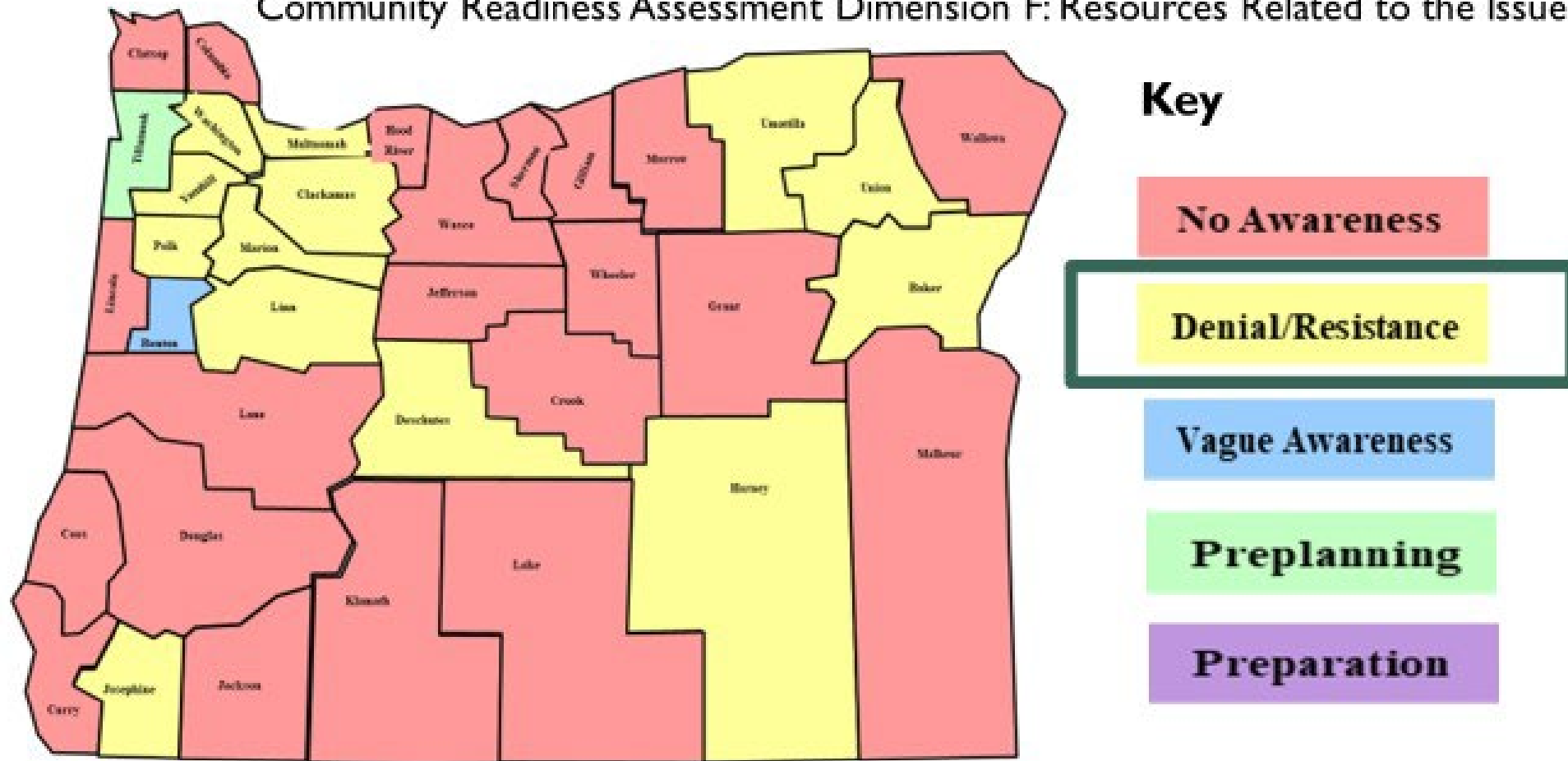
Stage 3: Vague Awareness

Stage 4: Preplanning

Oregon CRA Results 2018-2020



## Community Readiness Assessment Dimension F: Resources Related to the Issue



Oregon CRA Results 2018-2020

Does **low**  
Community  
Readiness mean we  
cannot implement  
our action plan?



NO!

*Knowing  
Community  
Readiness helps  
us identify where  
to start*





# Community readiness is...

- Issue-specific
- Measurable
- Different across sectors
- Possible to increase
- Essential for implementation



The background of the slide features a collection of stylized, 3D house shapes. Most are light gray, but one house on the right side is a distinct reddish-pink color. The houses are scattered across the slide, with some appearing to be in the foreground and others in the background, creating a sense of depth.

## **When Should A Coalition Consider Readiness?**

- **For an ongoing effort.**
- **Each time you tackle a new issue.**
- **When several different communities, or different segments of the community, are involved.**
- **When you're planning an effort that involves a participatory process.**
- **When you've engaged in a community or neighborhood planning effort.**



# Assessment Planning Check List

- ☐ Draw community map
- ☐ Have identified “who cares”
- ☐ Gathered survey data where available
- ☐ Develop questions for interview
- ☐ Identify community history and norms related to the issue
- ☐ Start document – assessment – to tell the story

# Thank You!



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